



ISTANBUL MEDENIYET UNIVERSITY
INSTITUTE OF GRADUATE STUDIES

DEPARTMENT OF FOREIGN LANGUAGE DEPARTMENT

**The Effects of the Use of Learning Management Systems on
Writing Motivation in an EFL Context**

Master's Thesis

Hatice Gül Selçuk

July 2023



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Supervisor

Prof. Dr. Selami Aydın

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THESIS JURY APPROVAL

This Master's thesis titled "The Effects of the Use of Learning Management Systems on Writing Motivation in an EFL Context" written by Hatice Gül Selçuk at the Department of Foreign Language Education was accepted by our jury.

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STATEMENTS

Style and Reference Manual Statement

Having reviewed this thesis written under my supervision, I confirm that it has been written in accordance with APA (7th Edition) Manual of Style and used its [footnote/in text] reference format consistently throughout the entire text.



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Declaration of Originality

I hereby declare that all information in this dissertation has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conducts, I have fully cited and referenced all material and results that are not original to this work.

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GENİŞ ÖZET

Öğrenme Yönetim Sistemleri Kullanmanın Yabancı Dil Olarak İngilizce Yazma Motivasyonu Üzerindeki Etkileri

Selçuk, Hatice Gül

Yüksek Lisans Tezi, Yabancı Diller Eğitimi Anabilim Dalı

Danışman: Prof. Dr. Selami Aydın

Temmuz 2023

Yabancı dil öğreniminde dört temel beceri vardır ve bunlar okuma, dinleme, konuşma ve yazma becerileridir. Yazma öğrencilerin öğrendikleri dili yazılı olarak üretmesidir. Yazma becerisi için çeşitli tanımlar yapılmıştır. Zamel (1982) yazmayı anlamın yaratıldığı bir süreç olarak tanımlarken, Nunan (1989) yazmanın karışık ve bilişsel bir etkinlik olduğunu vurgular. Cumming'e (1998, 2001) göre ise yazma üç ayrı boyuttan oluşmaktadır. Bunlar yazılı bir metin, yazma süreci ve sosyal inşadır. Bu üç boyut, yazma becerisindeki yazma eylemini, öğrencilerin yazma sürecindeki uygulamalarını ve yazmanın sosyal yanını vurgulamaktadır. Yabancı dil olarak İngilizce öğrenme bağlamında, yazma edinilmesi gereken önemli bir beceridir ve önemli bir role sahiptir. Öncelikle, öğrenciler yazarak çeşitli mesajları iletebilir ve fikirlerini ifade edebilirler ve bu öğrencilerin gerçek hayatta ve akademik durumlarda başarılı bir şekilde iletişim kurmaları sağlar (Ismail, 2011). Ayrıca, öğrenciler sınıfta öğrendikleri kelime ve dil bilgisi yapılarını yazılarına aktararak aktif olarak çalışırlar (Bello, 1997) ve bu doğru dil kullanımına teşvik eder (Harmer, 2004). Yazma becerisi okuma, dinleme ve konuşma gibi diğer becerilere de yardımcı olur. İyi yazma becerisine sahip öğrenciler diğer becerilerde de iyi performans gösterebilirler (Huy, 2015). Son olarak, yazma becerisi öğrencilerin dil yeterliliğini vurgular ve öğrencilerin öğrenimi hakkında bilgi verir ki bu akademik başarı için büyük önem taşır.

Yazma en zorlu becerilerden biri olarak kabul edilir ve bu yabancı dil olarak İngilizce öğrenme bağlamında öğrenciler için birçok soruna yol açmaktadır. Ayrıca, yazma sürecini etkileyen birçok çeşitli faktörler vardır ve bunlardan biri olan motivasyonun yazma üzerinde büyük etkisi vardır (Öztürk, 2014). Motivasyon, öğrencilerin herhangi bir aktiviteye katılma isteklerini ve öğrenmelerini etkilediği için dil öğrenme sürecinde kilit faktörlerden biri olarak kabul edilmiştir (Harmer, 2015). Öğrenciler, bir dili kendi ilgi alanları, ihtiyaçları, arzuları ve hedefleri için öğrendiklerinde içsel olarak motive olurlar. Bir dili sadece eğitim, kariyer, not veya bir ödül için öğrendiklerinde de dışsal olarak motive olurlar (Brown, 2001, 2007). Öğrencilerin içsel

ve dıřsal olarak motive olmasında birok faktör rol oynar. Bu faktörlerin, yabancı dil öğrenmek için gösterilen aba üzerinde büyük etkileri vardır (Ellis, 1997). Bazı arařtırmalar İngilizce öğreniminde içsel motivasyonun dıřsal motivasyona kıyasla daha etkili olduđunu savunurken (Ushioda, 2008), diđer arařtırmalar ise dıřsal motivasyonun daha uygun olduđunu belirtir. Fakat, motivasyonun her türü birbiriyle iliřki içerisinde ve birbirlerini tamamlarlar (Ellis, 1997). Yani, dıřsal motivasyon içsel motivasyona dönüşebilir. Örnek vermek gerekirse, bir iř bulma amacıyla İngilizce kursuna bařvuran bir öğrenci öğrenme sürecini sevebilir ve kursu sona erse bile öğrenmeden zevk aldığı için İngilizce eğitime devam edebilir. Bu da motivasyonun dinamik bir yapıya sahip olduđunu ve motivasyon seviyesinin yükselip alçalabileceđini gösterir (Ellis, 1997; Gass ve Selinker, 2008).

Yazma motivasyonuna sahip öğrencilerin, yazmaya karřı olumlu tutumları vardır ve yazma sürecinde istekli, kontrollü ve kaygısız olurlar (Bruning ve Horn, 2000). Bu da yabancı dil olarak İngilizce öğreniminde, yazma motivasyonunun önemini vurgular. Ancak, yazma gibi zor ve karmařık bir beceride öğrencilerin olumsuz duygular geliřtirmesi ve yazmak istememesi kaçınılmazdır. Birok alıřmaya göre de öğrencilerin yazma sürecinde yařadıkları temel sorunlardan biri yazma motivasyonunun eksikliđidir. Türkiye geneline bakıldıđında da, İngilizce öğrenenlerin ortak bir sorunu düşük motivasyondur (Türkmen, 2012) ve motivasyon eksikliđi, yazma becerisini büyük oranda etkiler.

Motivasyon eksikliđi durumunda İngilizce sınıflarında birok motive edici yöntemler kullanılmaktadır. Bunlardan bir tanesi teknoloji entegrasyonudur. Dil öğreniminde teknolojinin pozitif bir etkiye sahip olduđu ve destekleyici bir rol oynadıđı bilinmektedir. Son teknolojik yenilikler ve çevrimii öğrenme uygulamalarının popülaritesi sayesinde, İngilizce öğreniminde çevrimii öğrenme platformları eğitimin en temel bileřenlerden biri haline gelmiřtir. Öğretmenler teknolojiyi sınıflara dahil etmenin alternatif yollarını keřfettike, geleneksel öğrenme ortamlarından teknolojiyle bütünleřtirilmiř öğrenme ortamlarına geiř olmuřtur ve bu da etkili bir řekilde kullanıldıđında daha etkileřimli öğrenme ve daha yüksek motivasyon seviyeleri ile sonuçlanmıřtır (McKeeman & Oviedo, 2014; Sherafati vd., 2020). Aynı řekilde yazma süreci de teknolojiden yarar sađlar. Birok alıřma, teknoloji entegrasyonun yazmayı geliřtirdiđini, öğrencilere birok yazma fırsatı sunduđunu, katılımı attırdıđını ve öğrencileri yazmaya motive ettiđini vurgular. Bu nedenle, Google Classroom, Moodle, Facebook, Twitter veya Blog gibi bir dizi çevrimii platformlar, daha motive edici öğrenimi sađlamak (Türkmen, 2012) ve etkinliklere

katılımı artırmak için İngilizce sınıflarında önemli ölçüde kullanılmıştır (Wallace, 2014). Öğrenme yönetim sistemleri (ÖYS) de bu çevrimiçi platformlardan biridir.

Öğrenme yönetim sistemleri öğrencilerin eğitim amaçlı kaynaklarla bağlantı kurmasına yardımcı olan yazılım uygulamaları veya web tabanlı platformlardır. Dersleri, müfredatı ve materyalleri yönetmenin yanı sıra öğretme ve öğrenme sürecini izlemek ve raporlamak için kullanılır (Oneto vd., 2009; Srichanyachon, 2014). ÖYS örnekleri arasında Moodle, Blackboard, Google Classroom, Sakai, Schoology ve WebCT bulunur. Her bir ÖYS'nin farklı ara yüzü ve bileşenleri vardır ama hepsi öğretmenlerin ve öğrencilerin duyuru, video, fotoğraf, ders materyali, ödev ve sınav gibi içerikler yayınlamasına ve ulaşmasına olanak tanıyan kullanıcı dostu ve pratik düzenlere sahiptirler. Diğer çevrimiçi öğrenme platformları gibi, ÖYS'ler öğrencilerin etkileşimde bulunmaları, iş birliği içinde çalışmalarını, ürünlerini bir izleyici kitlesiyle paylaşmaları ve hedef dili pratik etmeleri için ideal araçlardır. Ayrıca, ÖYS platformları aracılığıyla öğrencilerin yazma motivasyonunu, doğruluğunu ve yazma becerilerini artırmak mümkün olabilir (Fonseca & Peralta, 2019; Purnawarman vd., 2016; Shams-Abadi vd., 2015; Topacio, 2018). Bu nedenle, Öğrenme Yönetim Sistemlerinin kullanımı ile İngilizce yazma motivasyonu arasındaki ilişkinin açığa çıkarılmasını gerekmektedir. Ancak, ÖYS'lerin özellikle Türkiye'deki yabancı dil olarak İngilizce öğrenimi bağlamında yazma motivasyonu üzerindeki etkisine ilişkin sınırlı sayıda çalışma yapılmıştır.

Bu çalışma ÖYS'lerin İngilizce yazma motivasyonu üzerindeki etkilerini araştırmayı amaçlamaktadır. Ayrıca, yabancı dil olarak İngilizce öğrenen Türklerin yazma motivasyon düzeylerinin incelenmesi ve yazma motivasyonu açısından yazarken kağıt ve kalem kullanımı ile bir ÖYS sisteminin kullanımının karşılaştırılması amaçlanmaktadır. Bu yarı deneysel bir çalışmadır ve veriler bir özgeçmiş anketi ile Payne (2012) tarafından hazırlanan Akademik Yazma Motivasyonu Anketi aracılığıyla toplanmıştır. İlk olarak yaş, cinsiyet, fakülte bölümleri ve mevcut İngilizce yeterlilik seviyeleri gibi demografik bilgileri toplanmış sonra da 37 maddelik anket ile katılımcıların İngilizce yazmaya ilişkin sorulara yanıtlarını alınmıştır. Çalışmaya toplamda 32 hazırlık öğrencisi katılmıştır ve bu katılımcılar kontrol ve deney grupları olarak rastgele ikiye ayrılmıştır. Çalışmanın başında her iki grup ön teste tabi tutulmuştur. Çalışma esnasında gruplar beş hafta boyunca yazma alıştırmaları yapmışlardır. Kontrol grubu kağıt ve kalem kullanmaya devam ederken, deney grubu araştırmacı tarafından seçilen bir öğrenme yönetim sistemini kullanmıştır. Çalışma sonunda ise gruplar son teste tabi tutulmuştur. Veri analizi için ise SPSS yazılımı kullanılmıştır. Analiz sonucunda elde edilen bulgulara göre kontrol grubunun

