

A cross-linguistic comparison between Spanish and Dutch pre-university students' English writing motivation and English writing performance

Bachelor's thesis

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Abstract

The present study was of exploratory nature and compared Spanish and Dutch pre-university students' English writing motivation and actual English writing proficiency. As research into English (as a foreign language) writing motivation for Dutch and Spanish pre-university students is generally lacking, the aim of this study was to contribute to the small but yet existing area. Students (Spain: $N = 48$, The Netherlands: $N = 23$) filled out an online questionnaire, which was adapted and translated to Spanish and Dutch, and performed a short English writing task at the end of the questionnaire (Spain: $N = 36$, The Netherlands: $N = 16$). Independent samples t -tests showed that although Spanish students scored lower on English writing Ideation self-efficacy beliefs than Dutch students, they scored relatively higher on both Mastery Goal and Performance Goal orientations. Furthermore, partial Pearson correlations showed that specifically for the Spanish students, but also for the two samples together, English writing academic achievement was a powerful mediator in the relationships between perceived competence in English writing and self-confidence in English writing, between perceived competence and English writing motivation, and between self-confidence and English writing motivation. Further research is needed to gain insight into the possible reasons behind the importance of English writing academic achievement for the Spanish students in particular. In addition, due to relatively small sample sizes, the generalizability of the study is limited, and future research should thus intend to recruit more participants to provide recommendations for Educational Psychology practitioners and pre-university teachers.

Keywords: English writing motivation, English writing proficiency, English as a foreign language, English writing academic achievement

Introduction

Motivation, or more specifically, writing motivation, is viewed as a dynamic and multidimensional construct that encompasses writing self-efficacy beliefs, attributions of success and failure, goal orientations, and task interest and value (Troia, Shankland, & Wolbers, 2012). It is important to note that in their study, Troia et al. (2012) proposed a model containing these motivational components which appear to be interrelated. In the present study, this model (figure 1) will be followed and both the possible interrelations as well as potential relations with non-motivational constructs, such as academic achievement in English (in general and specific to writing), self-perceived competence and self-confidence in English writing, and actual English writing proficiency, will be addressed comparing pre-university students of Spain and The Netherlands. Therefore, the relevant constructs will be discussed below.

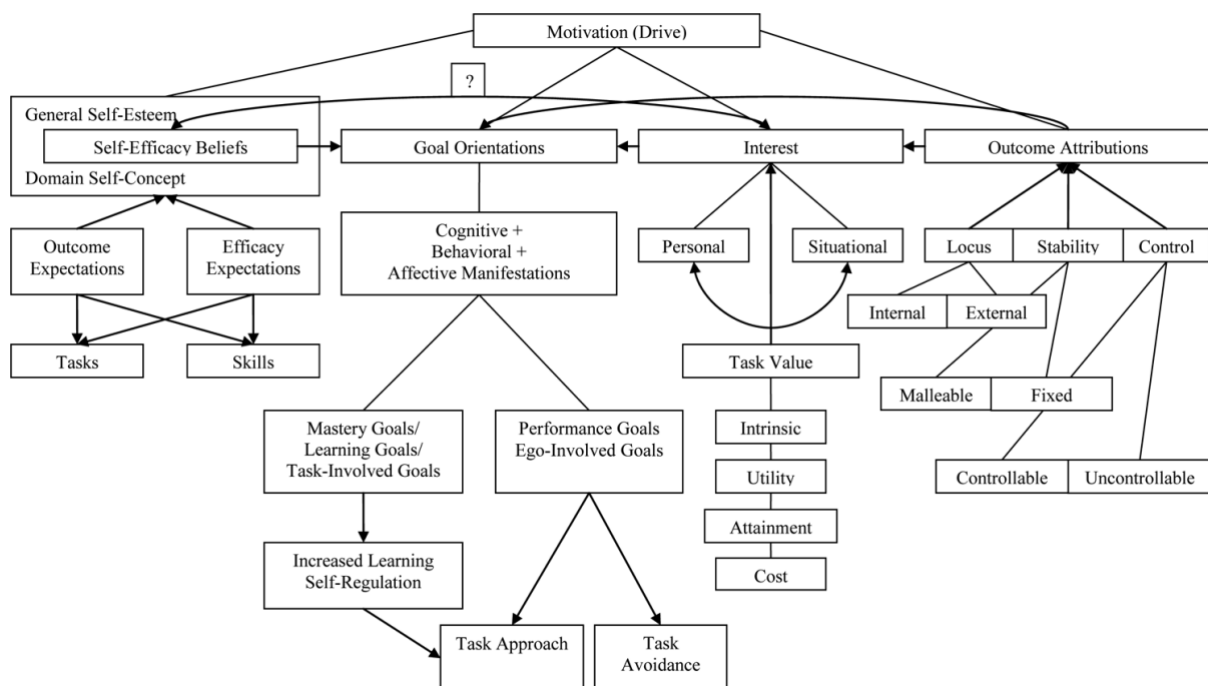


Figure 1. Components of motivation and their interrelations (Troia et al., 2012, p. 7).

Writing self-efficacy

Writing self-efficacy beliefs refer to the beliefs about one's own capabilities to successfully perform a writing task (Bandura, 1986, 1997). These self-beliefs are, in turn, influenced by four different sources: mastery experience (previous task-related success experiences), vicarious experience (observing others performing a task or modeling), social persuasion

(received feedback and judgements from others), and physiological and emotional states (experiencing certain emotions and feelings related to the task). However, research by Holmes (2016) indicated that there might be other sources of writing self-efficacy beliefs next to the four as proposed by Bandura's Social Cognitive Theory (1986, 1997). By means of a survey and subsequent interviews, writing self-efficacy (SEWS, Self-Efficacy for Writing Scale, see Bruning, Dempsey, Kauffman, McKim, & Zumbrunn, 2013) was measured and the underlying sources identified. What Holmes found, was that self-regulated learning strategies (strategies to regulate one's own experiences while writing) and type of writing assignment (creative vs. academic writing) played significant roles in writing self-efficacy beliefs. As only thirty-nine 7th grade gifted middle school students participated, further research is needed to replicate the findings.

As mentioned above, Bruning et al. (2013) developed a scale to measure students' writing self-efficacy (SEWS) to establish a framework to test the different processes involved in writing self-efficacy. According to the authors, the construct consists of three dimensions, namely ideation (beliefs about idea generation), conventions (beliefs about one's ability to spell, punctuate, capitalize, and structure correctly), and self-regulation (behavioral, mental, and emotional self-management). They developed a Self-Efficacy for Writing Scale (SEWS) with which these dimensions could be captured. Both Ideation and Conventions were operationalized using five items, and Self-regulation by using six items. As suggested by Pajares, Hartley and Valiante (2001) students were asked to rate all items on a scale ranging from 0 (no confidence at all) to 100 (complete confidence) as to obtain the most appropriate results. The model proved not only to be reliable ($\alpha = .90$ for ideation, $\alpha = .85$ for conventions, and $\alpha = .88$ for self-regulation) for middle school students, but also for high school students. Other writing-related variables like self-reported writing performance and statewide writing assessment could, therefore, be examined in relation to the SEWS. Results showed moderate significant positive correlations between the SEWS and the self-reported writing grades. Furthermore, the model showed significant positive correlations between ideation and self-regulation ($r = .72$), ideation and conventions ($r = .53$), and conventions and self-regulation ($r = .46$).

According to Bruning et al. (2013), future research should consider other motivational factors, the language background of students, and possible gender-related differences. They also suggested to focus on specific writing tasks and context, as every

topic can lead to different self-efficacy beliefs and motivations; one might for example be interested in writing about history but not about science.

Following the line of research described above, Ramos-Villagrasa, Sánchez-Iglesias, Grande-de-Prado, Oliván-Blázquez and Martín-Peña (2018) translated and adapted the SEWS to a Spanish university context, comparing it with two other self-efficacy scales to gain insight into the scale that best represented writing self-efficacy in this context. Similar results for scale reliability and significant positive correlations among the three dimensions of the SEWS were found as in the study by Bruning et al. (2013). Again, correlations between ideation and self-regulation were the strongest ($r_s(512) = .63, p < .01$). This research by Ramos-Villagrasa et al. (2018) showed that the model proposed by Bruning et al. (2013) can appropriately be used in other contexts than United States middle and high school students. Nonetheless, the authors did not measure actual writing performance, meaning that possible relations with the SEWS cannot be verified. Therefore, the present study aims to fill the gap by adapting the SEWS to a Dutch and Spanish pre-university context, as this context has not been investigated a lot, but which could possibly lead to interesting findings and recommendations for Educational Psychology practitioners and pre-university teachers. Furthermore, the current study relates the SEWS to both motivational and non-motivational constructs, as well as a short English writing task in which students give their opinion on the advantages and disadvantages of social networks. The latter is considered a topic on which almost all participants will have an opinion, as social media are widely used among the youth.

Attributions of success and failure

According to Weiner (1985), attribution, or one's perception of his/her causes of success and failure, is a second component of writing motivation and is affected by locus of causality (internal/external), stability (changeable/fixed), and control (controllable/uncontrollable). A student with an internal locus is likely to attribute his/her perceived causes of success and failure to him or herself, whereas a student with an external locus tends to attribute them to something or someone external to him/her (Weiner, 1985). Next to that, one's perception of the stability of the cause refers to the perceived possibility that a cause of success or failure could be modified and is thus situation-dependent (changeable, for example, luck or instant effort), while, on the other hand, some factors (e.g., aptitude) are

seen to be fixed. Lastly, control refers to the perception of one's own impact on the cause, i.e., the amount of effort someone puts into studying is generally perceived to be controllable, whereas aptitude is uncontrollable. Previous research (Troia et al., 2012) indicated that there are two basic motivational patterns, namely the adaptive and the helpless motivational pattern. The prior consists of an internal locus of causality and control for both perceived causes of success and failure, but for success, it is seen as a fixed cause, and for failure as changeable. This can lead to a student feeling in control over his/her success and failure in English writing. In contrast, the helpless motivational pattern is characterized by its perceived uncontrollability for both causes of success and failure. However, perceived causes of success entail an external locus and changeable cause, meanwhile the causes of failure are attributed internally and are seen as fixed, thereby leaving the student feel helpless and out of control.

Goal orientations

Another component of writing motivation is achievement goal orientation, which includes two types of writing goals, namely mastery goal (gaining knowledge and a feeling of self-competence in English writing, related to intrinsic motivation) and performance goal (related to extrinsic motivation). The latter, in turn, is subdivided into approach and avoidance goals (Ames, 1984, 1992). Approach goals refer to a desire to outperform others and thereby show your own English writing abilities and getting social recognition, while avoidance goals can be used to hide self-perceived English writing incompetency. As mentioned above, mastery goal orientations have not only been shown to be related to intrinsic motivation, but also to higher writing self-efficacy, better academic achievement, and greater self-regulation (Ames, 1992; Pintrich & DeGroot, 1990).

Since there has not been conducted much research in the field of goal orientations for Dutch and Spanish pre-university students who learn English as a foreign language, the present study aims to contribute to the small area following the line of research presented by Troia, Harbaugh, Shankland, Wolbers and Lawrence (2013) and Rahimi and Zhang (2019), thereby investigating the possible relations goal orientations can have with the other motivational constructs as well as non-motivational components.

Task interest and value

The last component of writing motivation is task interest and value. Even if a student feels self-efficacious regarding English writing, he/she has an adaptive motivational pattern and is oriented towards mastery goals, it might still be the case that the student does not feel intrinsically motivated due to a lack of task interest and/or task value (Ryan & Deci, 2000). Therefore, it is important to acknowledge the role of both task interest and task value, which are related but can operate independently (Eccles, Wigfield, & Schiefele, 1998; Wigfield, Eccles, & Pintrich, 1996). Task interest refers to a students' personal and/or situational interest to perform a task, i.e., either in relation to the individual preferences or specific task characteristics (Hidi, 1990). According to Eccles and Wigfield (2002), task value, on the other hand, encompasses importance or attainment value (the perceived relevance of the writing assignment), intrinsic value (the extent to which the writing assignment is seen as challenging and pleasant), utility value (the perceived usefulness of the writing task), and cost (the perceived negative facets of doing the writing assignment).

Again, as research is lacking for the Spanish and Dutch pre-university students' context in relation to English writing motivation and specifically task interest and value, the present study intends to fill this gap by measuring students' task interest/value, its possible relations to the other motivational components, and comparing the Spanish and Dutch samples.

Non-motivational constructs: self-confidence and perceived competence in English writing

Before moving on to the current study and the research questions, an important distinction should be made between English writing self-efficacy and English writing self-confidence. As mentioned previously, writing self-efficacy beliefs are task-specific, meaning that one can feel self-efficacious about successfully performing a persuasive English writing task, but not an expository English writing assignment. This is opposed to English writing self-confidence, which refers to a general feeling of self-confidence for English writing, regardless of the task (Bandura, 1986).

Lastly, perceived competence in English writing concerns a general sense of ability, in this case grade-related, in comparison with peer students (Bandura, 1986).

The present study

The present study aims to fill the gaps by examining the suggested interrelatedness of the four writing motivation components (Troia et al., 2012), their possible relations with academic achievement, self-confidence and perceived competence in English writing, as well as Spanish and Dutch pre-university students' actual English writing proficiency.

Therefore, the main research question is:

“To what extent are there differences between pre-university students from Spain and The Netherlands regarding their actual English writing proficiency and motivation for writing in English as a foreign language?”

The accompanying sub questions are:

1. To what extent are there interrelations between the components of English writing motivation for Dutch and Spanish pre-university students?
2. To what extent are there gender-related differences between Spanish and Dutch pre-university students' English writing motivation?
3. To what extent is there a relationship between Spanish and Dutch pre-university students' self-confidence and perceived competence in English writing and their writing motivation controlling for their English writing academic achievement?
4. To what extent are there relationships between perceived easiness of English writing genres and students' English writing motivation?
5. To what extent is there a relationship between Spanish and Dutch pre-university students' English writing motivation and their actual English writing proficiency?

Method

Participants

Participants were selected based on their enrollment either in the second year of pre-university programs from one institution located in Mallorca (Spain) or in the fifth year of pre-university programs (i.e., VWO 5) from one institution located in Best (The Netherlands).

