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Relationships of Motivational Orientation and Creativity and Their Effects on Writing Performance

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Motivational orientation and creativity of students in English as a Foreign Language (EFL) writing courses have recently garnered increased attention in South Korea and around the world. In an effort to advance research in these areas, this study examined relationships involving motivational orientation (intrinsic goal orientation and self-efficacy), creativity, and writing performance. A group of university EFL students (n = 41) in South Korea participated in this study. They were asked to complete questionnaires of intrinsic goal orientation and self-efficacy, take the Torrance Tests of Creative Thinking, and complete a series of writing tasks including a persuasive essay as part of their performance assessment of a writing class, which served as the context of this study. Results showed no significant relationship between motivational orientation and creativity. However, an interaction effect between intrinsic goal orientation and self-efficacy on student writing performance was found. Results are discussed and recommendations are made based on pedagogical implications of these findings.

Key words: intrinsic goal orientation, self-efficacy, motivation, creativity, writing performance

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1. INTRODUCTION

Due to a dominant pattern of English input-based teaching pedagogy, EFL (English as a Foreign Language) university students have a relatively large amount of English-input knowledge (Lee, 2015); however, they do not truly have the sufficient opportunities to elaborate their English-output abilities in an English language class (Lee, 2015). As a result, university English classes mostly focus on grammar, pronunciation, and vocabulary in both English speaking and writing contexts. Because students must prepare for specific English proficiency tests such as TOEIC or TOEFL to graduate and get a job after graduation, EFL instructors often focus on the development of receptive grammar knowledge through error corrections in speaking and writing rather than the development of comprehensive English-output abilities (Teng, Sun, & Xu, 2018).

Two English-output abilities that deserve some attention due to their relevance in developing language proficiency are creativity and writing. Writing represents output reflective of ways in which ideas are ideally drawn and connected in a fluid and comprehensive manner, while creativity is often a product of such a process. Although creativity is an important competency, and is one of the main goals in school curricula, creativity education, especially in language education, generally has not been actively promoted in language classrooms due to instructors' lack of exposure and experience regarding the use of creativity within their instructional practice (Cho & Kim, 2018). Because the educational paradigm is shifting from a knowledge transfer to a learner-oriented teaching and learning paradigm (Cho & Kim, 2018), it is a necessary goal to consider effective educational environments where learning is done to suit the level of learners and to encourage them for active participation. An examination of ways to promote effective English-output proficiency through writing and creativity respectively within EFL courses should go some way in working towards such a goal.

A further connection between both writing and creativity as output abilities is that learners' motivation levels can have varying effects on them within an EFL context. Both intrinsic goal orientation and self-efficacy represent two motivational orientations that have recently gained more attention in relation to writing performance and creativity within EFL contexts (Farsani, Beikmohammadi, & Mohebbi, 2014; Teng et al., 2018). Second language learners often have difficulties effectively expressing themselves in writing, and psychological factors including various motivational orientations such as self-efficacy and intrinsic goal orientation often play a role in such expression (Hyland, 2003). Separately, motivational learning orientations have also been proven to play a role in creativity among foreign language learners (Haase, Hoff, Hanel, & Innes-Ker, 2018; Steele, McIntosh, & Higgs, 2017).

As there is a need to promote instruction that shifts away from language input-based knowledge and focuses more on language that is produced through measurable output, examining the relationships between these motivational orientations and both creativity and writing performance should add to the growing field of research that examines such motivational traits within foreign language learning. While extant research has examined the role motivation plays on creativity in writing, examining the role of motivation on writing and creativity separately represents a more granular approach. In other words, rather than looking at how motivation affects creativity as part of the writing process, we can see the individual effects of motivation on creativity, and separately, the individual effects of motivation on writing. Due to the significance of each variable within an EFL context, it is obviously important to investigate the effects of each one. Furthermore, examining the individual effects of motivation on each one independently allows for a clearer picture of what is occurring with motivation and output variables. Therefore, the overarching objective of this research is to examine the relationships that intrinsic goal orientation and self-efficacy have with creativity and writing performance respectively among a group of university EFL students in South Korea.

2. REVIEW OF THE LITERATURE

Due to the need to promote comprehensive output abilities in EFL, both writing and creativity serve as important output variables to increase language proficiency. Writing often considered one of the more challenging aspects of second language learning represents an essential indicator of a learner's competence (Wati, 2019). Furthermore, unlike passive skills such as listening and reading, it represents a productive skill that allows learners to display such competence in a meaningful manner (Syarifah & Emiliasari, 2019; Wati, 2019). Creativity is often associated with comprehensive output skills such as writing (Syarifah & Emiliasari, 2019), and therefore represents another essential language output. Although a wide variety of definitions of creativity exist, it is generally accepted that creativity involves the generation of unique and novel ideas (Sternberg & Lubart, 1995). As such, articulating one's ideas in a creative manner is useful for language development (Bell, 2012). Because both variables represent important comprehensive language outputs, they should be promoted in EFL contexts as an alternative to receptive-based skills often promoted in today's language learning environments.

