Vol. V, No. IV (Fall 2020)
p- ISSN: 2520-0348
e-ISSN: 2616-793X
ISSN-L: 2520-0348

Global Social Sciences Review (GSSR)
URL: http://dx.doi.org/10.31703/gssr.2020(V-IV).08
DOI: 10.31703/gssr.2020(V-IV).08
Pages: 67 – 75

Samreen Zaheer* | Wasima Shehzad†

An Exploration of Undergraduates Writing Motivational Strategies

Abstract *The development of SRL strategies is an important challenge for teachers and learners in the context of academic writing. In addition, research in the essential field of academic writing is lacking, which adheres to traditional teaching methods and techniques for language teaching. The current study tends to fill the gap by exploring the undergraduates writing motivational strategies and gender differences. This project aims to analyze the contextual factors, including the cultural impact of their choice of techniques used in English writing tasks. Data was collected via self-reported questionnaires on motivational writing strategies (Teng & Zhang, 2015). The results revealed mixed findings in the use of motivational writing strategies and gender disparities concerning motivational techniques.*

Key Words: Motivational Strategies, Writing Strategies, Academic Writing

Introduction

Modern theoretical constructs underline that the writing processes are recursive, procedural, and multifaceted, involving planning what to convey as well as how to convey it, interpreting concepts and redesigning what has been documented into a written form. In addition, theories and writing models consider the essential role of self-regulatory mechanisms in writing, either explicitly or implicitly (Haris et al., 2011). Similarly, see Hayes & Flower, 1980; Hayes, 1996; Zimmerman & Risemberg,1997). The system underpinning the usage of self-regulation techniques, centred on social cognitive philosophy, is an aspect of a personal entity called intentionality, i.e., the degree to which an individual participates in all actions proactively and purposefully (Bandura, 2001; Zimmerman, 2000).

As students' behavioral and learning challenges have become significant, regulatory strategies have emerged in the learning to write process. For example, Boscolo and Hidi (2007) agreed that writers must use motivational techniques to develop and retain writing skills and quality. Writing is a socio-cognitive method (Zimmerman & Risemberg, 1997). Much research supports the implementation of robust cognitive and metacognitive techniques to effectively complete writing tasks (Bai et al., 2014; Chamot & El-Dinary, 1999; Chien, 2012). The more professional a writer is, the more often they implement writing plans, revisions, and editing strategies (de Larios et al., 2007; Zhang et al., 2016). Additionally, professional writers use more effective writing techniques than unskilled writers (Bai et al., 2014; Chen, 2011). Therefore, the studies described above can conclude the positive relationship between writing skills and strategy use.

Self-regulated learning is "an ability of learners to control the factors or conditions affecting their learning" (Dembo et al., 2006, p.188). Learning does not happen as an effect of teaching; rather, it is an action that the learner initiates actively. Various methods have been intended when coping with self-regulation, such as cognitive, metacognitive, motivational, volition, and behavioral. It was found that cognitions such as passive observation or planning a strategy were directly linked to information production, while the metacognition, volition, and motivation strategies influence and direct the learning process. This research established that students who utilized effective learning strategies could also be effectively motivated to learn. Accomplished university students tend to demonstrate important abilities in self-regulation of learning by utilizing behavioral, rational, and emotional processes (Jarvela et al., 2016).

*PhD. Scholar, Air University Islamabad, Pakistan. Email: sazaheer@yahoo.com
†Dean, Faculty of Social Sciences, Air University Islamabad, Pakistan.

Citation: Zaheer, S., & Shehzad, W. (2020). An Exploration of Undergraduates Writing Motivational Strategies. *Global Social Sciences Review, V*(V), 67-75. https://doi.org/10.31703/gssr.2020(V-IV).08

As a critical component of self-regulation, motivational regulation strategies are used to manage one's learning motivation to improve or retain one's existing levels of effort and determination, combining applicable information and skills (Wolters, 2003). Earlier findings have shown that motivational regulatory techniques impact student actions, efforts, intellectual involvement, and academic successes in diverse fields, including psychology, mathematics, and L1 (Schwinger et al., 2009; Wolters & Benzon, 2013).