In total, 71 students took part in the current study, of which 48 (67.6%) were from Spain (Mallorca) and 23 (32.4%) from The Netherlands. Of the Spanish students, more than half was female (28) and the rest was male (20). Similarly, most of the Dutch students was female (14), and nine students were male. Regarding the age of the participants, Spanish students ($M = 17.91$, $SD = .35$) were older than Dutch students ($M = 17.07$, $SD = .32$).

Current study discipline

With respect to the current study discipline of the participants, Sciences and Technology (27 students) was the most frequent one for the Spanish students, followed by Humanities and Social Sciences (20) and Arts (1). Similarly, 17 Dutch students were either studying a double profile of Nature and Health, and Nature and Technology (12), or Nature and Health (5). The rest (6 students) studied Culture and Society (2) or Economy and Society (4).

Native language

Regarding the native language of the participants, 95.7% of the Dutch students indicated to speak Dutch, with only one person speaking Turkish as a native language, whereas the most frequent native language for the Spanish students was both Spanish and Catalan (17 students), followed by Catalan (15), Spanish (15), and German (1).

English writing academic achievement

Descriptive statistics showed that the average grade for English writing at school was a 7.35 for the Spanish students ($SD = 1.52$, minimum = 5.0, maximum = 10) and a 7.78 for the Dutch students ($SD = .88$, minimum = 6.1, maximum = 9.0), both on a scale ranging from 1 to 10, with 1 being the lowest and 10 the highest.

Hours of English classes at school and other English-taught courses

Concerning the number of hours of English classes at school on a weekly basis, Dutch students ($M = 3.78$, $SD = .42$) received more hours of English classes than Spanish students ($M = 3.04$, $SD = .20$). However, only the Spanish students indicated to attend other English-taught courses at school, i.e., classes of Information and Communications Technology (12) or Computer science (1). Moreover, seven Spanish students took private classes (5) or preparation classes for Cambridge examinations (2), while only one Dutch student followed preparatory Cambridge examination classes.

English certificate

None of the Dutch participants was in possession of an English certificate, while 26 Spanish students indicated to have one from Official School of Languages (EOI for its abbreviations in Spanish, 11 students), Cambridge (9), Trinity (2), Trinity and EOI (1), Oxford (1), or International English Language Testing System (1 student). Their most frequent level of English certificate obtained was B1 (34.6%), followed by C1 (26.9%), and B2 (23.1%). The rest of the students (4) obtained a certificate of A2 or C2, did not remember their score, or got a score which did not fit into any of the categories.

Instruments

For the present study, an online survey in either Spanish or Dutch was used, depending on the country of residence of the participants. It started with 16 questions on students' personal information, i.e., the name of their school, current study area, gender, month and year of birth, native language, aspiration to (not to) go to university, average grade for English writing and English in general, classes and hours of English at school and outside school, and type and level of English certificate.

English writing self-efficacy

Subsequently, English writing self-efficacy was measured using an adapted and to Dutch and Spanish translated scale developed by Bruning et al. (2013), which can be found in the surveys used in Appendices 1 and 2. This scale consisted of 16 items divided into three categories of Ideation (5 items), Conventions (5 items), and Self-regulation (6 items), all of which used a scale ranging from 0 (totally disagree) to 100 (totally agree). See Table 1 for an

overview of the reliability of the scales for the Spanish and Dutch sample taken together and calculated separately. As the reliability of the scales was good, the mean of all five (ideation and conventions) and six items (self-regulation) was used to calculate the compound variable 'SEWS' (Self-Efficacy for Writing Scale), which was used in the further analyses.

Table 1. Cronbach's alpha for the dimensions of writing self-efficacy (ideation, conventions, and self-regulation) for the Spanish and Dutch samples together and separately.

	Spanish and Dutch <i>N</i> = 71	Spanish <i>N</i> = 48	Dutch <i>N</i> = 23
Ideation	.89	.90	.81
Conventions	.87	.88	.82
Self-regulation	.87	.89	.81

Furthermore, the Motivational Beliefs' Questionnaire developed by Troia et al. (2013) was adapted and translated to Spanish and Dutch. Six out of seven items related to writing self-efficacy were omitted as they were perceived to be similar to the items used in the SEWS (Self-Efficacy for Writing Scale, Bruning et al., 2013). Due to uncertainty about the seventh item, it remained in the questionnaire, and therefore, the adapted version of the Motivational Beliefs' Questionnaire consisted of 24 items. These items were divided into six categories, namely Self-efficacy (1 item), Success Attribution (4 items), Task Interest/Value (5 items), Mastery Goal (4 items), Performance Goal (4 items), and Avoidance Goal (6 items). An example item of Success Attribution was "When I get a good grade on an English writing assignment, it is because I tried really hard", and for task interest/value it was "English writing can be a lot of fun". Similarly, "I like challenging English writing assignments that make me think", "I try to get the highest English writing grades in my class", and "I do as little English writing as possible" were example items of Mastery Goal, Performance Goal, and Avoidance Goal respectively. See the questionnaires in Appendices 1 and 2 for the Motivational Beliefs questionnaire items used in the present study.

Whereas Troia et al. (2013) used an 11-point scale ranging from 0 (totally disagree) to 100 (totally agree) with steps of 10, participants in the current study rated their English writing motivational beliefs on a 0 (totally disagree) to 100 (totally agree) scale, as this was considered to be more accurate (Pajares et al., 2001). Items that were negatively stated were reverse coded after data collection, including all items from the Avoidance Goal

category and two items related to external Success Attribution. See Table 2 for the scale reliabilities for the Spanish and Dutch sample taken together and calculated separately.

Table 2. Cronbach's alpha for the dimensions of motivational beliefs (success attribution, task interest/value, mastery goal, performance goal, and avoidance goal) for the Spanish and Dutch samples together and separately.

	Spanish and Dutch <i>N</i> = 71	Spanish <i>N</i> = 48	Dutch <i>N</i> = 23
Success attribution	.53	.54	.43
Task interest/value	.83	.83	.86
Mastery goal	.74	.77	.59
Performance goal	.70	.69	.69
Avoidance goal	.51	.51	.49

Non-motivational constructs

Next, a 5-point Likert type scale ('very low' – 'very high') was used to measure participant's perceived English writing proficiency in comparison to their peer students. Moreover, their self-confidence for the English writing assignments at school was measured by means of a 5-point Likert scale ranging from 1 (very little self-confidence) to 5 (a lot of self-confidence).

To gain insight into students' attributions of their success and failure in English writing, two open questions were used in which they could indicate a maximum of two perceived reasons.

Furthermore, participants presented their attitude towards undertaking English writing activities outside school by means of a 5-point Likert scale ('I like it a lot' – 'I don't like it at all'; later it was reverse-coded for the analyses), followed by a multiple-choice question in which they could mark several options stating example activities based on the research by Troia et al. (2013), and an option to specify other type of English writing activities.

In addition, four 5-point Likert type items were used to measure perceived difficulty of English writing genres, in which students utilized a sad emoji (score 1) to indicate difficult genres, and a happy emoji (score 5) for easy genres.

Short English writing task

Lastly, students were asked to write a short English text in which they gave their opinion about the advantages and disadvantages of social networks in at least 120 words, for which an automatic word count in Qualtrics was used. Social media were considered a topic on which almost all participants would have an opinion, as they were widely used among the youth. Later, these writing tasks were rated by two independent raters using the analytical rubric (see Appendix 3) provided by Cambridge English B1 Preliminary for Schools (UCLES, 2014). The data showed that interrater reliability of the Spanish texts was poor: $r(36) = .27$, like the interrater reliability of the Dutch texts: $r(16) = .53$. Therefore, in the 28 cases in which there was a discrepancy of 4 points or more between the raters on a scale ranging from 0 (lowest score) to 20 (highest score), the author acted as a third rater, which led to a good overall interrater reliability: $r(52) = .82$, which means that the average scores of the raters could be combined for subsequent analyses. Moreover, the interrater reliability of the Spanish texts was acceptable: $r(36) = .78$, and of the Dutch texts good: $r(16) = .88$. As the SPSS files for the Dutch and Spanish sample were merged after the inclusion of the third rater, no prior overall interrater reliability could be calculated.

Next, the Grammar And Mechanics Error Tool (GAMET) developed by Crossley, Bradfield and Bustamante (2018) was used to gain insight into the type and number of errors made by the students as a possible measurement of actual English writing proficiency.

Furthermore, the second version of the online program D_Tools (Meara & Miralpeix, 2017) was used to assess the lexical richness of the short English texts, as according to the authors, a text containing more diverse words was considered to be of a higher level of English.

Procedure

In the current study, two versions of an online survey (see Appendices 1 and 2) were used to which participants had access via a link and which had been distributed in a likewise manner. In The Netherlands, a divisional head of a secondary school for Dutch pre-university students distributed the link to the Dutch version of the questionnaire (Qualtrics) and a short introduction by email, while in Mallorca (Spain), this was distributed by two English teachers at a school for pre-university students. The introduction was used to inform the participants on the general topic of the survey, to ask them to complete the questionnaire and the short writing task included at the end, to present an estimated time to complete both, and to indicate the dates between which they could participate. With respect to the latter, students were allowed to participate between April 15th and May 1st. In order to increase the quality and quantity of the written texts, it was said that contrary to all the other questions which were completely anonymous, the students' English teacher did know about the short English writing task.

Once a student clicked on the link, he/she would be presented with an introduction in either Spanish or Dutch regarding the survey and the short English writing task on Qualtrics, which also stated that by clicking on "I want to participate", he/she indicated to know and accept that his/her data would be treated anonymously and confidentially, as well as that participation was voluntarily and that he/she was 16 years or older. If a student decided to not participate, he/she could click on "I do not want to participate" and would be directed to the end of the survey.

Excluding the five outliers (participants who needed more than 100 minutes), it took the students on average 34 minutes to fill out the questionnaire and to do the short English writing assignment, with the Dutch students taking 22 minutes on average and the Spanish students 39 minutes. In total, 54 students (38 Spanish, 16 Dutch) did the short English writing task, of which the majority (52 students) finished it. The average amount of words used was 197 ($SD = 53.07$), ranging from 121 to 390 words. Specifically, Dutch students wrote on average more ($M = 210.81$, $SD = 70.26$) than the Spanish students ($M = 191.31$, $SD = 43.21$).

Statistical treatment

To answer the first research question, Pearson correlations were conducted between the dimensions of English writing self-efficacy, and between the other motivational components, both for the two samples together as for the Spanish and Dutch sample separately. Next, to address the second research question, independent samples *t*-tests were conducted between gender and English writing motivation, as well as between country of residence and English writing motivation. For the third research question, Pearson correlations were conducted between Spanish and Dutch pre-university students' self-confidence and perceived competence in English writing in relation to their English writing motivation and English writing academic achievement, followed by partial correlations between English writing motivation, self-confidence, and perceived competence in English writing controlling for English writing academic achievement.

Regarding the fourth research question, Pearson correlations were used between perceived easiness of English writing genres and Spanish and Dutch pre-university students' English writing motivation. To address the fifth and thus last research question and to gain insight into a possible relationship between Spanish and Dutch pre-university students' English writing motivation and their actual English writing proficiency, Pearson correlations were conducted.

Results

Before presenting the results of the research questions, general results from the questionnaire will be discussed first.

As mentioned in the method, Dutch and Spanish pre-university students were asked to indicate the different types of English writing activities they undertook outside school. It turned out that the most frequent activity was to write English letters, messages, emails, or comments (23), followed by translating (15), writing English scenarios, scripts, short stories or in one's diary (12), and lastly writing or composing English songs (10). Other types of activities included writing a book (2) or practicing essays with or without a teacher (2).

Furthermore, differences between Spanish and Dutch students regarding type and number of errors made in the short English writing task were found by means of an independent samples *t*-test ($t(20.13) = 3.68, p = .001$). Dutch students ($M = 6.06, SD = 3.34$) made more mistakes than Spanish students ($M = 2.75, SD = 2.03$). Similarly, a significant difference was found between Spanish and Dutch students regarding spelling mistakes ($t(20.25) = 3.83, p = .001$). Again, Dutch students ($M = 5.56, SD = 3.22$) made more misspellings than Spanish students ($M = 2.22, SD = 1.99$).

First research question: "To what extent are there interrelations between the components of English writing motivation for Dutch and Spanish pre-university students?"

Regarding the first research question, strong significant positive Pearson correlations were found between the dimensions of English writing self-efficacy for the Spanish and Dutch sample together and for the Spanish sample separately, meaning that a compound variable called 'self-efficacy' could be created for these samples for further analyses, although they were also measured separately. Nonetheless, only moderate to large significant positive correlations were found between ideation and self-regulation, and conventions and self-regulation for the Dutch sample. Therefore, the dimensions were treated separately in further analyses. See Tables 3 and 4 for the Pearson correlations.

Table 3. Pearson correlations between the dimensions of English writing self-efficacy (ideation, conventions, and self-regulation), between the English writing motivation constructs, and between English writing academic achievement, English writing motivation, self-confidence and perceived competence in English writing for the Dutch and Spanish samples separately.

