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An Investigation into Turkish Students' Use of Motivational Regulation Strategies in EFL Writing

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Abstract

The regulation of motivation as an essential component of self-regulated learning has been receiving increasing attention among scholars and researchers over the last years. The present study aims to investigate Turkish students' use of motivational regulation strategies for EFL writing. This study was conducted at a state university in Turkey with 154 EFL students who were part of the English Preparatory Class Programme. An inventory of motivational regulation strategies was used to identify students' strategies for regulating their motivation to maintain academic writing classes. The scale consisted of 25 items which focused on five main strategies. In order to determine students' academic writing performance, writing marks they got from the end-of-course test were used. The findings showed that students used social strategies more frequently than the other four in order to regulate their motivation for EFL writing, while intrinsic motivational strategies being the least frequently used one. It was also found that only controlling strategies significantly predicted EFL writing success of learners.

Keywords: Motivational regulation strategies, EFL writing, Turkish EFL students

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1. Introduction

Learning a second language is a complex undertaking on part of the learners as it requires them to push their limits and move to a new way of thinking or acting, or even a new culture. While certain learners seem to be successful in this process regardless of methods or techniques of teaching, others may lack the abilities to achieve. According to Brown (2000), this observation makes the individual variation in language learning important.

In order to give an account for the characteristics of good language learners, Rubin (1975) highlights the importance of learners strategies by stating that what we need is to "isolate what the good learner does-what his strategies are-and impart his knowledge to less successful learners". Language learning strategies can be defined as the specific actions, behaviours, steps, or techniques students intentionally use to improve their skills of L2 (Oxford, 2002). Learning strategies in general, and more specifically language learning strategies have been the focus of a growing body of research since 1980s.

However, according to Dörnyei (2005) researchers have come to realize that trying to identify successful learners' strategies is an unavailing effort unless we gain a clear understanding of what makes these learners act in that way, which in turn led to a paradigm shift from strategy research to a new term called self-regulated learning. What makes self-regulated learning research superior than a focus on learning strategies is that the former one offers " a broader perspective than previous focus on learning strategies" (Dörnyei, 2005,p.191).

Although self-regulated learning is a threefold concept consisting of cognitive, metacognitive, and motivational dimensions, self-regulation of motivation has received less attention than self-regulation of cognition and metacognition (Zimmerman, 1995; Wolters, 2003). Moreover, despite the large number of studies on L2 motivation,

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there is a scarcity of research on how language learners regulate their own motivation as an overview of the relevant literature reveals only a limited number of studies. This is one of the two motivations behind the desire to investigate language learners' regulation of motivation.

The second reason relates to the overwhelming process of learning to write in a foreign language. As Richards and Renandya (2002) states, writing is the most difficult skill to acquire for language learners since it requires not only generating and organizing ideas, but also transforming these ideas into a readable text. Therefore, it is significant to have a deep understanding of learners' self-regulation of motivation under the heavy burden of learning to write in a foreign language. In light of all these, this study aims at investigation Turkish students' use of motivational regulation strategies for EFL writing. The following research questions will be addressed in this study:

R.Q.1) Which motivational regulation strategies do students report using most frequently for EFL writing?

R.Q.2) Are there any statistically significant differences between students' reported use of different motivational regulation strategies?

R.Q.3) Which strategies are the best predictors of students' success in EFL writing?

2. Literature Review

2.1. Self-Regulated learning and motivational self-regulation

Self-regulation of learning refers "to the degree to which individuals are active participants in their own learning" (Dörnyei, 2005, p. 191) including cognitive, metacognitive, motivational, behavioral, and environmental processes through which learners manage their own achievement. In a similar vein, Zimmerman (1990) defines self-regulated learning strategies as "actions or processes directed at acquisition of information or skills that involve agency, purpose, and instrumentality perceptions by learners" and identifies three distinctive features of self-regulated learners as follows:

> In summary, the definitions of students' self-regulated learning involve three features: their use of self-regulated learning strategies, their responsiveness to self-oriented feedback about learning effectiveness, and their interdependent motivational processes. Self-regulated students select and use self-regulated learning strategies to achieve desired academic outcomes on the basis of feedback about learning effectiveness and skill (Zimmerman, 1990, p.6-7).

