THE MEASUREMENT OF MOTIVATION LEVEL, THE LEVEL OF USING SRL WRITING STRATEGIES, AND THE ASSOCIATION OF BOTH WITH ESL WRITING COMPETENCE OF PAKISTANI SECONDARY SCHOOL STUDENTS

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Abstract

This study measures the motivation level, the level of using SRL writing strategies, and the association of both with ESL writing proficiency of Pakistani secondary school students. The participants were 250 secondary school students selected through convenient sampling from five private sector schools located in Karachi. The data was collected through questionnaires and a standardized writing competency test. The data was analyzed using descriptive statistics, correlational statistics, and MANOVA. The findings revealed that high achievers on the writing competency test exhibited higher levels of motivational variables (self-efficacy, interest, utility, and growth mindset) and more frequent self-regulated writing strategy use confirming the relationship between all the tested motivational variables except interest, self-regulated writing strategy use and ESL writing competence. The findings point to the key role of motivational variables and the use of self-regulated strategies in increasing the ESL writing competence of the students.

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INTRODUCTION

Writing is a key educational skill and it is fundamental to academic proficiency as well as crucial for professional progress (Bai et al., 2020). Due to the significant role of writing, efforts have been made by researchers to discover the features that may contribute to English writing proficiency in EFL/ ESL contexts ((Bai et al., 2019; Lee et al., 2018). Limpo and Alves (2013) reported that writing is deeply reliant upon variations in four aspects. These aspects are knowledge (for instance content and linguistics), skills (for instance spelling and handwriting), strategies (for instance self-initiated learning steps), and motivation. Many experimental and correlational studies have been carried out in the last three decades that constantly propose the importance of self-regulated learning strategies of writing to develop writing proficiency in various contexts of languages (Bai, 2015; Graham et al., 2016). To the best of researchers' knowledge, there is a scarcity of work done to explore self-directed ESL writing strategies of secondary school students in the Pakistani context. Therefore, this particular study may fill the contextual research gap to determine the use of SRL writing strategies by secondary school students.

Moreover, the function of motivational variables in ESL writing has not been sufficiently investigated. Though numerous studies have centered on teachers' methods of instruction (Glaser & Brunstein, 2007; Limpo & Alves, 2013), the brunt of learners' distinctiveness such as the impact of motivation and the use of SRL strategies on ESL writing competence is not explored. According to Wigfield and Cambria (2010), motivation is related to people's movement and reasoning to act, consider, and behave in definite ways which unfolds the student's preferences, eminence, and strength of learning. Students may have a fine awareness of strategies but are unable to use them in the absence of ample and proper motivation. Traditionally, it has been a focal concern in learning to maintain and support learners' motivation (Bai et al., 2020). For instance, as per expectancy-value theory, learners' supposed importance of tasks and ideology related to their abilities are causes of engagement and attainments in an academic context (Wigfield & Cambria, 2010). This research will also identify the growth mindset i.e. the ideology that intelligence is not fixed and it can be improved through struggle (Blackwell et al., 2007).

Furthermore, research is required to comprehend the contribution of different motivation variables in ESL writing contexts. As the writing process not only requires linguistic information but also needs proper strategies, therefore, it is considered a very challenging skill. In Asian countries like Pakistan, where the English language is not a native language, EFL/ ESL writing demands more effort due to learners' extreme reliance on linguistic knowledge of their native languages. Thus, Wang et al. (2013) also highlighted English writing as the most demanding skill to be acquired by EFL/ ESL learners. The research gap needs to be packed through exploring the motivation level and the frequency of using SRL strategies in ESL writing. Moreover, it is also important to understand how the use of SRL writing strategies may be triggered by motivational variables leading to the enhancement of writing competence. The same is necessary as information for theory, policy, and practice.

It has been proposed by sociocultural theorists that social customs, cultural standards, and faith systems are significant for motivation improvement, and different motivational variables may be influenced by them (Zusho & Clayton, 2011). The role of various motivational variables may be diverse amongst different cultural contexts due to the retention of other beliefs and standards of learning by the students (Bai & Guo, 2019; Li, 2006). Even if there is growing interest in academic motivation and education in a socio-cultural context, the motivation of English writing in particular has not gained much attention in such context by the researchers (Bai et al., 2020). The present study is conducted to fill this gap in the Asian cultural context concerning Pakistani EFL/ ESL students. The important motivational variables that are involved in the study are self-efficacy, interest, utility, and growth mindset which particularly play crucial roles among Asian learners. The SRL strategies to be explored in this study are self-initiation, planning, monitoring & evaluating, acting on feedback, revising, generating text, resourcing, and socio-affective.