Academic diversity requires an understanding of cultural influences to improve teaching strategies that motivate students. The influence of different contexts on the regulation of motivation for different content areas such as mathematics, science, arts, language learning, and writing skills are also important to study. Such studies would help teachers modify their curriculum to integrate different content areas and help learners to adjust their learning process accordingly. The increasing diversity in an academic setting requires understanding cultural and ethnic differences to improve students' motivational strategies.

Literature Review

The self-regulated learning theory describes relationships between personal, behavioural and environmental factors, through which students deliberately activate, maintain and modify perception, impact, and behavior to accomplish their educational targets (Zimmerman, 2011). Students must strengthen their motivation to complete their academic work as students' motivation level varies as long as the assignments are done. The self-regulated learning model involves successful motivational management. Self-regulated learners are self-directed, analytical, and well-structured to define, coordinate and guide their learning process with helpful cognitive skills and motivational inclination (Pintrich, 1999). Self-regulated students are exclusively equipped with motivational beliefs with additional cognitive strategies that they are metacognitively specialized. Motivation control is an essential aspect of self-regulated learning. It is usually defined as a thought process and activities in which learners consciously strive to manipulate their encouragement or motivational therapy to reach an optimum academic success (Zimmerman & Schunk 2008). Prior research has supported the role of motivational strategies in academic success.

The role of motivational strategies in academic performance has been confirmed by previous research. For example, Smit et al. (2017) analyzed Dutch secondary students' motivational self-regulation. They found that using self-regulated motivational strategies (MSRS) mediates the relationship between learners' value being allocated to learning goals and their contributions and enjoyment. The principle of self-regulation has also been taken into account by second language (L2) motivation studies. Kormos and Csizer (2014) illustrated that learning encouragement could also consciously regulate and track motivational self-regulation. Ushioda (2008) recommends that learners acquire these skills and strategies to retain enthusiasm and dedication to function throughout the learning phase. These techniques could include creating specific short-term objectives, positive self-talk, incentives, self-rewards, and efficient time to meet different activities and demands. These tactics are addressed in different ways about self-motivating methods (Dörnyei, 2001), Affective Learning Strategies (Oxford, 1990), Motivating Control (Wolters, 1999) and Motivative Self-Regulation (Ushioda, 1996), Fear Treatment (Horwitz, 2001), and self-Regulation (Dörnyei & Otto, 1998).

Pintrich (2000) and Zimmerman and Schunk (2004) have provided strong motivational self-regulation models. They emphasized that motivation is the basis for other processes, such as goal-setting, effort, and determination. Studies have found a correlation between motivation and self-regulation. Some research, including (Wolters, 1999; Wolters et al., 1996), has shown how task motivation techniques relate to self-regulation. More recently, Allen (2013) analysed the three language learners' interviews; he established results on the basis of his findings that efficacious students use motivational techniques for assistance and goals. The techniques of motivational self-regulation are considered necessary to maintain inspiration from decline. As mentioned by Pintrich (2003), learners who self-regulate their motivation can continue to participate in learning activities.

Li and Tsai (2017) analyzed the connection between a student's motivation and online behavior. All participants were divided into three clusters based on their interactive time with online learning content. The students' three categories were: students with consistent use, "slides intensive use," and

© 2020 The Author(s). This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License

"students of less use." The intensive online learners' group showed a higher self-efficacy and a greater emphasis than those who use less time for online learning. Similarly, Lust et al. (2013) examined how motivation impacts students' online patterns of action. Li (2009) developed and validated the questionnaire to explore Chinese university students' motivational regulation. The participants were enrolled in an English learning program. Results found a varying degree of motivational regulation, including performance self-talk, mastery self-talk, interest, task importance, enhancement of self-efficacy, self-reward, volitional influence, and negative-based incentive. He discovered that disparities in the results of the motivational techniques were occurred because of gender differences. Although Li's study was the first effort to discover motivational regulation in China yet, the study was conducted in a general environment devoid of the particular context, such as writing.