2.1. Intrinsic Goal Orientation and Creativity

Intrinsic goal orientation is a type of motivation that is reflective of the desire to obtain knowledge as an end in itself through reasoning and complex processing, rather than the desire to obtain knowledge for any external reasons (Pintrich, Smith, Garcia, & McKeachie, 1991). As part of the Motivational Strategies for Learning Questionnaire (MSLQ) designed to identify various motivation orientations and learning strategies, intrinsic goal orientation is represented as students' intrinsic personal goals and orientations put forward to achieve success within a specific course (Pintrich et al., 1991). Learners with high levels of intrinsic goal orientation are more likely to form a set of learning goals that ultimately determine the way in which they process information (Meece, Blumenfeld, & Hoyle, 1988). This process occurs when learners are particularly motivated by challenge, curiosity, or mastery to achieve self-generated goals of the course (Pintrich et al., 1991). The desire for students to intrinsically master pre-determined goals has been tied to higher levels of achievement within academic settings (Payne, Youngcourt, & Beaubien, 2007).

Whether encouraging creativity in a general sense or in a foreign language writing context specifically, learner motivation and its relationship to creativity are important factors to examine. Perhaps the motivational factor most commonly linked to creativity is intrinsic motivation. It is generally accepted that intrinsic motivation is a predictor of creativity (Baer, 2016). Intrinsic goal orientation is reflective of the type of motivation that can lead to increased levels of creativity due to the ability of creative learners to apply original and valuable problem solving techniques to relevant goals. Creativity in English writing courses generally tends to have an intrinsic motivational component to it in that more creativity has been found when students work towards effective creative writing for internal gratification rather than any external reward (Amabile & Hennessey, 1998). Such flexibility associated with intrinsically motivated students leads to more divergent thinking, an important indicator of creativity (Amabile, 1996). This may be due to the fact that intrinsically motivated learners generally feel free from any constraints that limit their ability to incorporate diverse information in order to solve problems (Wang, Kim, & Lee, 2016). Although extant research focuses on intrinsically motivated students and their tendency to be more creative in the writing process, it is a point of interest to promote ways in which less motivated students can show more creativity in second language writing courses.

It is important to note that while it is generally considered that intrinsic goal orientation has a positive relationship with creativity, there are inconsistencies in the research concerning the degree of the relationship (Steele et al., 2017). This may be due to the lack research examining a direct relationship between intrinsic goal orientation and creativity. Creativity research generally examines intrinsic goal orientation in relation to several other

variables that influence creativity (Steele et al., 2017). This results in variations in the strength of the relationship in a study-by-study basis due to the interaction with other variables. For example, intrinsic goal orientation has been examined as a mediating variable that influences the relationship between other motivational variables and creativity in varying degrees (Steele et al., 2017). Additionally, it has been posited that intrinsic goal orientation does not exist in a vacuum, as learners generally hold intrinsic and extrinsic goal orientations, and therefore research has reflected that a combination of the two variables have varying effects depending on the study context (Gong, Wu, Song, & Zhang, 2017). While such studies provide insight on how intrinsic goal orientation interacts with other variables to influence creativity, examining a direct relationship free from any other variables should provide a clearer picture of the relationship.

2.2. Self-Efficacy and Creativity

Another often-cited motivational approach commonly tied to creativity is self-efficacy (Richter, Hirst, Van Knippenberg, & Baer, 2012). Self-efficacy refers to the level of confidence learners have in providing the necessary motivational effort to obtain desired goals through self-regulation and self-correcting actions, specifically when faced with setbacks and other difficult situations within the learning environment (Bandura, Barbaranelli, Caprara, & Pastorelli, 1996). Self-efficacy is viewed as a motivational orientation that represents students' appraisal and judgment of their own ability, as well as confidence in their own skills to succeed in particular tasks (Pintrich et al., 1991). Self-efficacy as a specific construct of the MSLQ is represented as the confidence associated with achievement and comprehension within the context of a specific academic course (Pintrich et al., 1991). In general, adaptive strategies initiated by learners with high levels of self-efficacy lead to a greater rate of academic achievement (Komarraju & Nadler, 2013; Lane & Lane, 2001).

The self-regulation and self-correcting actions attributed to learners with high levels of self-efficacy are beneficial to producing creative work. This is due to the fact that the very nature of creativity is demanding, often requiring learners to persist repeatedly until the desired results are obtained (Richter et al., 2012). Learners with high levels of self-efficacy are more likely to adjust their learning strategies in ways that lead to more creative outcomes (Steele et al., 2017). This often occurs through idea generation, which self-efficacious learners have a tendency to engage in (Ng & Lucianetti, 2016). Empirical evidence suggests that a relationship exists between self-efficacy and a wide range of creative outputs (Bjornberg & Davis, 2015). This includes the context of writing, as effort associated with self-efficacy has specifically shown positive result regarding creativity in English composition courses (Bruning, Dempsey, Kauffman, McKim, & Zumbrunn, 2013).