uygulama öncesi ve sonrasında yüksek yazma motivasyonuna sahip olduğu görülmüştür. Çalışmadan sonra grubun yazma motivasyonunda ufak bir değişiklik görülmesine rağmen, bu istatistiksel olarak anlamlı bulunmamıştır. Daha detaylı olarak kontrol grubu çalışmadan sonra İngilizce yazmadan daha çok zevk aldıklarını, iyi bir yazar olmayı daha önemli gördüklerini ve edebi analiz makaleleri yazmaktan daha çok zevk aldıklarını belirtmiştir. Bu maddeler hem içsel hem de dışsal motivasyonda artış olduğunu göstermiştir. Aynı şekilde, deney grubunun uygulama öncesi ve sonrasında yüksek yazma motivasyonuna sahip olduğu görülmüştür. ÖYS ile yapılan yazma alıştırmalarından sonra grubun yazma motivasyonunda ufak bir değişiklik görülmesine rağmen, bu istatistiksel olarak anlamlı bulunmamıştır. Daha detaylı olarak, deney grubu ÖYS kullandıktan sonra yazma sürecinden çok daha fazla zevk aldıklarını, düşünceleri hakkında daha çok yazdıklarını ve iyi makale yazma becerilerine daha çok inandıklarını belirtmiştir. Ayrıca, yazmanın kariyerleri üzerine olan etkisine ve iş bulmadaki etkisine inançları artmıştır. Üstelik, grup puan almamalarına rağmen yazmaya motive olduklarını ve çoktan seçmeli soruları cevaplamak yerine yazmak istediklerini bildirmiştir. Son olarak, iyi yazarlar olarak tanınmak istediklerini ve yazmaya daha motive olduklarını ortaya koymuştur. Bu maddeler kontrol grubuna göre deney grubun içsel motivasyon, dışsal motivasyon ve de öz yeterliliklerinde daha çok artış olduğunu göstermiştir. İki grubun ön testleri karşılaştırıldığında deney grubunun yazma becerilerini geliştirmek için daha çok çaba sarf ettikleri görülmüşse de genel olarak iki grup arasında anlamlı bir fark bulunmamıştır. Son testler karşılaştırıldığında altı maddede değişiklik gözlenmiştir. Bunlar, kontrol grubuna göre deney grubunun iyi kompozisyon yazmanın kolay olduğunu düşünmesi, puan almamalarına rağmen hem yazmaktan hem de araştırma makalesi yazmaktan daha çok zevk almaları, yazma becerilerini geliştirmek için daha çok çaba sarf etmeleri, çoktan seçmeli soruları cevaplamak yerine yazmaktan daha keyif almaları ve son olarak da yazma motivasyonlarının daha çok olmasıdır. Bunlara rağmen, ön test sonucunda olduğu gibi son test sonucu da istatistiksel olarak anlamlı bir fark bulunamamıştır. Özet olarak, ÖYS'lerin yazma motivasyonu üzerinde anlamlı bir etkisinin olmadığını ortaya koymuştur. ÖYS ile kâğıt ve kalem kullanımı arasında anlamlı bir fark olmamasına rağmen, ÖYS kullanan öğrencilerin yazma motivasyonu düzeylerinde, özellikle içsel motivasyon ve öz yeterlik yönlerinde daha olumlu değişiklikler yaşamıştır. Bu ÖYS'lerin yazma becerisi üzerinde pozitif etkilerinin olduğunu göstermektedir.

Bu çalışmadaki sonuçlara bakarak öğretmenlerin ÖYS kullanımının olumlu etkilerinin farkında olmaları gerekmektedir. Bu platformların, öğrencilerin yazma becerisini ve motivasyonunu artırmak için geleneksel yazmanın yanı sıra ek araçlar

olarak kullanılmaları önerilmektedir. Bu çevrimiçi öğrenme platformları geleneksel yazma yöntemlerden daha fazla etkili olmasa da sonuçların da gösterdiği gibi bu platformların farklı öğrenme ortamları yarattığını ve öğrencilere İngilizce pratik yapma fırsatları sunarak farklı sonuçlar ortaya çıkardığını vurgulamak önemlidir. Bu nedenle öğretmenler, ÖYS'leri İngilizce yazma sınıflarına entegre ederken çeşitli etkinlikler ve yaklaşımlar kullanmaya çalışmalıdır. Örneğin, öğretmenler otantik materyaller, işbirlikçi etkinlikler ve ilgi çekici alıştırmalar kullanarak yazma motivasyonunu artırabilir ve sınav odaklı yazma ortamlarını ortadan kaldırabilir. Ayrıca, öğretmenlerin bu çevrimiçi öğrenme platformlarını kullanma becerileri önemlidir. Gerekli bilgi sahibi olmak ve platformları etkili şekilde kullanmak öğrencilerin motivasyonuna katkı sağlar. Benzer şekilde, okul yönetimi ve müfredat geliştiricileri ÖYS'lerin etkisinin farkında olmalı ve bunların kullanımını uygun şekilde entegre etmelidirler. İş birliği içinde olası problemler de dikkate alınarak uygun ders planları ve prosedürleri oluşturulmalıdır. ÖYS ile kullanımını en verimli hale getirecek uygun hedefler, yöntemler, teknikler ve materyaller benimsenmelidir. Son olarak, kurumların en iyi çevrimiçi platformu seçmeleri gerekmektedir. ÖYS'lerin her bir öğrencinin yazma motivasyonu üzerinde farklı bir etkisi olacağından, öğrenciler bu platformları sınıf içinde ve dışında kullanmaları için teşvik edilmelidirler. Bunlar göz önüne alındığında, ÖYS kullanımı öğrenenlerin yazma motivasyonunu artırmak için ideal ve çekici bir yazma ortamı oluşturabilir.

Anahtar Kelimeler: Yabancı dil olarak İngilizce öğrenimi, Yazma motivasyonu, Teknoloji, Çevrimiçi öğrenme platformları, Öğrenme Yönetim Sistemleri

ABSTRACT

The Effects of the Use of Learning Management Systems on Writing Motivation in an EFL Context

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Master's Thesis, Department of Foreign Language Education

Supervisor: Prof. Dr. Selami Aydın

July 2023

Writing motivation plays a significant role in English as a foreign language learning (EFL) and many previous studies show that lack of writing motivation is one of the main problems that learners experience during the writing process. One of the ways to enhance writing motivation is the integration of technology which has attracted the attention in EFL teaching. Thanks to recent innovations and the popularity of online learning practices, there have been many online learning platforms utilized in EFL classrooms. Learning management systems (LMS) are one of them; however, there have been a limited number of studies conducted on the LMSs' effect on writing motivation, especially in the Turkish EFL context. Thus, this study aims to explore the effects of an LMS on EFL writing motivation. In addition, it also aims to examine Turkish EFL learners' writing motivation levels and to compare traditional pen-and-paper writing to writing on an LMS in terms of writing motivation. In this quasi-experimental study, the data were collected from 32 preparatory students through a background questionnaire and the Academic Writing Motivation Questionnaire (AWMQ) by Payne (2012). The participants were assigned to control and experimental groups. The control group continued to use pen and paper while the experimental group used an LMS to carry out the writing tasks for five weeks. The SPSS software was used for data analysis. The findings revealed that LMSs did not have a significant effect on writing motivation. While learners were motivated to write, their writing motivation did not increase after the practice. In addition, even though there were no significant differences between the two groups, the experimental group experienced more positive changes in writing motivation levels, especially in intrinsic motivation and self-efficacy aspects. Therefore, it is recommended that teachers should be aware of the positive effects of the use of LMSs, and these platforms can be integrated into writing classes as supplementary tools with appropriate methods to create more effective writing environments.

Keywords: English as a foreign language, Writing motivation, Technology, Online learning platforms, Learning Management Systems



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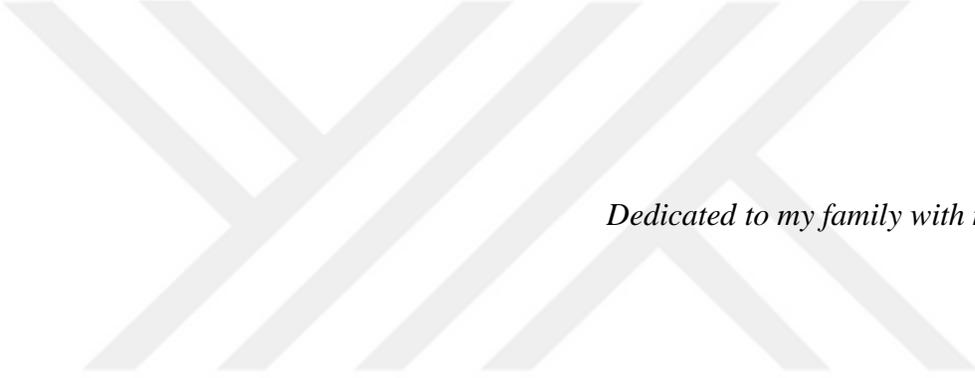
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Hatice Gül SELÇUK

DEDICATION



Dedicated to my family with much affection.

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LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
LMS	: Learning Management System
AWMQ	: Academic Writing Motivation Questionnaire
MKO	: More Knowledgeable Other
ZPD	: Zone of Proximal Development
BL	: Blended Learning
L2	: Second Language
LLS	: Language Learning Strategy
CEFR	: The Common European Framework of Reference for Languages
SPSS	: Statistical Package for the Social Sciences

1. INTRODUCTION

This section aims to present the rationale behind the study and comprises the background of the study, statement of the problems, aims and significance of the study, research questions, and limitations of the study. First, the importance of writing and motivation, the roles of technological developments, and Learning Management Systems (LMSs) are introduced. Then, problems in relation to English as a Foreign Language (EFL) writing and motivation are discussed. After the presentation of the aim and significance of the study, the research questions are presented. Finally, the limitations are mentioned.

1.1. Background of the Study

Writing plays a significant role in the EFL learning context for several reasons. First, it is an effective tool for learners to communicate successfully in real-life and academic situations (Ismail, 2011) as they can convey various messages and express their ideas through it. Second, it encourages learners to pay attention to accurate language use during the process (Harmer, 2004) as they think and actively work with words, chunks, sentences, and grammar structures they have learned in class (Bello, 1997). This attention paid by the learners and the problem-solving nature of writing facilitate their language learning and development (Tanış et al., 2020). Third, it assists the other productive and receptive skills such as reading, listening, and speaking. Thus, learners capable of writing in the target language are likely to perform well in other skills, too (Huy, 2015). Fourth, it is of great importance to academic success as it is used to assess language proficiency (Harmer,

2004; Javadi-Safa, 2018) and helps foresee the scope of learners' progress (Türnük & Aydın, 2020). As a result, having a good command of writing skills is important for learners as it indicates success during the language learning process (Fareed et al., 2016; Hyland, 2003; Javed et al., 2013). It stimulates thinking, focusing, and organizing ideas and furthers the ability to summarize, analyze, and criticize (Rao, 2007). Lastly, it fosters learners' intellect since it is a cognitive activity.

Motivation is of great importance in the language learning process. First, it is considered a powerful force that helps initiate language learning (Dörnyei, 2005) and serves as an inner drive that encourages learners to achieve their goals while increasing their willingness to participate in any tasks to achieve these goals (Harmer, 2015). In addition, it helps learners to become more active and personally involved in their learning, resulting in language skill improvement (Oxford & Shearin, 1994). Thus, it has been accepted as a predictor of successful language learning (Gass & Selinker, 2008), which means that motivated learners are likely to produce positive learning outcomes. Next, it is an effective factor as it promotes learning; learners can learn the target language faster and to a greater degree, but it also helps them maintain their learning (Gass & Selinker, 2008). Finally, it has an impact on other factors affecting language learning and can make up for learners' failures due to inabilities caused by these factors such as language aptitude, attitude, and learning environment, contributing to language achievement (Dörnyei, 1998, 2005).

Thanks to the latest technological advancements and the common use of the internet, technology has become one of the most fundamental components of language teaching and learning (Alsmari, 2019; McKeeman & Oviedo, 2014). As teachers explore

alternative ways to incorporate technology in classrooms, there has been a shift from traditional learning environments to online learning environments, resulting in more interactive learning and higher motivation levels when used effectively (McKeeman & Oviedo, 2014; Sherafati et al., 2020). In addition, with the growing number of technologies and their application, it is likely to enhance learners' engagement during the learning process through collaboration, creativity, critical thinking, and communication (Alsmari, 2019). This is probably what attracts teachers to integrate technology into the writing process. Since technology enhances EFL writing to a great extent, teachers try to create better learning opportunities and motivate learners to write by means of integrating technology. Therefore, a number of online platforms such as Google Classroom, Moodle, Facebook, Twitter, or Blogs have been significantly used in EFL classes to provide more motivating and learner-oriented language learning (Türkmen, 2012) and increase participation in the activities (Wallace, 2014). Some of these platforms are called LMSs and they are ideal tools for learners to interact, work cooperatively, share their products with an audience, and practice the target language. Furthermore, it may be possible to increase learners' writing motivation, accuracy, and writing skills through LMSs platforms.

In summary, writing has been seen as an important skill in the language learning process, and mastery of it is essential for many learners in both their education and profession (Richards, 1990; Savran Çelik & Aydın, 2021). It helps learners achieve accurate language use (Harmer, 2004) and also encourages them to go beyond what they have learned as it reinforces other language skills (Raimes, 1983). Furthermore, motivation has been considered one of the key factors in the language learning process

(Öztürk, 2014) as it makes a difference in the extent to which learners are willing to participate in any task, affecting their engagement as well as learning outcomes. Given the importance of technology integration within language classrooms, LMSs can play a motivational and facilitative role in an EFL context. For a deeper understanding of the role of LMSs, it is important to investigate their effects on language learning, especially on writing motivation.