According to Wolters (2003), self-regulated learning is a threefold concept including students' use of cognitive and metacognitive abilities as well as their motivational beliefs, which he considers being an underemphasized aspect of self-regulated learning. Zimmerman (1995) also places a great emphasis on the motivational aspect of self-regulation by stating that it has received less attention when compared to cognitive and metacognitive accounts of self-regulated learning despite having a central role in the regulation of learning.

However, the regulation of motivation as an essential component of self-regulated learning has been receiving increasing attention among scholars and researchers. That can be illustrated in Dörnyei's (2005) statement that "self-regulation has been conceptualized to also include motivational self-regulation besides the cognitive and metacognitive processes" (p.91). Wolters' studies on the regulation of motivation (1999, 2003) had an undeniable contribution to the reconceptualization mentioned above by Dörnyei (2005) and to the theoretical modelling of motivational regulation strategies.

Motivational regulation strategies can be defined as learner actions or tactics which they use to maintain or increase their effort or persistence at particular academic tasks (Wolters, 1999). Distinguishing features of motivational strategies are summarised below:

> To be consistent with the definition presented earlier, a strategy for the regulation of motivation must meet at least two criteria. One, students must be acting in a deliberate or purposeful attempt to influence their level of motivation or the processes that determine their motivation. Two, the strategy should actually facilitate or improve students' motivation and subsequent performance on academic tasks (Wolters, 2003, p.200).

As the quotation below clearly explains, in order for something to be labelled as a motivational regulation strategy, it should be initiated and directed by the learners themselves on purpose, which is expected to bring about a higher level of performance or achievement for the task at hand. Thus, students' use of motivational regulation strategies is supposed to have a positive correlation with their motivation, effort, and performance.

Although different models have been proposed by scholars in an attempt to identify different types of motivational regulation strategies, it would not be wrong to conclude that Wolters's (1999, 2003) model of motivational regulation strategies has been the most widely used one in the literature. In this study, the identification of different

types of motivational regulation strategies is theoretically grounded on Wolters's (1999, 2003) classification of motivational regulation strategies.

2.2. Wolters's model of Motivational Regulation Strategies

Wolters's initial model of motivational regulation strategies (1999) emerged as a result of his study with tenth grade students (*N*=88) in USA which aimed to investigate students' use of motivational regulation strategies. Based on the previous research, five different motivational strategies were identified and a survey questionnaire including 28 items was developed. The items were subjected to a principal component analysis procedure and the findings showed consistency with the previous research with a five-factor model showing the best fit.

The first strategy identified in the model is *Interest Enhancement*, which refers to students' attempts to regulate their motivation by making the task more enjoyable, relevant or funnier for themselves. Secondly, *Performance self-talk* is a kind of motivational regulation strategy which accounts for students' use of inner statements or thought to increase their level of motivation in pursue of an extrinsic reward such as getting good grade or being promoted.

The third one, *self-consequating* is a kind of motivational strategy through which students self-award themselves after having achieved pre-determined goals. For example, self-awarding yourself with seeing a film after having written two paragraphs of your homework can be a self-consequating strategy. *Mastery self-talk*, the fourth motivational regulation strategy, is associated with more intrinsic aspects of motivation as it refers to students' attempts to motivate themselves for the sake of learning. Lastly, *environmental control* strategies describe students' attempts to regulate their motivation by removing the distractors around them to complete a task.

However, in his article in 2003, Wolters proposed some modifications on his model. For example, *performance self-talk* and *mastery self-talk* were referred to as *goal-oriented self-talk* and *efficacy self-talk*. Moreover, a new type of strategy was described, *emotion regulation*, which accounts for students' attempts to regulate or control extreme emotions in order to complete the task at hand successfully.

2.3. Previous Studies on Motivational Regulation Strategies

Despite being an essential component of self-regulated learning, research on the regulation of motivation seems to have been underemphasized in literature (Schwinger, Steinmeier-Pelster, 2012). The limited number of studies conducted on the motivational regulation strategies have mainly investigated students' use of different motivational strategies, the impact of the use of motivational strategies on achievement and the relation between motivational strategies and motivational beliefs and engagement.