Acknowledging the importance of creativity within writing courses, attention needs to be placed not only on those who are highly motivated through self-efficacy, but also on those who lack the confidence attributed to low levels of self-efficacy. Addressing this issue, research conducted by Lo and Hyland (2007) suggests that students who are generally less motivated due to a lack of confidence in their own thoughts and ideas actually benefit from a creative standpoint when foreign language writing tasks are designed to produce more creativity. Therefore, it is important not only for students to be highly motivated, but for instructors to design tasks that are more conducive to creativity so low motivated students can still succeed in the creative writing process. While research generally shows a connection between self-efficacy and creativity, a meta-analysis conducted by Haase et al. (2018) shows that there are some situations where self-efficacy may not be a strong predictor of creativity. One reason for this may be the influence of moderating variables, as creativity research generally examines self-efficacy in relation to other motivation orientations rather than examining a direct relationship (Haase et al., 2018). Additionally, the way in which creativity has been measured has caused variations in the perceived strength of the relationship. For example, when testing for creativity, the more the test reflects creative performance rather than subjective creative ratings, the weaker the relationship becomes with self-efficacy (Haase et al., 2018). Furthermore, it has been argued that potential inaccuracies of self-reported measures have led to inconsistencies in study findings, with some studies showing a relationship and other studies showing no relationship (Lemons, 2010).

2.3. Intrinsic Goal Orientation and Writing Performance

An increasing level of persistence that is reflective of those who are intrinsically goal oriented serves as a predictor of achievement within specific academic tasks (Lyke & Young, 2006; Vansteenkiste, Lens, & Deci, 2006). Whether this translates to foreign language writing tasks, however, is up for debate. Research that supports the notion that intrinsically goal oriented learners are more likely to produce better quality writing output attribute such writing success to a willingness to engage in writing tasks out of personal satisfaction rather than some external reward (Amin, 2019). Empirical research has shown that intrinsically motivated learners have high levels of determination to engage in writing tasks (Lubart, Zenasni, & Barbot, 2013), as well as the ability to produce higher levels of writing performance within EFL contexts (Farsani et al., 2014). Due to such determination that students show in the face of goal acquisition, intrinsically motivated students show more flexibility, which may allow them to manipulate information in ways that enhance writing performance (Utman, 1997). Some empirical research within EFL contexts supports this by showing that intrinsic goal orientation predicts writing proficiency

(Fukuda, 2018; He, 2002), and those students who show high levels of performance-approach goal structures associated with intrinsic motivation also show higher levels of writing achievement (Abdulhay, Ahmadian, Yazdani & Amerian, 2020). Such results are supported by research that shows intrinsic goals have been found to lead to greater metacognitive strategy usage within an EFL writing context, which ultimately contributes to higher levels of overall writing performance (Teng, 2016).

On the other hand, some research has shown no significant relationship between intrinsic goal orientation and writing performance. For example, Zhang and Guo (2012) found that intrinsic goal orientation had no significant relationship with writing proficiency, which they explained was due to the specific nature of the task involved in the instructional intervention. Such results provide support for the notion that the relationship between intrinsic goal orientation and writing performance is context dependent in that the way in which instruction is delivered can affect the relationship. Other research explains the lack of a significant relationship to situational influences depending on the cultural context of study (Farsani et al., 2014). Supporting this notion, Wang, Schwab, Fenn and Chang (2013) conducted a study with Chinese and German EFL students, and found correlations between motivational strategies and achievement between the Chinese learners, but not with the German learners, which was explained as having to do with differences in social, linguistic, and cultural backgrounds.

While some studies have shown that intrinsic goal orientation has no direct effect on writing performance, other studies suggest that the relationship it has with motivational variables such as self-efficacy play a role in writing performance. For example, it has been shown that students who show high levels of a combination of intrinsic goal orientation and self-efficacy also show higher levels of proficiency in their EFL writing assessment, which has been attributed to common characteristic of both variables being tied to goal setting (Fukuda, 2018). Additionally, the connection between the two variables has been widely observed, as multiple studies have found a relationship between them (Teng et al., 2018).

2.4. Self-Efficacy and Writing Performance

It has been argued that self-efficacy is a critical component of language learning due to the linguistic demands attributed to L2 writing and the anxiety associated with those demands (Teng et al., 2018; Pajares & Valiante, 2006). Unlike research on intrinsic goal orientation, extant research focusing on self-efficacy and EFL writing performance is in agreement that there is a relationship between the two, with the general consensus being that self-efficacy is critical for the development of English writing skills among non-native speakers of English (Teng et al., 2018). Research has shown that self-efficacy predicts

writing performance (Pajares, 2003; Wang et al., 2013), has a direct correlation with writing performance (Kormos, 2012), and has mediating effects on writing achievement (Bruning et al., 2013; Pajares, 2008). Specific to EFL writing tasks, it has also been found that high levels of self-efficacy have predicted higher quality narrative writing tasks (Rahimpour & Nariman-Jahan, 2010). One reason in which highly self-efficacious learners are able to produce better quality writing is due to the fact that self-efficacy in language writing courses has been tied to lower levels of anxiety with the writing task (Rahimpour & Nariman-Jahan, 2010).

In university-level writing courses specifically, learning environments should be designed in ways that do not suppress confidence levels of the students. There is a need for greater attention in this area because language learners often struggle at building confidence with writing performance, as much focus of such classes traditionally is placed on language knowledge and test-taking rather than comprehensive composition development (Teng, 2016; Teng et al., 2018). So, it would make sense that when learners are highly self-efficacious, they are able to overcome some of the obstacles associated with a foreign language writing context, making the need to design instruction that encourages effective use of self-efficacy, rather than suppress it, among EFL learners all the more important.