		Netherlands											
		1	2	3	4	5	6	7	8	9	10	11	12
Spain	1. Perceived competence	-	.66*	.81*	.70*	.64*	.66*	.59*	.60*	.51*	.41	.34	.50*
	2. Self-confidence	.70*	-	.66*	.51*	.58*	.53*	.75*	.53*	.53*	.49*	.23	.29
	3. Self-efficacy	.71*	.80*	-	-	-	-	.66*	.74*	.70*	.64*	.50*	.35
	4. Ideation	.64*	.81*	-	-	.39	.59*	.51*	.45*	.39	.39	.46*	.24
	5. Conventions	.80*	.80*	-	.78*	-	.48*	.66*	.57*	.50*	.62*	.17	.54*
	6. Self-regulation	.53*	.60*	-	.72*	.65*	-	.50*	.74*	.76*	.55*	.54*	.14
	7. Success attribution	.62*	.57*	.69*	.64*	.65*	.59*	-	.71*	.64*	.64*	.42*	.55*
	8. Task interest / value	.52*	.60*	.71*	.67*	.57*	.66*	.74*	-	.88*	.69*	.58*	.29
	9. Mastery goal	.56*	.52*	.73*	.63*	.57*	.75*	.68*	.83*	-	.70*	.63*	.12
	10. Performance goal	.44*	.25	.46*	.32*	.47*	.46*	.53*	.39*	.54*	-	.38	.16
	11. Avoidance goal	.17	.23	.26	.25	.15	.27	.30*	.58*	.50*	-.01	-	.22
	12. Academic achievement	.75*	.70*	.69*	.73*	.74*	.44*	.54*	.50*	.53*	.24	.27	-

* $p < .05$

Spain ($N = 44$), Netherlands ($N = 22$) for Academic achievement

Spain ($N = 48$), Netherlands ($N = 23$) for Perceived competence, Self-confidence, and English writing motivation

Table 4. Pearson correlations between the dimensions of English writing self-efficacy (ideation, conventions, and self-regulation), between the English writing motivation constructs, and between English writing academic achievement, English writing motivation, self-confidence and perceived competence in English writing for the Dutch and Spanish samples together.

	Spanish and Dutch together											
	1	2	3	4	5	6	7	8	9	10	11	12
1. Perceived competence	-											
2. Self-confidence	.68*	-										
3. Self-efficacy	.71*	.75*	-									
4. Ideation	.60*	.70*	-	-								
5. Conventions	.76*	.75*	-	.70*	-							
6. Self-regulation	.55*	.58*	-	.67*	.62*	-						
7. Success attribution	.58*	.59*	.68*	.63*	.65*	.56*	-					
8. Task interest / value	.54*	.58*	.71*	.59*	.57*	.68*	.72*	-				
9. Mastery goal	.56*	.52*	.67*	.47*	.52*	.72*	.58*	.82*	-			
10. Performance goal	.45*	.31*	.46*	.26*	.48*	.47*	.49*	.46*	.61*	-		
11. Avoidance goal	.17	.21	.31*	.32*	.16	.32*	.35*	.56*	.44*	.03	-	
12. Academic achievement	.64*	.58*	.63*	.66*	.68*	.38*	.55*	.45*	.36*	.18	.28*	-

* $p < .05$

$N = 66$ for Academic achievement, $N = 71$ for Perceived competence, Self-confidence, and English writing motivation.

To gain a deeper insight into the first research question, subsequent Pearson correlations were conducted between the constructs of English writing motivation (English writing self-efficacy, success attribution, task interest/value, mastery goal, performance goal, and avoidance goal) for the Spanish and Dutch samples together as well as separately. Overall and for both samples separately, moderate to strong significant positive correlations were found between the constructs of English writing motivation, except for avoidance goal, for which weak to moderate positive correlations were found. See Tables 3 and 4 above for all Pearson correlations.

Second research question: “To what extent are there gender-related differences between Spanish and Dutch pre-university students’ English writing motivation?”

To address the second research question, various independent samples *t*-tests were used, which did not show a difference between boys and girls with regard to their English writing motivation in general ($p \geq .111$). However, and regardless of gender, independent samples *t*-tests did show a difference between Spanish and Dutch students regarding their Ideation English writing self-efficacy beliefs ($t(62.66) = 2.11, p = .039$), Mastery Goal orientations ($t(52.20) = 2.89, p = .006$), and Performance Goal orientations ($t(55.71) = 2.32, p = .024$). Spanish students ($M = 63.78, SD = 19.95$) were shown to score lower on Ideation self-efficacy beliefs than Dutch students ($M = 72.10, SD = 12.93$), but higher on Mastery Goal orientations ($M = 65.91, SD = 23.35$) and Performance Goal orientations ($M = 48.33, SD = 23.87$) than Dutch students (Mastery Goal: $M = 50.82, SD = 19.12$; Performance Goal: $M = 36.46, SD = 18.13$).

Third research question: “To what extent is there a relationship between Spanish and Dutch pre-university students’ self-confidence and perceived competence in English writing and their writing motivation controlling for their English writing academic achievement?”

In relation to the third research question, and concerning the Spanish and Dutch sample together, significant positive Pearson correlations were found between perceived competence in English writing and self-confidence ($r(71) = .68, p < .001$), between perceived competence in English writing and English writing academic achievement ($r(66) = .64, p < .001$), and between self-confidence and English writing academic achievement ($r(66) = .58, p < .001$). Furthermore, significant positive correlations were found between perceived competence and English writing motivation, as well as between self-confidence and English writing motivation. Nonetheless, avoidance goal was excluded in both cases. See Tables 3 and 4 above for the Pearson correlations. Note that as not all students remembered their English writing grade, this sample size is smaller.

Similarly, for the Spanish and Dutch sample together, significant positive correlations were found between English writing academic achievement and English writing motivation, except for performance goal. Akin correlations were found for the Spanish sample, although

excluding both performance goal and avoidance goal for the correlations between English writing motivation and English writing academic achievement and between English writing motivation and self-confidence, as well as only excluding avoidance goal for the correlation between perceived competence and avoidance goal. Moreover, for the Dutch students, significant positive correlations were found between perceived competence and self-confidence ($r(23) = .66, p = .001$), perceived competence and English writing academic achievement ($r(22) = .50, p = .019$), perceived competence and English writing motivation, except for performance goal and avoidance goal. In addition, significant positive correlations were found between self-confidence and English writing motivation, excluding avoidance goal, and between English writing academic achievement and conventions ($r(22) = .54, p = .010$) and success attribution ($r(22) = .55, p = .008$).

To gain a deeper insight into research question three, partial correlations showed a significant positive relation between perceived English writing competence and self-confidence in English writing, both for the Spanish and Dutch sample together ($pr(60) = .47, p < .001$) as well as for the Dutch sample separately ($pr(19) = .62, p = .003$), but not for the Spanish sample separately ($pr(41) = .30, p = .05$). For the students in general and for the Dutch students in specific, their perceived competence increased with their self-confidence when accounted for their English writing academic achievement, but these correlations were not as strong as when not accounted for English writing academic achievement. These dropped correlations mean that the latter can be seen as an influential mediator and should, thus, be controlled for. See Table 5 for the partial correlations.

As concerns the students in general, additional partial correlations controlling for English writing academic achievement showed significant positive relations between most of the English writing motivational constructs and perceived competence, as well as between self-confidence and English writing motivation. Furthermore, for the Spanish students, significant partial correlations controlling for English writing academic achievement were found between perceived competence and conventions ($pr(41) = .41, p = .006$), and between self-confidence and self-efficacy, self-confidence and ideation, self-confidence and conventions, self-confidence and self-regulation, and self-confidence and task interest/value. Moreover, for the Dutch sample, significant positive partial correlations controlling for English writing academic achievement were found between perceived

competence and English writing motivation, except for performance goal and avoidance goal, and between self-confidence and English writing motivation, excluding avoidance goal.

Table 5. Partial correlations between English writing motivation, perceived competence and self-confidence in English writing controlled for English writing academic achievement.

		1. Perceived competence	2. Self-confidence	3. Self-efficacy	4. Ideation	5. Conventions	6. Self-regulation	7. Success attribution	8. Task interest / value	9. Mastery goal	10. Performance goal	11. Avoidance goal
1. Perceived competence	Dutch	-	.62*	.81*	.70*	.50*	.70*	.44*	.57*	.53*	.39	.27
	Spanish	-	.30	.24	.14	.41*	.14	.26	.15	.08	.21	.02
	Dutch and Spanish	-	.47*	.41*	.23	.48*	.32*	.23	.30*	.37*	.34*	.02
2. Self-confidence	Dutch	-	-	.63*	.47*	.53*	.52*	.75*	.49*	.52*	.46*	.17
	Spanish	-	-	.57*	.59*	.56*	.37*	.24	.36*	.15	-.00	.08
	Dutch and Spanish	-	-	.59*	.50*	.56*	.43*	.35*	.42*	.36*	.20	.06

* $p < .05$

Dutch ($N = 19$), Spanish ($N = 41$), Dutch and Spanish ($N = 60$)

Fourth research question: “To what extent are there relationships between perceived easiness of English writing genres and students’ English writing motivation?”

With respect to the fourth research question, a significant positive correlation was found between the perceived easiness of descriptive texts and performance goals for the Spanish and Dutch sample together ($r(71) = .34, p = .004$), as well as for the Spanish sample separately ($r(48) = .40, p = .004$). This means that pre-university students in general and from Spain specifically were inclined to possess performance goals as the perceived easiness of writing English descriptive texts increased. See Table 6 for all Pearson correlations.

Furthermore, significant positive correlations were found between the perceived easiness of expository texts and English writing self-efficacy ($r(70) = .33, p = .006$), conventions ($r(70) = .44, p < .001$), self-regulation ($r(70) = .25, p = .039$), success attribution ($r(70) = .32, p = .006$), task interest/value ($r(70) = .27, p = .024$), mastery goal ($r(70) = .34, p = .004$), and performance goal ($r(70) = .36, p = .002$) for the pre-university students in general. So, their overall English writing motivation (except for ideation and avoidance goal) increased with the perceived easiness of writing English expository texts.

Similar significant positive correlations were found for the Spanish students, with the exception of task interest/value and mastery goal. However, as concerns the Dutch students, significant positive correlations were only found between the perceived easiness of expository texts and ideation ($r(23) = .46, p = .026$), conventions ($r(23) = .47, p = .023$), and success attribution ($r(23) = .42, p = .048$).

Moreover, significant positive correlations were found between the perceived easiness of narrative texts and performance goal for the Spanish and Dutch sample together ($r(70) = .25, p = .038$), and for the Spanish sample separately ($r(47) = .43, p = .003$). In a similar way, a significant positive correlation was found between the perceived easiness of narrative texts and mastery goal for the Spanish students ($r(47) = .31, p = .037$). Next, for the Dutch students a significant positive correlation was found between the perceived easiness of narrative texts and avoidance goal ($r(23) = .43, p = .043$).

Lastly, for the Spanish and Dutch sample together, significant positive correlations were found between the perceived easiness of persuasive texts and English writing self-efficacy ($r(69) = .44, p < .001$), ideation ($r(69) = .49, p < .001$), and conventions ($r(69) = .36, p = .002$). Similarly, for the Spanish and Dutch sample together as well as for the Spanish sample separately, significant positive correlations were found between the perceived easiness of persuasive texts and self-regulation, success attribution, task interest/value, and mastery goal.

Table 6. Pearson correlations between perceived easiness of English writing genres and Spanish and Dutch pre-university students' English writing motivation.

	Spanish and Dutch	Spanish	Dutch
1. Descriptive text • Self-efficacy	.04	-.02	.19
2. Descriptive text • Ideation	-.04	-.11	.07

3. Descriptive text • Conventions	-.06	-.09	.03
4. Descriptive text • Self-regulation	.15	.11	.31
5. Descriptive text • Success attribution	.13	.11	.12
6. Descriptive text • Task interest/value	.19	.16	.32
7. Descriptive text • Mastery goal	.15	.19	.27
8. Descriptive text • Performance goal	.34*	.40*	.35
9. Descriptive text • Avoidance goal	.09	-.05	.37
10. Expository text • Self-efficacy	.33*	.36*	.41
11. Expository text • Ideation	.21	.24	.46*
12. Expository text • Conventions	.44*	.46*	.47*
13. Expository text • Self-regulation	.25*	.29*	.15
14. Expository text • Success attribution	.32*	.38*	.42*
15. Expository text • Task interest/value	.27*	.26	.28
16. Expository text • Mastery goal	.34*	.28	.25
17. Expository text • Performance goal	.36*	.35*	.24
18. Expository text • Avoidance goal	.05	.06	.19
19. Narrative text • Self-efficacy	.17	.19	.11
20. Narrative text • Ideation	.12	.04	.26
21. Narrative text • Conventions	.10	.20	-.18
22. Narrative text • Self-regulation	.21	.25	.15
23. Narrative text • Success attribution	.19	.23	.01
24. Narrative text • Task interest/value	.19	.23	.14
25. Narrative text • Mastery goal	.19	.31*	.13
26. Narrative text • Performance goal	.25*	.43*	-.05
27. Narrative text • Avoidance goal	.20	.07	.43*
28. Persuasive text • Self-efficacy	.44*	.43*	.50*
29. Persuasive text • Ideation	.49*	.51*	.44*
30. Persuasive text • Conventions	.36*	.33*	.50*
31. Persuasive text • Self-regulation	.33*	.34*	.33
32. Persuasive text • Success attribution	.46*	.47*	.41
33. Persuasive text • Task interest/value	.49*	.55*	.32
34. Persuasive text • Mastery goal	.35*	.39*	.35
35. Persuasive text • Performance goal	.09	.02	.35
36. Persuasive text • Avoidance goal	.18	.16	.21

* $p < .05$

Descriptive text ($N = 71$), Expository text ($N = 70$), Narrative text ($N = 70$), and Persuasive text ($N = 69$)

Research question five: “To what extent is there a relationship between Spanish and Dutch pre-university students’ English writing motivation and their actual English writing proficiency?”

With respect to the fifth research question and as concerns the Dutch and Spanish sample together, significant positive correlations were found between actual English writing proficiency and lexical richness ($r(52) = .49, p < .001$), self-efficacy, ideation, conventions, self-regulation, success attribution, task interest/value, and mastery goal. See Table 7 for the Pearson correlations.

Furthermore, for the Spanish students, significant positive correlations were found between English writing proficiency and lexical richness ($r(36) = .48, p = .003$), ideation, conventions, and success attribution. Next, for the Dutch sample, strong positive correlations were found between English writing proficiency and self-efficacy, conventions, self-regulation, success attribution, mastery goal, and performance goal.

On the other hand, and for the Spanish and Dutch sample together, moderate significant positive correlations were found between lexical richness and self-efficacy, specifically, for conventions and self-regulation. Similarly, for the Dutch students, strong positive correlations were found between lexical richness and self-efficacy, particularly, for ideation and self-regulation.

On the contrary, no correlations ($p > .07$) were found between the number and type of mistakes made in the short English writing task and Spanish and Dutch students’ English writing performance, lexical richness, and English writing motivation, and therefore, not included in Table 7.