Wolters (1999) found out that tenth grade students at a high school in USA (*N*=88) used performance self-talk more frequently than each of the four motivational strategies whereas interest-enhancement was the least frequently used one. Although the results did not yield a significant correlation between the overall use of motivational strategies and classroom performance, only performance self-talk was found out to be significantly related to classroom performance.

In relation to students' use of different motivational regulation strategies, a similar result was attained by Wolter and Benzon's study (2013) in which college students (*N*=215) reported using performance goals or managing their environment most often while more intrinsic forms of motivation such as mastery self-talk were used to a lesser extent.

Previous research hardly suggests any evidence on a direct positive relation between the use of motivational strategies and academic achievement. However, a number of studies revealed an indirect relation between motivational regulation strategies use and achievement, mediated by motivational beliefs, motivational engagement, or some other variables. For example, German 11th and 12th grade students' (*N*=231) use of motivational regulation strategies showed a positive correlation with effort management and intelligence which in turn predicted academic achievement (Schwinger, Stienmayr, Spinath, 2009).

A similar result was obtained from a survey with German 12th grade students (N=301) which revealed, through a procedure of path analysis, the indirect effect of motivational regulation on achievement mediated by learning effort (Schwinger, Steinmeier-Pelster, 2012). It was also shown that the overall of use of motivational regulation strategies by university students (*N*=648) had a positive indirect impact on their academic achievement and affective/cognitive well-being mediated by academic procrastination (Grunschel, Schwinger, Steinmayr, Fries, 2016).

Studies aiming to explore the relation between students' motivational beliefs and their use of motivational strategies revealed that motivational beliefs such as task value, goal orientation, and effort can be used to explain students' use of motivational regulation strategies (Wolters & Rosenthal, 2000; Schwinger, Stienmayr, Spinath, 2012, Wolters & Benzon, 2013). For example, Wolter and Rosenthal's study (2000) with a group of 8th grade students (*N*=114) yielded the significantly positive relation between the motivational beliefs of learning goal

orientation, performance goal orientation and the use of motivational regulation strategies while self-efficacy was not related to any of the regulatory strategies examined in the study. Similarly, a higher level of motivational strategy use was found to be associated with a high level of effort and achievement based on the self-reports of college students (*N*=600) in Germany (Schwinger, Stienmayr, Spinath, 2012).

There is a scarcity of studies investigating language students' use of motivational regulation strategies. At that point, it is important to mention Ozbay's study (2008) which investigated the self-regulation processes and strategies Turkish students (*N*=124) use in EFL writing. While the findings indicated a significant positive relation between achievement and the use of motivational strategies, students' reported use of self-consequating strategies was found out to be the strongest predictor of academic writing achievement in EFL.

3. Methodology

3.1. Sample/ Participants

This study was conducted at a state university in Turkey with 154 EFL students of Turkish origin. The students, whose majors were mechanical engineering and English philology, were part of the English Preparatory Class Programme which lasted two semesters at the first year of their university education. The average age of the students was 19.4, ranging from 18 to 25 with a standard deviation of 1.20. While male students constituted %66.9 of the group (*N*=103), 33.1% of the group was comprised of female students (*N*=51).

As part of the English Preparatory Class Programme, the students had 26 hours of English classes per week during two consecutive semesters. Out of these 26 hours, 4 hours were devoted to improving academic writing skills. The writing tasks were compiled from Oxford Trio Writing 3 and Oxford Effective Academic writing books which were used as the course books through the semester. Students' levels of English proficiency were expected to be similar as they were attending at B1 level classes after having successfully completed A1 and A2 levels.

In order to determine students' academic writing performance, writing marks they got from the end-of-course test were used. Students took this exam, which was prepared and administrated in the charge of English Preparatory Class Programme, at the end of the eight-week long B1 module. Writing section constituted 20% of the test where students were asked to write an argumentative essay on whether modern technology has really improved our lives or not.

Two markers graded students' compositions by using a rating scale developed by a well-known institution. This rating scale, which describes the levels of performance for B1 level with reference to the Common European Framework of Reference for Languages (CEFR), takes content, organisation, language use and communicative achievement into account and is divided into six bands from 0 to 5. The purpose of using two markers and a rating scale was to reduce the unreliability of the grading process.