1.2.Statement of the Problem

1.2.1. Problems Related to EFL Writing

Writing is considered one of the most challenging skills, and several factors account for why it has caused many problems for learners and teachers in an EFL context. The first and foremost factor is that it is hard to learn to write well, especially in a second language (L2) (Hyland, 2003; Richards, 1990). This is mainly because it is a productive skill acquired in an educational environment (Myles, 2002), and learners bring certain predispositions, based on their social, cultural, and educational backgrounds, to their learning environment. This is likely to affect their writing, which means that they have a hard time being attuned to the discourse of the target language. Besides, they are also hindered by their interlanguage. For instance, the errors caused by overgeneralization or inference of their mother tongue make it harder for learners to write well (Ahmed & Ahasan, 2015). The nature of the composing process of writing is another factor that challenges learners because it requires a really long period of time during which they deal with several meta-cognitive strategies such as brainstorming, planning, organizing, prewriting, drafting, revising, and editing (Aygün & Aydın, 2016; Brown, 2001; Hyland,

2003) to achieve an acceptable product. Each strategy has its own requirements in terms of abilities, and not every learner will succeed in accomplishing them during their learning. One other factor which causes problems for learners is language use. As Brown and Yule (1983) state, written language employs a more complex and elaborated language which includes different clause types, more specific vocabulary, a higher frequency of complex verb phrases and tenses, and syntactic devices (Richards, 1990). In addition to these, the accurate use of writing conventions, namely spelling, punctuation, capitalization, and cohesive devices is necessary for the composing process of writing (Hyland, 2003; Nunan, 1989). Thus, learners lacking grammar, vocabulary, or mechanics knowledge have problems writing successfully and fail to communicate effectively in a written form. Furthermore, writing requires learners to generate ideas or information and organize them logically into coherent paragraphs or texts per a particular genre and purpose. However, learners may complain that they do not have something important or interesting to write (Rao, 2007) as they are not accustomed to writing. They may also find it intimidating and avoid writing as their workload is heavy.

Since writing entails thinking, organizing, and using grammar and vocabulary (Myles, 2002), learners need to engage in the process actively. Therefore, they need to pay more attention and practice their writing regularly (Anh, 2019; Ismail, 2011; Sokolik, 2003; Tuan, 2010). However, they do not always have the opportunity to practice it, especially outside the classroom. Thus, they mostly depend on classroom activities based on textbooks that mostly focus on grammar and usage rules, vocabulary, and some paragraph formats instead of offering meaningful and purposeful composing practices (Grabe & Kaplan, 1996). This emphasizes the fact that writing is one of the neglected areas during

the language learning process (Aydın, 2010), and an ideal environment where writing abilities are taught purposefully (Harmer, 2004) is important for learners to be able to be active and practice so that they can successfully acquire the necessary skills. Last but not least, besides the various factors affecting the writing process, affective factors such as self-efficacy, anxiety, and motivation also have a huge impact on writing (Javadi-Safa, 2018).

In addition to the above-mentioned reasons, there are several reasons why writing in Turkish EFL context is one of the problematic areas. One of the main reasons is that foreign language teaching and learning in Türkiye is exam-oriented, especially in primary and secondary education. It is based on grammar and reading and does not measure learners' writing performance, leading to negligence in writing instruction. For this reason, they do not know how to apply all structures in their writing while following a format. Moreover, writing instruction is generally limited in higher education due to teachers, teaching methodologies, and materials, which negatively affect writing skills (Aydın, 2010). Therefore, despite many years of foreign language education, learners may not be able to write successfully, and they may feel inefficient in writing as well. To sum up, writing is a very demanding activity (Boscolo & Gelati, 2007), considering that it requires learners to have a good command of various linguistic, cognitive, and sociocultural competencies (Barkaoui, 2007); thus, they may sometimes be unable to write.

1.2.2. Problems Related to Motivation in EFL Writing

Motivation as one of the individual difference variables has been accepted as essential to second language learning success (Dörnyei, 2005; Ellis, 2015; Harmer, 2015). It is especially significant in the writing process because of the fact that not only does it determine how well and how fast learners can learn to write in a second language (Gass & Selinker, 2008; Hyland, 2003), but it also has a key role in transforming a writing action into a product (Süğümlü et al., 2019), affecting students' achievement. Accordingly, lack of motivation is one of the main problems in learning and teaching writing (Boscolo & Hidi, 2007). Dörnyei (1998, 2005) states that even a successful learner cannot accomplish any learning goals without sufficient motivation. Thus, when learners are not motivated enough, they may not be driven to even start the writing process as they become unwilling to write; as a result, this may affect their ability to write and to complete the tasks successfully. In addition, as they are reluctant to write, they may consider writing as a difficult skill to attain (Erkan & Saban, 2011; Özdemir & Aydın, 2017), and then they may be drawn into negative thoughts, leading them to regard writing as boring, monotonous and tiring (Boscolo & Gelati, 2007). Since they are occupied with these negative thoughts, they may not be aware of their potential and lose self-confidence. This may prompt them to think that they are not capable or intelligent enough to write. Consequently, they will have more difficulty overcoming any writing problems and will not make any progress, affecting their overall achievement, which is supported by motivation itself (Öztürk, 2014). The lack of motivation can also be the reason why learners perceive writing as unnecessary compared to other language skills. This means that their time on practicing writing is very low, which negatively affects how much they

can preserve what they learn during their writing classes. Besides, if learners are not sufficiently motivated, they may have difficulty in concentrating and become inattentive to their mistakes, causing more challenges. Furthermore, the lack of motivation usually leads learners to lose interest and avoid writing (Anh, 2019; Moses & Mohamad, 2019). Thus, they will not be aware of the importance of writing (Huy, 2015), and as a result, they may not achieve their goals very easily, hindering their learning. Since unmotivated learners are likely to struggle to improve their writing skills, they will not be satisfied in terms of their academic and professional goals. In addition to these, the learning environment is one of the key factors influencing EFL writing motivation (Özdemir & Aydın, 2017). Concerning the Turkish EFL context, learners generally lack intrinsic and integrative motivation; they do not learn for their own desires and pleasure, but rather they are mostly instrumentally motivated (Goktepe, 2014; Öztürk & Gürbüz, 2013), that is, they only learn English to pass an exam or to get a job. This is because of the fact that English language teaching and learning is mostly exam-oriented, and it is still associated with traditional ways of implementation. Thus, Turkish learners construe writing as an insignificant subject for their future studies and life. Accordingly, this is reflected in learners' approach to writing, meaning that their motivation levels are not as high as desirable, and they do not meet the writing needs successfully.

To this end, writing is influenced by motivational issues to a great degree, and a lack of writing motivation can arise from various reasons. Nevertheless, motivation is a dynamic element, so it does not remain constant during language learning (Dörnyei & Ushioda, 2011b), and it can be enhanced through different means. One way of enhancing learners' motivation and engagement to write is the integration of technology. This can be

achieved by using online learning platforms which can create a positive learning experience, therefore increasing learners' motivation (Balasubramanian et al., 2014; Çakıcı, 2017; Çankaya et al., 2013; Golonka et al., 2014; Trivelli-Bowen et al., 2014).

Among many online learning platforms, an LMS serves as an ideal and attractive environment for writing as it can motivate learners while facilitating their writing skills (Fonseca & Peralta, 2019; Purnawarman et al., 2016; Shams-Abadi et al., 2015; Topacio, 2018). In other words, the use of LMSs is effective in terms of EFL writing motivation. First of all, it helps learners to share their ideas and products while appealing to a certain audience, and they can also receive immediate feedback easily (Gedera et al., 2015; Wu et al., 2020); as a result, they become more willing to participate in the writing tasks (Altunkaya & Ayrancı, 2020; Fageeh & Mekheimer, 2013; Tran & Nguyen, 2021; Ziad, 2016). Therefore, with a sense of community created on LMSs, they can become more engaged and motivated to write. Second, it promotes cooperation and collaboration among learners while they discuss and share their knowledge using writing as the medium of communication (Alsmari, 2019; Tran & Nguyen, 2021). This can lead them to become more interested and motivated in the writing process. Last but not least, it enhances language learning (Al-Kathiri, 2015; Basal, 2016; Wichadee, 2014). While learners are engaged in a meaningful learning process, they are provided with more opportunities to practice writing, which improves their writing skills and accuracy (Çeliköz & Erdoğan, 2017; Sujannah et al., 2020). This can result in autonomous learning and consequently help build writing motivation.

To conclude, LMSs may be effective in increasing learners' level of motivation (Akay & Koral Gumusoglu, 2020; Al-Kathiri, 2015; Ma'azi & Janfeshan, 2018; Shams-Abadi et

al., 2015; Tsiakyroudi, 2018; Türkmen, 2012; Wichadee, 2014) while promoting active participation (Gedera et al., 2015; Pardede, 2015), collaboration (Dogoriti et al., 2014; Ekmekçi, 2016; Hakim & Kodriyah, 2015), and language learning process (Al-Ruheili & Al-Saidi, 2015; Fitrawati, 2021; Tawalbeh, 2017; Wu et al., 2020). However, research on the relationship between writing motivation and the use of LMSs is limited, especially in Turkish EFL context.

1.3.Aims of the Study

Considering that writing has been accepted as one of the challenging skills in language learning and that the lack of motivation plays a role in creating problems for learners in EFL writing, the use of LMSs can be implemented to increase learners' writing motivation. Therefore, this study aims to determine the level of writing motivation among preparatory school EFL learners in Türkiye and mainly examine the effects of LMSs on their writing motivation. Additionally, it compares traditional pen-paper and the use of LMSs while writing with respect to their effects on writing motivation.

1.4.Significance of the Study

This study is seen as significant for several reasons. First, it highlights the importance of motivation for EFL writing skills, given that Turkish EFL learners have a common problem of low motivation (Türkmen, 2012). Second, it contributes to the related literature by providing information on LMSs. This is important because, with the widespread use of technology and especially with the rise of blended learning environments that combine face-to-face learning with online learning, there has been an increased demand for online platforms. While it is clear that integration of online platforms such as Moodle, Google

Classroom, Blogs, and Facebook is not a brand-new concept, research on some of these platforms has been relatively limited, and LMSs are one of these least studied online platforms. Third, it contributes to the related literature within both global and national contexts. In the literature, there has been a large number of studies carried out on the use of LMSs in EFL classrooms related to; basic language skills including listening (Gördeslioğlu & Yüzer, 2019; Masykuri, 2022; Terzioğlu & Kurt, 2022), speaking (Gördeslioğlu & Yüzer, 2019; Terzioğlu & Kurt, 2022; Wichadee, 2017; Yaprak, 2022), reading (Bataineh & Mayyas, 2017; Ismail et al., 2020; Tezer & Koprulu, 2017; Yagci, 2015) and writing (Altunkaya & Ayrancı, 2020; Ma'azi & Janfeshan, 2018; Miftah, 2018; Pumjarean et al., 2017; Shams-Abadi et al., 2015; Sujito et al., 2018; Topacio, 2018; Wichadee, 2014), learner autonomy (Dang & Robertson, 2010; Fitrawati, 2021; Sanprasert, 2010; Wahyuni & Syafri, 2020), achievement (Akay & Koral Gumusoglu, 2020; Bilgin, 2013; Low, 2017), motivation (Ali, 2017; Ayan, 2015; Rosmiana et al., 2020; Tsiakyroudi, 2018; Türkmen, 2012), perception and attitudes (Al-Ruheili & Al-Saidi, 2015; Çeliköz & Erdoğan, 2017; Manowong, 2016; Putri & Sari, 2020; Srichanyachon, 2014; Tawalbeh, 2017; Tayşı & Başaran, 2018) and others (Al-Hassan & Shukri, 2017; Ekmekçi, 2016; Kayacan & Razi, 2017; Lakarnchua et al., 2020; Zainuddin et al., 2019). While most of the previous studies focused on writing practice, there has been a lack of exploration of the use of LMSs with regard to writing motivation. Additionally, there is no study within the scope of Turkish EFL context. Therefore, this study contributes to the related literature by investigating the effects of LMSs on EFL writing motivation in a foundation university in Türkiye. Lastly, it presents practical recommendations to researchers, teachers, and material along with curriculum designers.

1.5. Research Questions

Concerning the problems related to EFL writing motivation and the issues such as limited information and studies on LMSs, as mentioned above, there is a need to investigate whether LMSs influence EFL learners' writing motivation. Thus, this study aims to answer the following research questions:

1. What is the level of writing motivation among Turkish EFL learners?
2. Does the use of LMSs in EFL writing affect EFL writing motivation?
3. Is there a difference between the effects of LMSs and pen-paper writing on EFL writing motivation?