In the Pakistani background, the L2 motivational techniques are entirely under-researched. Islam et al. (2013) investigated students' motivation for learning English in Pakistan. He used Dornei's (2009) L2 motivational self-system theoretical structure. Norton and Kamal (2003) investigated learners' views on investment in the English language in the post 9/11 scenario in the Karachi region. Nawaz et al. (2015) explored different influences that motivate students to learn the English language in the provinces of Sindh; similarly, Pathan et al. (2010) carried a study in the province of Punjab. Yaqoob et al. (2014) tested another principle of motivation as Ideal L2 self (Dornyei, 2005; 2009) in Pakistan. An exploratory factor analysis was carried out by Nausheen (2016) of the motivational scale of the Motivated Learning Strategies Questionnaire (MSLQ) by Pintrich and De Groot (1990). The findings of the study differ from the previous results attributed to Pakistan's different cultural backgrounds. It was not possible to load the elements of the construct control beliefs to any aspect. The researcher saw this result from the position that, instead of depending on their expertise, students in Pakistan placed learning responsibility on their teachers. A research was conducted by Rasool and Winke (2019) to explore the motivation for the second language of the Pakistani students, using the motivational self-method of Dornyei (2009) L2.

Recently, Javed and Ali (2018) identified ESL language learning techniques using the self-reported Technique Inventory for Language Learning (SILL) by (Oxford, 1990). This inventory comprises the following strategies: memory strategies, cognitive strategies, comprehension strategies, metacognitive strategies, compensatory strategies, social strategies, and practical strategies. The results of the research-validated the earlier studies that successful students use more systematic and metacognitive strategies. In addition, highly successful individuals often used techniques that contributed to high academic achievements. In the same way, females used far more learning methods than men. However, in Pakistan's multilingual context, motivational methods for the researcher's best awareness have not yet been discussed as SRL constructs.

In previous research, the participants' general attitude is centered on "intended learning" (Rasool & Winke, 2019). Nevertheless, there is a lack of learning mechanism where students are able to monitor their motivation through motivational methods. Although the position of motivational regulatory strategies for academic performance is supported by researchers (Pintrich & De Groot, 1990; Teng & Zhang, 2017), the context of L2 writing with respect to motivational strategies is less explored.

Research Questions

The current study addresses two research questions:

1. What was the situation of motivational regulation strategies reported by university undergraduate students in EFL writing?
2. Were there any gender differences between students in terms of self-reported motivational strategies use.

Research Methodology

According to Neuman (2003), quantitative methods are a way to combine deductive reasoning with exact practical interpretations of each performance to detect and validate a range of probabilistic causal laws that could be employed to calculate universal trends of social behavior. Therefore, this paper aims to calculate the variables in the conceptual assumption so that the calculation of the variables in the theoretical context is an essential measure of the analysis and an integrated part of

quantitative research design (Cavana et al., 2001). Second, the quantitative approach authenticates the underlying variables of the theory and measures.

In this study, the Writing Strategies for Motivational Regulation Questionnaire (WSMRQ) by Teng and Zhang (2015) was used to collect the data. This questionnaire consists of five variables; interest enhancement, performance self-talk, mastery self-talk, emotional control, and environment structuring. The questionnaire is a 7-point Likert scale ranging (not at all true of me=1, very true for me=7).

In this analysis, 481 participants were recruited from the five main universities of Pakistan (Baluchistan). All respondents were involved in B.S. English major programs were ranging from the second semester to the fourth semester. There were 251 females and 230 male participants aged 18 to 24 years (M = 20.83, SD = 2.20). Convenience sampling was used for the rapid collection of data. English writing is a mandatory course for B.S. major English students in Pakistan, given consecutively over the first two years of the four-year education degree program, required by the Pakistan Higher Education Commission (HEC, 2017). The data from the B.S. Therefore, English Major is considered first-hand knowledge of undergraduates' writing abilities and introduces SRL techniques into daily classrooms. Initially, a series of independent sample t-tests were conducted to examine the reported motivational strategies and gender differences.