Table 7. Pearson correlations between actual English writing proficiency, lexical richness, and the motivational constructs for Spanish and Dutch pre-university students.

	Spanish and Dutch <i>N</i> = 52	Spanish <i>N</i> = 36	Dutch <i>N</i> = 16
1. English writing proficiency • Lexical richness	.49*	.48*	.47
2. English writing proficiency • Self-efficacy	.42*	.32	.75*
3. English writing proficiency • Ideation	.39*	.40*	.49
4. English writing proficiency • Conventions	.48*	.40*	.72*
5. English writing proficiency • Self-regulation	.28*	.12	.64*

6. English writing proficiency • Success attribution	.50*	.43*	.80*
7. English writing proficiency • Task interest / value	.45*	.32	.69*
8. English writing proficiency • Mastery goal	.40*	.25	.58*
9. English writing proficiency • Performance goal	.23	-.00	.70*
10. English writing proficiency • Avoidance goal	.20	.23	.29
11. Lexical richness • Self-efficacy	.32*	.24	.58*
12. Lexical richness • Ideation	.27	.20	.59*
13. Lexical richness • Conventions	.28*	.28	.29
14. Lexical richness • Self-regulation	.29*	.19	.53*
15. Lexical richness • Success attribution	.15	.11	.33
16. Lexical richness • Task interest/value	.19	.11	.31
17. Lexical richness • Mastery goal	.22	.12	.26
18. Lexical richness • Performance goal	.09	.01	.13
19. Lexical richness • Avoidance goal	.13	.20	.12

* $p < .05$

Conclusion and discussion

Overall, the results found in the present exploratory study showed that pre-university students from Spain and The Netherlands differ in their English writing motivation.

Specifically, although Spanish students indicated to be less self-confident about their ability to, for example, come up with a lot of original ideas when writing in English (writing ideation self-efficacy beliefs) than Dutch students, they possessed more mastery and performance goal orientations than Dutch students. This means that Spanish students were in general more oriented towards both achieving a sense of mastery in English writing and getting social recognition of their English writing competence.

Furthermore, and in line with the hypothesized model by Troia et al. (2012), the motivational components appeared to be highly interrelated, except for avoidance goal orientations. In accordance with Ames (1992) and Pintrich and DeGroot (1990), mastery goal orientations were indeed shown to be strongly related with writing self-efficacy, and with self-regulatory self-efficacy beliefs in specific.

Moreover, the results found in the present study showed that especially for the Spanish students, English writing academic achievement was an influential mediator between perceived competence in English writing and English writing motivation, as well as between self-confidence in English writing and English writing motivation. Considering that in general, this was not the case for the Dutch students, a possible explanation could be that approximately two months after participation, Spanish students would have to pass English entrance exams (B1 level) to go to university, thereby probably feeling pressure to get the highest English writing grades possible. Another explanation could be that Spanish students are more inclined to base their English writing motivation, perceived competence, and self-confidence on actual mastery experiences, in this case English writing academic achievement.

Regarding the fourth research question, some relations were found between students' perception of easiness of English writing genres and their English writing motivation. It turned out that Spanish students did not only possess more mastery and performance goal orientations than Dutch students, but these orientations were also positively related to the perceived easiness of writing English persuasive texts (mastery goal), writing English descriptive, expository and narrative texts (performance goal).

Similarly, Dutch students did not only indicate to be more self-confident about their ability to, for example, put their ideas into English writing (ideation self-efficacy beliefs) than Spanish students, these beliefs and their beliefs to be capable of spelling English words correctly (example of conventions self-efficacy beliefs) were also positively related to the perceived easiness of writing English expository and persuasive texts.

However, and in contrast with Troia et al. (2013), the current study did not show any gender-related differences for English writing motivation, which might be caused by the relatively small sample sizes used and/or the fact that participants were non-native speakers of English.

Lastly, the results found in the present study showed that especially for the Dutch students, there was a positive relation between English writing motivation and actual English writing proficiency, meaning that a higher motivation to do a short English writing task would result in getting a higher grade for it and vice versa, even if this grade was not presented to them. Nonetheless, this was generally not the case for Spanish students, which might have to do with the same possible reasons as why English writing academic achievement is an important mediator for them. However, feelings of anxiety and perceived pressure were not measured in this study and should thus be taken into account in future research.

Limitations and suggestions for future research

As the current study used a to Spanish and Dutch translated and adapted version of the Motivational Beliefs questionnaire based on Troia et al. (2013), including adapted and translated items of the Self-Efficacy for Writing Scale (SEWS, Bruning et al., 2013; Ramos-Villagrasa et al., 2018), it showed that both scales can appropriately be used for Spanish and Dutch pre-university students. Nevertheless, and in contrast with Bruning et al. (2013) and Ramos-Villagrasa et al. (2018), the SEWS cannot be used as a compound variable for Dutch pre-university students, as there was no relation between ideation and conventions, which might be due to the small Dutch sample size.

In general, the results presented in the current study should be interpreted with caution, as the sample sizes were relatively small. Therefore, future research should attempt to recruit more participants from both Spain and The Netherlands.

Moreover, to get more representative sample populations, it would be beneficial to include students from different English levels, as they might score differently on the constructs included in the present study.

In addition, although open questions related to perceived causes of success and failure in English writing were included in the online questionnaires, the adaptive and helpless motivational patterns as described by Weiner (1985) and Troia et al. (2012) could not be identified. A possible explanation is that crucial information regarding stability and control were lacking, and therefore, further research should use interviews to gain a deeper insight into the three dimensions underlying attribution.

Next, in the current study, attitude towards performing English writing activities outside school and type of English writing activities undertaken were covered, but further research should also use interviews or follow-up questions to gain insight into the frequency and duration of these activities, as to explore possible relations between practicing English writing and Spanish and Dutch pre-university students' English writing motivation, English writing academic achievement, and perceived competence and self-confidence in English writing.

Furthermore, as this study used only one short English writing task and the independent raters had not been trained previously with the analytical rubric, the generalizability of the ratings is relatively limited. Thus, future studies should include at least two different writing tasks and give training to the raters as to increase interrater reliability without interference of a third rater.

Given the limitations, the present study has not only shown that Spanish and Dutch pre-university students differ in their English writing motivation, but also that the scales developed by Bruning et al. (2013) and Troia et al. (2013) can appropriately be used for Dutch and Spanish pre-university students learning to write in English as a foreign language. Further research is needed to be able to provide recommendations for Educational Psychology practitioners and pre-university teachers.

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Appendix

Spanish version of the questionnaire

Estimado/a estudiante:

El propósito de este cuestionario es entender cuáles son tus sentimientos hacia las actividades de escritura (i.e., 'writing') en inglés como lengua extranjera. El cuestionario consta de cuatro secciones y una breve tarea de escritura en inglés. El cumplimiento del **cuestionario** te llevará unos 10 a 15 minutos y **la tarea escrita** entre 15-20 minutos. Por favor, contesta a las siguientes preguntas de la manera más sincera y honesta posible. No hay respuestas "correctas" o "incorrectas". Todas tus respuestas serán tratadas de forma estrictamente confidencial. Por favor, intenta no dejar ninguna pregunta en blanco.

Tu participación en esta investigación es voluntaria y, por lo tanto, puedes dejar de contestar a las preguntas, y dejar de realizar la breve tarea escrita en cualquier momento sin darnos ninguna explicación.

Dado que todos los datos serán tratados de forma confidencial, no será posible eliminar tus datos específicos después de haber participado en la investigación.

En el caso de que tengas alguna duda o queja, o quisieras tener más información sobre la investigación actual, te invitamos a ponerte en contacto con Jade van Tilburg (Jade.vantilburg@student.ru.nl).

Cuando hagas clic en "Estoy de acuerdo", confirmas que:

- has leído toda la información
- tu participación sea voluntaria
- tengas al menos 16 años

Si decides no participar en la investigación, puedes hacer clic en "No quiero participar" y cerrar la página web.

Estoy de acuerdo

No quiero participar

A.1. Nombre (opcional):

A.2. Institución o centro de estudios:

A.3. Modalidad de Bachillerato:

- Ciencias y Tecnología
- Humanidades y Ciencias Sociales
- Artes

A.4. Género:

- Masculino
- Femenino
- Otro

A.5. Mes y año de nacimiento:

- | | | |
|----------------------------------|-------------------------------------|-----------------------------------------|
| <input type="checkbox"/> enero | <input type="checkbox"/> julio | <input type="checkbox"/> 2001 o antes |
| <input type="checkbox"/> febrero | <input type="checkbox"/> agosto | <input type="checkbox"/> 2002 |
| <input type="checkbox"/> marzo | <input type="checkbox"/> septiembre | <input type="checkbox"/> 2003 |
| <input type="checkbox"/> abril | <input type="checkbox"/> octubre | <input type="checkbox"/> 2004 |
| <input type="checkbox"/> mayo | <input type="checkbox"/> noviembre | <input type="checkbox"/> 2005 o después |
| <input type="checkbox"/> junio | <input type="checkbox"/> diciembre | |

A.6. Lengua materna:

- español
- catalán
- español/catalán
- otra, específica: _____

A.7. ¿Te gustaría estudiar una carrera universitaria?

- Sí
- No
- (todavía) No lo sé

A.7.1. Si respondiste “sí” a la pregunta anterior, indica tus DOS primeras opciones respecto a las ramas o modalidades de carrera universitaria que te gustaría cursar del siguiente listado (marca dos respuestas como máximo)

- Artes y Humanidades** (por ejemplo, Bellas Artes, Filología, Historia, Lengua y Literatura o Traducción e Interpretación)
- Ciencias** (por ejemplo, Biología, Bioquímica, Ciencias, Física, Matemáticas o Química)
- Ciencias de la Salud** (por ejemplo, Enfermería, Fisioterapia, Logopedia, Medicina, Psicología o Veterinaria)
- Ciencias Sociales y Jurídicas** (por ejemplo, Administración y Dirección de Empresas [ADE], Ciencias Políticas, Comercio, Comunicación, Educación, Geografía, Marketing, Periodismo, Publicidad y RRPP, Relaciones Laborales, Sociología o Turismo)
- Ingeniería y Arquitectura** (por ejemplo, Ingeniería Informática, Ingeniería Química, Ingeniería Agraria, Arquitectura o Diseño)
- Otra, especifica: _____


A.7.2. Por favor, indica el nombre del grado universitario que te gustaría estudiar, señalando cuáles serían tus dos primeras opciones:

- Primera opción _____
- Segunda opción _____

A.8. Indica tu nota media actual en la tarea de producción escrita en lengua inglesa (i.e., writing) en el instituto, en una escala de 1 a 10.


No me acuerdo de la nota / no lo sé

1 2 3 4 5 6 7 8 9 10

Mi nota media actual en la tarea de <u>producción escrita en lengua inglesa</u> es la:	
----------------------------------------------------------------------------------------	------------------------------------------------------------------------------------

A.9. Indica tu nota media actual en la asignatura de inglés del instituto de manera global, en una escala de 1 a 10.

1 2 3 4 5 6 7 8 9 10

Mi nota media actual global en la asignatura de inglés es:	
------------------------------------------------------------	------------------------------------------------------------------------------------

A.10. ¿Cuántas horas a la semana tienes clase de la asignatura de lengua inglesa en el instituto?

- Una hora
- Dos horas
- Tres horas
- Cuatro horas
- Cinco horas o más

A.11. Aparte de la asignatura de inglés, ¿tienes otras asignaturas en el instituto que se impartan en inglés?

- Sí, especifica: _____
- No

A.12. ¿Recibes clases extracurriculares de inglés fuera del instituto? Por ejemplo: clases privadas de inglés.

- Sí, especifica: _____
- No

A.13. ¿Posees algún certificado oficial de inglés que conste en el siguiente listado?

- Sí, de Cambridge
- Sí, de IELTS (International English Language Testing System)
- Sí, de Oxford Online Placement Test
- Sí, de TOEFL (Test of English as a Foreign Language)
- Otro, especifica: _____
- No, no lo tengo

A.13.1. Según el certificado correspondiente que obtuviste, ¿qué nivel o puntuación sacaste?

- Nivel A1
- Nivel A2
- Nivel B1
- Nivel B2
- Nivel C1
- Nivel C2
- Obtuve la siguiente puntuación

- No me acuerdo del nivel o de la puntuación que obtuve

Por favor, indica tu grado de habilidad para llevar a cabo las tareas de escritura (i.e., “writing”) en inglés que se especifican en los siguientes 16 enunciados, puntuando cada enunciado de 0 (**falta absoluta de confianza para hacerlo**) a 100 (**confianza absoluta para hacerlo**) de acuerdo con la siguiente escala. La escala sirve únicamente como referencia. No necesitas utilizar los mismos valores de la escala. Puedes utilizar cualquier número entero entre 0 y 100.

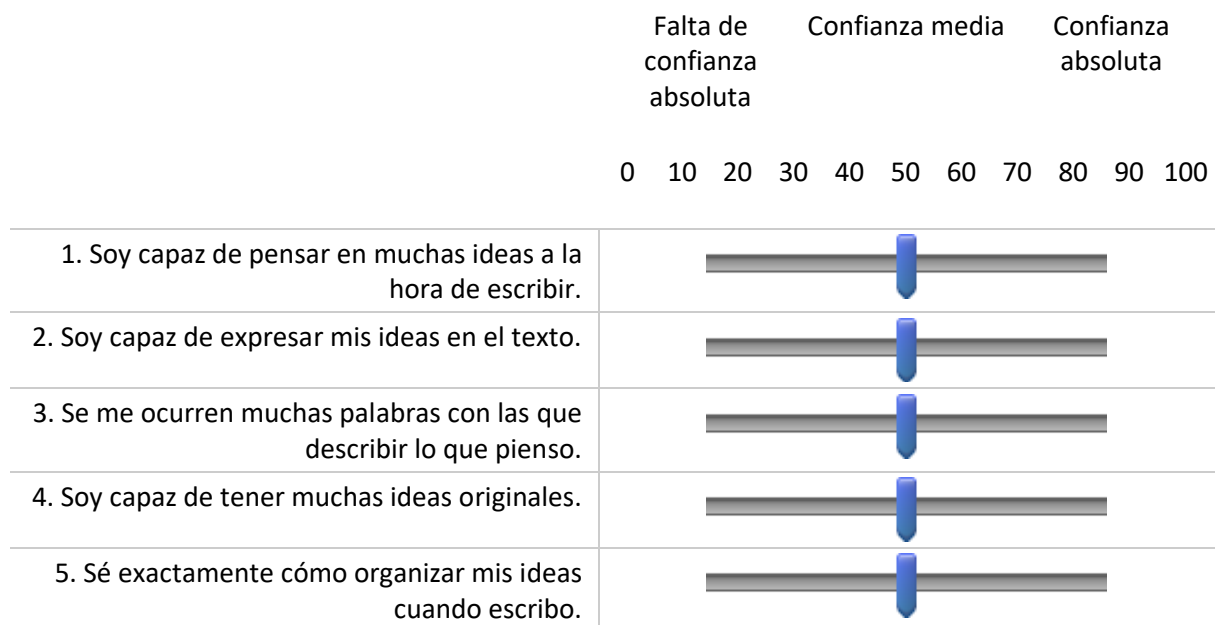
Utiliza el control deslizante (i.e., slider) para indicar tu grado de habilidad. Por favor, indica la puntuación que primero te viene a la mente sin pensar demasiado.