1.6. Limitations

There are some limitations to this study. First of all, it is limited to 32 English preparatory school students studying at a foundation university in Türkiye; thus, the results may not be applicable to other contexts in terms of participants, time, place, and process. Second, it is limited to a quasi-experimental research design as it was impossible to assign individual participants to groups randomly due to some school regulations which made it hard to conduct a true experimental design. However, the design provides useful insights for other research. Third, it is limited to data from only one control group and one experimental group obtained through two questionnaires which are a background questionnaire and Academic Writing Motivation Questionnaire (AWMQ) by Payne (2012). Fourth, it is limited to examining the effects of an LMS platform on writing motivation and the topic of EFL writing motivation. Therefore, it is hard to make generalizations about overall language achievement including other skills, since it is

related to writing skills. In addition, the results are limited to only one LMS platform in a hybrid learning context due to the pandemic and may not be relevant to other online platforms. Lastly, it is limited to only five weeks, and a longer implementation process may yield different results.



2. RELATED LITERATURE

This section comprises two parts. The first part contains a detailed explanation of a theoretical framework of the study including writing, motivation, and LMSs in language learning. The second part presents the related literature on writing motivation, the use of technology, and the use of LMSs in EFL writing and writing motivation.

2.1. Theoretical Background

This section introduces a comprehensive theoretical framework of the study. First, writing as a process is defined, and the role of EFL writing among other language skills is presented. Then four main approaches that have influenced writing instruction are introduced. Next, motivation, types of motivation, and writing motivation are described in detail. After that, LMSs and their role in language learning are defined. Finally, the theoretical background for the use of LMSs in language learning is explained.

2.1.1. EFL Writing

Communicative competence can be defined as everything that a learner needs to know to be able to communicate effectively and appropriately in the target language, and it includes linguistic knowledge (Saville-Troike, 2012). It is through the integration of four basic language skills that learners can produce language and attain communicative competence. Language skills can be classified along two dimensions as receptive and productive (Harmer, 2015). Listening and reading are receptive skills, and learners only receive comprehensible input but do not produce language. On the other hand, speaking

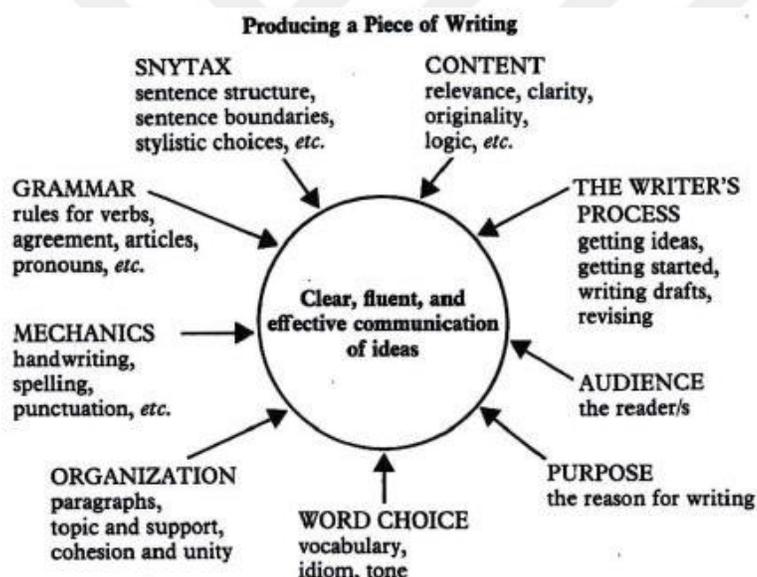
and writing are productive skills that learners need to produce language in oral and written forms (Savran Çelik & Aydın, 2021). These language skills reinforce and complement each other simultaneously. For instance, while reading provides learners with the knowledge of grammar, vocabulary, and discourse style (Krashen & Lee, 2004), writing promotes learners' reading comprehension. In other words, writing and reading are profoundly interrelated with each other. Among these language skills, writing is considered the most important productive skill for learners as it facilitates one's vocabulary and grammar, other language areas, and one's thinking skills (Raimes, 1983), inherently contributing to a successful language learning process.

There have been various definitions proposed for writing. According to Roger (2005, p. 2), writing is the use of graphic representation of linguistic utterances in a general sense. Zamel (1982, p. 195) defines writing as "a process through which meaning is created". Nunan (1989, p. 36) argues that writing is "an extremely complex, cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously". According to Cumming (1998, 2001), writing refers to a written text, composing process, and social construction, and these three dimensions constitute the process of writing in a foreign language. The first dimension is the texts learners write, and it involves the knowledge of linguistic elements at levels of vocabulary, morphology, syntax, conventions, and cohesive devices that are appropriate for the target genre. The second dimension is the composing processes that learners follow while they write, and they devote their attention to finding appropriate words, formulating ideas, planning, and revising. The last dimension is the sociocultural context in which learners learn to cooperate with and ask for help from other people and resources; to adapt themselves to

new situations, relations, knowledge, and abilities. In other words, it is the stage where acculturation into particular discourse communities takes place (Cumming, 2001). Furthermore, Raimes (1983, p. 6) provides a diagram of what learners have to deal with as they write, and as can be seen in Figure 1., all the components are necessary for producing writing.

Figure 1

Producing a Piece of Writing (Raimes, 1983, p. 6)



On the basis of the figure and the definitions above-mentioned, writing can be considered the most difficult skill to be learned that involves the knowledge of linguistic elements, a series of complex cognitive activities, and a complex relationship between the elements of writing, including the writer, the reader and the text within an appropriate context (Matsuda & Silva, 2010), and the act of encoding all of this knowledge to a readable text (Richards & Renandya, 2002). Moreover, foreign language learners often

learn to write while acquiring this knowledge which not every one of them develops naturally and easily since they are in a context where the target language is not prevalent, and they come with a wide variety of backgrounds, characteristics, needs, and goals to begin with which makes writing more demanding (Matsuda & Silva, 2010). Therefore, as pointed out by Celce-Murcia (1991), expressing one's ideas in written form in a second or foreign language accurately and coherently is a major achievement (Erkan & Saban, 2011), and as a consequence, the importance and the roles attributed to writing have been varied throughout the years. In the 1960s, writing was only considered an extension of speech. This was based on the Audiolingual method from a behaviouristic viewpoint which advocates that language is primarily speech rather than writing (Gass & Selinker, 2008). It was also considered as a tool to enhance vocabulary, grammar, and reading (Reid, 2001) which was influenced by the Grammar Translation Method for the main purpose of language learning was to read its literature and benefit from it (Richards & Rodgers, 2014). Thus, it was used as a support for learning rather than as a means of communication. However, research on language learning in the 1970s shows that first and second language writing is not so similar. They have many differences despite having similarities such as finding appropriate language uses, planning, and revising (Silva, 1993), and the focus shifted from what learners write to how learners write, that is, to the actual writing process itself. In the literature, there are several approaches that have influenced writing instruction, and four main approaches are known as Product Approach, Process Approach, Genre Approach, and Reader-dominated Approach.

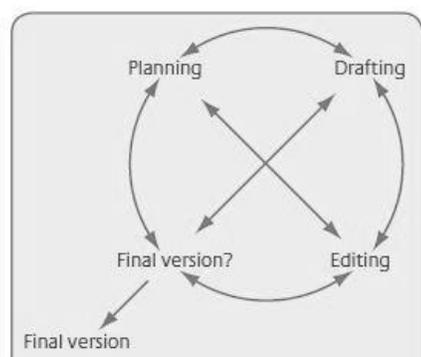
2.1.1.1. Product-based Approach. The product approach is a traditional teacher-centered and knowledge-oriented approach to writing instruction, and it is only concerned

with the end product rather than the process of writing itself (Harmer, 2015). Writing development is considered to be the result of imitating and manipulating models provided by the teacher (Badger & White, 2000; Hyland, 2003). Learners only copy sentences or short paragraphs while making few text manipulations of the model text presented (Richards, 1990), and the emphasis is on the correctness of form based on the assumption that learners can write coherent paragraphs only after they master the correct use of language at the sentence level (Nunan, 1991). Within this approach, it is emphasized that writing occurs in a straightforward linear sequence. To illustrate, the practices begin with controlled writings followed by more guided ones and gradually move toward freer writings which are structuring, combining sentences, and creating a short piece of text while still focusing on the structure to reduce errors (Kroll, 2001; Reid, 2001). Hyland (2003) further explains that there are four stages for product writing. The first stage is familiarization, and in this stage, learners learn the target language uses through a model text with a focus on grammar and vocabulary. The second stage is controlled writing, during which learners carry out text manipulations on fixed patterns. The third stage is guided writing, where the imitation of the model texts occurs. Stage four is free writing, and it is the production process of what learners have learned. The teacher's role is to provide model texts to raise awareness of how they are structured (Hedge, 2000) and pay attention to sentence structure, spelling, word choice, organization, and content with the notion of correctness in mind (McDonough et al., 2013). While control over surface features helps learners' proficiency, this approach allows little opportunity for composing and learners are not able to develop their writing beyond a few sentences, as a result, they cannot discover their own weaknesses and attend to meaning (Gordon, 2008).

2.1.1.2. Process-based Approach. In the 1970s, the cognitivist approach and the sociology of language widened writing instruction and provided insights into how students write and learn (Sokolik, 2003). While critical thinking and problem-solving became of the greatest importance in the language learning process, it was understood that learners are more involved in the production of the written text than they seem to be. It was emphasized that writing is not about studying grammar, analyzing, and imitating the model texts (Zamel, 1982), rather it is a thinking process in which learners discover and reformulate their ideas while conveying meaning (Zamel, 1983). The process approach focuses on how learners write and involves creating a piece of writing through various stages. Contrary to the product approach, learners do not write and hand in their products in a restricted time but rather explore the topic through planning, showing their draft to others, reviewing and editing what they have written (Raimes, 1983). These types of activities encourage the idea that learning to write entails more than creating a final product; it entails the importance of the process and the mastery of skills and strategies leading to the product (Sokolik, 2003). In other words, the emphasis is on the process of writing, not on the end product. Harmer (2007, 2015) further explains that writing involves planning what will be written without worrying too much about correctness, drafting and editing what has been written while receiving feedback from the teacher and peers, and finally producing a finished version. At any point in writing, learners can move backward or forward between these stages and repeat them alternatively. For instance, a learner may need to go back to planning and think again, edit some parts of what they think of as a final version, or revisit the stages altogether before submitting the final version. Therefore, it is suggested that writing is not a linear process but a recursive one as Figure 2. shows as the following:

Figure 2

The Process Wheel (Harmer, 2015, p. 364)



This approach is learner-centered, and teachers have the role of a guide and facilitator. They give feedback and help them develop strategies for the stages of the writing process (Hyland, 2003). This means that the learners are responsible for their own work and are encouraged to have more control over what they write and how they write it, resulting in more autonomous and confident writers. They develop an awareness of their writing, use effective strategies and produce better-quality writing since they have better control of the content and form of their work (Richards, 1990). In addition, they are also able to work collaboratively with their peers, leading to meaningful interaction as well as positive attitudes. However, this approach emphasizes the cognitive processes of writing and dismisses the socio-cultural nature of writing (Swales, 1990).

2.1.1.3. Genre-based Approach. The genre-based approach regards writing as a way of communicating with readers in a discourse community, and it is concerned with how learners utilize socially recognized ways of using language to accomplish particular purposes while creating coherent and meaningful writing. These particular purposes, which can be telling a story, crafting a love letter, and so on, are called genres (Hyland,

2003). In other words, genre represents the norms of different kinds of writing (Harmer, 2015), emphasizing discourse and contextual aspects of language use. This approach is mainly based on Halliday's functional theory of language which argues that learners use language forms that are appropriate to the meanings they are making within a social context, meaning that language, content, and context are interwoven. Therefore, it is said that it is similar to the product approach in that language forms are important. However, it is different from it in that the language forms are presented as a tool to construct writing regarding the specific genre dependent on the social context in which they are produced (Badger & White, 2000). Moreover, it is also influenced by the work of Vygotsky (1978), that argues that learning occurs when learners engage in tasks within their zone of proximal development while receiving assistance from a more knowledgeable person who has the role of scaffolding, and this is most likely why the relationship between the writer and the reader is important as it promotes collaborative learning. In this approach, learners first study examples of the genre as they need to know the conventions and style of that genre. In addition, they also need to study the topic, the context, and the audience (Harmer, 2015). This way, they can understand how and why texts are organized in certain ways, and they can produce their writing more effectively and appropriately through the accurate use of language and genre form (Reppen, 2002). Thus, it develops their cognitive abilities and gives them power over their own learning while helping them solve writing problems (Grabe & Kaplan, 1996). Then, they carry out exercises and, finally, produce a text (Badger & White, 2000). Compared to the process approach which focuses on the process of writing and the writer, writing is seen as the outcome of social activity between the writer and the reader, and it is concerned with the final product rather than the activity itself.