Table 1. Descriptive Analysis for Writing Motivational Strategies

Motivational Strategies	N	Mean	S. D	*t*	p	95% CI	
						LL	UL
Interest enhancement	481	4.336	1.582	60.098	.000	4.194	4.478
Performance self-talk	481	5.104	1.428	78.369	.000	4.976	5.232
Mastery self-Talk	481	4.842	1.503	70.651	.000	4.707	4.977
Emotional control	481	4.495	1.449	68.021	.000	4.365	4.625
Environment structuring	481	4.815	1.250	84.434	.000	4.703	4.927

In the first phase researcher aimed to provide a descriptive analysis of the Pakistani university students regarding their use of motivational strategies. The findings showed that students were tended to use more performance self-talk (M= 5.104), mastery self-talk (M=4.842), and environment structuring (M=4.815). The reported use of interest enhancement (M= 4.336) and emotional control (M= 4.495) was comparatively low.

Table 2. Descriptive Analysis of Gender Differences in Motivational Strategies Use

Subscales	Gender	M	SD	F	*t*	*p*	Cohen's d
Interest enhancement	Male	3.940	1.564	1.45	-5.93	.000	0.522
	Female	4.768	1.489		-5.94	.000	
Performance self-talk	Male	4.987	1.480	1.46	-1.88	.060	
	Female	5.232	1.360		-1.89	.059	
Mastery self-talk	Male	4.731	1.568	3.66	-1.68	.092	
	Female	4.963	1.422		-1.69	.090	
Emotional control	Male	4.310	1.478	1.17	-2.95	.003	0.27
	Female	4.697	1.392		-2.96	.003	
Environment structuring	Male	4.850	1.256	.218	.639	.523	
	Female	4.777	1.246		.640	.523	

The results of gender difference in motivational strategies use were mixed, the significant differences were found in interest enhancement males (*M*=3.940, *SD*=1.564) and females [*M*=4.768, *SD*=1.489; *t* (479) =5.935, *p*=.000] with large effect size (*cohen*'s *d*=0.52) and emotional control males (*M*=4.310, *SD*=1.478) and females [*M*=4.697, *SD*=1.392; *t* (479) =2.954, *p*=.003] with medium effect size (*cohen*'s *d*= 0.27). Though the female students' mean scores of mastery self-talk and performance self-talk were high, no significant difference was found. Conversely, the male result of environment

structuring showed high mean score than the female yet, the difference was not significant for males (M=4.850, SD=1.256) and females [M=4.777, SD=1.246; t (479) =.640, p=.523].

Discussion

The results of the study signify that Pakistani students support and maintain their learning effort by using motivational strategies. The Pakistani students registered relatively high use of self-talk mastery and self-talk efficiency. Mastery self-talk is the recorded assertion of students to master the components of the assignment), represented the attempts of students to subvocalize or think to themselves about clear motives or aims to continue working and completing the assignment. However, mastery self-talk reflects learners' emphasis on motivating themselves to learn and mastering the task, rather than students' propensity to concentrate on having good grades. On the other hand, performance self-talk (the nature of the learner's thoughts improves performance and dedication to the task). The technique in which students stressed or emphasized performance targets relating to the completion of the mission. These results are consistent with (Wolter, 1998; 1999). This outcome could mean that students are more attracted to extrinsic rewards, such as excellent grades, to sustain their task completion motivation. This result also is in line with Pintrich's (1999) explanation of goal orientation. He says that targeting as a fundamental component of motivational values is a deciding factor in self-regulation.

Furthermore, it added that learners are more oriented to good grades and competing with others. For that purpose, to self-regulate their learning process, learners need to have a benchmark by which they measure their results. Therefore, defining short-term and long-term objectives would be a possible contribution to students' self-regulation in English writing.