LITERATURE REVIEW

Motivation is said to be a track and scale of someone's behavior (Dornyei & Ushioda, 2011) and it elucidates preference, determination, and endeavor in terms of human behavior. Moreover, motivation also explains the logic behind people's actions, their sustainability, and their firm commitment to do any task. Particularly, in education, motivation plays a vital role concerning valuable learning (Lee et al.2017). Consequently, the increasing importance of context in motivation has also been revealed through recent developments

(Dornyei & Ushioda, 2011), such as the particular context of the classroom where education takes place in the form of teaching and learning.

On one hand, motivation exists contextually, while on the other hand, it is found in a specific domain (Zhang & Guo, 2012). Motivation concerning learning writing may be different from learning other skills of the language as learning writing in L2 is one of the most demanding skills of second language acquisition (Hyland, 2003, p. xiii), therefore, motivation for learning writing in second language demands attention. However, L2 motivation has been focused on in general to date (Boo, Dornyei, & Ryan, 2015), and specific research for writing motivation is still in its infancy. Few more studies focused on the significance of motivation for students in learning writing. For instance, deeply motivated learners reveal "their potential to write independently, creatively and passionately" (Tran, 2007, p.161), and self-efficacy, motivation for writing, and English writing expertise are significantly and certainly correlated (Zhang & Guo, 2012). Students' writing motivation in L2 has not been explored to the extent that how much students are motivated or unmotivated for writing and its association with language competency and scores which are discovered to be important variables for first language writing (Troia, Harbaugh, Shankland, Wolbers, & Lawrence, 2013) and for second language learning in general (Dornyei & Csizer, 2001; Takac & Berka, 2014).

SELF-EFFICACY

Self-efficacy is individuals' self-estimation of their abilities to complete specific tasks (Bandura, 1997; Bruning, Dempsey, Kauffman, McKim, & Zumbrunn, 2013). It has been proved through many research works that learners have beliefs about their success, and frequently endorse more flexible learning techniques such as the use of SRL strategies, determination, and poignant welling in many fields (Bai et al., 2019; Bernacki, Nokes-malach, & Aleven, 2015). Numerous researches have proved that forceful beliefs of learners about self-efficacy conform their writing to better composition and gradually improve their writing proficiency (Sanders-Reio, Alexander, Reio, & Newman, 2014). For instance, a scale of self-efficacy for writing was established by Bruning et al. (2013) which evaluated students' self-belief about ideation, writing process, and convention. It was revealed that writing competence is certainly determined by self-efficacy for writing. As self-efficacy has been

observed as essential for students of Western countries, a parallel study in the Pakistani context may prove to be significant.

SELF-EFFICACY IN ENGLISH WRITING

Many ESL/EFL students consider writing as an extremely demanding job (Santangelo et al., 2007). Several research works have been done which highlight that the writing performance of many ESL/EFL learners is negatively affected due to a lack of self-efficacy in writing (Bruning et al., 2013). Learners having low levels of self-efficacy face problems in engaging with writing tasks and continue it for a long time. Contrary to self-efficient writers, unpleasant emotional attitudes are observed by them when they face problems and failures (Pajares, 2003). In their study conducted on writing self-efficacy of EFL learners of Turkish college, Krimzi and Krimzi (2015) highlighted that learners who are more self-efficacious, are likely to have low anxiety levels.