Considering the limitations of these approaches, Badger and White (2000) argued that the insights of product, process, and genre approaches need to be incorporated to have effective writing instruction and they proposed a model called Process Genre Approach by combining them. Learners first analyze the model text so that they have a writing purpose, knowledge of language and genre as in the product and genre approaches. When they get acquainted with the necessary knowledge which shapes a text, they then move to the stages of the writing process and practice planning, drafting, and editing as in the process-based approach.

2.1.1.4. Reader-dominated Approach. The reader-dominated approach, also known as English for Academic Purposes (EAP), is academically oriented and focuses on readers (Raimes, 1991b) instead of writers. Within this approach, the readers are not considered individuals but part of an academic community. Therefore, the concept of audience is broadened from a teacher to peers to readers in an academic context, reflecting an examination of academic discourse and tasks. Learners are expected to socialize themselves in this academic context by focusing on the readers' expectations (Horowitz, 1986). They select their content while considering these expectations and write accordingly to fulfill them. In other words, learning to write is socialization into an academic community (Horowitz, 1986; Iskandar, 2020), and the primary principles are the content and the reader's pleasure in reading and writing (Savran Çelik & Aydın, 2021). In this approach, teachers practice theme-based lessons where they introduce various academic discourse genres such as compare and contrast, cause and effect, problem analysis, and persuasion in which form and content are both emphasized, and they provide writing activities and tasks with the aim of responding to the requirements and demands

of the academic community (Raimes, 1991a). In addition, as in the process approach, the stages of drafting, revising, and editing through feedback from teachers and peers can be implemented while the focus is mainly on the rhetorical forms (Raimes, 1991a).

2.1.2. Motivation

Motivation refers to a need or desire to learn (Saville-Troike, 2012), and it is influenced by both internal factors such as the attitudes and affective state of learners, and external factors related to the sociocultural and contextual background of learners (William & Burden, 1997, as cited in Lo & Hyland, 2007). These various factors affect the amount of effort learners make to learn a language (Ellis, 1997). Thereby, motivation has undeniably been one of the fundamental factors affecting language learning achievement (Dörnyei, 1998) as it promotes learning (Oxford & Shearin, 1994). Brown (2007) further explains motivation from different perspectives. First, from a behaviorist perspective, motivation has a reward and reinforcement system, and learners are driven by their anticipation of the rewards as a response to their behaviors. Next, a cognitivist view focuses on an individual, and underlying needs or desires operate as a driving force for learning by linking both body and mind. Lastly, a constructivist view emphasizes both social context and learners' choices. As Williams (1994, as cited in Cohen, 2010) states, foreign language learning involves not only learning language skills, a set of rules, or grammar but also a change in self-image, the integration of new social and cultural values and behaviors, thus, motivation is seen to have a strong sociocultural component. Accordingly, research on learning motivation between the 1960s and 1990s mostly focused on learners' perceptions of the language and the influence of its speakers and culture on their desire to learn the language (Dörnyei, 2001).

One of the most influential works on motivation by Gardner and Lambert (1972) was based on the relationship between learners' attitudes toward the target language and its community and success in language learning (Lightbown & Spada, 2006). According to their Socio-educational Model, there are two types of motivation: instrumental and integrative motivation. These types are based on orientations referring to reasons for learning the L2 which contributes to sustaining the motivation that comes in different intensities and qualities (Ortega, 2013).

2.1.2.1. Instrumental Motivation. Instrumental motivation involves practical values in learning a language such as passing an exam or a course, getting a job, accessing information for a career or academic goal, getting higher education or income, and becoming a valued member of their community (Brown, 2001; Saville-Troike, 2012). Thus, it is vital for success as educational or economic reasons trigger them, especially in a foreign language context. However, instrumentally motivated learners are expected to develop positive attitudes toward language learning only for a limited time. That is, their learning may not be long-term. For example, a learner attending a language course might lose motivation as soon as they achieve their desired proficiency.

2.1.2.2. Integrative Motivation. Integrative motivation is the interest in learning a language for social or cultural purposes. Namely, language is learned because of a personal desire to engage in the culture of the target language and communicate with the people, and even become part of their community (Brown, 2001; Saville-Troike, 2012). Research shows that integratively motivated learners may have more effective learning and are likely to attain native-like competence compared to instrumentally motivated learners (Ortega, 2013). However, in the foreign language context, learners do not have

many opportunities to integrate with the target language and its speakers, and as Yashima (2002) explains, learners now have an international posture referring to a non-ethnocentric attitude, and it involves the interest in foreign or international affairs, willingness to go overseas to study or work, readiness to interact with intercultural partners. Therefore, the term integrative motivation becomes ambiguous, and its meaning has been changed to include World English in a global context (Dörnyei, 2005, 2009).

According to Deci and Ryan's Self-determination Theory (1985), other motivation types are intrinsic and extrinsic. This theory shifted the focus from motivational quantity to the nature and quality of learning motivation, and it is based on the view that humans are growth-oriented beings guided by the drive to self-determine their actions and activities (Ortega, 2013), emphasizing the autonomy of the learner in the learning environment.

2.1.2.3. Intrinsic Motivation. Learners who learn a language for their own interests, needs, desires, and goals are intrinsically motivated. In other words, intrinsic motivation comes from within individuals, and they try to satisfy their needs while getting satisfaction from completing an activity at the same time (Ryan & Deci, 2000). Furthermore, engaging in learning resulting from interests brings out internally rewarding consequences such as enjoyment, competence, or self-determination, and this not only increases the quality of the learning process but also promotes lifelong learning and development. Research also shows that intrinsic motivation facilitates more effective language learning compared to extrinsic motivation as learners are likely to participate more, engage in creative thinking, and use problem-solving strategies (Ushioda, 2008). Vallerand et al. (1992) proposed three sub-types for intrinsic motivation. Intrinsic motivation to learn is related to one's

feeling of pleasure and satisfaction while learning something new. Intrinsic motivation to accomplish refers to completing activities to feel pleasure and satisfaction. Intrinsic motivation to experience is concerned with stimulating sensations such as sensory pleasures, experience, excitement, and fun derived from completing an activity.

2.1.2.4. Extrinsic Motivation. Extrinsic motivation results from a large number of external factors (Harmer, 2015), and those who learn a language to pursue a goal or receive a reward such as praise, grade, or positive feedback are extrinsically motivated (Brown, 2001, 2007). In this type of motivation, learners learn for the sake of learning, not for pleasure, and their sense of self-causation and autonomy is low (Ortega, 2013). However, external factors could demotivate learners because they may feel pressured or forced to do something and feel as if they are controlled, limiting their freedom (Deci & Ryan, 1985). This is probably what makes intrinsic motivation an optimal form of learning motivation. On the other hand, extrinsic motivation should not be regarded as less effective and less desirable as in many educational contexts, external factors such as examination or career are relatively valued as internal factors (Ushioda, 2008). Deci and Ryan (2000) introduced four types of extrinsic motivation. External regulation refers to the motivation associated with external factors such as rewards or punishments. For example, a learner might learn L2 for a better salary or job. Introjected regulation involves internalizing certain external values and behaviors to relate to a community and prevent feelings of guilt or shame created by internal pressure. Learners' motivation to complete their assignments to avoid shame in front of the classroom can be given as an example. Identified regulation is a more autonomous form of extrinsic motivation. It involves internalizing the external values as one's and realizing their relevance and usefulness; for

example, a learner may revise for an exam because he or she cares about it. Integrated regulation is the most autonomous form out of the four types, and it is related to the assimilation of the external values to the self and the behaviors carried out because the individuals choose to do so (Deci & Ryan, 1985; Ortega, 2013; Ryan & Deci, 2000; Vallerand & Ratelle, 2002).

Additionally, amotivation, another type of motivation within the Self-determination Theory, refers to the lack of intrinsic or extrinsic motivation (Dörnyei & Ushioda, 2011a). Amotivated learners do not have a reason to learn or perform any activity in that direction, and they are likely to quit the activity (Noels et al., 2000) as they do not perceive any relationship between their behaviors and outcomes (Deci & Ryan, 1985).

These types of motivation are seen as interrelated and complementary to one another rather than as distinct and oppositional (Ellis, 1997). That is, learners may be integratively and instrumentally motivated at the same time. Similarly, extrinsic motivation can transform into intrinsic motivation during the learning process. To illustrate, a learner who is taking up a language course for extrinsic reasons may end up loving the learning process. Furthermore, while the type of motivation may be important regarding L2 learning, the relative effect of one of these types will vary depending on the learners' personalities, educational contexts, culture, teaching methods, and social interaction (Brown, 2007; Saville-Troike, 2012). Therefore, learners may have either high or low motivation. In other words, motivation is a dynamic construct and changes remarkably from one moment to another (Ellis, 1997; Gass & Selinker, 2008). So, it can be concluded that motivation is not fixed and can be promoted.

2.1.2.5. Writing Motivation. Motivated writers are ones who can deploy a variety of strategies depending on their purposes and contexts to cope with any challenges. They have positive attitudes toward writing and engage in the process with feelings of willingness, control, and minimum anxiety (Bruning & Horn, 2000). However, in a difficult and complex skill like writing, it is easy for learners to develop negative feelings and avoid writing. Additionally, one's motivation to write may be considerably greater or weaker than their motivation to learn other language skills because written discourse contains unfamiliar context, and learners often lack a web of context that supports the knowledge of language use (Bruning & Horn, 2000; Troia et al., 2012). Therefore, close attention to components of writing motivation is necessary. Bruning and Horn (2000) argue that writing motivation is not only dependent on one's intrinsic motivation but also on extrinsic factors such as teachers' beliefs and feedback. They further offer several factors in developing motivation to write. The first factor is beliefs about the nature of writing and its potential. Learners need to realize the usefulness of writing as an intellectual and social tool and improve their self-efficacy, that is, the belief in one's competence, namely self-efficacy. Self-efficacy is related to the amount of effort put into a task, persistence, and employing strategies to accomplish it, regardless of age, gender, or ethnicity (Troia et al., 2012). The second one is engagement through authentic goals and contexts. Motivation to write derives from interests, purposes, and the audience who will read one's product (Yangın Eranlı, 2013). This way, learners regard writing as a meaningful way to express themselves. The third one is a supportive context. Learners need to be supported by goal setting, practice, and feedback. Forth one is a positive emotional environment where learners feel comfortable enough to express their ideas and feelings and create positive experiences.

2.1.3. The Use of LMSs in EFL Writing

2.1.3.1. Learning Management Systems. A learning management system, or LMS, is a software application or a web-based platform that helps connect learners with resources for educational purposes. It is used to manage courses, curricula, and materials as well as to track and report on the process of teaching and learning (Oneto et al., 2009; Srichanyachon, 2014). In other words, it provides online features such as administration, course design and management, and assessment tools. Examples of LMSs include Moodle, Blackboard, Google Classroom, Sakai, Schoology, and WebCT. They are online learning platforms that can be accessed both from computers or smartphones through web browsers and applications at any time, and they are secure platforms generally provided by academic institutions. Each LMS has different interface and components; however, they have user-friendly and practical layouts that allow teachers and learners to post content such as announcements, videos, photos, assignments, and quizzes on their landing pages. After registration to an LMS, learners join the classes that their teachers create and manage. They can easily log in and log out, participate in learning activities online, and save their progress. Thus, LMSs, in a sense, are private learning environments where instruction, interaction, and assessment take place simultaneously on one platform. Teachers can share files and links, create groups, send messages, post announcements, and conduct polls. They can also create assignments, give feedback, and grade that altogether help monitor and evaluate learners' performance. In addition, they can prepare exams and quizzes that come in various forms such as multiple-choice, true/false, matching, filling in the gaps and short answers. They can also manage a class library and calendar. Furthermore, they can choose to involve parents as a reinforcement in some

cases, and the parents can check learners' homework and progress (Ekmekçi, 2016; Terzioğlu & Kurt, 2019). Similarly, learners can access course materials, send messages, and share content. They can also communicate with each other, and this can be both synchronous and asynchronous (Terzioğlu & Kurt, 2019) with the help of communication and collaboration tools such as chat rooms, whiteboards, walls, discussion forums, video conferencing, blogs and glossaries (Ekmekçi, 2016; Fitrawati, 2021). In addition, they can submit assignments, quizzes, and exams, and see their overall performance.