3.2. Data Collection Instrument

An inventory of motivational regulation strategies developed by Özbay (2008) was used in order to identify students' strategies for regulating their motivation to maintain academic writing classes. Özbay's (2008) inventory of motivational strategies was theoretically grounded on Wolters's (1999, 2003) model of motivational regulation strategies including five sub-scales.

The scale used 25 items which focused on five main strategies. Intrinsic motivation strategies refer to students' attempts to regulate their motivation by making the task more enjoyable or funnier for them or by focusing their attention on how important it is to learn the task at hand. In Wolters's terms (1999), these are referred to as *interest enhancement* and *mastery self-talk.*

Extrinsic motivation strategies account for students' use of strategies to increase their desire to complete the task by focusing on an extrinsic goal such as getting grades or being promoted and/or by thinking about the negative outcomes in case of failure. Wolters (2003) terms this strategy as *goal-oriented self-talk.*

The third motivational strategy this inventory aims to measure is *self-consequating strategies*, which is concerned with students' use of self-provided extrinsic rewards in order to maintain and complete academic tasks (Wolters, 1999). The fourth component of the inventory is *control*, which accounts for not only students' strategies to avoid any environmental distractions, but also the attempts to control any negative feeling which make it harder to complete academic tasks. The last strategy, *social strategies*, comprises students' attempts to maintain the task at hand through receiving support and/or collaboration.

Students responded to items of the inventory on a likert-type scale including 5 intervals from "never true for me" to "usually true for me". The items on the inventory were written in Turkish, which was the native language of the students, in order to avoid any misconceptualizations.

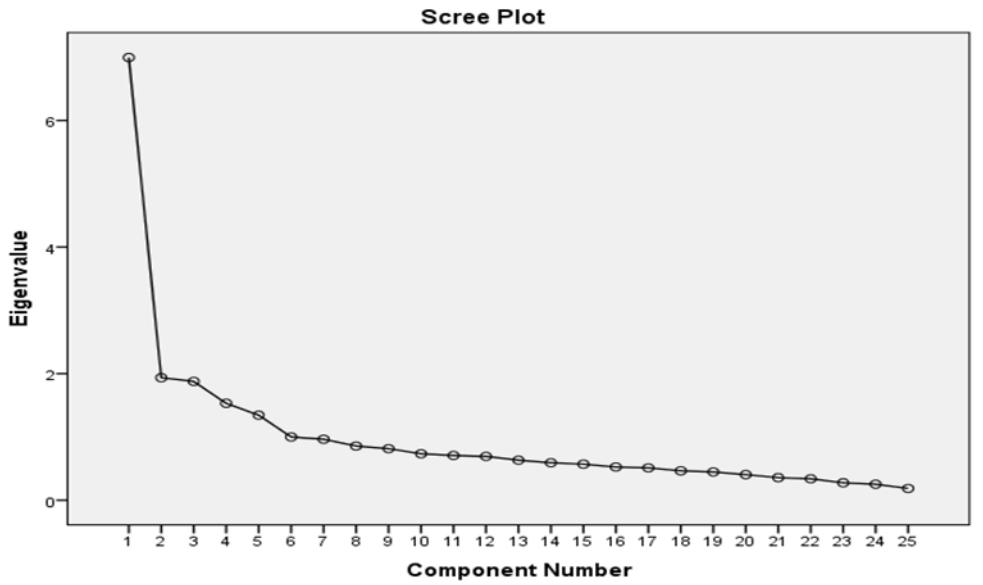
In order to test the construct validity of the inventory, a principle components analysis (PCA) was conducted. The aim of this analysis was to find out whether the five-factor structure of the inventory is valid in the context of this study. KMO and Bartlett's Test of Sphericity are used to determine whether the data matrix is suitable for factor analysis. A KMO value higher than .60 shows that the data matrix is suitable for factor analysis. Similarly, Bartlett's Test of Sphericity shows whether there is a relationship between the variables (Büyüköztürk, 2015). Table 1 below shows the results of KMO (Kaiser-Meyer-Olkin Measure of Sampling Adequacy) and Bartlett's test:

Table 1. The results of KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.833
Bartlett's Test of Sphericity	Approx.chi-square	1333.660
	df.	171
	Sig.	.000

A KMO value higher than .60 is required to meet the criteria and the table shows that the criteria is met in this study (KMO= .833). The results of Barlett's test was found out to be meaningful (Chi-Square= 1333.660 and p =.000) which support the factorability of the correlation matrix. PCA revealed the presence of five components with eigenvalues above 1, explaining 54% of the total variance. An inspection of the screeplot showed that there was a break after the fifth component as shown in Figure 1 below:

Figure 1. Scree plot of the principal component analysis



As a result of this scree test, it was decided to retain the five-factor structure for further investigation. The results of the parallel analysis also supported that as all five components had eigen values exceeding the corresponding criterion values for a randomly generated data matrix of the same size (25 variables-154 respondents). As a result, all five components were retained for further analysis. The findings are illustrated in Table 2 below:

Table 2. Comparison of eigenvalues from PCA and criterion values from parallel analysis

Component number	Actual eigenvalue from PCA	Criterion value from parallel analysis	Decision
1	6.994	1.828	accept
2	1.936	1.690	accept
3	1.887	1.587	accept
4	1.531	1.497	accept
5	1.447	1.411	accept

In order to interpret these five components, oblimin rotation was performed. A further examination of the factor loadings of the items required the researcher to drop four items, number 5, 13, 17 and 21 from the data set as they tended to cross load to more than one component or they loaded below .3. After the removal of these four items, a simple structure was revealed, with all five components showing a number of strong loadings and all variables loading only one component. Table 3 below illustrates the factor actor loadings and variance explained by each factor.

Table 3. Pattern Matrix for PCA with oblimin rotations of five-factor model of items

Items		Factors				
		F1	**F2**	**F3**	**F4**	**F5**
Item 23	Writing skills help improve other subjects	**.800**	.101	.145	.015	.058
Item 12	Thinking how important are writing skills for me	**.777**	.070	.054	.110	.059
Item 24	Thinking that I need to work to be good at writing skills.	**.762**	.120	.012	.006	.050
Item 19	Thinking the more I write, the better I will be	**.615**	.107	.129	.048	.069
Item 6	Telling myself "I can do it".	**.546**	.072	.210	.007	.111
Item 9	Thinking about how I can make use of what I have learned.	**.445**	.038	.234	.244	.134
Item 7	Doing something fun after completing my study goals.	.043	**.814**	.107	.221	.055
Item 22	Self-awarding after achieving some pre-determined goals.	.111	**.781**	.144	.053	.055
Item 4	Doing something fun if get a good grade.	.040	**.591**	.044	.229	.136
Item 20	Encouraging myself when I feel desperate.	.141	.079	**.761**	.240	.024
Item 18	Having some techniques to overcome negative feelings.	.105	.062	**.644**	.210	.086
Item 2	Thinking about my strengths when I have difficulties.	.099	.070	**.621**	.259	.194
Item 14	Changing the place when I do not have control on it.	.075	.201	**.595**	.193	.174
Item 10	Arranging the environment to study better.	.008	.161	**.487**	.267	.060
Item 8	Thinking about the negative outcomes of not graduating.	.071	.100	.133	**.744**	.176
Item 16	Thinking about the negative outcomes of failure.	.272	.154	.006	**.713**	.028

Table 3 continued

Item 3	Thinking about getting lower grades than my friends.	.001	.253	.153	**.458**	.158
Item 1	Studying with friends who I can study effectively with.	.029	.067	.023	.140	**.731**
Item 25	Getting help from the people I trust.	.073	.045	.164	.228	**.725**
Item 11	Getting my friends' opinions when I need help.	.252	.036	.079	.021	**.594**
Eigenvalues		5.822	1.769	1.656	1.425	1.284
Variance explained		**27.724**	**8.423**	**7.886**	**6.785**	**6.115**
Total variance		**56.933**				

The five-factor model identified as a result of the principal component analysis procedure showed consistency with Ozbay's (2008) model. As Table 3 clearly shows, Factor 1 has six items and it is labeled as *intrinsic motivational strategies* since they include statements related to inner motivations and thoughts directed at academic tasks. Factor 2, labeled as *self-consequating strategies,* included four items which aims to the use of self-provided extrinsic rewards as a motivational strategy. Factor 4 described the motivational strategies which students use to regulate their studying environment or their own feelings. Therefore, it was labeled as *control strategies.* And lastly, Factor 5 includes *social strategies* which refer to students' use of interpersonal relationships to complete academic writing tasks.