The least used sub-strategy reported was the interest enhancement that makes learners' tasks interesting and enjoyable. For the least used strategy, a parallel rationale may be given as it was given for the most frequently used strategy. Extrinsically-oriented learners are unlikely to study for the sake of learning or the sake of fun. They learn to achieve their goal or ultimate reward (Safdari & Maftoon, 2016). As a result, they remember the impotence of getting the task done, as evident from the frequent use of performance self-talk for keeping the goal in mind and focus on achievement, while they do not feel a need to make their task interesting for themselves.

A noticeable fact derived from the findings of students' reliance on external focus and their reward for improving their motivation and weighting their self-talk can affect their motivation (Safdari & Maftoon, 2016). A conventional classroom instructor in Pakistan motivates students with extrinsic incentives, and classroom leadership most often directs students to product orientation than process orientation (Meece et al., 2006). Therefore, students will concentrate on performance strategies for the standard evaluation process to be efficient and consistent in their performance.

Some students rely on extrinsic motivation (grades) and peer comparisons for their goals and achievement (Pintrich & Schunk, 2002). Therefore, students who struggle easily lose self-confidence to learn and pursue protective tactics and self-handicapping (Paris & Newman, 1990). In addition, they prefer simple tasks to prevent failure, defer actions, and avoid social interactions. Consequently, the growth of self-regulated learning (SRL) by learners is hindered and reduces academic achievement. These weakening values are generated in an early academic career (Cain & Dweck, 1995; Perry, 1998; Turner, 1995). Therefore, research supporting SRL in undergraduates is well needed.

Respondents mentioned above-average environmental strategy, assisted by (Usta, 2011), who found that environmental management is a commonly used strategy. With the frequent use of emotion control, the sub-strategy of motivational strategies can be assumed that Pakistani students can manage and control their emotions and maintain efforts to complete the task.

The results showed that while male students' mean values are relatively small compared to female students, the statistical disparity between male and female students exists in all motivating methods except for environmental structure. Few studies (e.g., Kirmizi, 2014; Zimmerman & Pons, 1999) indicated that female students have a high degree of environmental structuring use. The findings showed a discrepancy with (Kirmizi 2016) that observed statistical differences in metacognition, and environmental structuring strategies use between the two genders. This research's findings are in agreement with Ting and Chao's (2013) analysis, who worked on the self-regulated gender and

achievement strategies of vocational college students and found no statistically significant disparities in students in self-regulation.

In all, female participants registered a higher strategic use than their male counterparts. However, the combination of writing skills, SRL, and gender showed substantial results. This finding supports the previous research that females seem to use a broader variety of tactics than men (Chang et al., 2007; Martinez, 2016). The study's findings are consistent with past studies that indicate that female students appear to outweigh their counterpart male students in the implementation of strategies in writing (e.g., Li, 2009; Zimmerman & Martinez-Pons, 1990). One possible reason for female students' high reported use of motivational strategies could be that they are more mindful and careful of their learning actions. Therefore, they displayed readiness and conscious effort to report their motivational regulation strategies.

The findings may also indicate the differences of approach towards the questionnaire between gender. The stereotypical assumption associated with the girl's behavior in the academic domain may be the cause of the reported gender disparities. It is expected that girls should be mindful of their learning environment, structure and handle skillfully. This hypothesis parallels researchers' claim that differences in gender in "academic variables can rely upon the stereotypical beliefs that students hold about gender instead of gender" (Pajaras & Valiante, 2002, p.216), when gender role assumptions are accounted for, the differences between gender disappears in academic variables (Pajaras & Valiante, 2002).

Conclusion

Findings of the study showed that learners must be equipped with the self-regulation skills and management techniques to persuade themselves to undertake academic activities in the face of challenges or desirable alternatives to support active and successful learning (Zimmerman & Bandura, 1994). These results provide empirical evidence for the socio-cognitive approach to the learning practice, which recognizes human thinking and behavior's origin in culture. It acknowledges the significant fundamental influence of thought processes on human enthusiasm, affects, and activity (Bandura, 1986).