2.1.3.2. The use of LMSs in EFL Learning. LMSs are popular platforms employed in blended, flipped, or distance learning and there are many advantages of using LMSs in terms of EFL learning. It facilitates language learning and teaching (Basal, 2016; Çeliköz & Erdoğan, 2017; Fitrawati, 2021; Irzawati, 2021; Wichadee, 2014). It motivates learners and provides opportunities to practice language skills resulting in linguistic competence (Akay & Koral Gumusoglu, 2020; Bilgin, 2013; Ekmekçi, 2016; Hakim & Kodriyah, 2015). In other words, it improves learners' speaking, reading, listening, and writing skills as well as grammar and vocabulary knowledge as they are provided with various learning activities. In addition, these learning activities on LMSs are tailored to their needs, increasing engagement during the learning process (El-Batanouny et al., 2018; Terzioğlu & Kurt, 2019). Learners can participate in discussions as a whole class or in small groups, and collaborate on assignments (Hamat et al., 2014; Pardede, 2015), and they can also help each other while giving and receiving feedback. This enables learners to cooperate, which strengthens their relationships and eventually promotes a positive learning environment (Ma'azi & Janfeshan, 2018; Mills & Chandra, 2011). This also improves the interaction between learners and teachers and enhances active participation (Akay &

Koral Gumusoglu, 2020; Fitrawati, 2021; Tawalbeh, 2017) Moreover, the interaction between learners as well as between the teacher and the learners is not limited to only inside the classroom but also outside the classroom at any time possible (Hariri & Bahanshal, 2015). That is to say, communication can take place synchronously or asynchronously (Putri & Sari, 2020; Terzioğlu & Kurt, 2019). Thus, the use of LMSs extends the teaching and learning process and bridges the gap between online and traditional classroom environments. Through LMSs, learning continues outside the classroom (Srichanyachon, 2014; Wulandari & Budiyanto, 2017), and learners can easily access a variety of materials such as pictures, videos, links, audio, presentations, documents, comments anytime and anywhere. In this way, learners become more interested and engaged in learning activities (Al-Kathiri, 2015; Sari & Putri, 2022). Furthermore, these online communicative and collaborative platforms, namely LMSs, create a learner-centered learning environment, and this way learners become more active and autonomous. While they construct and share knowledge, they become more responsible for their learning (Akay & Koral Gumusoglu, 2020; Zainuddin et al., 2019) and learn at their own pace and in their own time in accordance with their styles and preferences (Basal, 2015; Dang & Robertson, 2010). They are also able to monitor their learning resulting in self-directed and self-regulated learning, and this is supported by the immediate feedback they receive from teachers and assessments through LMSs (Ekmekçi, 2016). What is more, learners can build confidence as they can feel more secure and comfortable in a stress-free environment (Al-Ruheili & Al-Saidi, 2015; Bataineh & Mayyas, 2017; Dennis, 2012) without the pressure of being in front of the class during the activities and may not fear making mistakes. In these safe environments, learners, who are shy and anxious to speak in front of others, become more confident and participate in

online activities which contribute to their language learning (Gördeslioğlu & Yüzer, 2019; Wulandari & Budiyanto, 2017).

2.1.3.3. The use of LMSs in EFL Writing. In terms of EFL writing, LMSs are highly effective learning platforms, and the use of LMSs facilitates the process of teaching and learning writing (Miftah & Cahyono, 2022). Through LMSs, learners write and interact with each other at any possible time and place. They also share their ideas and thoughts, comment on each other's posts, discuss and express agreements or disagreements. These online exchanges help comprehension (Hamat et al., 2014), enhance learners' engagement (Zyad, 2016), develop creativity (Nugroho & Lestari, 2021), and increase writing achievement (Wihastyanang et al., 2014). While actively engaging in writing activities on LMSs, learners can help each other, meaning that they can scaffold each other, and writing becomes a collaborative activity that, in return, results in meaningful interaction. This collaboration also improves their critical thinking and problem-solving skills (Kaweera et al., 2019; Sicat, 2015; Tran & Nguyen, 2021). In addition, learners are often exposed to authentic materials (Bilgin, 2013; Febrianto, 2021), and they can use writing for real purposes for a particular audience, which is their peers and teachers in this case. Thus, they have more opportunities for real-life language use (Hariri & Bahanshal, 2015). Moreover, they can get feedback from this audience accordingly, promoting writing skills (Motlhaka, 2020; Safdari, 2021) and interests (Balasubramanian et al., 2014; Masyhudianti et al., 2018). Compared to traditional writing with pen and paper, which may cause them to forget what they have learned as it takes more time to give feedback (Carolan & Kyppö, 2015; Terzioğlu & Kurt, 2019), LMSs offer various interaction patterns, immediate and effective feedback including both teacher and peer feedback,

which is known as socially supportive (Doğan, 2019). Therefore, learners can check online feedback and edit their work immediately without forgetting any language points. They can also look back to practice and revise them any time they want (Yulastri, 2015; Zainuddin et al., 2019) which helps them to write better (Fageeh & Mekheimer, 2013; Widianingsih et al., 2021). This is likely to bring learners' attention to their errors (Shams-Abadi et al., 2015) and improve grammatical structures in writing (Pumjarean et al., 2017; Yagci, 2015). Furthermore, they are able to correct their spelling and punctuation mistakes more efficiently (Al-Naibi et al., 2018; Tran & Nguyen, 2021), helping their overall writing accuracy. They can also improve content, organization, coherence, vocabulary, and writing conventions as well as conjunctions (Mothaka, 2020; Sujannah et al., 2020), boosting their motivation. LMSs can be integrated into different types of writing as well. With regard to process writing, for instance, LMSs offer an efficient platform for the planning stage as teachers can provide prompts easily, and learners can brainstorm ideas and discuss questions that facilitate their thinking. Thus, they can organize their ideas accordingly for the other stages (Al-Naibi et al., 2018) and develop various strategies. They have more opportunities for redrafting compared to writing with pen and paper. Additionally, learners can develop their skills in different types of paragraph and essay writing (Miftah & Cahyono, 2022; Motlhaka, 2020). Considering the many advantages of using LMSs in the writing process, LMSs are one of the prevailing platforms promoting writing skills and motivation (Çeliköz & Erdoğan, 2017; Topacio, 2018; Wichadee, 2014; Widianingsih et al., 2021; Zyad, 2016).

To this end, LMSs are useful online teaching and learning platforms, and they help improve learners' writing skills in an interactive, engaging, and supportive environment

in which learners receive various types of feedback and guidance that is likely to enhance writing motivation (Alsmari, 2019). All these make LMSs ideal tools to be integrated into English classrooms. Thus, it has attracted the attention of many scholars and teachers, and there have been significantly increasing studies.

2.1.4. Theoretical Background of LMSs in Language Learning

2.1.4.1. Constructivism. Constructivism is concerned with how individuals make personal sense of the world (Williams et al., 2017), and the constructivist view of teaching and learning assumes that knowledge is socially constructed rather than only received. Learners learn by doing and collaborating with each other, and learning is based on their interests, experiences, and needs instead of the standard curriculum (Richards & Rodgers, 2014). In other words, it emphasizes the active role of learners and the importance of social interaction in constructing knowledge and meaning (Brown, 2007; Doolittle, 1999). Constructivism is mainly based on Piaget's Developmental Learning Theory and Vygotsky's Socio-cultural Learning Theory (Altun & Büyükduman, 2007), and it is considered a continuum. Piaget's work is on the cognitive side of the continuum. According to Piaget (1959), learning is a developmental process in which learners construct knowledge by discovering, reorganizing, and building on prior knowledge by assimilating and accommodating. Thus, they play an active role in learning (Brown, 2007). In addition, they are assisted by teachers who help their understanding (Mvududu & Thiel-Burgess, 2012), and since learning is considered a personal experience, learning outcomes might be different from others (Williams et al., 2017). As opposed to Piaget; however, Vygotsky's work is on the social side of the continuum. While Piaget claims social interaction is only a trigger for the developmental stages of learning, Vygotsky

asserts that social interaction is the foundation of learning. Thus, according to Vygotsky (1978), learning occurs through social interaction, and it is a shared experience rather than a personal experience. In other words, learners construct knowledge socially and collaboratively (Brown, 2007). There are two important terms for learning to happen: a more knowledgeable other (MKO) and the zone of proximal development (ZPD). During social interaction, learners create meaning with a more knowledgeable person who assists their learning process, and such assistance from a teacher or a peer is called scaffolding. ZPD refers to the distance between the current ability and the potential ability that can be achieved with scaffolding (Williams et al., 2017) and where collaborative talk happens until learners are able to carry out the tasks without guidance. That is to say, through collaborative learning, they internalize knowledge.

In this vein, constructivist classrooms are considered places where learners construct their knowledge either individually based on what students bring through prior experience or collaboratively by what participants contribute (Kalpana, 2014). In classrooms, teachers have the role of a guide. They neither transmit knowledge directly nor control learners fully. Instead, they create a collaborative environment where learners can build experience (Brooks & Brooks, 1993). For example, a teacher might start by asking learners what they know about the topic by relying on prior knowledge; then, she would provide opportunities to incorporate the new language into their existing knowledge. After that, she would also encourage them to discuss with each other (Williams et al., 2017). Learners first need to develop understanding and accomplish tasks collaboratively with the teacher or their peers who offer timely support and feedback through questioning and

explaining; then, they can continue to complete them individually (Applefield et al., 2000).

2.1.4.2. Blended Learning. Blended learning (BL) refers to a learning environment that combines online and face-to-face instruction (Graham, 2006) with the appropriate use of methodologies and technologies (Sharma, 2010). The aim is to combine the strong aspects of these two to eliminate the difficulties of traditional or online learning to create a richer learning environment (Kazu & Demirkol, 2014). As a consequence, there have been many advantages of implementing BL in teaching and learning. It provides innovation and creativity in the learning process where learners are more active in constructing knowledge (Nguyen & Nguyen, 2019). While online learning offers flexibility and efficacy, face-to-face learning provides the social interaction that learners need (Akkoyunlu & Soylu, 2008). That is to say, learners have the freedom to decide on the time and the place where learning takes place, and they are able to communicate in the target language as well. As they take more responsibility for their learning, they become more engaged and more autonomous (Banditvilai, 2016; Pardede, 2019; Safdari, 2021). With a variety of online and offline activities and materials, they have more opportunities to practice their four language skills, enhancing their performance and leading to positive attitudes (Whittaker, 2013). The combination of the two increases the quality and quantity of interaction in the classroom (Hariri & Bahanshal, 2015) and gives a chance to receive immediate and varied feedback from their teachers and peers (Yusuf et al., 2018), and this kind of support promotes their learning and motivation (Akgündüz & Akınoğlu, 2017; Hughes, 2007). This supportive environment provided by BL encourages collaboration inside and outside the classroom (Pop & Slev, 2012), creating stress-free, interesting, and

engaging learning (Marsh, 2012). In addition, this learning is enhanced through a variety of methods accommodating different learning styles and needs (Nguyen & Nguyen, 2019; Pardede, 2019) which creates more personalized learning and support (Marsh, 2012). While learners have more control over their learning, teachers have the role of a facilitator and provide more varied and meaningful instruction. Thus, it can be said that it emphasizes learner-centered and self-directed learning (Reinders, 2012). In a BL classroom, teachers and learners work with a mix of books, activities, and online resources such as materials and apps. Learning is supported, practiced, and revised while blending technology into a lesson effectively and appropriately (Harmer, 2015). For instance, a teacher might start with a coursebook and direct learners to some internet sites with practice materials, or the teacher might start the lesson by showing a video about the lesson's topic (Harmer, 2015).