2.3 Procedures for data collection and analysis

A close-ended questionnaire named Motivational Strategy Inventory, developed by Özbay (2008), was used as the data collection tool. The instrument was group-administered to the students by the researcher, which refers to administrating the questionnaires to the groups at one time and one place.

The researcher visited the classrooms to hand out the questionnaires and waited for each student to complete it. As Dörnyei (2007) states, group administration is the most widely used way of having questionnaires completed in linguistic research as the participants are usually language students studying who are assembled together within educational contexts. In this way, it is possible for the researcher to collect a large number data in a relatively short time.

In this study, the data collected through the questionnaire was analysed by using SPSS (Statistical Package for the Social Sciences) 24.0 programme. The first research question was answered by using descriptive statistics and the mean (M), the standard deviation (SD) and number of participants (n) were reported in the findings. For the second question, which aims to find out whether there are any statistically significant differences between students' use of five different motivational strategies, a one-way repeated measures ANOVA was performed. And lastly, a standard multiple regression analysis was conducted to reveal which motivational strategies are the best predictors of academic writing success.

4. Results

4.1. Descriptive findings for students' use of motivational regulation strategies

A Likert-type scale including 21 items was used in order to gain insight into students' use of motivational strategies for academic writing tasks, which was divided into five sub-scales: intrinsic, extrinsic, self-consequating, controlling and social strategies. The findings for each of these five components are presented separately below:

4.1.1 Students' use of intrinsic motivational strategies

Six items were directed to participants in order to find out their use of intrinsic motivational strategies. Table 4 below illustrates the descriptive statistics for students' use of intrinsic motivational strategies:

Table 4. Descriptive Statistics for Students' Use of Intrinsic Motivational Strategies

Items	N	*M*	*SD*
Item 6: *telling myself "I can do it".*	154	3.48	1.25
Item 9: *Thinking about how I can make use of what I have learned*.	154	3.29	1.11
Item 12: *Thinking about how important writing skills are for me.*	154	3.01	1.18
Item 19: *Thinking that the more I write, the better I will be.*	154	3.22	1.06
Item 23: *Thinking about how writing skills help improve other subjects.*	154	3.20	1.18
Item 24: *Thinking that I need to work hard to be good at writing skills.*	154	3.07	1.14
Overall	**154**	**3.21**	**.83**

Descriptive statistics illustrated in Table 5 clearly shows that students tended to use intrinsic motivational strategies at a moderate level (M=3.21, SD=.83). Item 6, "I tell myself 'you can do it, you can succeed' when I have difficulties." was found out to be the most frequently used intrinsic motivational strategy (M=3.48, SD=1.25) while item, 24 "Thinking that I need to work hard in order to be good at writing skills", was the least frequently used intrinsic motivational strategy by students (M=3.07, SD=.1.14).

4.1.2 Students' Use of Self-consequating Motivational Strategies

Students were asked to respond to four items on the level of self-consequating motivational strategies usage. The findings are displayed in Table 5 below:

Table 5. Descriptive Statistics for Students' Use of Self-consequating Motivational Strategies

Items	N	*M*	*SD*
Item 4: Doing something fun if get a good grade.	154	3.68	1.21
Item 7: Doing something fun after completing my study goals.	154	3.27	1.31
Item 15: Self-promising to do something fun after a while of study	154	3.48	1.18
Item 22: Self-awarding after achieving some pre-determined goals.	154	3.22	1.38
Overall	**154**	**3.41**	**1.01**

It can be clearly seen in Table 5 that, despite being higher than the use of intrinsic motivational strategies, students reported a moderate use of self-consequating motivational strategies (*M*=3.41, *SD*=1.01). Item 4, "I promise myself to do something fun if I get a good grade" was reported to be the most frequently used self-consequating strategy by the students (M=3.68, SD=1.21) whereas Item 22, "I set myself some goals (writing a paragraph, studying for one hour etc.) and I reward myself (watching TV, or buying something for myself etc.) as I achieve my goals, was found out to be the least frequently used.