TASK VALUES

The motives that keep engaging students to complete a specific task are said to be task values which can further be classified into interest (connecting to a task for pleasure) and utility (connecting to a task for specific goals) (Bonney, Cortina, Smith-Darden, & Fiori, 2008). The available research has proposed a constructive impact of utility and interest on learners' achievements and behaviors (Greene, Costa, Robertson, Pan, & Deekens, 2010; Lee, Lee, & Bong, 2014). Learners who consider the results of the study beneficial for them are more engaged in acquiring knowledge and attaining better academic accomplishments (Wigfield & Eccles, 2000). To sustain and promote the learners, interest, and utility have been suggested as a destination at the world level (Bai et al. 2020)

WRITING AS AN INTERESTING ACTIVITY

Many studies have emphasized on attractiveness of writing tasks for the students and their impact on the long-term practicality of writing. The peculiarity between situational and personal interest in writing among secondary school students has been investigated in many studies (Hidi, 1990; Schiefele, 1991). Situational interest is about the fascination with the topic and themes and the same may have an impact on learners' understanding and creation of expository text (Hidi, 1990; McLaren, 1991). The level of topic interest i.e. high and low may be associated with typical traits of writing quality. Attractiveness to a topic has been considered a fundamental motivational cause of writing. Writing on an interesting topic is an example of situational interest which is triggered through the attractiveness of the topic. Interest may be developed as a social activity amongst students and it can be termed as a

meaningful activity by the students (Hidi et al., 2002). Interest is students' attractiveness to writing which is prompted, attracted, and maintained through lucrative characteristics of writing activity that develop in specific conditions such as availing chance of writing enjoyably and unusually.

Hidi and Renninger (2006), in their research of interest, provided the constitution of interest for writing. Their review was comprised of four phases; the first one is stimulation of situational interest, the second is about maintenance of situational interest, the third phase is enhancement of individual interest and finally fourth phase is about well established interest of the individual. They argued that rendering support by others (like teachers) to students doesn't let students improve and deepen their interest. However, if interest is assisted to improve, students' attention may increase, they may adjust and accomplish goals, and can become more proficient in the implementation of learning strategies.

WRITING FOR UTILITY

Task value is a significant part of expectancy-value (Eccles & Wigfield, 1995; Wigfield & Cambria, 2010) which discusses how much value a leaner assigns to a specific task. If learners have beliefs about the utility of English language writing in their future jobs such as academic job opportunities, they will have worth acquiring English as a second language writing. Amongst all other foreign languages, the learning proportion of the English language is very high. English is an international language that is recognized globally as the lingua franca for various social, academic, and business purposes (Seidlhofer, 2005; Dewey, 2007). The interests and values attached to the English language contain massive goals such as curiosity to communicate in a foreign language, eagerness for proceeding abroad for a job, readiness to interact with people of different nationalities and cultures, and many more reasons that may describe the utility of the English language such as traveling abroad, friendship with multicultural people and achievement of knowledge (Clément & Kruidenier, 1983; Yashima, 2002).

Utility value contains more exterior causes for engaging with any activity like performing the activity not for its own sake but to arrive at some desired termination. This aspect of utility can be interlinked with the element of extrinsic motivation (Deci & Ryan, 1985; Harter, 1981).

GROWTH MINDSET

Due to its importance in promoting determination and flexibility of mind, a growth mindset has grabbed growing attention (Yeager & Dweck, 2012). However, still, the function of the growth mindset concerning the use of SRL strategies and writing proficiency has not obtained sufficient concentration in experimental research (Bai et al. 2020). Implied assumptions of intelligence describe learners' viewpoints of whether intelligence is flexible or fixed may lead to various learning forms and accomplishments (Blackwell et al., 2007). People having a preset mindset keep the opinion that capabilities are permanent traits, the breakdown is a symbol of less ability, and practice and struggle are ineffective. Therefore, they show resistance to being involved in those activities in which they feel incompetent, show a helpless attitude, and are inclined to surrender which can be termed as low performance. On the other hand, people with having growth mindset consider competence as flexible and can be enhanced with struggle, therefore they have the possibility of using helpful learning approaches and putting their efforts into developing proficiency. These individuals preserve and step out to face the troubles in the façade of setbacks. Lou and Noels (2016) revealed that second language learners having flexible mindsets showed more commitment to academic tasks, encouraging mood and consistency in setbacks circumstances.