Future Recommendations

Research demonstrates that there are variations across cultures in reasons and definition of success outcome (Hau & Salili, 1993). Therefore, more intercultural study and research with ethnically diverse communities is required. It is proposed that further studies be carried out in various universities with different geographical locations and different forms of administration, taking into account other variables, such as age, school age, different grade levels, rural and urban society. It is possible to investigate another diverse socio-economic background. The social element is supposed to be important for students' motivation. The study results are promptly addressed by the calls for more studies in recent literature to identify best practices in encouraging the regulation of learning at critical transitional stages in other language skills.

References

Bai, R., Hu, G. W., & Gu, Y. (2014). The relationship between writing strategies and English proficiency in Singapore primary schools.

Bandura, A. (1986). Social foundations of thought and action: A social cognitive theory. Cliffs, NJ: Prentice Hall.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology, 52*, 1 – 26.

Boscolo, P., & Hidi, S. (2007). The multiple meanings of motivation to write. In S. Hidi & P. Boscolo (Eds.), Writing and motivation (pp. 1–14). Oxford, U.K.: Elsevier.

Cavana, R., Delahaye, B., & Sekeran, U. (2001). Applied business research: Qualitative and quantitative methods. *John Wiley & Sons*.

Chamot, A. U., & El-Dinary, P. B. (1999). Children's learning strategies in language immersion classrooms. *The Modern Language Journal, 83*, 319e338.

Chang, C. Y., Liu, S. C., & Lee, Y. N. (2007). A study of language learning strategies used by college EFL learners in Taiwan. *Ming-Dao Journal of General Education, 2*, 235-261.

Chang, M. (2007). Enhancing web-based language learning through self-monitoring. *Journal of Computer-Assisted Learning, 23*, 187- 196.

Chen, Y. (2011). Study of the writing strategies used by Chinese non-English majors. *Theory and Practice in Language Studies, 1*, 245e251.

Chien, S. C. (2012). Students' use of writing strategies and their English writing achievements in Taiwan. *Asia Pacific Journal of Education, 32*, 93e112.

Covington, M. J. (2009). Self-worth theory: Retrospection and prospects. In K. R. Wentzel & A. Wigfield (Eds.), *Handbook of motivation at school* (pp. 141–170). New York: *Routledge*.

Dembo, M. H., Junge, L. G., & Lynch, R. (2006). Becoming a self-regulated learner: Implications for the web- based education. *Web-based learning: Theory, research, and practice*, 185-202.

Dörnyei, Z., & Otto, I. (1998). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics (Thames Valley University), 4*, 43-69.

Ghee, T. T., Ismail, H. N., & Kabilan, M. K. (2010). Language learning strategies used by MFL students based on genders and achievement groups. *US-China Foreign Language, 8*(1), 50-58.

Hayes, J. R. (1996). A new framework for understanding cognition and affect in writing. In C. M. Levy & S. Ransdell (Eds.), The science of writing: Theories, methods, individual differences, and applications (pp. 1–27). Mahwah, NJ: *Erlbaum*.

Harris, K. R., Graham, S., MacArthur, C. A., Reid, R., & Mason, L. (2011). SRL processes and children's writing. In B. Zimmerman & D. H. Schunk (Eds.), Handbook of self-regulation of learning and performance (pp. 187-202). New York, NY: *Routledge*.

Hayes, J. R., & Flower, L. S. (1980). Identifying the organization of writing processes. In L. Gregg & E. Steinberg (Eds.), Cognitive processes in writing (pp. 3–30). Hillsdale, NJ: *Erlbaum*.

Hong-Nam, K., & Leavell, A. (2006). Language learning strategy use of ESL students in an intensive English learning context. *System, 34*(3), 399-415. doi: 10.1016/j.system.2006.02.002.

Jarvela, S., Jarvenoja, H., Malmberg, J., Isohatala, J., & Sobocinski, M. (2016). How do types of interaction and phases of self-regulated learning set a stage for collaborative engagement? *Learning and Instruction, 1*-13. doi: 10.1016/j.learninstruc.2016.01.005.