0% = Falta de confianza absoluta

50% = Confianza media

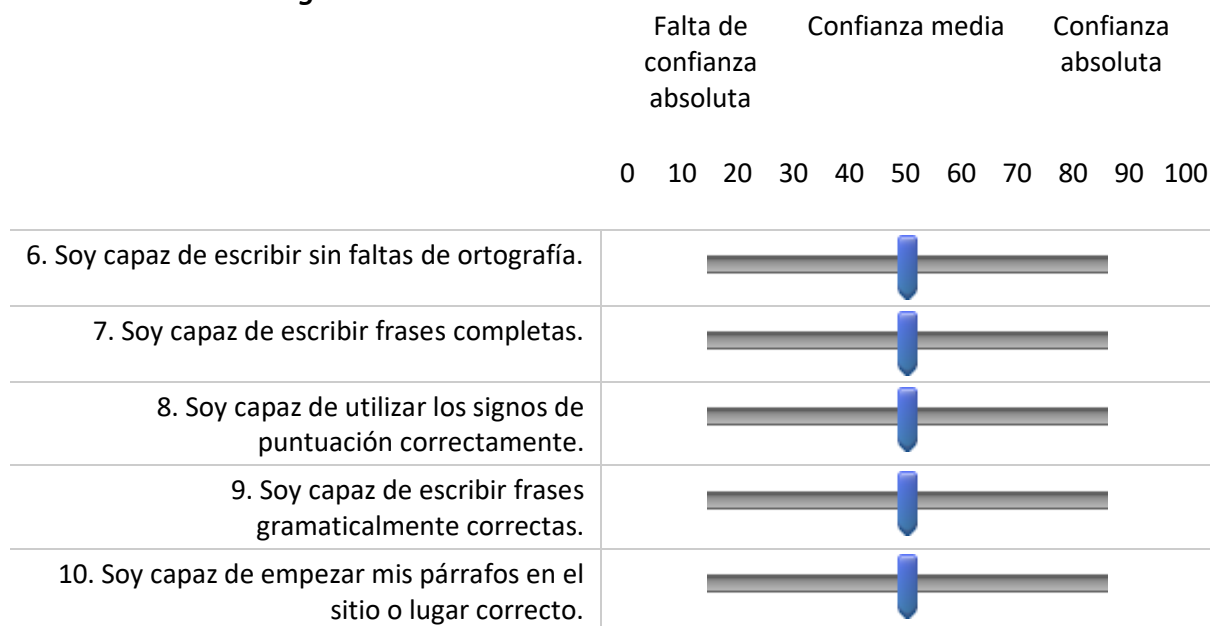
100% = Confianza absoluta

“Cuando escribo en inglés ...”



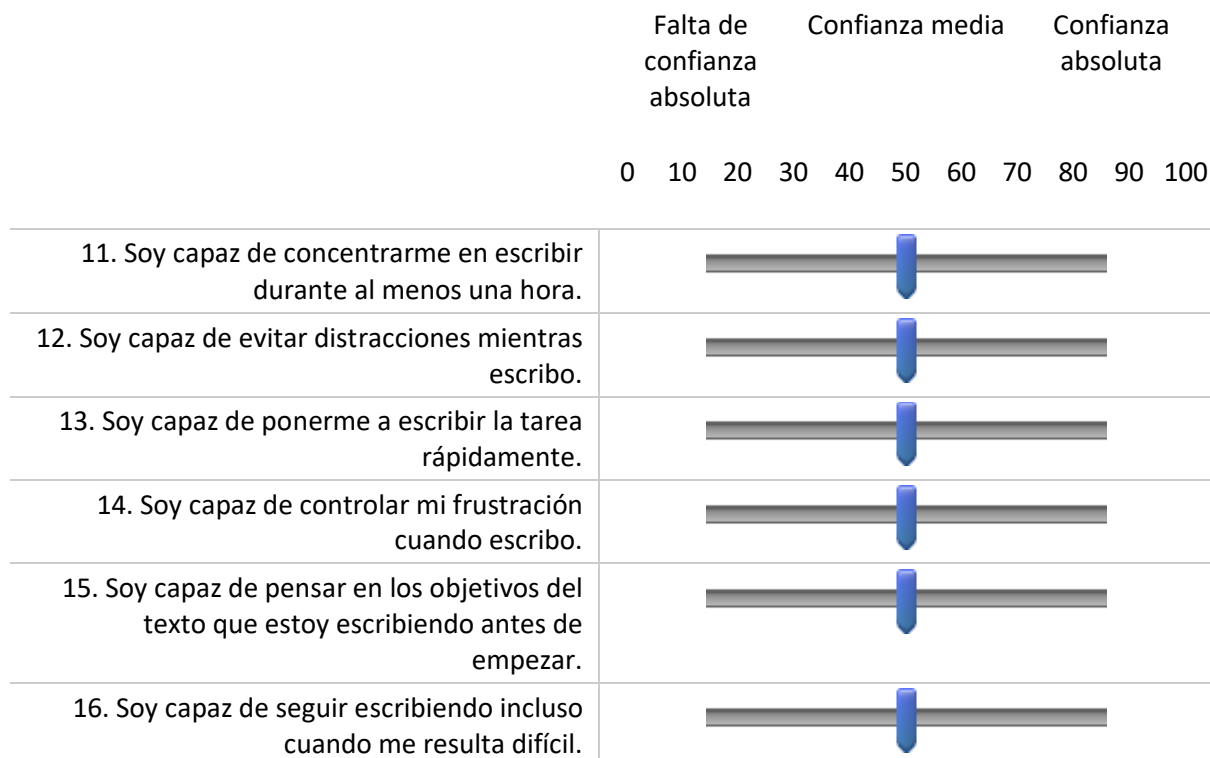
Enunciados 6-10

"Cuando escribo en inglés ..."



Enunciados 11-16

"Cuando escribo en inglés ..."



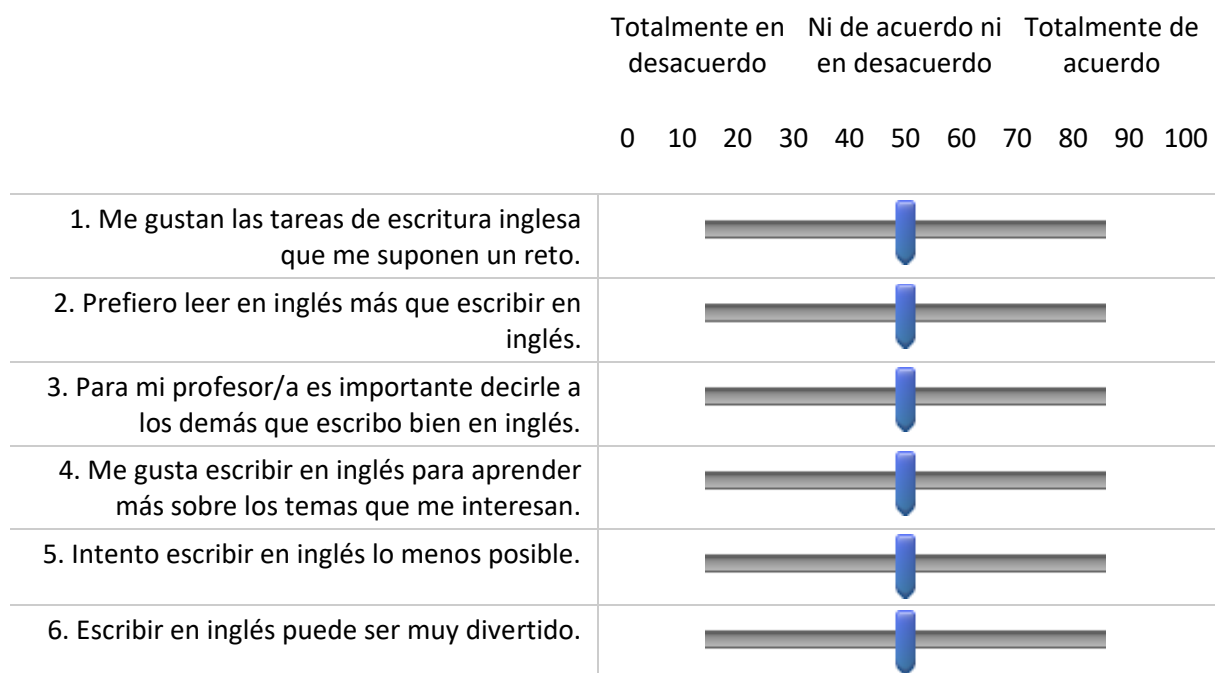
A la hora de escribir en inglés, puede que ciertas ideas o pensamientos respecto a ti mismo/a, la tarea de escritura o las expectativas que tengas sobre la misma, te vengan a la mente. Por favor, indica hasta qué punto estás **totalmente en desacuerdo** (0) o **totalmente de acuerdo** (100) con los siguientes 24 enunciados de acuerdo con la siguiente escala. La escala sirve únicamente como referencia. No necesitas utilizar los mismos valores de la escala. *Puedes utilizar cualquier número entero entre 0 y 100.*

Por favor, utiliza el control deslizante (i.e., slider) para indicar la puntuación que primero te viene a la mente sin pensar demasiado.