3. RESEARCH METHODOLOGY

Based on previous studies, it is apparent that there is a need to promote both creativity and comprehensive writing output in EFL classes. Additionally, previous research has documented the importance of self-efficacy and motivation in L2 learning; therefore, this study aims to examine how these two variables are related to students' creativity and writing performance in a university English writing class in South Korea. Based on that, the present study attempts to answer the following research questions:

1. Are there statistically significant relationships between motivational orientation (intrinsic goal orientation and self-efficacy) and creativity?
2. Is there statistically significant difference of writing performance depending on the students' intrinsic goal orientation and self-efficacy levels?

3.1. Context and Participants

The participants in this study were 41 undergraduate students taking the "Discursive Writing Creation 2" course at a university in South Korea during the spring semester of 2019. Participation of the course is required for undergraduates of the British and American Humanities (BA Humanities) department, which is a department focused on English writing and composition in addition to language theory and practice. Since this is a follow-up course to the freshman class, "Discursive Writing Creation 1", most of the participants were sophomores majoring in the BA Humanities department. The participants of this study are in intermediate to advanced English proficiency levels. Because they are in a department that focuses a substantial amount of its curriculum on English language output, all participants of this study are fluent to near fluent English speakers with moderate to above average writing proficiency. Most of them have passed the minimum score of the standardized English proficiency tests that the university requires, or they have already passed general English courses that the university offers to all students. Additionally, to get a better idea of the participants' proficiency levels, the English proficiency scale developed by Makewa, Role, and Tuguta (2013) was adapted for use as part of the pre-study questionnaire. The three items that make up the English proficiency scale are 1) I am able to express myself well in English, 2) I manage English well as a medium of instruction, and 3) I am a competent English speaker. The items were set on a Likert scale with 1 being the lowest and 5 being the highest. The Cronbach's alpha for the three items was found to be .899, which is considered acceptable for this type of research Overall, the English proficiency mean for the participants of this study 3.23 with a standard deviation of .78.

TABLE 1

Participant Demographic Information

		Frequency (*n*)	Percentage (%)
Gender	Male	13	31.7
	Female	28	68.3
Age	19 ~ 20	16	39.1
	21 ~ 22	15	36.6
	23 ~ 24	7	17.1
	Over 25	3	7.2
Major	BA Humanities	38	92.7
	International Commerce	2	4.9
	Public administration	1	2.4
Grade	Sophomore	21	51.2
	Junior	9	22.0
	Senior	11	26.8
Total		41	100.0

Background information of the participants is shown in Table 1 above. The course that is the focus of this study is an intermediate to advanced level EFL writing course with goals focused on composition of persuasive writing in the form of comprehensive paragraphs and essays. While the first half of the semester consisted of seven weeks focusing on paragraph development, the second half consisted of seven weeks focusing on persuasive essay development. It is the second half of the semester that serves as the context of the present study.

3.2. Research Procedure

The present study seeks to examine the effects of motivational orientation on creativity and writing performance among university EFL students. Specific to creativity, because this study sought to examine the pure relationship between motivation and creativity free from any outside instructional influences, participants simply took the Torrance Tests of Creative Thinking (TTCT) so that motivation levels can be compared to creative output of that test. No instructional intervention was employed to instruct the participants how to be creative. Specific to writing performance, this study focuses on persuasive essay creation and the conceptual foundations required for such composition. Therefore, the study took place during the second half (final seven weeks) of the spring semester, which focused on persuasive essay composition. During this seven-week period, three chapters from the textbook served as the focus of instruction, with one chapter focusing on the general structure of academic essays, another chapter focusing on comparison/contrast essays, and the final chapter focusing on argumentative essays. Each chapter consisted of essay writing practice with varying topics decided by the students.

The classes during the seven week period consisted of the following steps: 1) *Instruction was provided giving students key concepts and terms associated with a specific type of essay that served as the focus of a particular instructional session*, 2) *Students took part in pre-writing activities that allowed them to brainstorm ideas and apply concepts learned in the first phase to the creation of an outline for their essay*, 3) *Students expanded on their outlines to create comprehensive in-class essays*, and 4) *Peer assessment was provided among the students, and corrections were made based on feedback*. At the end of the seven-week process, all participants took a final writing exam that assessed their writing ability based on only the final seven weeks of the semester of which serves as the context of the current study. More detail is provided in Table 2.

TABLE 2

Class Information During Seven Weeks

Step	Description	Goal	Student Role	Instructor Role
1	Concepts and terms introduced	Gain understanding of the overall structure of essay	Listen to lecture, answer questions provided by instructor	Provide direct instruction and assess student comprehension
2	Pre-writing activities	Apply concepts learned in Step 1 to the creation of an essay outline	Brainstorm ideas and integrate those ideas into outline	Monitor student progress and answer any questions students may have
3	Write the essays	Effectively expand on outlines to create comprehensive in-class essays	Writing and essay construction in-class activity	Monitor student progress and answer any questions students may have
4	Peer-assessment	Identify errors and correct errors based on feedback.	Exchange essay draft with classmates and provide feedback	Provide students with a descriptive list of specific elements needed in the essay for use in peer assessment.