Bai and Guo (2019) revealed a positive association between a growth mindset with the use of SRL strategies by primary school students in English writing. However, it may be highlighted that individuals may retain a flexible mindset, a stable mindset, and/or composition of both as per the requirement of various fields of education due to the multidimensionality of intelligence, which comprises finding solutions to problems, spoken capabilities, motivation, and societal competence (Luftenegger & Chen, 2017). For instance learning ability of a few learners in L2 speaking may be fixed, while, their reading capability may be flexible and could be improved with practice. In contrast, the effects of societal attraction may be induced as most growth mindsets have been scaled with self-reporting surveys (Luftenegger & Chen, 2017). The performance of fixed mindset learners in some particular academic tasks may not be streamlined with growth mindset learners, however, they are still capable of improving in learning (Costa & Faria, 2018). Moreover, growth mindset learners may attach too long to their pending tasks rather than accepting new tasks (Park & Kim, 2015).

RESEARCH QUESTIONS

The current study purposed to measure the motivation level and the use of SRL writing strategies of Pakistani secondary school students in ESL writing. It

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also focuses on finding the difference in motivation and the use of SRL writing strategies between high and low-proficient students. The researchers of this study measured the motivation level of Pakistani secondary school students for ESL writing through four variables i.e. self-efficacy, interest, utility, and growth mindset. Similarly, the level of using SRL writing strategies was measured through eight variables i.e. self-initiation, planning, monitoring & evaluating, acting on feedback, revising, generating text, resourcing, and socio-affective. Altogether, this study through the following research questions, intended to measure the motivation level, the level of using SRL writing strategies, and the association of both with writing proficiency of Pakistani secondary school students:

1. *What is the level of Pakistani secondary school students' motivation (self-efficacy, interest, utility, and growth mindset) and the use of SRL strategies in ESL writing?*

2. *What is the difference in the motivational variables (self-efficacy, interest, utility, and growth mindset) and the use of SRL writing strategies between high and low-proficient Pakistani secondary school students?*

METHOD
PARTICIPANTS AND CONTEXT

The target population of this study was all secondary school students of five private schools located in Karachi studying English as a compulsory subject. The sampling technique used for data collection in this study was non-probability convenience sampling. The population is intentionally kept heterogeneous in which the selected students belonged to all categories of ESL writing competence i.e. high, average, and low to seek answers the research question no.2. The participants of the study were 250 secondary school students from five private schools of Pakistan who were studying English as their compulsory subject. Amongst these 250 students, 77 (30.8%) were male 173 (69.2%) were female, 146 (58.4%) were between the ages of 13 to 15, and 104 (41.6%) were having the ages 16 to 20.

INSTRUMENTS/ MEASURES
QUESTIONNAIRES

There were two questionnaires used for this study and both questionnaires were adopted from Bai et al. (2020). The first questionnaire

contained 18 items regarding four motivational variables i.e. self-efficacy, interest, utility, and growth mindset. In this questionnaire, students were tasked to report their responses on all four motivational variables. The first variable was self-efficacy which was measured through the endorsement of the participants on the Likert scale. Task values were measured through second and third variables i.e. interest and utility. The interest scale covers the items that help in assessing students' level of curiosity while completing their writing tasks, whereas, students' realization and importance given to English writing and its utility is measured through the utility scale. The last which is a new, emerging, and important variable of this study is a growth mindset. This variable encompasses the aspects that require responses of the students to measure their concepts about intelligence i.e. either students think that the mind's growth is malleable or it is fixed. All of the above-mentioned variables were required to be rated on a point Likert scale. The scale moved from 1 (Strongly disagree) to 5 (Strongly agree).

The second questionnaire was about the use of SRL writing strategies which contained 46 items describing the complete writing process. The items of the questionnaire included self-initiation, planning, monitoring & evaluating, acting on feedback, revising, generating text, resourcing, and socio-affective. The measuring scale used in this questionnaire was a five-point Likert scale which covered 1 to 5 i.e. 1 for never, 2 for seldom, 3 for sometimes, 4 for often, and 5 for always.

WRITING COMPETENCY TEST

*The participants were asked to write not more than 250 words essay in an hour on the topic **"Cooking and eating at home is better than eating out or ordering through websites. How far do you agree/ disagree?"** which was adopted from the academic module of standard IELTS tests list. The academic test consists of two parts, the first part is about the explanation of any graphical presentation and the second part is to write an essay on any given topic in 250 words at least. Students need to give their opinions, describe the advantages and disadvantages of something, and suggest solutions to any problem. Although the selected IELTS test does not completely fit the competency level of secondary school students of Pakistan, it was opted for only due to the accepted standard of the IELTS test. Owing to the inclusion of students' opinions and suggestions, they get an ample margin of writing on the given topic and teachers get a fair chance to judge the writing competency level of the students. The reason for the non-inclusion of the graphical part of the test in this study was to not over-burden the secondary school students being not competent enough to solve it.*

Moreover, due to the description of graphs, charts, diagrams, or tables, students may get less opportunity to present their writing skills as compared to free writing tasks like the second part of the test.