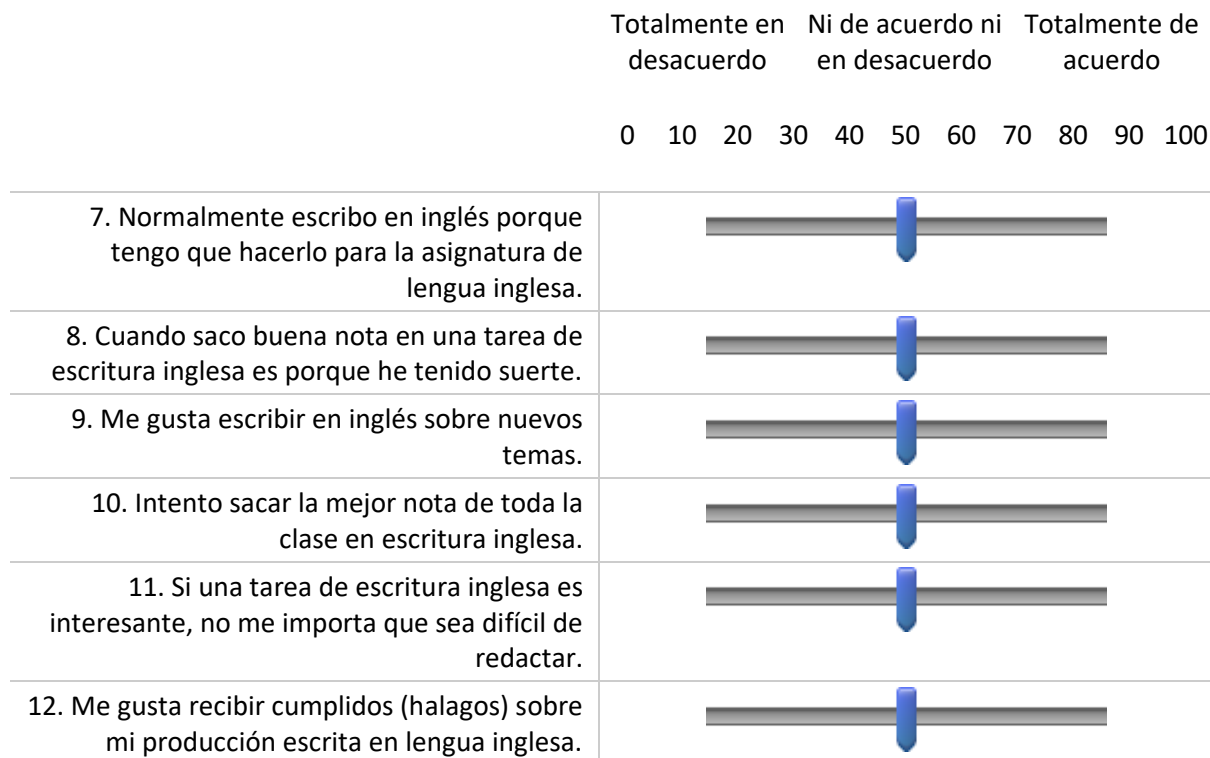
0% = totalmente en desacuerdo

50% = ni de acuerdo ni en desacuerdo

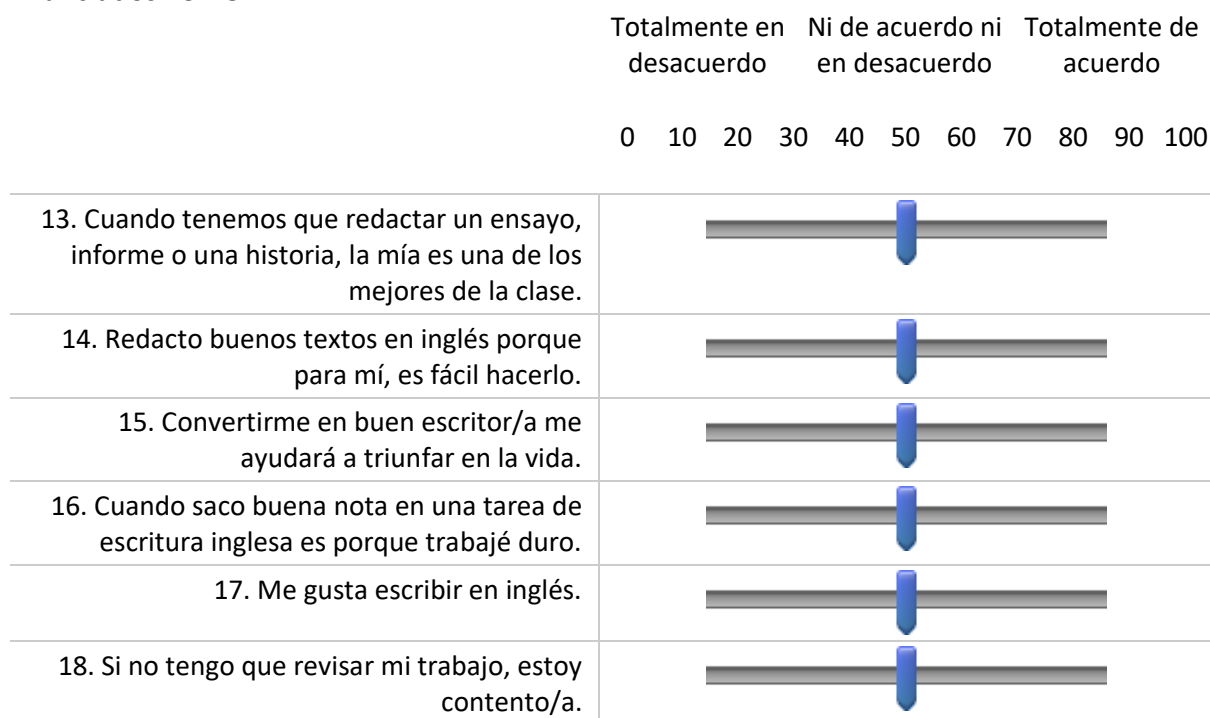
100% = totalmente de acuerdo



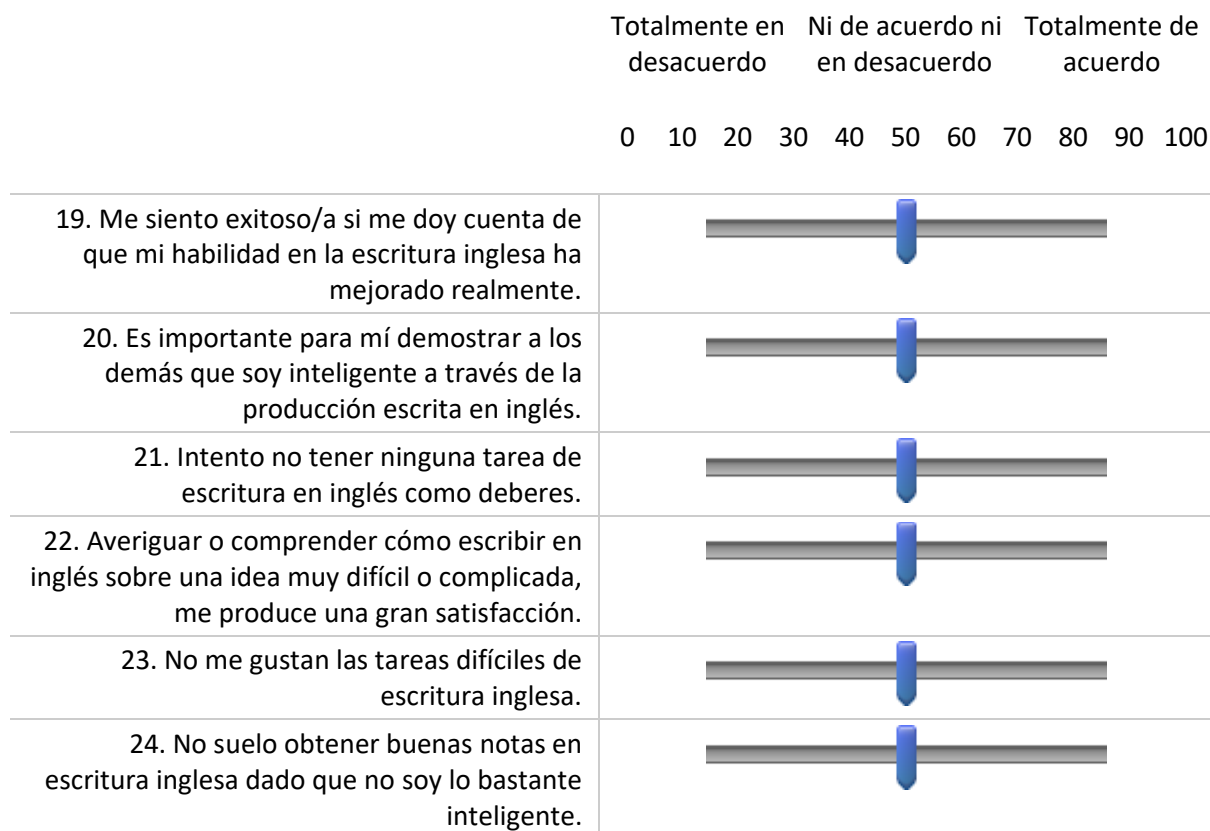
Enunciados 7-12



Enunciados 13-18



Enunciados 19-24



D.1. En comparación con tus compañeros/as de clase de la asignatura de inglés, ¿cuál crees que es tu competencia en escritura inglesa?

- Muy baja
- Baja (por debajo de la media)
- Media
- Buena (por encima de la media)
- Excelente

D.2. Describe tu grado de confianza en las tareas escritas en lengua inglesa que realizas en el instituto.

- Muy desconfiado/a
- Desconfiado/a
- Ni confiado/a ni desconfiado/a
- Confiado/a
- Muy confiado/a

D.3. ¿Cuál crees que son las principales causas de tu éxito en tus tareas de escritura ('writing') en inglés? Por favor, indica DOS razones como máximo:

- Primera causa _____
- Segunda causa _____

D.4. ¿Cuál crees que son las principales causas de tu fracaso (i.e., posibles problemas) en tus tareas de escritura ('writing') en inglés? Por favor, indica DOS razones como máximo:

- Primera causa _____
- Segunda causa _____

D.5. ¿Te gusta realizar actividades de escritura en inglés fuera del instituto?

- Sí, me gusta mucho
- Sí, me gusta
- Ni me gusta ni me disgusta
- No, no me gusta
- No, no me gusta en absoluto

D.5.1. Si respondiste "sí" o "ni me gusta ni me disgusta" a la pregunta anterior, indica qué tipo de actividades de escritura en inglés te gusta realizar fuera del instituto (puedes marcar varias respuestas):

- Escribir guiones / relatos / historias / en mi diario
- Escribir canciones
- Escribir cartas / mensajes / correos
- Traducir
- Otra actividad, especifica: _____

D.6. Cada idioma cuenta con unos géneros de escritura y puede ser que prefieras algunos más que otros. En inglés, los géneros comunes son el texto descriptivo, el texto expositivo, el texto narrativo y el texto persuasivo.

En un texto **descriptivo**, describes una persona, un lugar, un hecho o un objeto para que el lector/la lectora pueda imaginarlo.

En un texto **expositivo**, expones al lector/a la lectora alguna información o das explicaciones sobre un tema en específico.

En un texto **narrativo**, cuentas una historia utilizando una serie de eventos relacionados entre sí.

En un texto **persuasivo**, intentas persuadir al lector/a la lectora de tu opinión a través de unos argumentos.

Por favor, indica hasta qué punto los géneros de escritura en inglés te parecen **muy difíciles** (mueve el control deslizante al lado izquierdo) o, por el contrario, te resultan **muy fáciles** (mueve el control deslizante al lado derecho).

NOTE for the reader: en este caso, solo se dan capturas de pantalla del control deslizante con los emojis para el texto descriptivo, dado que Qualtrics no permite descargarlos correctamente.

El texto **descriptivo**:



El texto **descriptivo**:



El texto **descriptivo**:



El texto **descriptivo**:



El texto **descriptivo**:



En esta última sección, vas a tener que redactar una breve tarea en lengua inglesa. Al contrario que en las respuestas del cuestionario anteriores, que son completamente anónimas, tu profesor/a de la asignatura de inglés sí sabrá que has realizado esta última tarea.

Las instrucciones en inglés son las siguientes:

In this short writing task, you will give your opinion about the advantages and disadvantages of social networks. Use paragraphs (i.e., párrafos) and make sure to write **at least 120** words, but if you want to write more, feel free to do so.

Good luck!

Your word count is: 0*

Has terminado la encuesta. ¡Muchas gracias por tu participación!

NOTE for the reader: *Automatic word count in Qualtrics.

Dutch version of the questionnaire

Beste leerling van VWO 5,

Het doel van deze vragenlijst is om te begrijpen hoe jij je voelt als je in het Engels schrijft. Er zijn 4 delen en een korte Engelse schrijfo opdracht. Het kost ongeveer 10 tot 15 minuten om deze **vragenlijst** in te vullen en tussen de 15 en 20 minuten om de **opdracht** te maken. Beantwoord de volgende vragen zo eerlijk mogelijk en onthoud dat er geen “goede” of “foute” antwoorden zijn. Het gaat om hoe jij het ervaart. Alle antwoorden worden strikt vertrouwelijk behandeld, dus probeer alle vragen te beantwoorden.

Deelname aan dit onderzoek is vrijwillig en daarom kan je op elk moment tijdens het invullen van de vragenlijst en de schrijfo opdracht stoppen zonder verdere uitleg te geven. Aangezien de data meteen geanonimiseerd worden, is het na het invullen van de vragenlijst niet mogelijk om jouw onderzoeksgegevens te laten verwijderen.

Mocht je vragen of klachten hebben of meer informatie over het onderzoek willen ontvangen, dan kan je contact opnemen met Jade van Tilburg (Jade.vantilburg@student.ru.nl).

Door te klikken op de knop 'Ik ga akkoord' geef je aan dat je:

- bovenstaande informatie hebt gelezen
- vrijwillig meedoet aan het onderzoek
- 16 jaar of ouder bent

Als je niet mee wil doen aan het onderzoek, kan je op de knop "Ik wil niet meedoen" klikken en daarna de pagina verlaten.

Ik ga akkoord

Ik wil niet meedoen

Naam (optioneel)

Naam van de school

Huidig profiel

- Cultuur & Maatschappij (C&M)
- Economie & Maatschappij (E&M)
- Natuur & Gezondheid (N&G)
- Natuur & Techniek (N&T)
- Dubbel profiel: C&M / E&M
- Dubbel profiel: N&G / N&T

Gender

- Man
- Vrouw
- Anders

Geboortemaand en -jaar

- | | | |
|-----------------------------------|------------------------------------|-----------------------------------------|
| <input type="checkbox"/> januari | <input type="checkbox"/> juli | <input type="checkbox"/> 2001 of eerder |
| <input type="checkbox"/> februari | <input type="checkbox"/> augustus | <input type="checkbox"/> 2002 |
| <input type="checkbox"/> maart | <input type="checkbox"/> september | <input type="checkbox"/> 2003 |
| <input type="checkbox"/> april | <input type="checkbox"/> oktober | <input type="checkbox"/> 2004 |
| <input type="checkbox"/> mei | <input type="checkbox"/> november | <input type="checkbox"/> 2005 of later |
| <input type="checkbox"/> juni | <input type="checkbox"/> december | |

Moedertaal (de taal waarin je de eerste vier jaar hoofdzakelijk bent opgevoed)

- Nederlands
- Fries
- Engels
- Turks
- Arabisch
- Anders, namelijk: _____

Ben je van plan om na het VWO naar de universiteit (wo) te gaan?

- Ja
- Nee
- Weet ik (nog) niet
- Nee, ik wil aan een hogeschool (hbo) gaan studeren
- Anders, namelijk: _____

Als je de vorige vraag met "ja" hebt beantwoord, binnen welke studierichting(en) valt/vallen jouw keuze(s)? Klik op maximaal 2 hokjes (mocht jouw toekomstige studie in het Engels zijn, klik dan alsnog de studierichting aan waar jij denkt dat die binnen valt)

- Aarde en Milieu** (bijvoorbeeld biologie, milieuwetenschappen, aardwetenschappen of sociale geografie & planologie)
- Economie en Bedrijf** (bijvoorbeeld fiscale economie, econometrie, economie of bedrijfskunde)
- Exact en Informatica** (bijvoorbeeld bèta & beleid, wiskunde, kunstmatige intelligentie/AI, scheikunde & chemische technologie, natuur- en sterrenkunde, informatica of informatiekunde)
- Gedrag en Maatschappij** (bijvoorbeeld culturele antropologie, psychologie of sociologie & sociale studies)

- Gezondheid** (bijvoorbeeld diergeneeskunde & dierwetenschappen, farmaceutische wetenschappen, gezondheidswetenschappen, geneeskunde of tandheelkunde)
- Interdisciplinair** (bijvoorbeeld informatie- en communicatietechnologie, sociaal-economische wetenschappen, aarde & economie, digitale veiligheid, militaire wetenschappen, Liberal Arts & Sciences of constructiestudies)
- Kunst en Cultuur** (bijvoorbeeld kunst- en cultuurstudies, archeologie, theologie & levensbeschouwing, kunstgeschiedenis, geschiedenis of wijsbegeerte)
- Onderwijs en Opvoeding** (bijvoorbeeld pedagogiek & onderwijskunde of universitaire lerarenopleiding)
- Recht en Bestuur** (bijvoorbeeld criminologie, recht, bestuur & organisatie, internationaal & Europees recht, victimologie, politicologie, fiscaal recht of vastgoed & makelaardij)
- Taal en Communicatie** (bijvoorbeeld Taal, Literatuur & Cultuur, Nederlandse taal & cultuur, Romaanse talen, overige Europese talen & culturen, communicatie, talen & culturen van Azië & Afrika of Engelse taal & cultuur)
- Techniek** (bijvoorbeeld bouwkunde & civiele techniek, bèta & beleid, elektrotechniek, industrieel ontwerpen, scheikunde & chemische technologie, constructiestudies of toegepaste biowetenschappen)
- Anders, namelijk: _____

Wat is de naam of wat zijn de namen van de studie(s) waarvoor jij je aan zou willen melden?