3.3. Instruments

The measurements used to calculate intrinsic goal orientation were adapted from the Motivated Strategies for Learning Questionnaire (MSLQ), which is used to assess college students' motivational orientations and their use of different learning strategies (Pintrich et al., 1991). The MSLQ has a total of 15 separate constructs, six of which are part of the motivation orientation scales and nine of which are part of the learning strategies scales. Both of the constructs used in this study, intrinsic goal orientation and self-efficacy come from the motivation orientation scales. Each construct of the MSLQ consists of several items. The MSLQ is designed to be distributed for research purposes according to which constructs are the focus of any given research. For example, because the present study is focusing on self-efficacy and intrinsic goal orientation, only those two of the total 15 MSLQ constructs were selected for use of this study. The researchers of the present study used all four items of intrinsic goal orientation construct of the MSLQ, and four of the eight items of the self-efficacy construct of the MSLQ. The items and the Cronbach's Alpha can be seen below in Table 3.

TABLE 3

MSLQ Items and Reliability

Construct	Item	Cronbach's Alpha
Intrinsic goal orientation	In a class like this, I prefer course material that really challenges me so I can learn new things. In a class like this, I prefer course material that arouses my curiosity, even if it is difficult to learn. The most satisfying thing for me in this course is trying to understand the content as thoroughly as possible. When I have the opportunity in this class, I choose course assignments that I can learn from even if they don't guarantee a good grade	.798
Self-efficacy	I'm confident I can understand the basic concepts taught in this course. I'm confident I can understand the most complex material presented by the instructor in this course. I'm confident I can do an excellent job on the assignments and tests in this course. I'm certain I can master the skills being taught in this class.	.922

The Likert scale used for these items was set at a range from 1 to 5, with 1 representing "strongly disagree" and 5 representing "strongly agree." The Cronbach's alpha for intrinsic goal orientation was .798, which is considered acceptable for this type of research. The measurements used to calculate self-efficacy also came from the MSLQ (Pintrich et al., 1991) and the calculated Cronbach's alpha for this construct was found to be .922, which is acceptable for this kind of research.

The measurements used to measure creativity were from the TTCT which was developed in 1966 (Torrance, 1966). In this test, creativity was measured in four aspects: fluency (the ability to produce a number of different ideas), flexibility (the ability to produce a number of different categories or kinds of responses), originality (the ability to produce uncommon or unique responses), and elaboration (the ability to develop and elaborate ideas). For example, students looked at certain pictures on the test and listed their responses as many as they could. The total score of creativity was calculated by TTCT experts in a Korea's creativity assessment institute (http://fpsp.or.kr/).

3.4. Data Collection and Analysis

Data for the two independent variables of this study (intrinsic goal orientation and self-efficacy) were collected before the start of the study. All participants completed a survey that focused on individual perceptions of their personal motivation levels of intrinsic goal orientation and self-efficacy. These data were used to determine if they had any relationship with the two dependent variables (creativity and writing performance). To

identify participant creativity levels, each participant took the Torrance Tests of Creative Thinking (TTCT) in order to determine their creative ability. The data collected from the TTCT were ultimately used to examine the relationships between motivational orientations and creativity levels within the EFL learner context of this study. Regarding the TTCT scores, the minimum was 39, and the maximum was 318. The median score for the TTCT test was 129.34, with a standard deviation of 58.11. A breakdown of the TTCT scores can be seen in Table 4.

TABLE 4

Breakdown of TTCT Scores

		Frequency	Percentage
TTCT score	Under 100	15	38.6
	100 ~ 150	16	38.7
	Over 150	10	24.0
Total		41	100

The main dependent variable (writing performance) was measured with the scores of the final writing examination given to all participants of this study. The exam only covered topics related to essay composition presented in the second half of the semester, which also serves as the context to this study. The writing exam contained a series of questions in which the participants were asked to do the following steps: 1) *Compose comprehensive thesis statements*, 2) *Develop a hook for an essay topic*, 3) *Write am introductory essay paragraph, 4) Use comparison and contrasting signal words in the proper context*, 5) *Develop supporting arguments for specific types of essays*, and 6) *Write a full argumentative essay with an introduction, body, and conclusion.* The exam assessment was performed by the instructor of the course, one of the current researchers, using blind grading to prevent any potential bias. Because the instructor was the sole grader, there is no information on interrater reliability. More detail regarding the specific procedure of each step required by the participants is listed below.

Regarding Steps 1 and 2, students were expected to include all elements of thesis statement (topic and supporting idea) and a hook (interesting general statement to gain the reader's attention). Because these steps simply required writing a full statement containing the essential elements of either a topic sentence or a hook, they were worth one point each. If all elements were presented, the students received full credit, meaning they received one point, and if any elements were missing, they were penalized accordingly, meaning one point was deducted.

Regarding Step 3, the students were given a set of sentences and were asked to use those sentences in the correct order to write an introductory paragraph. This was expected to be done using the funnel introduction technique in which statements are presented from most

general to most specific. Because this task was to basically identify the correct order of sentences, it was also only worth one point. Full credit (one point) was given if all sentences were in the correct order, and students were penalized (one-point deduction) if any sentences were out of order.

Step 4 consisted of students writing their own comparison/contrast sentences with correct usage of signal words (one point each). If the students correctly used the signal words in the proper context, they received a point. If they incorrectly used the signal word, they were penalized a point.

Regarding Step 5, the students were given thesis statements of a typical comparison/contrast essay or argumentative essay, and were asked to provide supporting arguments. If the supporting argument was appropriate given the thesis statement, full credit (one point) was given; if not, the students were penalized accordingly (one-point deduction).