4.1.3 Students' Use of Controlling Motivational Strategies

Five of the items on the scale aimed at measuring students' use of controlling motivational strategies for academic writing tasks and classes. Table 6 below illustrates the findings

Table 6. Descriptive Statistics for Students' Use of Controlling Motivational Strategies

Items	N	M	SD
Item 2: Thinking about my strengths when I have difficulties	154	3.66	1.06
Item 10: Arranging the environment to study better.	154	3.59	1.16
Item 14: Changing the place when I do not have control on it.	154	3.37	1.29
Item 18: Having some techniques to overcome negative feelings.	154	2.90	1.22
Item 20: Encouraging myself when I feel desperate.	154	3.51	1.02
Overall	**154**	**3.40**	**.79**

Table 6 makes it clear that, similar to intrinsic and self-consequating strategies, students had a tendency to use controlling strategies moderately (*M*=3.40, *SD*=.79). The findings indicated that item 2, "*When I have difficulties, it helps me keep studying to think of my own strengths and the sources I can get help*" was the most frequently used controlling strategy by the students (M=3.66, 1.06). However, descriptive statistics for item 18 showed that students did not make much use of techniques to overcome negative feelings (*M*=2.90, *SD*=1.22).

4.1.4 Students' Use of Extrinsic Motivational Strategies

Students responded to three items in relation to the use of extrinsic motivational strategies. Table 7 below shows the descriptive statistics for students' use of extrinsic motivational strategies:

Table 7. Descriptive Statistics for Students' Use of Extrinsic Motivational Strategies

Items	N	M	SD
Item 3: Thinking about getting lower grades than my friends.	154	3.18	1.30
Item 8: Thinking about the negative outcomes of not being able to graduate.	154	3.62	1.38
Item 16: Thinking about the negative outcomes of failure.	154	3.50	1.19
Overall	**154**	**3.43**	**.96**

Being slightly higher than the other three types of motivational strategies, it can still be concluded that students reported a moderate use of extrinsic motivational strategies (M=3.43, SD=.96), with item 8 *"In order to motivate myself, I think about the negative outcomes of not being able to graduate"* being the most frequently used extrinsic motivational strategy (*M*=3.62, *SD*=1.38) and Item 3 *"In order to motivate myself, I think of my friends getting better grades than I do"* being the least frequently used one (*M*=3.18, *SD*=1.30).

4.1.5 Students' Use of Social Strategies

Three items were directed to the students regarding the use of social strategies. Table 8 below displays the descriptive statistics for students' use of social strategies:

Table 8. Descriptive Statistics for Students' Use of Social Strategies

Items	N	*M*	*SD*
Item 1: Studying with friends who I can study effectively with.	154	2.91	1.30
Item 11: Getting my friends' opinions when I need help.	154	3.79	1.09
Item 25: Getting help from the people I trust.	154	3.81	1.10
Overall	**154**	**3.51**	**.87**

The findings illustrated in Table 8 shows clearly that social strategies are the most frequently used type of motivational strategy (*M*=3.51, *SD*=.87) when compared to the other four mentioned above. Item 25, *"I get help from the people I trust when I study for this lesson"* was found out to be the most frequently used strategy out of the other 20 items in the scale (*M*=3.81, *SD*=1.10).

Overall, it can be concluded that out of 5 different types of motivational strategies measured on this scale, social strategies came out to be the most frequently used ones, followed by extrinsic, controlling and self-consequating strategies. On the other hand, intrinsic motivational strategies seemed to be the least frequently used one.