Eerste keuze _____


Tweede keuze _____

Op een schaal van 1 tot 10, wat is jouw gemiddelde cijfer op dit moment voor **Engelse schrijfvaardigheid**?

Kies voor "n.v.t." indien je geen deelcijfer voor Engelse schrijfvaardigheid hebt gekregen.

n.v.t.

1 2 3 4 5 6 7 8 9 10

Mijn huidige gemiddelde voor Engelse schrijfvaardigheid is een	
----------------------------------------------------------------	------------------------------------------------------------------------------------

Op een schaal van 1 tot 10, wat is jouw gemiddelde cijfer op dit moment voor **het vak Engels**?

1 2 3 4 5 6 7 8 9 10

Mijn huidige gemiddelde voor Engels is een	
--------------------------------------------	------------------------------------------------------------------------------------

Hoeveel uur per week heb je les in het vak Engels?

- 1 uur
- 2 uur
- 3 uur
- 4 uur
- 5 uur of meer
- Anders, namelijk: _____

Volg je andere vakken op school die in het Engels gegeven worden?

- Ja, namelijk: _____
- Nee

Volg je andere cursussen in het Engels buiten school? Bijvoorbeeld bijles, privé lessen, etc.

- Ja, namelijk: _____
- Nee

Heb je een van de volgende officiële certificaten van jouw Engelse taalvaardigheid?

- Ja, van Cambridge
- Ja, van IELTS (International English Language Testing System)
- Ja, van Oxford Online Placement Test
- Ja, van TOEFL (Test of English as a Foreign Language)
- Anders, namelijk: _____
- Nee, ik heb geen Engels certificaat

Wat is jouw niveau of score volgens het certificaat?

- Niveau A1
- Niveau A2
- Niveau B1
- Niveau B2
- Niveau C1
- Niveau C2
- Mijn score was: _____
- Ik kan me mijn score of niveau niet herinneren

In de volgende 16 vragen geef je jouw indruk van jouw **Engelse schrijfvaardigheid** aan op een schaal van 0 tot 100, waarbij '0' staat voor **totaal niet mee eens** en '100' voor **totaal mee eens**. Je kunt elk heel getal (zonder decimaal) kiezen door de slider te gebruiken. Je

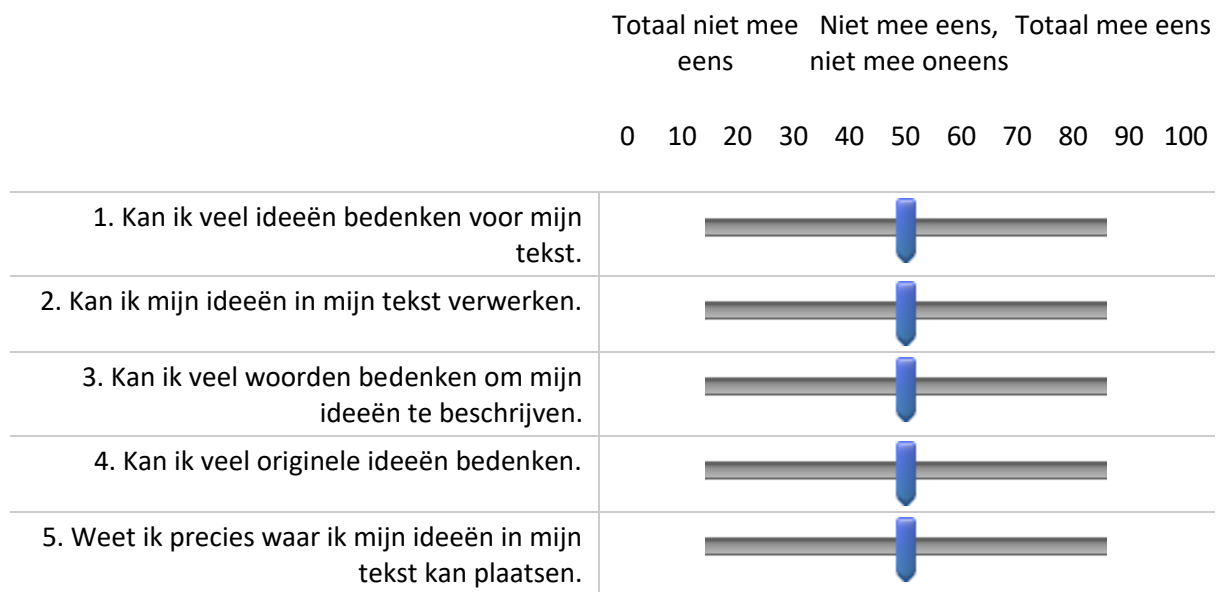
kunt de onderstaande schaal als referentie nemen. Probeer er niet te lang over na te denken, maar juist het eerste getal dat in je opkomt te gebruiken.

0% = Totaal niet mee eens

50% = Niet mee eens, niet mee oneens

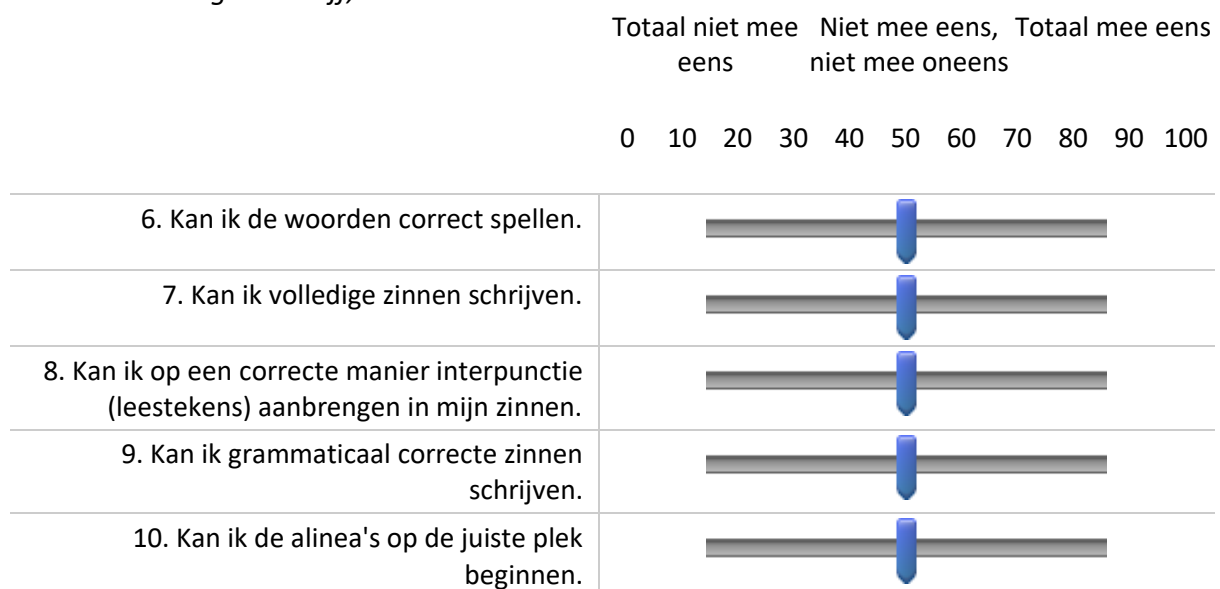
100% = Totaal mee eens

"Als ik in het Engels schrijf, dan ... "



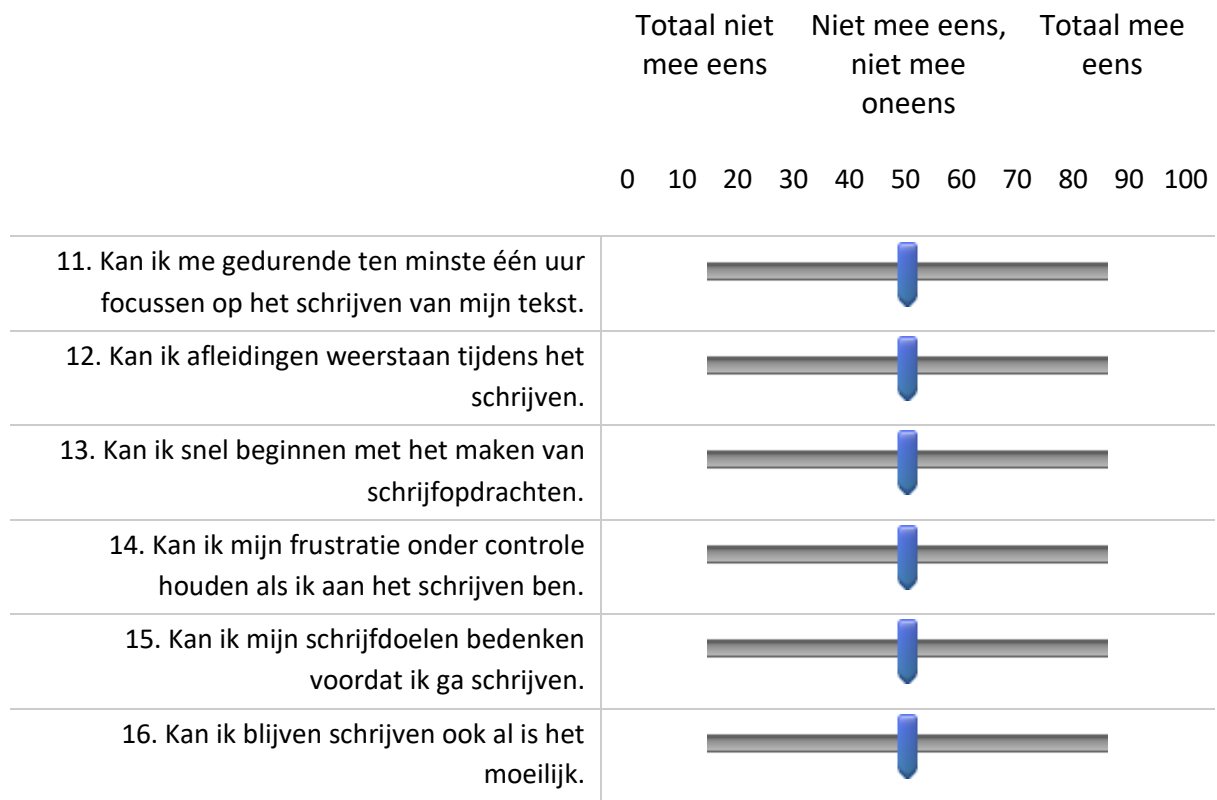
Vraag 6-10

"Als ik in het Engels schrijf, dan ... "



Vraag 11-16

"Als ik in het Engels schrijf, dan ... "

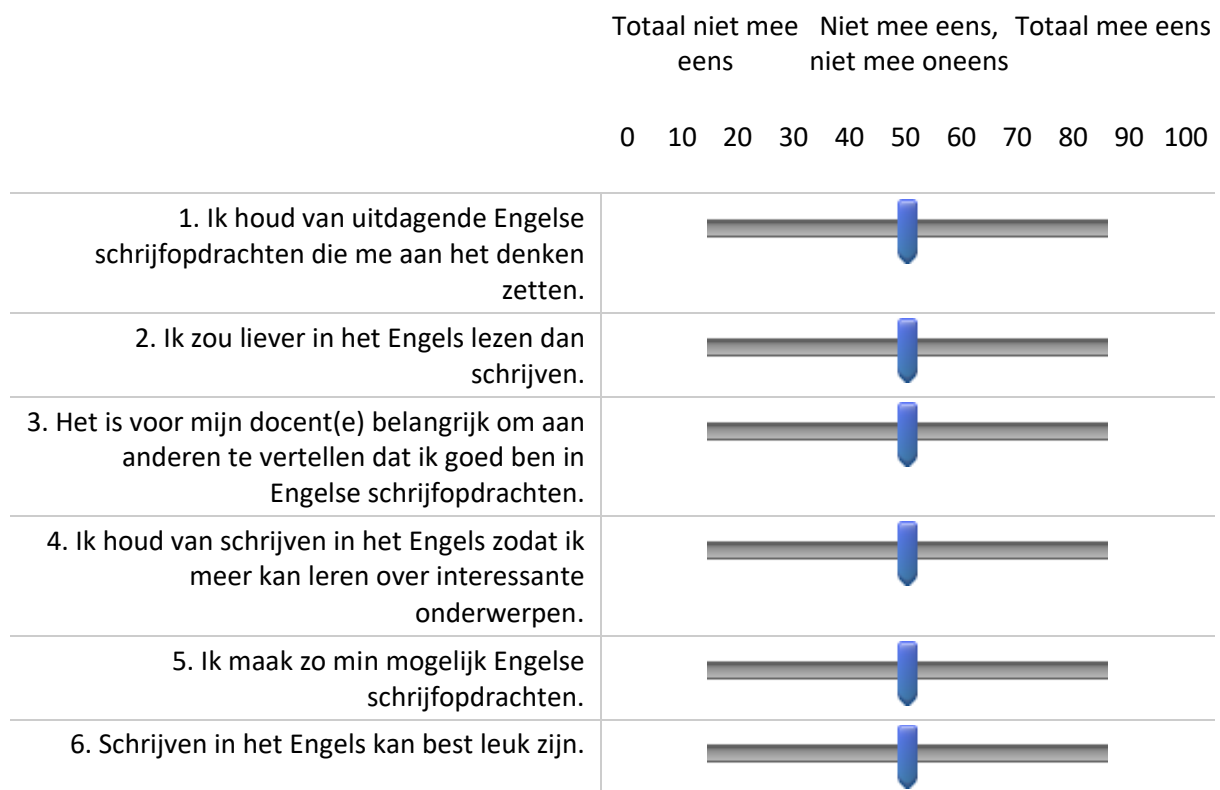


Als je denkt aan schrijven in het Engels kan het zijn dat bepaalde gedachten in je opkomen; gedachten over jezelf, over de schrijfp opdracht(en) of verwachtingen die je mogelijk hebt. In de volgende 24 vragen geef je aan in hoeverre je het ermee eens bent op een schaal van 0 tot 100, waarbij '0' staat voor **totaal niet mee eens** en '100' voor **totaal mee eens**. Je kunt elk heel getal (zonder decimaal) kiezen door de slider te gebruiken. Je kunt de onderstaande schaal als referentie nemen. Probeer er niet te lang over na te denken, maar juist het eerste getal dat in je opkomt te gebruiken.