Regarding Step 6, a rubric was used to score the argumentative essay. The rubric was designed to be a tool that allowed the instructor to give a score based on the effective use of appropriate elements of each section of the essay (see Appendix). The students were prompted to write a five paragraph argumentative essay. The topic was focused one type of consumer product. Specifically, the students were asked to make an argument that one specific consumer product is superior to another. The students were free to choose whatever consumer products they wanted to write about. The required length of the essay was five complete paragraphs (introduction, three body paragraphs, and conclusion). The average length of the essays was approximately one-page long. The elements considered for evaluation were as follows: 1) The appropriate use of an introductory paragraph using the funnel technique (general statements leading to specific statements, followed by the thesis statement at the end of the introduction); 2) Three paragraphs for the body consisting of an appropriate topic sentence for each paragraph, supporting sentences with appropriate signal phrases, and an appropriate concluding sentence for each paragraph; 3) A concluding paragraph that reminds the reader of the key points of the essay and an explanation of future implications. If errors were made, students were penalized according to the standards of the rubric (see Appendix). Students were only graded based on the effective use of all elements, and they were not penalized for spelling mistakes or grammatical mistakes not related to what was taught in the class. The results of their examinations serve as the main dependent variable to determine whether their final results have any relationship with the independent variables (intrinsic goal orientation and self-efficacy).

4. RESULTS

For data analysis, the researchers used SPSS version 23 and used the chi-square statistic to examine relationships that both intrinsic motivation and self-efficacy had with creativity. Additionally, the researchers employed descriptive statistics and a two-way analysis of variance (ANOVA) to examine whether there were any significant differences in writing performance depending on students' intrinsic goal orientation and self-efficacy levels.

4.1. Relationships Between Motivational Orientation (Intrinsic Goal Orientation and Self-Efficacy) and Creativity

For both of the intrinsic goal orientation and self-efficacy variables respectively, a mean score was calculated for each participant based on how they answered each item of the respective construct (1 to 5 on the Likert scale for each item). The mean score of each variable for all participants was then used for analysis. Regarding the levels of intrinsic goal orientation and self-efficacy, the current researchers used the quartile deviation method. In other words, the ones below 25 percentile of the total were categorized into a low group, the ones between 25 and 75 percentiles into a mid, and the others above 75 percentiles into a high. A chi-square test of independence was performed to examine whether there is any relationship between intrinsic goal orientation and creativity as well as the relationship between self-efficacy and creativity. In order to examine the potential association between categorical variables, low, medium, and high categories were created based on score ranking of the three variables (intrinsic goal orientation, self-efficacy, and creativity).

TABLE 5

Relationship Between Intrinsic Goal Orientation and Creativity

Creativity	Intrinsic Goal Orientation			Total	χ^2	*p*
	1 (Low)	2 (Mid)	3 (High)			
1 (Low)	1 (6.7%)	11 (73.3%)	3 (20.0%)	15 (100.0%)	2.261	.688
2 (Mid)	3 (18.8%)	12 (75.0%)	1 (6.3%)	16 (100.0%)		
3 (High)	1 (10.0%)	7 (70.0%)	2 (20.0%)	10 (100.0%)		
Total	5 (12.2%)	30 (73.2%)	6 (14.6%)	41 (100.0%)		

TABLE 6

Relationship Between Self-Efficacy and Creativity

Creativity	Self-Efficacy			Total	χ^2	*p*
	1 (Low)	2 (Mid)	3 (High)			
1 (Low)	2 (13.3%)	7 (46.7%)	6 (40.0%)	15 (100.0%)	1.261	.868
2 (Mid)	4 (25.0%)	7 (43.8%)	5 (31.3%)	16 (100.0%)		
3 (High)	1 (10.0%)	5 (50.0%)	4 (40.0%)	10 (100.0%)		
Total	7 (17.1%)	19 (46.3%)	15 (36.6%)	41 (100.0%)		

As can be seen in Table 5, there is no statistically significant relationship between intrinsic goal orientation and creativity. Additionally, as seen in Table 6, there is no statistically significant relationship between self-efficacy and creativity.

4.2. Effects of Self-Efficacy and Intrinsic Goal Orientation on Writing Performance

To determine if there is any significant difference in students' writing performance depending on their motivational orientations, means and standard deviations for the students' intrinsic goal orientation, self-efficacy, and their writing performance scores were calculated as shown in Table 7. Also, a two-way analysis of variance (ANOVA) was used to examine any potential statistically significant difference between mean values and any potential significant interaction effect on writing performance.

TABLE 7

Mean and Standard Deviation of Variables

	IGO	Self-Efficacy	Writing Performance
M	3.48	3.73	88.73
SD	.669	.868	8.905

Note. IGO = Intrinsic Goal Orientation

TABLE 8

Effects of Self-Efficacy and Intrinsic Goal Orientation on Writing Performance

Source	Type III Sum of Square	df	*MS*	*F*	*Sig.*
SE	376.573	2	188.287	3.184	.054
IGO	312.410	2	156.205	2.642	.086
SE*IGO	906.745	2	453.373	7.667	.002
Error	2010.554	34	59.134		
Total	325978.000	41			