Kavasoglu, M. (2009). Learning strategy use of pre-service teachers of English language at Mersin University. *Procedia Social and Behavioral Sciences, 1*(1), 993–997. doi: 10.1016/j.sbspro.2009.01.177

Khalil, A. (2005). Assessment of language learning strategies used by Palestinian EFL learners. *Foreign Language Annals, 38*(1), 108-119. doi: 10.1111/j.1944-9720.2005. tb02458. x.

Kirmizi. (2014). Self-regulated Learning Strategies Employed by Regular, Evening, and Distance Education English Language and Literature Students, The Anthropologist, 18:2, 447-460, DOI: 10.1080/09720073.2014.11891563.

Kormos, J., & Csizer, K. (2014). The interaction of motivation, self-regulatory strategies, and autonomous learning behavior in different learner groups. *TESOL Quarterly, 48*(2), 275-299.

Li, K. (2009). A study on motivational regulation strategies of Chinese EFL college students. *Modern Foreign Languages, 32*(3), 305–313.

Li, L. Y., & Tsai, C. C. (2017). Accessing online learning material: Quantitative behavior patterns and their effects on motivation and learning performance. *Computers & Education, 114*, 286–297. https://doi. org/10.1016/j.compedu.2017.07.007.

Lust, G., Elen, J., & Clarebout, G. (2013). Students' tool-use within a web enhanced course: Explanatory mechanisms of students' tool-use pattern. *Computers in Human Behavior*, *29*(5).

Meece, J. L., Anderman, E. M., & Anderman, L. H. (2006). Classroom goal structure, student motivation, and academic achievement. *Annual Review of Psychology*, *57*, 487-503.

Nausheen, M. (2016). An Adaptation of the Motivated Strategies for Learning Questionnaire (MSLQ) for Postgraduate Students in Pakistan: Results of an Exploratory Factor Analysis. *Bulletin of Education and Research*, *38*(1), 1-16.

Naz, S., & Majoka I. (2016). A Study of Students' Self-Efficacy and Academic Achievement in Mathematics at University Level. *Journal of Arts and Social Sciences 3*(1), 5- 25.

Neuman, W., L. (2003). Social Research Methods: Qualitative and Quantitative Approaches (5th ed.). Boston: *Allyn and Bacon*.

Niemi, H., Nevgi, A., & Virtanen, P. (2003). Towards self-regulation in web-based learning. *Journal of Educational Media, 28*, 49–71.

Oxford, R. L. (1990). Language learning strategies: What every teacher should know. *Boston, Mass.: Newbury House.*

Pajares, F., & Valiante, G. (2001). Gender differences in writing motivation and achievement of middle school students: A function of gender orientation? *Contemporary Educational Psychology*, *26*(3), 366-381.

Perry, N. E. (1998). Young children's self-regulated learning and contexts that support it. *Journal of Educational Psychology*, *90*, 715–729.

Pintrich, P. R., & Schunk, D. H. (2002). Motivation in education: Theory, research and applications. Englewood Cliffs, NJ: *Merrill*.

Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of Educational Psychology, 95*(4), 667- 686.

Pintrich, P. R. (2000). "The Role of Goal Orientation in Self-Regulated Learning." In Handbook of Self-regulation, edited by M. Boekaerts, P. R. Pintrich, and M. Zeidner, 451–502. *San Diego, CA: Academic Press*.

Pintrich, P. R., & De Groot, E. V. (1990). Motivational and self-regulated learning components of class-room academic performance. *Journal of Educational Psychology, 82*, 33-40.

Radwan, A. A. (2011). Effects of L2 proficiency and gender on choice of language learning strategies by university students majoring in English. *The Asian EFL Journal, 13*(1), 114-162. Retrieved from http://www.asian-efl-journal.com/PDF/March-2011-aar.pdf.

Roca de Larios, J., Manchon, R., Murphy, L., & Marin, J. (2008). The foreign language writer's strategic behavior in the allocation of time to writing processes. *Journal of Second Language Writing, 17*, 30–47. doi:10.1016/ j. jslw.2007.08.005.