4.2. Differences between Students' Use of Five Different Motivational Regulation Strategies

For the second research question, a one-way repeated measures ANOVA was conducted to compare students' use of intrinsic, extrinsic, social, controlling and self-consequating motivational skills. The findings indicated that there was a statistically significant difference between students' use of these five strategies, (Wilk's Lambda=.88; F (4, 149) = 4.852; p=.001) with a medium effect size (multivariate partial eta squared =.11). Descriptive statistics are illustrated in Table 9 below:

Table 9. Descriptive Statistics for Students' Use Five Different Motivational Strategies

Strategies	N	M	SD
Intrinsic	154	3.21	.83
Self-consequating	154	3.41	1.01
Controlling	154	3.40	.79
Extrinsic	154	3.43	.96
Social	154	3.51	.87

Post-hoc comparisons using the Bonferroni test revealed that the mean score for intrinsic motivational strategies (*M*=3.21, *SD*=.83) was significantly different from the mean score for social strategies (*M*=3.51, *SD*=.87), but did not differ significantly from self-consequating (*M*=3.41, *SD*=1.01), controlling (*M*=3.40, *SD*=.79), and extrinsic motivational strategies (*M*=3.43, *SD*=.96).

4.3. Strategies Predicting the Academic Writing Success

A standard multiple regression analysis was conducted to find out which of the five components of motivational strategies identified above best predict academic writing success. Prior to that, preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, multicollinearity and homoscedaticity. An examination of the R square values (.053) revealed that the model explains 5.3 % of the variance in the dependent variable (F (5, 147) =1.656). Further regression coefficients indicated that of the five independent variables entered in the model, only one variable significantly predicted the dependent variable, which appeared to be controlling strategies. Findings are shown in Table 10 below:

Table 10. Standardized Regression Coefficients Predicting Academic Writing Success

Sources	*B*	*SE B*	*β*	*t*	*P*
Intrinsic motivation	-.3.60	2.44	-.15	-1.47	.14
Self-consequating	-1.87	1.81	-.09	-1.03	.30
Controlling	**5.25**	**2.34**	**.22**	**2.36**	**.02**
Extrinsic motivation	1.88	1.88	.09	1.00	.31
Social strategies	-1.24	2.03	.05	-.61	.54

As Table 10 clearly illustrates, the findings of the standard multiple regression analysis indicated that only controlling strategies significantly predicted EFL writing success.

5. Discussion and Conclusion

This study aimed at investigating Turkish students' use of motivational regulation strategies for EFL writing. The data was collected through an inventory for motivational regulation strategies developed by Ozbay (2008) and was analysed by using SPSS (Statistical Package for the Social Sciences) 24.0 programme.

The findings for the first research question showed that participants in this study reported a moderate level of using motivational regulation strategies. Out of 5 different types of motivational strategies measured on this scale, students reported using social strategies more frequently than extrinsic, controlling and self-consequating strategies. This finding contradicts with Wolters's (1999) and Wolters and Benzon's (2013) studies in which performance self-talk, an extrinsic motivation trait, was found out to be the most frequently used motivational regulation strategy. In this study, intrinsic motivational strategies came out to be the least frequently used

motivational regulation strategy. This finding supports Wolters and Benzon's (2013) study in which mastery self-talk was reported to be used less than other four strategies.

In relation to the second research question, the results of a one-way repeated measures ANOVA indicated a statistically significant difference between students' use of these five strategies with a medium effect size. Post-hoc comparisons using the Bonferroni revealed one statistically significant difference, which is between intrinsic motivational strategies and social strategies. These differences in students' use of motivational regulation strategies might be explained by the modelling teachers and/or parents provide in favour of a particular type of strategy (Wolters & Benzon, 2013). Therefore, if/how the use of motivational regulation strategies changes depending on the sociocultural context of the learning/teaching can be a subject for further investigation.

For the last question, the findings of the standard multiple regression analysis indicated that only controlling strategies significantly predicted EFL writing success. Although this finding differs from Özbay's (2008) in which self-consequating strategies was found out to be the strongest predictor of academic writing achievement in EFL, it can still be inferred that students who are able to control negative feelings and the distractors around them are more likely to be successful at academic level.

In conclusion, regulation of motivation cannot be separated from self-regulation studies since somehow, they might relate to success at academic tasks as shown in this study. Moreover, as Zimmerman notes (1990), understanding how learners regulate their own motivation may help teachers set a good model and find an effective way to interact with students. For further investigations of motivational regulation in language learning, researchers might consider using a combination of quantitative and qualitative methods of inquiry together as the latter one will provide a free respond format through which new strategies of motivational regulation may be unveiled.

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