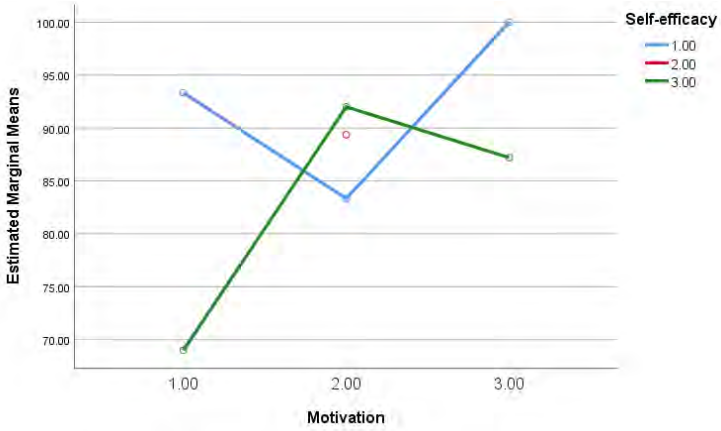
Note. SE = Self-Efficacy, IGO = Intrinsic Goal Orientation, MS = Mean Square

As shown in Table 8, results revealed that there were no statistically significant effects of self-efficacy ($F = 3.184, p = .054$) and intrinsic goal orientation ($F = 2.642, p = .086$) on the students' writing performance. However, there was an interaction effect between the two variables ($F = 7.667, p = .002$) on the writing performance, which indicates that the joint effects of self-efficacy and motivation is more significant and that the relationship between self-efficacy and writing performance probably depends on the students' intrinsic goal orientation levels. In other words, the effect that self-efficacy has on writing performance is influenced by intrinsic goal orientation. Figure 1 below shows that students' writing performances are highest for the students who are in high levels of self-efficacy when their intrinsic goal orientation (motivation) levels are in the middle.

Interestingly, it was revealed that the students who are in low levels of self-efficacy showed the highest writing performance when they are in high levels of intrinsic goal orientation.

FIGURE 1

Interaction Effect on Writing Performance



5. DISCUSSION

With the increasing need to focus on both learner-based motivational orientations and creativity to promote higher levels of writing performance among EFL university students, the present study examined several relationships involving intrinsic goal orientation, self-efficacy, creativity, and writing performance within an English writing course at a university in South Korea. The results of this study showed no relationship between motivational orientations and creativity. Furthermore, no direct relationship was found between each individual motivation orientation (intrinsic goal orientation or self-efficacy) and writing performance. However, this study did find an interaction effect between intrinsic goal orientation and self-efficacy on writing performance. While extant research has come to various conclusions regarding the individual effects of both variables on writing performance, the results of this study are unique in that the effect that self-efficacy has on writing performance was found to be influenced by intrinsic goal orientation.

Regarding the first research question of this study, it was somewhat surprising to find no relationship between motivational orientation (intrinsic goal orientation and self-efficacy) and creativity among a group of university EFL students. This goes against research that shows intrinsic goal orientation is not only a predictor of creativity (Baer, 2016), but that

students who put effort into creativity out of a sense of internal gratification rather than external rewards have been shown to produce more creativity (Amabile & Hennessey, 1998). While research results vary on the degree of the relationship, unlike what was found in the current study, the general consensus is that a relationship exists between intrinsic goal orientation and creativity (Steele et al., 2017). The results of the present study also go against what research generally shows in regards to the relationship between self-efficacy and creativity, as it has been shown that a positive relationship exists between the two (Bruning et al, 2013). However, some research findings have been called into question, as it has also been found that the relationship gets weaker when objective creative performance is measured rather than when creativity levels are measured through subjective means (Haase et al., 2018; Lemons, 2010), which may justify the lack of relationship between the motivation variables and creativity in the current study due to the fact that the current study involved objective performance measurements obtained through TTCT results. Furthermore, extant research has generally examined the effect of motivation on creativity when creativity was specifically promoted within the learning context. In an effort to find out if there is a pure relationship between motivation and creativity not influenced by outside factors, the present study did not teach or promote creativity to the participants, possibly contributing to the lack of any relationship. Simply stated, it could be the case that motivated learners may need to knowingly direct their motivation toward a specific outcome, and if they are not taught how to produce creative responses, there may not be a relationship between their motivation levels and creative outcomes.

Regarding the second question, this study revealed that there were no statistically significant direct effects of intrinsic goal orientation and self-efficacy on the participants' writing performance. While this may seem counterintuitive based on a number of studies that show a direct relationship between these motivation orientations and writing performance (Bruning et al., 2013; Fukuda, 2018; He, 2002; Kormos, 2012; Lubart et al., 2013; Pajares, 2003, 2008; Teng et al., 2018; Wang et al., 2013), when further examining the results of this study, the results are actually quite telling. The interaction effect that was found provides evidence in the present study that the two motivation variables had a combined effect on writing performance. Specifically, it was found that the effect that self-efficacy has on writing performance depends on intrinsic goal orientation. Among extant research, the difference in the findings between intrinsic goal orientation and self-efficacy regarding their respective relationships with writing performance, is that while results overwhelming favor the relationship between self-efficacy and writing performance (Bruning et al., 2013; Kormos, 2012; Lubart et al., 2013; Pajares, 2003, 2008; Teng et al., 2018; Wang et al., 2013), intrinsic goal orientation research findings are less consistent, attributing cultural variations to some instances where intrinsic goal orientation has failed

to show a relationship with writing performance (Farsani et al., 2014; Wang et al., 2013). However, research also shows that there is not only a relationship between the two motivation variables themselves (Teng et al., 2018), but that when used in combination, they consistently show a relationship with writing performance (Fukuda, 2018). This provides justification for the current study in that intrinsic goal orientation helps to explain the effect that self-efficacy has on writing performance.