Safdari, F., & Maftoon, P. (2016). EFL learners' deployment of motivational self-regulatory strategies and their academic achievement. *Issues in Language Teaching, 5*(1), 25-50.

Santangelo, T., Harris, K., & Graham, S. (2007). Self-regulated strategy development: A validated model to support students who struggle with writing. *Learning Disability: A Contemporary Journal*, *5*(1), 1-20.

Schwinger, M., Steinmayr, R., & Spinath, B. (2009). How do motivational regulation strategies affect achievement: Mediated by effort management and moderated by intelligence? *Learning and Individual Differences, 19*(4), 621–627.

Smit, K., de Brabander, C. J., Boekaerts, M., & Martens, R. L. (2017). The self-regulation of motivation: Motivational strategies as mediator between motivational beliefs and engagement for learning. *International Journal of Educational Research*, *82*, 124-134.

Teng, L. & Zhang. (2015). Fostering Strategic Learning: The Development and Validation of the Writing Strategies for Motivational Regulation Questionnaire (WSMRQ). DOI:10.1007/s40299-015-0243-4.

Turner, J. C. (2006). Measuring Self-Regulation: A Focus on Activity. Educ Psychol Rev (2006) 8:293–296 DOI: 10.1007/s10648-006-9022-3.

Ushioda, E. (1996). Learner autonomy 5: The role of motivation. Dublin: *Authentik*.

Ushioda, E. (2008). Motivation and good language learners. In C. Griffiths (Ed.), *Lessons from good language learners* (pp. 19-34). Cambridge: *Cambridge University Press*.

Wolters, C. A. (1999). College students' motivational regulation during a brief study period. *Journal of Staff, Program, and Organization Development*, *16*, 103 -111.

Wolters, C. A. (1999). The relation between high school students' motivational regulation and their use of learning strategies, effort, and classroom performance. *Learning and Individual Differences, 11*(3), 281–299.

Wolters, C. A., & Benzon, M. B. (2013). Assessing and predicting college students' use of strategies for the self-regulation of motivation. *Journal of Experimental Education, 81*(2), 199–221.

Wolters, C. A., Shirley, L. Y., & Pintrich, P. R. (1996). The relation between goal orientation and students' motivational beliefs and self-regulated learning. *Learning and Individual Differences, 8*(3), 211–238.

Zhou, C., & Intaraprasert, C. (2015). Language learning strategies employed by Chinese English-major pre-service teachers in relation to gender and personality types. *English Language Teaching, 8*(1), 155-169. doi:10.5539/elt. v8n1p155.

Zimmerman, B. J. (2000). Attaining self-regulation: A social-cognitive perspective. In M. Boekaerts, P. R. Pintrich, & M. Zeidner (Eds.), Handbook of self-regulation (pp. 13–39). *San Diego, CA: Academic Press.*

Zimmerman, B. J. (2011). Motivational sources and outcomes of self-regulated learning and performance. In B. J. Zimmerman & D. H. Schunk (Eds.), Handbook of self-regulation of learning and performance (pp. 49–64). New York: *Taylor Francis*.

Zimmerman, B. J., & Martinez-Pons, M. (1990). Student difference in self-regulated learning: Relating grade, sex, and giftedness to self-efficacy and strategy use. *Journal of Educational Psychology, 82*, 51-59.

Zimmerman, B. J., & Risemberg, R. (1997). Becoming a self-regulated writer: A social cognitive perspective. *Contemporary Educational Psychology, 22*, 73– 101.

Zimmerman, B. J., & Schunk, D. H. (2008). Motivation: An essential dimension of self-regulated learning. In D. H. Schunk & B. J. Zimmerman (Eds.), Motivation and self-regulated learning: Theory, research, and applications (pp. 1–30). Mahwah, NJ: *Erlbaum*.

Zimmerman, B. N., & Bandura, A. (1994). Impact of self-regulatory influences on writing course attainment. *American Educational Research Journal, 31*, 845–862.