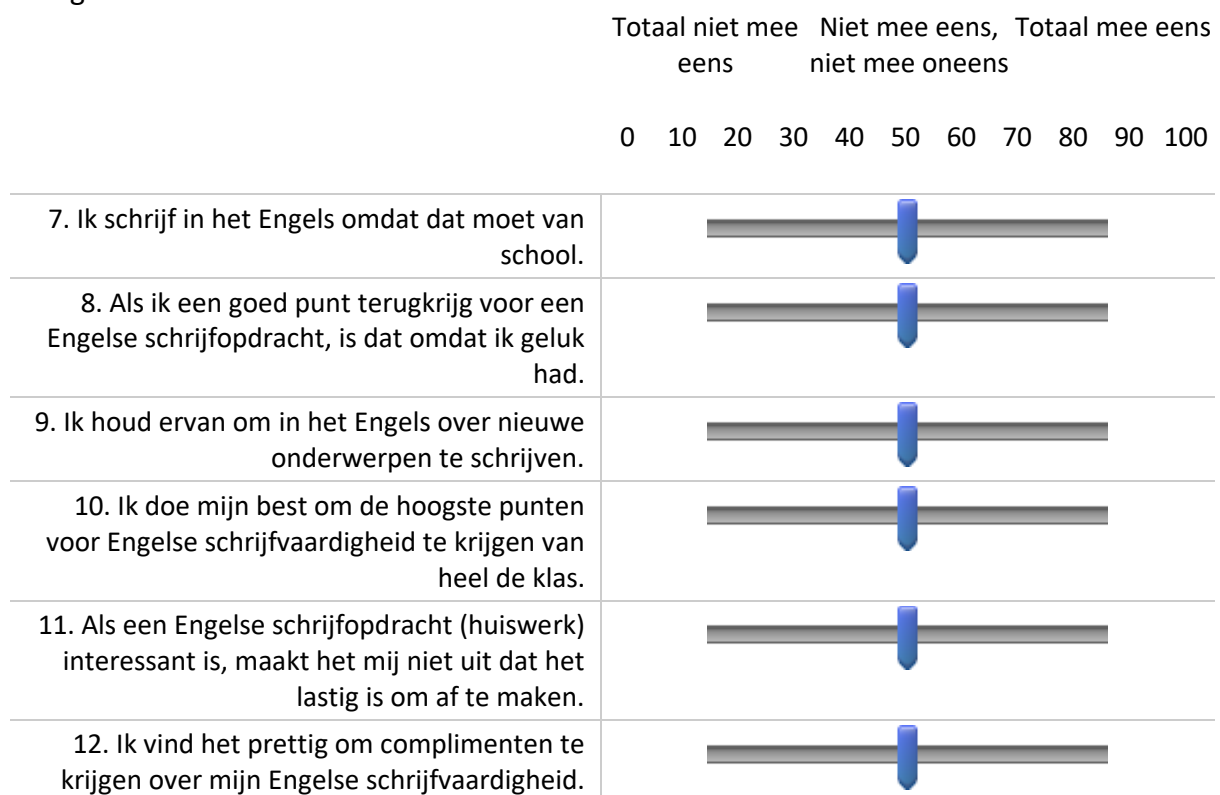
0% = Totaal niet mee eens

50% = Niet mee eens, niet mee oneens

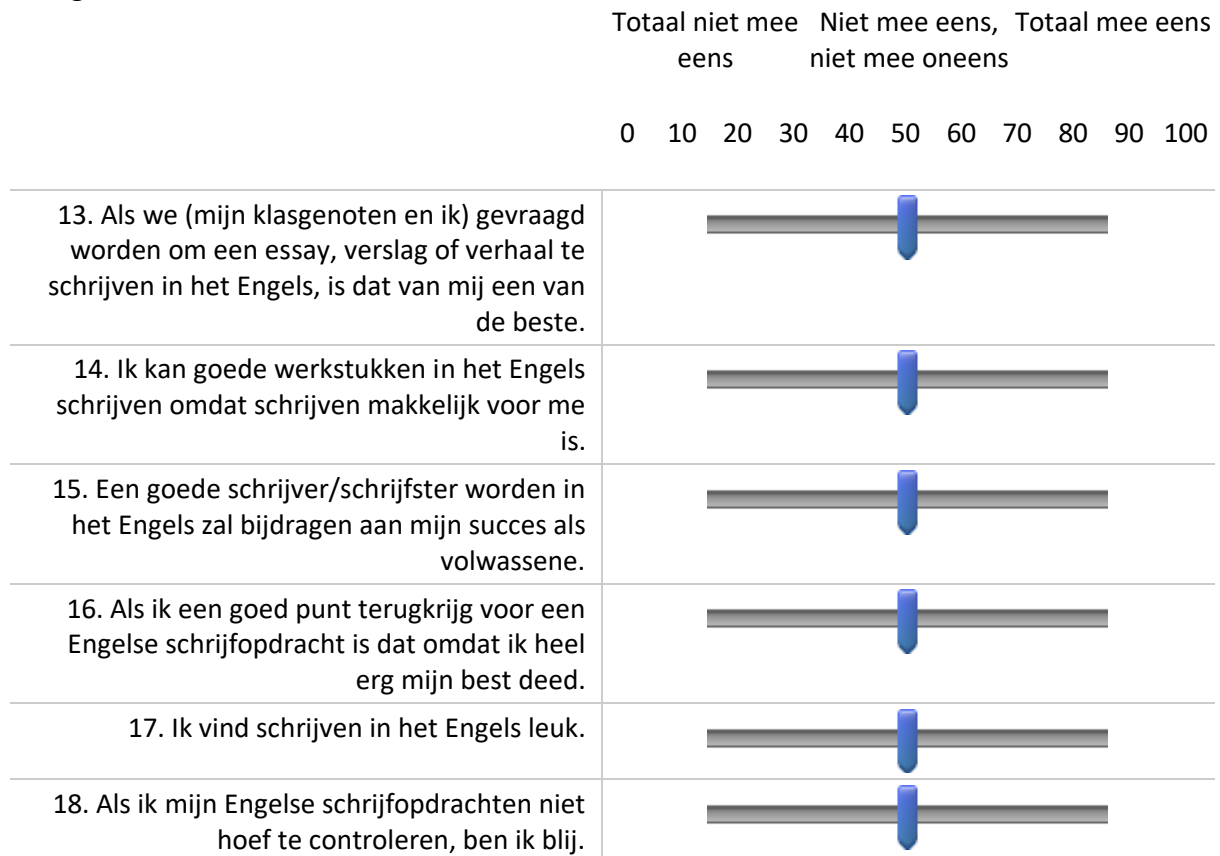
100% = Totaal mee eens



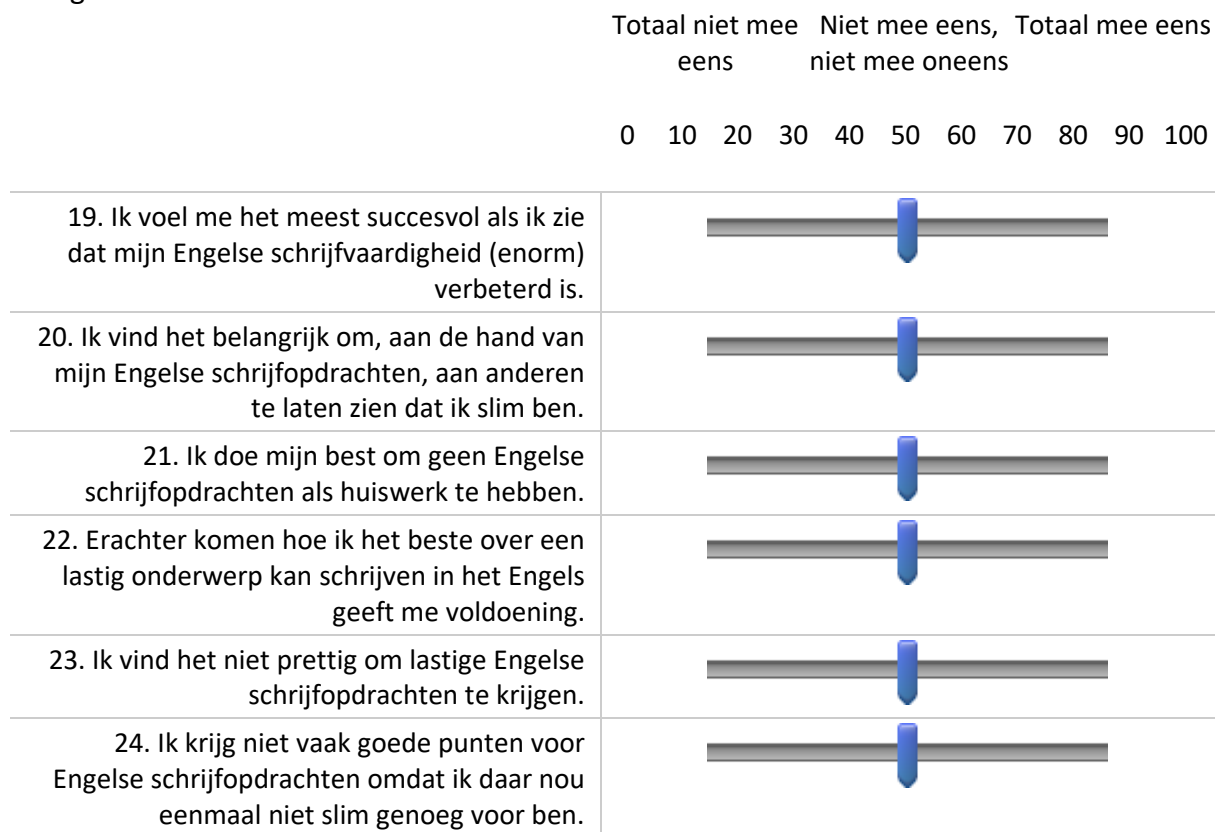
Vraag 7-12



Vraag 13-18



Vraag 19-24



In vergelijking met jouw klasgenoten bij het vak Engels, wat denk je dat **jouw vaardigheid** is in **Engels schrijven**?

- Heel laag
- Laag
- Gemiddeld
- Hoog
- Heel hoog

Wat omschrijft het beste jouw zelfvertrouwen voor de Engelse schrijfoopdrachten die je op school maakt?

- Zeer weinig zelfvertrouwen
- Weinig zelfvertrouwen
- Niet weinig, maar ook niet veel zelfvertrouwen
- Veel zelfvertrouwen
- Zeer veel zelfvertrouwen

Wat zie je als de redenen/oorzaken van jouw succes in **Engels schrijven**? Noem maximaal 2 redenen

- Eerste reden/oorzaak _____
- Tweede reden/oorzaak _____

Wat zie je als de redenen/oorzaken van jouw mislukking/falen in **Engels schrijven**? Noem maximaal 2 redenen

- Eerste reden/oorzaak _____
- Tweede reden/oorzaak _____

Vind je het leuk om buiten school Engelse schrijfactiviteiten te doen?

- Ja, erg leuk
- Ja
- Neutraal
- Nee
- Nee, totaal niet leuk

Als je de vorige vraag met "ja" of "neutraal" hebt beantwoord, wat is/zijn de Engelse schrijfactiviteit(en) die je doet buiten school? (Meerdere antwoorden mogelijk)

- Scenario's/scripts schrijven; (korte) verhalen schrijven; in mijn dagboek schrijven
- Engelstalige liedjes componeren/schrijven
- Engelstalige brieven, berichten, mails of opmerkingen schrijven
- Vertalen
- Iets anders, namelijk: _____

Elke taal kent verschillende schrijfgenres en het ene zal je beter liggen dan het andere. In het Engels, de meest bekende genres zijn: beschrijvend, verklarend/beschouwend/uiteenzettend, verhalend en overtuigend/argumentatief.

In een **beschrijvende** tekst beschrijf je een persoon, ding/object of plaats zodat de lezer een beeld kan vormen.

In een **verklarende** tekst geef je de lezer informatie of verklaringen voor/over een bepaald thema/een bepaalde gebeurtenis.

In een **verhalende** tekst/verhaal, presenteer je een reeks aan gebeurtenissen die met elkaar te maken hebben om op die manier een verhaal te vertellen.

In een **overtuigende** tekst probeer je de lezer te overtuigen door middel van argumenten.

Geef aan de hand van de emoji aan hoe moeilijk (links) of makkelijk (rechts) jij het vindt om te schrijven in de bovengenoemde Engelse genres.

Beschrijvende tekst



Beschrijvende tekst



Beschrijvende tekst



Beschrijvende tekst



Beschrijvende tekst



NOTE for the reader: alleen voorbeelden (screenshots) van de slider van de “beschrijvende tekst” zijn hier gebruikt, aangezien Qualtrics het downloaden van de emoji’s niet toestaat.

In dit laatste deel ga je een korte Engelse schrijfo opdracht maken. In tegenstelling tot al jouw antwoorden tot nu toe, weet jouw Engels docent(e) wel van deze opdracht.

Hieronder volgt een korte instructie in het Engels:

In this short writing task, you will give your opinion about the advantages and disadvantages of social networks. Use paragraphs and make sure to write at least 120 words, but if you want to write more, feel free to do so.

Good luck!

Your word count is: 0*

Dit is het einde van de vragenlijst. Heel erg bedankt voor jouw deelname!

NOTE for the reader: *automatic word-count in Qualtrics.

Analytical rubric (Cambridge English B1 Preliminary for Schools, UCLES, 2014)

B1	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
4	Performance shares features of Bands 3 and 5.			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
2	Performance shares features of Bands 1 and 3.			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.
0	Content is totally irrelevant. Target reader is not informed.	Performance below Band 1.		