2.1.4.3. Flipped Classroom Model. Flipped classroom, also known as inverted classroom, is one of the many models of blended learning, and it refers to a learning environment where learners are introduced to the content outside the classroom and are engaged in activities in-class time, and during these activities, they internalize and deepen that knowledge by interacting and collaborating with others. In other words, the things that are done in conventional ways are completed at home by learners, and homework which is the practice of what has been learned is carried out in classrooms (Bergmann & Sams, 2012). The content used varies from watching videos and presentations to visiting websites and learning management systems, listening to audios and podcasts, and reading resources (Alsowat, 2016; Ozdamli & Asiksoy, 2016). Since direct instruction moves from classrooms to individual learning spaces, dynamic, interactive, and engaging activities become one of the main priorities (Flipped Learning Network, 2014). These

activities involve pair work, group work, hands-on activities, and high-level thinking activities such as discussions and problem-solving that enhance learning (Alsowat, 2016). Thus, this model provides a cooperative environment that can appeal to learners with a variety of methods and activities, offering more personalized learning that meets their needs and interests (Mehring, 2018). The model also implies significant changes in the roles of teachers (Gavranović, 2017). Teachers guide learners through the activities where they become facilitators. This helps them with time management as they do not have to spend time focusing on transferring knowledge; instead, they conduct tasks and activities with a communicative focus. As a result, they have more time to communicate with learners and foster meaningful interactions among them (Bergmann & Sams, 2012). In addition, the feedback they provide serves as reinforcement for learners, leading them to reorganize and reflect on what they have learned. However, it is important to consider lesson design, organization, and activities that are to be carried out as not every flipped classroom can necessarily lead to flipped learning (Flipped Learning Network, 2014). Therefore, according to Flipped Learning Network (2014), teachers need to consider four pillars of this model. These are flexible environment, learning culture, intentional content, and professional educator, namely F-L-I-P. Flexible environment refers to providing different ways of learning content and it offers enough space and time for learners to interact and reflect on what they have gained. Learning culture emphasizes that the model is learner-centered where learners construct knowledge by being active and through scaffolding provided by their peers and teacher. Intentional content refers to adjusting the content to enhance learners' understanding and fluency. Professional educator emphasizes the role of teachers which is to give feedback that reinforces learning and assess learners' performance (Flipped Learning Network, 2014). Since this flipped model is learner-

centered, there are many advantages of integrating it regarding learners. It provides them with flexibility and interdependence. That is, they are able to manage their own time and pace by deciding when and where to learn as well as how long they would spend on the content (Gavranović, 2017). This promotes learner autonomy as they become responsible for their own learning. Therefore, they are more likely to discover their own learning styles and use learning strategies more effectively. In addition, learners who are slow or have problems understanding can go back and work on those which fosters self-directed learning. Furthermore, they have more opportunities to participate actively in their learning, practice the content interactively and collaboratively, and get immediate and appropriate feedback equally which is not possible in traditional classrooms as some learners may not be fortunate enough to be supported and may be left struggling with what they have learned (Hojeij & Ozdemir-Ayber, 2017). This enables them to pay special attention to what is going on in class and boost their confidence and self-esteem which is important in language learning and enhancing learning outcomes (Bergmann & Sams, 2012; Gavranović, 2017).

2.1.4.4. Connected Learning Theory. Connected Learning Theory aims to create a learning environment that is interest-powered, peer-supported, and academically oriented. It relies on the use of technology and media through which learners create meaning, pursue their interests, interact, and get support from their peers and teachers while linking this learning to their academic and professional goals and achievements (Ito et al., 2013). This way, they are engaged in meaningful conversations that interest them and promote their learning (Prestridge et al., 2021). In other words, learners construct knowledge while communicating, sharing interests, and providing support in an academic context (Aydın,

2021). The main components are interests, relationships, and opportunities. The idea is that learners become motivated when learning links to their personal interests since these interests help attract attention, make a connection to real life, and enhance deeper understanding. For example, a learner who is interested in *The Lord of The Rings* would be more motivated to participate in activities about the movies or the books. In addition, as it is based on interest and goals, it creates a self-guided learning environment and facilitates learner autonomy as well (Secret et al., 2017). Furthermore, the support received from peers and teachers helps learners focus on learning and get through challenges, resulting in positive attitudes. This supportive learning environment also provides collaborative learning which enables active participation. Moreover, when learners learn through real-world experiences, they become engaged in meaningful learning and outcomes. Besides, within connected learning, learning does not refer to formal education; rather, it refers to learning that takes place anywhere as it is integrated with online tools, connecting disciplines, home, and community (Ito et al., 2013). This way, it offers opportunities for self-expression and interaction with people who share common purposes, and learners are also able to access information easily while pursuing their learning goals relevant to their interests which is interesting, academic, and motivating (Moran, 2018).

2.2.Literature Review

This section first reviews the related literature on writing motivation in the EFL context. Then, research on the use of online learning platforms on writing motivation is examined. Next, research findings on using LMSs in EFL learning and writing are summarized. Finally, research on the use of LMSs on EFL writing motivation is presented.

2.2.1. Research on Writing Motivation

Writing motivation plays a crucial role in EFL writing, and research shows that writing motivation is considerably affected by various factors such as context, tasks, topics, materials, purpose, relevance, and support. For instance, Lo and Hyland (2007) aimed to determine whether a new writing program contributed to Chinese primary school students' writing motivation and engagement. The new program included writing tasks with new and interesting topics to make them more relevant to real-life experiences and create a real writing purpose with a real audience. It was concluded that the implementation increased writing motivation and engagement. Although the writing scores of high achievers for accuracy and organization were lower compared to the ones before the implementation, the participants reported enthusiasm. This indicated that having a real audience and writing about interesting topics encouraged them to write. Bahous (2011) investigated the possible factors affecting motivation in writing classes. The data from 30 students and teachers were collected through a questionnaire, semi-structured interviews, and field notes. The findings revealed that the students were not motivated due to the over-focus on writing skills without any new learning experiences, uninteresting materials, and unclear connections between English writing classes and future careers. A study conducted by Buyukyavuz and Cakir (2014) investigated how Turkish EFL learners motivated themselves to engage in writing activities outside the classroom. There were 270 teacher trainees, and a questionnaire was used to collect data. The findings revealed that only half of the participants wrote outside the classroom, and most were involved in writing activities such as chatting and exchanging e-mails. It was also concluded that motivational

factors affecting writing inside and outside the class were attractive and familiar topics, support from the lecturers, and teacher feedback.

Research shows that there is a correlation between writing motivation and writing skills and that other factors such as age and gender affect writing motivation to an extent. In their study, Lee et al. (2018) collected data from 1,395 Chinese secondary school students through a writing motivation questionnaire. The results showed that the students were generally not motivated to write in English, and there was a relationship between their grades and their L2 proficiency. It was reported that the students with lower grades had higher levels of writing motivation than the ones with higher grades due to the writing context including interest, methods, and exams. In addition, the students with higher L2 proficiency were more motivated and more interested in writing in English, indicating the correlation between writing performance and writing motivation. It was also revealed that girls had higher levels of writing motivation than boys. In a similar study, Süğümlü et al. (2019) investigated the relationship between writing motivation levels and writing skills among secondary school students. Results indicated that the students with high writing motivation scores had high writing scores and high writing frequency, revealing the correlation between writing motivation and writing skills. It was also concluded that female students had higher writing motivation and scores when compared to male students. Similarly, Cahyono and Rahayu (2020) explored the relationship between writing motivation and writing proficiency of EFL students and compared them in terms of gender. The findings emphasized the importance of motivation in writing as one of the influential factors in language learning success. It was concluded that the students with higher motivation levels had better writing proficiency, indicating a positive correlation

between writing motivation and writing proficiency. Furthermore, female students had significantly higher writing motivation and proficiency levels than males.

Research also demonstrates that implementing online learning is also one of the factors affecting writing motivation. Amin (2019) collected data from sixty Saudi Arabian students who studied writing in a blended learning environment via online learning tools and indicated that the participants were motivated to write. There was a positive correlation between writing motivation and performance regardless of writing skill levels. Online learning experiences boosted their writing motivation as they had more time to practice. In addition, the writing motivational constructs that were a positive correlation with writing performance were intrinsic motivation, extrinsic motivation, self-efficacy, and effort. Wu et al. (2020) explored demotivation factors in EFL writing, the effects of flipped writing instruction on writing skills, and EFL learners' perceptions. Forty-eight students participated in the study and were paired with English speakers providing feedback. Their data were collected using a demotivation scale, journals, tests, and interviews. It was concluded that online writing practices enhanced the students' writing performance in terms of global and local aspects. Factors such as self-interest, classroom atmosphere, materials, writing products, and teaching methods affected their writing motivation. In addition, the students were motivated to write in English and viewed online learning positively.

2.2.2. Research on the Use of Technology on Motivation in EFL Writing

Thanks to recent improvements, technology has become indispensable to language learning thanks to accessibility and convenience. Thus, various online learning platforms

have been implemented and examined to find out their impact on writing motivation. Research shows that the use of these platforms has a huge impact on EFL writing and writing motivation. Özdemir and Aydın (2017) carried out a study to explore the efficacy of blogging on writing motivation among Turkish EFL learners. The instrument used for the data collection was a motivation questionnaire as a pre and post-test. There were 48 participants, and the findings revealed that blogging itself did not positively affect writing motivation, and there was no significant difference between traditional and blog writing in terms of writing motivation. In their study, Rashid et al. (2019) examined the use of Padlet in collaborative writing to increase motivation, improve language skills, lower anxiety, and support learner autonomy. It was found that Padlet effectively motivated learners to participate in activities and write in English. They lowered their anxiety, interacted more, and improved their language accuracy through collaboration. Aktaş and Akyol (2020) conducted an experimental study to discover the effects of digital writing workshops on writing skills and motivation. The experimental group carried out their writing task on different digital platforms including Edmodo, SpiderScribe, Story Jumper, Wikispaces, and Emaze at each stage of the writing process. The results showed that the experimental group outperformed the control group in regard to story-writing skills. Nevertheless, in terms of writing motivation, a significant decrease was reported among them, while there was no significant change in the control group. In another experimental study, Savran Çelik and Aydın (2021) investigated the effects of the use of Wiki on writing motivation. A background questionnaire and a motivation scale were used for the data collection of a total of 42 Turkish EFL learners. The comparison between wiki-based online learning environments and traditional learning environments revealed that Wikis were found to contribute to a higher level of writing motivation and enjoyment. In another

study that focuses on EFL writing, Eren and Atay (2021) aimed to investigate the effects of three Web 2.0 tools on writing performance and learners' perception of integration. There were 50 students. The experimental group used Socrative, Padlet, and Google Docs in their collaborative writing classes. It was concluded that while both groups had scored higher in terms of their writing performances, the experimental group had much higher writing outcomes as Web 2.0 tools encouraged learner autonomy and increased motivation, participation, and interaction. Moreover, the participants found the integration of the tools enjoyable and dynamic indicating positive perceptions.

2.2.3. Research on the Use of LMSs in EFL Learning

One of the online learning platforms utilized in language learning and teaching is an LMS and an increasing number of studies employing LMSs in EFL classrooms have been conducted especially in recent years. Research shows that LMSs generally positively affect the language learning process, and both learners and teachers have positive attitudes toward them. Bilgin (2013) conducted a study to examine the implementation of blended learning through an LMS and its effects on students' performance as well as their perceptions. There were 72 EFL students, and they were divided into two groups. The experimental group used Macmillan English Campus to reach materials, while the control group only received materials through the face-to-face method. The data were collected through a questionnaire and tests. The findings revealed that the experimental group had higher scores than the control group. They also viewed the LMS as a helpful tool to improve their English skills; however, they preferred the conventional way of learning. Jeong (2017) investigated Korean EFL students' learning process, interaction, and attitudes through a flipped classroom. There were 22 participants, and their data were

collected through a questionnaire and semi-structured focus group interviews. The findings revealed that they viewed the use of Moodle positively. It enhanced the interaction between students and teachers through discussions and assignments, promoting their communicative competence. The students reported that Moodle helped their learning process and would reach the platform to further their learning in the future.

Tayşı and Başaran (2018) examined both Turkish EFL students' and instructors' perceptions of using an LMS. A total of 129 students and four instructors participated in the study. The data were collected through a questionnaire and semi-structured interviews. The students used MyELT as the LMS platform. It was revealed that they had positive perceptions of the platform except for its practicality and there was no difference between male and female students. In terms of language learning, they regarded it useful for grammar, listening, and reading skills; however, they did not find it efficient for writing and vocabulary. As for the instructors, they overall had positive perceptions of it and viewed it as a beneficial tool despite problems because of learning contexts. In their study, Putri and Sari (2020) implemented an LMS as a language learning strategy (LLS) for students to improve their English and they also examined students' perceptions of it. There were 33 Indonesian students, and their data were collected through questionnaires and interviews. It was found that the students had positive perceptions of using LMS as a strategy and improved their language skills including speaking, reading, listening, and writing. Additionally, the LMS helped them to share materials and promoted interaction in and outside the classroom. Akay and Koral Gumusuglu (2020) investigated the correlation between the use of an LMS and university students' achievements. The data from 321 EFL students were collected through a questionnaire, exam scores, and semi-structured interviews. The findings revealed that they had positive attitudes towards using

an LMS and it contributed to their language skills. It also increased their test scores, and the students who spent more time on the LMS had higher scores than the others.

Research also shows that using LMSs motivates learners in the process of learning English. Ayan (2015) carried out a study to examine the impact of Moodle on motivation and autonomous learning in English courses. A total of 78 students participated in the study and used Moodle as a supplementary tool to face-to-face lessons, and they practiced all language skills while completing assignments. The data were collected through a satisfaction questionnaire and tests. The findings revealed that Moodle improved the students' motivation levels and autonomy and it created an encouraging environment which facilitated their English. In another study emphasizing the potential of LMSs as a motivation builder, Ali (2017) conducted research on whether Blackboard could motivate EFL students in the language learning process. There were 80 Saudi students, and their data were collected via a questionnaire. It was found that the students were highly motivated to learn English through Blackboard indicating that it fostered their motivation. Furthermore, they attained high levels of intrinsic and extrinsic motivation. The more they were engaged in online activities, the more they became motivated. Compared to traditional ways of learning, they preferred learning through Blackboard as it was efficient and easy to use.