The writing test was checked by two experienced ESL teachers based on four features i.e. vocabulary, language, content, and organization. Amongst the four aspects, each aspect was marked for 10 points resulting in a total mark of 40.

PROCEDURES

When obtaining informed consent from the participants before the collection of the data, the researcher convinced the participants about the worth and application of the study. All contents of the questionnaires were thoroughly explained to the participants to rule out any ambiguity. It was assured that participation of the students is voluntary and they may withdraw at any point if they want. The participants were informed that their information would be kept confidential in any case and they would not be exposed to anyone. The management and the participants were notified that the results and findings of the study would be shared with them to improve or amend the academic procedures in vogue. The participants took almost 30 minutes to fill both questionnaires and then on the same day, a writing competency test was also conducted that was completed within 60 minutes.

DATA ANALYSIS TECHNIQUES

First of all, to check the reliability of the instruments, Cronbach Alpha was checked through a reliability test conducted on SPSS. Then descriptive and correlational analysis of motivational variables and SRL writing strategies were conducted. After that, the results of the comparison between high and low graders concerning motivational variables and the use of SRL writing strategies were achieved through two multivariate analyses of variance (MANOVA).

RESULTS
RELIABILITY ANALYSIS

Two questionnaires were used as data collection instruments for this study i.e. motivational variables questionnaire and SRL writing strategies questionnaire. To check the reliability of the instruments, Cronbach Alpha was checked through a reliability test conducted on SPSS. The reliability test showed that the instruments had good reliability i.e. Cronbach's Alpha for the

motivational variables questionnaire was 0.85 and for the SRL strategies questionnaire was 0.87.

Descriptive Analysis

Table 1

Descriptive Statistics (Motivational Variables)

	Self-Efficacy	*Interest*	*Utility*	*Growth-Mindset*
Mean	*3.74*	*3.67*	*4.45*	*4.12*
Median	*3.75*	*3.75*	*4.75*	*4.16*
Mode	*4.00*	*5.00*	*5.00*	*4.00*
Std. Deviation	*0.60*	*0.99*	*0.60*	*0.62*

Table 1 describes the mean, median, mode, and standard deviation for motivational variables i.e. Self-Efficacy, Interest, Utility, and Growth-mindset. Oxford (1990) classified the level of self-reported questionnaire output i.e. range of mean between 3.5 and 5.0 is classified as high level, 2.5 to 3.4 as medium level, and 1.0 to 2.4 as low level. The respondents remained at a high level on all motivational variables. Self-Efficacy (M=3.74, SD=0.60), Interest (M=3.67, SD=0.99), Utility (M=4.45, SD=0.60) and Growth Mindset (M=4.12, SD=0.62).The findings revealed that in this study, secondary school students showed a high level of motivation for all four variables, however, among the four motivational variables, utility and growth mindset were on the upper level as compared to self-efficacy and interest.

Table 2

Descriptive Statistics (SRL Writing Strategies)

	Self-Initiation	*Planning*	*Monitoring*	*Acting &on Evaluating Feedback*	*Revising*	*GenText*	*Resourcing*	*Socio Affective*
Mean	*3.31*	*3.83*	*3.64*	*3.47*	*3.32*	*3.33*	*3.39*	*3.32*

Median	3.40	3.90	3.71	3.50	3.40	3.33	3.66	3.33
Mode	3.40	4.40	3.86	3.50	3.00	3.67	3.67	3.17
Std. Deviation	0.72	0.63	0.57	0.82	0.75	0.70	0.90	0.69

Table 2 describes the mean, median, mode, and standard deviation for all SRL writing strategies. The respondents demonstrated a high level of SRL writing strategy use on two strategies i.e. Planning (M = 3.83, SD = 0.63) and Monitoring & Evaluating (M = 3.64, SD = 0.57). However, on other six SRL writing strategies, respondents reported medium level of strategies use i.e. Self-initiation (M = 3.31, SD = 0.72), Acting on Feedback (M = 3.47, SD = 0.82), Revising (M = 3.32, SD = 0.75), Generating Text (M = 3.33, SD = 0.70), Resourcing (M = 3.39, SD = .90) and Socio-Affective (M = 3.32, SD = 0.69).