Research has shown that students who are highly self-efficacious are prone to produce more effective writing within foreign language courses due in part to the increased levels of effort and confidence associated with self-efficacy (Teng, 2016; Teng et al., 2018). However, the current study provides more detail about the relationship between self-efficacy and writing performance among foreign language learners through the examination of intrinsic goal orientation. The results of the current study show not only that writing performance is highest when high levels of self-efficacy are influenced by intrinsic goal orientation, but that students with low levels of self-efficacy produce higher levels of writing performance when self-efficacy levels are strongly influenced by intrinsic goal orientation. This tells us that while self-efficacy alone may not necessarily lead to higher levels of writing, the existence of a certain level of intrinsic goal orientation can positively influence the effect that self-efficacy has on writing performance. Furthermore, we can say that students who are not very self-efficacious can still increase their writing performance if they show higher levels of intrinsic goal orientation.

6. CONCLUSION

This study shows that the relationship between motivational orientation and writing performance may not always be as simple and straight forward as previously thought. Based on these findings, it can be stated that intrinsic goal orientation plays a role in the effect that self-efficacy has on wiring performance. At a time where output-based knowledge is strongly encouraged within the field of EFL writing (Teng et al., 2018), instructors need to find out how to promote ways in which students can effectively be motivated to produce higher quality writing. It would therefore be incumbent upon instructors to promote not only self-efficacy, but also intrinsic goal orientation, which has been shown in the current study to have an influential role on the effect that self-efficacy has on writing performance. It is important to note that Pintrich et al. (1991) emphasize that these are not merely static psychological traits, but that motivation is context dependent, and that learners' motivations vary based on the instructional environment they encounter. Specifically, motivation levels are affected by how much learners perceive such effort as being germane to learning (Duncan & McKeachie, 2005). For example, if

instruction contains elements not appropriate to learning goals, motivational effort may be reduced. Therefore, this study highlights the need for EFL writing instructors to provide instruction that is conducive for promoting both intrinsic goal orientation and self-efficacy, which includes knowing the learners and designing instruction appropriate to their abilities and limitations based on their specific intrinsic goals and confidence levels. If instruction is presented in a manner that exceeds these parameters, it may deter motivational effort.

Although the findings of this study are useful to some foreign language instructors, there are some limitations to consider. Because of the lack of a relationship found between motivational orientations and creativity in this study, more examination between these variables may be needed. Perhaps a controlled experiment with a specific type of intervention that may lead to varying effects of motivational orientations on creativity would provide more detail into the role that motivation plays on creativity. Additionally, future controlled experiments should be undertaken to find out various ways to promote intrinsic goal orientation and self-efficacy within foreign language writing courses. With that being said, this study serves as an effective step toward advancing the research involving the promotion of effective output-based knowledge through motivational orientation.

Applicable level: Tertiary

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APPENDIX

Rubric for the Assessment of the Essay

	Inadequate (1 point)	Novice (2 points)	Developing (3 points)	Accomplished (4 points)	Exemplary (5 points)
Introduction	Minimal effective use of required elements of an introduction. Substantial details lack connection or are missing.	Inadequate effective use of required elements of an introduction. Significant details lack connection or are missing.	Moderately effective use of required elements of an introduction. Some details lack connection or are missing.	Adequate effective use of required elements of an introduction. Minor details lack connection or are missing.	All of the required elements of an introduction are effectively used. All details make necessary connections.
First paragraph of body	Minimal effective use of required elements of a body paragraph. Substantial details lack connection or are missing.	Inadequate effective use of required elements of a body paragraph. Significant details lack connection or are missing.	Moderately effective use of required elements of a body paragraph. Some details lack connection or are missing.	Adequate effective use of required elements of a body paragraph. Minor details lack connection or are missing.	All of the required elements of a body paragraph are effectively used. All details make necessary connections.
Second paragraph of body	Minimal effective use of required elements of a body paragraph. Substantial details lack connection or are missing.	Inadequate effective use of required elements of a body paragraph. Significant details lack connection or are missing.	Moderately effective use of required elements of a body paragraph. Some details lack connection or are missing.	Adequate effective use of required elements of a body paragraph. Minor details lack connection or are missing.	All of the required elements of a body paragraph are effectively used. All details make necessary connections.
Third paragraph of body	Minimal effective use of required elements of a body paragraph. Substantial details lack connection or are missing.	Inadequate effective use of required elements of a body paragraph. Significant details lack connection or are missing.	Moderately effective use of required elements of a body paragraph. Some details lack connection or are missing.	Adequate effective use of required elements of a body paragraph. Minor details lack connection or are missing.	All of the required elements of a body paragraph are effectively used. All details make necessary connections.
Concluding paragraph	Minimal effective use of required elements of a conclusion. Substantial details lack connection or are missing.	Inadequate effective use of required elements of a conclusion. Significant details lack connection or are missing.	Moderately effective use of required elements of a conclusion. Some details lack connection or are missing.	Adequate effective use of required elements of a conclusion. Minor details lack connection or are missing.	All of the required elements of a conclusion are effectively used. All details make necessary connections.