

Proposal for the World Conference on Research in Education Role of motivation and self-regulation in students' English writing performance

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Abstract

Little is known about the contribution of motivational variables to self-regulated writing strategy use and writing competence among primary students in English as a second/foreign language (ESL/EFL) contexts. This study therefore aimed to examine the relationship between a series of motivational variables, self-regulated writing strategies, and writing performance. Participants were 511 4th Cantonese speaking students (8-12 years old, mean = 9.67, SD = .62) in Hong Kong. It was found that high writing achievers reported a higher level of motivation, i.e., self-efficacy, growth mindset, and perceived interest and utility of English writing than low writing achievers. High achievers also use various self-regulated writing strategies more frequently than low achievers. Results of structural equation modeling showed that self-efficacy and growth mindset were important predictors of strategy use, while the impacts of interest and utility values were weaker. The results indicated that self-regulated learning and performance in English writing can be improved through the promotion of motivational variables. Implications for English teachers to promote students' strategy use and writing competence are discussed.

Keywords: English writing; self-efficacy; growth mindset; perceived interest and utility; self-regulated writing strategies; ESL/EFL; primary school students