Table 3

Multivariate Tests

Effect		Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Intercept	Pillai's Trace	.991	2143.701	12.000	238.000	<.001	.991
	Wilks' Lambda	.009	2143.701	12.000	238.000	<.001	.991
	Hotelling's Trace	108.086	2143.701	12.000	238.000	<.001	.991
	Roy's Largest Root	108.086	2143.701	12.000	238.000	<.001	.991

Table 3 displays the correlation analysis between motivational variables and SRL writing strategies. The results indicate that motivational variables self-efficacy, interest, utility, and growth mindset have positive and significant associations with all kinds of strategies of writing i.e. self-initiation, planning,

monitoring & evaluating, acting on feedback, revising, generating text, resourcing and socio-affective (Sig (P Value) = < .005 for all variables).

COMPARISON BETWEEN HIGH AND LOW MARKS ACHIEVERS ON MOTIVATIONAL VARIABLES AND THE USE OF SRL WRITING STRATEGIES

Research question two of this study is about finding the difference in motivational variables and frequency of using SRL writing strategies between high and low-proficient students. First MANOVA was conducted to describe the difference in motivational variables between high and low marks achievers, results of the same are shown in Table 4. The other MANOVA was performed to identify the difference in SRL writing strategies used between high and low-proficient students and results of the same are tabulated in Table 5.

COMPARISON BETWEEN HIGH AND LOW MARKS ACHIEVERS CONCERNING THE USE OF MOTIVATIONAL VARIABLES

Table 4

Comparison for Use of Motivational Variables b/w High and Low Graders.

	Mean	*Std. Deviation*	*Mean*	*Std. Deviation*
	Higher Marks		*Lower Marks*	
Self Efficacy	*3.70*	*.581*	*3.64*	*.607*
Interest	*3.41*	*.961*	*3.60*	*1.045*
Utility	*4.60*	*.448*	*4.21*	*.697*
Growth Mindset	*4.11*	*.422*	*3.93*	*.800*

Out of 250 participants, 60 were classified as high and low marks obtainers. Based on their achievement in the writing competency test, 60 participants were divided into two groups, with 30 participants having high marks and 30 participants having low marks. A comparison between low and high achievers for motivational variables was conducted through MANOVA. Table 4 highlights the results of the comparison between high and low marks achievers for the use of motivational variables. It was revealed that the level of motivational variables Self-efficacy, Utility, and Growth mindset was high at the end of high graders as compared to low graders i.e. Self-efficacy (Mean (high)=3.70, Mean (low)=3.64), Utility(Mean (high)=4.60, Mean (low)=4.21) and Growth mindset (Mean (high)=4.11, Mean (low)=3.93). However, the level of Interest was

slightly higher for low graders as compared to the high graders i.e. (Mean (high)=3.64, Mean (low)=3.60).

COMPARISONS BETWEEN HIGH AND LOW MARKS ACHIEVERS CONCERNING THE USE OF SRL WRITING STRATEGIES

Table 5

Comparison for Use of SRL Writing Strategies b/w High and Low Graders.

	Mean	*Std. Deviation*	*Mean*	*Std. Deviation*
	Higher Marks		*Lower Marks*	
Self Initiation	*3.04*	*.644*	*3.34*	*.801*
Planning	*4.02*	*.599*	*3.47*	*.632*
Monitoring Evaluating	*&3.81*	*.529*	*3.40*	*.569*
Acting on Feedback	*3.53*	*.806*	*3.41*	*.859*
Revising	*3.46*	*.748*	*3.14*	*.834*
Generating Text	*3.46*	*.718*	*3.16*	*.660*
Resourcing	*3.47*	*.856*	*3.23*	*.947*
Socio-Affective	*3.26*	*.612*	*3.23*	*.715*

The second MANOVA was conducted to compare the mean values for the use of SRL writing strategies between the low and high achievers. Table 5 encapsulates the results of the comparison between high and low marks achievers to observe the frequency of using SRL writing strategies. The difference was found between high and low graders for the use of SRL writing strategies. The high graders were at the upper level of SRL writing strategies use as compared to low graders except for Self-initiation. The strategies in which high graders reported slightly high score as compared to low graders are Planning (Mean (high)=4.02, Mean (low)=3.47), Monitoring & Evaluating (Mean (high)=3.81, Mean (low)=3.80), Acting on feedback (Mean (high)=3.53, Mean (low)=3.41), Revising (Mean

(high)=3.46, Mean (low)=3.14), Generating text (Mean (high)=3.46, Mean (low)=3.16), Resourcing (Mean (high)=3.47, Mean (low)=3.23) and Socio-Affective (Mean (high)=3.26, Mean (low)=3.23). However, the use of the self-initiation strategy was at a higher level on the lower graders side i.e.(Mean (high)=3.34, Mean (low)=3.04).

DISCUSSION

This study was purposed to investigate the level of motivation, the frequency of using SRL writing strategies, and the relation of both with writing competency of Pakistani secondary school students. The main findings of the study are highlighted below:

The respondents endorsed a high level of motivation for all variables i.e. self-efficacy, interest, utility, and growth mindset but utility and growth mindset were comparatively higher than the other two variables. Moreover, participants reported a high level of strategies used on Planning, and Monitoring & Evaluating but reported a medium level for the other six writing strategies. The comparatively high level of utility than interest depicts that secondary school students of Pakistan are having more extrinsic motivation than intrinsic values of the writing tasks. Students reporting of using writing strategies on medium level may be due to their unawareness about the strategies or unfamiliarity about proper implementation of these strategies.

Difference was found between high and low graders for the use of motivational variables and the use of SRL writing strategies. High graders were at a higher level of motivation and were using SRL writing strategies more often than low graders. Unexpectedly, only in one strategy use i.e. self-initiation, reports revealed that low graders are at the upper level.

The difference between high and low graders in motivational variables is one of the key findings of this study. It reveals that high achievers had more insight into English writing competence. Although the level of interest between high and low graders in this study is not consistent with previous studies of Western culture, however, difference in the other variables keeps this study in line with previous research that has explained the significant function of self-efficacy beliefs (Reio et al.,2014). Some of the Western studies have accentuated the variables of interest and self-efficacy, but the present study further enhanced our perception of the important role of other two variables i.e. utility and growth mindset in ESL writing of Pakistani secondary school students.

It was revealed through data analysis that high graders endorsed more utility (M = 4.60) than the low graders (M = 4.21). Similarly, high graders (M

= 4.11) also reported more growth mindset than their counterparts (M = 3.93). The growth mindset's higher level in secondary school students of Pakistan indicates that they are encouraged to continue their struggle to get good education results. Students, who retain belief in the competence of their writing, recognize their writing tasks as exciting and beneficial activities and have the view that it is possible to improve capabilities through struggle and performance. They are likely to do hard work, look for challenges, and continue their efforts in setbacks, hence, obtain advanced achievements in academics (Blackwell et al., 2007; Lou & Noels, 2016). As intelligence has a multidimensional nature, therefore, revelations on growth mindset must be deduced with some vigilance. It may be possible that students showing a fixed mindset get good results in other academic fields of learning (Luftenegger & Chen, 2017). Moreover, the probability of reporting a higher level of growth mindset by the students due to societal desirability cannot be ruled out.

Findings of SRL writing strategies use are aligned with previous researches which reveal that high-mark achievers' use of SRL writing strategies is more frequent than their counterparts. Previous researchers have discovered variances in the implementation of SRL writing strategies between high and low-proficient learners that thoroughly orbit around the complete writing process such as planning, generating text, examining, and revising (Bai, 2016, 2018; Glaser & Brunstein, 2007). Except for these four known writing strategies, this research expanded existing literature and showed that high graders were more inclined towards other writing strategies like acting on feedback, resourcing, and socio-affective. However, the self-initiation strategy was slightly higher at the end of low-profile students rather than proficient students. The unexpected finding of self-initiation may be most likely due to the social desirability of the participants. Moreover, it may also be possible due to the lack of adequate linguistic knowledge of some students to properly endorse the right option in the questionnaire. Hence, this particular strategy may be specifically investigated in similar future studies to get adherence to self-initiation's impact on the writing of young learners.

IMPLICATIONS OF THE STUDY

The results of this study have suggestions and propositions for the teachers to enhance young ESL learners' proficiency through motivation and the use of SRL writing strategies by effectively designed instructions in the

Pakistani context. Although in this study, utility remained at a higher level, students may be encouraged to create interest in ESL writing tasks.

Teachers' positive and cooperative feedback may improve confidence levels in students which may further lead to enhancing their interest in writing tasks. For improvement in the growth mindset of students, teachers should focus on the worth of practice and struggle instead of inherent intelligence. In case of students' setbacks, their failure may be attributed to less effort rather than less or fixed abilities and they may be encouraged to pay more concentration on their tasks. If students learn from their failure, it may pave the path to success because a few experimental researches propose that a growth mindset may lead students to dwell on failed tasks too much instead of moving to new tasks (Park & Kim, 2015).

Reportedly, participants were less interested in ESL writing than its utilization. Some earlier studies also highlighted a lack of interest from students in writing (Bai & Guo, 2019; Lee et al., 2018). This finding requires an urgent need to intervene to increase and maintain learners' level of interest. It may be possible that ESL writing is very challenging for young students due to the overburdened environment of classrooms and less interesting activities of teaching.

Teachers may enhance the ESL writing interest of the students by providing topics of their interest instead of assigned topics. Meaningful context is very important to allow students to write activities that are well-designed, for instance asking students to write an unconventional ending of a topic, or to write picture-based stories, or imaginary dialogues on the basis of stories or films, etc. Students' levels or abilities should be kept in mind while designing writing tasks for them. Previous research proposes that it may be possible that students lose their interest and confidence and take out efforts if the tasks surpass their capabilities (Patrick, Kaplan, & Ryan, 2011).

As some of the students in the current study reported a lack of awareness about writing strategies, teachers should impart instruction related to the use of SRL writing strategies due to their importance. Moreover, awareness amongst teachers regarding SRL writing strategies may be developed through training programs. Subsequently, teachers should provide guidance to students about the use of SRL writing strategies and offer them prospects for practicing the use of strategies. Furthermore, teachers should guide students on how SRL writing strategies would work in a complete writing process.

CONCLUSION AND LIMITATIONS

The present study explores the level of motivation and the frequency of using SRL writing strategies by secondary school students of Pakistan in ESL writing. Further, it expands our perception of the association between motivational variables, the use of SRL writing strategies, and competence in ESL writing among secondary school students of Pakistan. It was revealed through findings that high-mark achievers were more motivated and frequently used SRL strategies for writing as compared to low-mark achievers. More significantly, the essential role of motivational variables i.e. Self-efficacy, Interest, Utility, and Growth mindset was highlighted and the invaluable function of SRL writing strategies was revealed through their association with motivational variables. The same is very important for pedagogical implications to adapt and improve motivation by Pakistani secondary school students. Comparison between the level of interest and utility identified the high level of utility by the students which endorsed the practical role of learning the English language. Generally, the findings of this research and Bai et al. (2020) emphasized upon significance of motivational variables, SRL writing strategies, and their role in the writing proficiency of ESL students.

There are a few limitations of this study. The present study was based on self-reported questionnaires of the participants, therefore, findings through both questionnaires i.e. motivational variables and SRL writing strategies were bound to the reports endorsed by the respondents. Even though self-reported questionnaires are being used widely for research work, there are chances of bias in the responses of the participants due to social desirability. Future research on a similar topic may be conducted with the collection of qualitative data. For this purpose, open-ended questionnaires may be used, and interviews may be conducted to allow students to freely report their motivation level and the use of self-regulated writing strategies. The sample for this study was relatively small which covered private sector secondary schools ESL students only. In case future research is conducted with quantitative data, a larger sample may be used to get more reliable results. Moreover, the research may be conducted by including both private and public sector schools of Pakistan. Similar research may be conducted for primary school students of Pakistan with data collection tools syntactically and semantically understandable to them so that awareness amongst the students regarding motivational variables and SRL writing strategies may be developed at an elementary level.

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