2.2.4. Research on the Use of LMSs in EFL Writing

A great deal of research on the use of LMSs in EFL writing demonstrates that they are useful and facilitative online platforms in terms of the writing process, and it has positive effects on writing skills. In their study, Wihastyanang et al. (2014) aimed to examine the

effects of an LMS in improving students' writing skills. Tests were utilized to collect the data from 93 students, and it was revealed that the experimental group that used the LMS in their argumentative essays had higher scores compared to the control group. This indicated that using the LMS positively affected their writing skills and achievements. Sicat (2015) conducted a study to examine whether an LMS, Schoology, could improve students' writing ability for specific purposes. A total of 135 students were divided into control and experimental groups, and tests were used to collect their data. It was revealed that both groups increased their writing scores, indicating no significant difference between them. While some students favored the traditional way of instruction, others preferred Schoology as it was engaging, consistent, and student-centered. Altogether, it was concluded that the use of Schoology enhanced writing proficiency and could be used alongside the traditional method. In their quasi-experimental study, Shams-Abadi et al. (2015) focused on the effects of Edmodo on EFL learners' writing skills. The data from a total of 40 participants were collected by means of a pre-test and a post-test. It was revealed that the experimental group outperformed the control group. This indicated that using Edmodo during writing tasks positively affected their writing skills. In another study, Ziad (2016) conducted a study to explore students' acceptance and engagement in a blended writing course employed through Moodle. The data of 24 university students were collected through a survey, interviews, and online activity reports. It was found that the students viewed Moodle as a useful platform for learning, sharing, and collaborating. They reported that online collaborative writing activities affected their writing skills positively. Regarding their engagement, they were divided into three categories which were the highly engaged, moderately engaged, and poorly engaged students, indicating an uneven distribution. Furthermore, they had positive attitudes toward the use of Moodle

whereas their motivation experienced a decrease over a period of time. Pumjarean et al. (2017) investigated the influence of blended e-learning via Moodle on grammar and writing skills as well as reported on students' satisfaction with the effectiveness of Moodle. A learner satisfaction questionnaire and tests were used to collect data from 54 university students. It was concluded that the students improved their grammar knowledge and paragraph writing skills with the help of the implementation. While the students perceived Moodle as easy to use and useful, their satisfaction, on the other hand, was not affected positively and stayed moderate. In another study aiming to find out whether an LMS improves students' writing skills, Topacio (2018) compared a group learning to write argumentative essays via the LMS to a group learning to write through traditional instruction. There were 45 students in the study, and their data were collected through a survey, interviews, and tests. The results revealed that both groups had higher post-test scores and improved their writing skills regardless of the method used. In addition, the experimental group improved their writing performance including organization, grammar, vocabulary, and mechanics except for the content. Moreover, it was revealed that they were able to overcome their writing anxieties and challenges through the different features of the LMS, but they preferred traditional instruction instead of online lessons and activities. Alsmari (2019) investigated the integration of Edmodo in EFL writing classes. It was concluded that the LMS played an important role in developing students' writing skills concerning paragraph organization, content, and language structures. The students were also able to achieve more awareness of their writing process with the help of interaction and feedback, and their motivation to write increased through collaborations. Sujannah et al. (2020) explored the effectiveness of Google Classroom on students' writing skills based on their autonomy levels. 53 EFL students were divided into two

groups, and a learner autonomy questionnaire and tests were used to collect their data. The findings revealed that the experimental group attained better writing skills than the control group that used only the traditional way of learning. In addition, high-autonomous students in the experimental group performed better than low-autonomous students, meaning that these students were able to engage in writing better via the LMS. Moreover, they were able to communicate with their peers and the teacher through feedback and discussions and continue their learning process regardless of whether they were in or out of the class.

Research also shows that learners perceive LMSs in EFL writing positively. Tananuraksakul (2014) explored the effectiveness of the use of Facebook in a writing class as a tool for blended learning and as an LMS. There were 82 students, and an open-ended questionnaire was used to collect their data. The students generally had positive perceptions of the use of Facebook as it was practical, up-to-date, and efficient. It was also revealed that they were motivated to use Facebook to write their paragraphs, and it improved their writing skills. Al-Naibi et al. (2018) conducted an action study to explore the effects of the use of Edmodo on EFL students' writing performance and the students' perceptions of this integration. A total of 25 Arabian EFL students participated in this action study, and in addition to writing tasks, they were also involved in some quizzes and discussions. The results showed that Edmodo significantly improved their writing abilities in producing and organizing paragraphs. Moreover, their perceptions of the use of Edmodo in writing paragraphs were positive. In their study, Nugroho & Lestari (2021) investigated high school students' perception of Google Classroom as an LMS in EFL writing courses. A questionnaire and a semi-guided interview were used to collect data

from 60 students. The perception of students in learning writing through Google Classroom was positive as it was reported that it was a beneficial and practical online platform. It also increased the students' interest and engagement while creating opportunities for them to be more creative.

2.2.5. Research on the Use of LMSs on Motivation in EFL Writing

The number of studies focusing on the use of LMSs on EFL writing motivation is quite limited. Overall, research demonstrates that LMSs are effective tools for increasing motivation to write. To examine the impact of an LMS on enhancing motivation, writing, and critical thinking skills, Wichadee (2014) carried out a study by integrating activities into the course syllabus through the LMS. The data from 83 students were collected via a learning motivation questionnaire, assignments, and discussion posts. It was found that the students were intrinsically motivated to learn English, and highly motivated ones participated in the online activities more. In addition, the LMS facilitated the students' writing skills, motivation to write, and critical thinking skills. While there was no difference between males and females regarding motivation, female students had higher levels of critical thinking skills than male students. Çeliköz and Erdoğan (2017) examined EFL students' attitudes toward the use of LMS in writing lessons within higher education. There were 313 students from different levels and their data were collected through an LMS attitude scale and a writing achievement test. It was revealed that the students all had positive attitudes toward Cambridge Learning Management System. Their language levels and writing scores played a significant role in determining their attitudes, whereas their gender, age, high school type, and undergraduate programs did not have any effect on their attitudes. In addition, their motivation levels were improved as their online

interaction and performance increased with the help of the integration of LMS in writing. In another study, Tsiakyroudi (2018) investigated the impact of Edmodo on Greek high school EFL learners' writing motivation. There were 11 participants, and the data were collected through a pre and post-questionnaire, writing posts, and a semi-structured interview. It was concluded that Edmodo affected the students' motivation positively. Firstly, there was a significant change in the attitudes of the participants toward writing as they showed interest and enjoyment. Secondly, their writing habits improved, and this helped their self-regulation and self-efficacy. Finally, their active participation and engagement were enhanced after the application of Edmodo owing to its collaborative nature. Sujito et al. (2018) carried out a study to investigate how an LMS could improve the writing skills of demotivated students. There were 70 EFL students divided into two groups equally based on their motivation levels; high and low motivation. The experimental group used Edmodo during writing, while the control group continued with conventional writing. Tests were used for the data collection. It was revealed that the experimental group had higher writing scores than the other group. In addition, the students with high motivation outperformed those with low motivation. Low achievers also performed better after the implementation. Furthermore, the experimental group was more motivated toward writing as it was more interesting, engaging, and challenging. The results indicated a relationship between motivation levels, the use of the LMS, and writing achievement. Fonseca & Peralta (2019) conducted a study to explore the use of Google Classroom by students to practice and improve writing skills in and out of the classroom environment. A survey was used to collect data from 20 EFL students, and the findings revealed that the students were able to manage their learning autonomously with the help of Google Classroom while enhancing their writing skills. In addition, they found it

practical and sufficient in that they were satisfied. It was also reported that the LMS played a motivating factor for students to practice writing.

2.2.6. Conclusion

The review of the related literature reveals the important role of writing motivation as one of the influential factors in language learning, and research indicates that several external factors are affecting it. These are online learning, tasks, topics, materials, purpose, relevancy, and support including feedback from peers and teachers in different contexts. Research also demonstrates a positive correlation between writing motivation and writing skills. In other words, learners with high motivation are likely to have better writing skills, and learners who have better writing skills are eager to participate in activities and write more. Other factors such as age and gender also make a difference in the motivation levels of learners in that older learners are not willing to write compared to younger ones, and females have higher levels of writing motivation than males. A wide range of research focuses on the use of technology in language learning and shows that it has an undeniable contribution to the outcomes of learners. Though some report no difference after the implementation of online learning platforms, a great deal of research emphasizes that it is an effective way to motivate learners to write as it enables them to share, interact and collaborate more which results in the improvement of writing skills. As one of the online platforms used in language learning, an LMS enhances the learning process and improves language proficiency. It motivates learners to participate more, and they view the use of LMSs in EFL classrooms positively. It also promotes learners' writing ability including organization, content and language use. Additionally, attitudes and perceptions toward the use of LMSs in writing classes are generally positive. Although there is little data on the

use of LMSs in increasing writing motivation, research points out that LMSs are useful tools in enhancing writing motivation as they foster writing performance and encourage discussing, communicating, and cooperating more freely which increases learners' proficiency, engagement, autonomy, and interest. This indicates the potential of LMSs that affects writing motivation positively. Therefore, it is important to further the research on the effects of LMSs on writing motivation.



3. METHODOLOGY

This section introduces the methodology and procedures followed in the study. First, the research design is described. Then, participants of the study are introduced. Next, data collection tools are presented. After that, research procedures are provided. Finally, data analysis is explained.

3.1. Research Design

The study primarily examines the effects of LMSs on EFL writing motivation. It is analytic as it attempts to analyze the data in small parts and connects them to present a coherent picture in the scope of an existing phenomenon of writing motivation. In addition, it has a deductive objective since it starts with a question of whether LMSs are effective in facilitating writing motivation which is based on the fact that online learning platforms have some benefits in English teaching and learning. Furthermore, it follows a quasi-experimental research design that is defined as a form of experimental research in which participants are not randomly assigned to groups, but rather preexisting groups such as classrooms or organizations are chosen for the study as experimental and control groups (Creswell, 2014). In this design, as in experimental research, both groups take pre-tests and post-tests; however, only the experimental group receives a treatment, and the control group acts as a baseline for the comparison (Seliger & Shohamy, 1989). Although the use of intact groups is a weakness as it might have an influence on outcomes and strong conclusions may not be drawn as true experiments, they nonetheless offer useful evidence of the treatments that work within naturally occurring groups (Clark & Creswell, 2015).

3.2.Participants

Thirty-two students at the English preparatory school of a foundation university in Ankara, Türkiye participated in the study. They were intermediate-level EFL learners, corresponding to B1 based on The Common European Framework of Reference for Languages (CEFR). Sixteen participants were females (50%), while sixteen were males (50%). The ages of the participants ranged from 18 to 21, and the mean age was 19.6. They were all non-native English speakers and spoke Turkish as their mother tongue. As for the participants' departments at the university, the majority of the participants were from engineering faculties. Eleven participants were from Electrical and Electronics Engineering (35.3%), nine participants were from Aerospace Engineering (23.5%), seven of them were from Computer Engineering (20.6%), and two of them were from Industrial Engineering (5.9%). In addition, one participant was from Flight Training (5.9%), one of them was from Aviation Management (5.9%), and one of them was from Management (2.9%). The preparatory school students are obligated to study an intensive English Language program in case they score below 60 in the English Proficiency exam before continuing with their studies in their departments where the medium of instruction is English. At the beginning of the semester, they are placed into level classes according to their achievement scores. They have 25 hours of English classes during a one-week period. Each class has four instructors: two for main lessons and two for speaking lessons. The main lessons follow a coursebook chosen by the department, including all language skills like reading, writing, listening, speaking, grammar, and vocabulary. In addition, they have writing and speaking booklets which they follow in the main lessons. Moreover, the lessons were carried out as hybrid which was adapted due to the pandemic, and they had

two days of online and three days of face-to-face lessons. Two pre-existing classes were chosen through convenience sampling as they were available for the study and the mean scores of their writing tests were close.

3.3. Tools

The tools (See Appendix A) used to collect data in the study were a background questionnaire and the Academic Writing Motivation Questionnaire (AWMQ) developed by Payne (2012). The background questionnaire includes demographic information such as age, gender, departments, and current English proficiency levels. The AWMQ includes a five-point Likert Scale, and there are 37 items to which the participants are expected to mark their responses regarding writing in English. For each statement, there is a scale indicating the level of agreement ranging from one to five as the following: 1 = never, 2 = rarely, 3 = sometimes, 4 = usually, and 5 = always. In the original study by Payne (2012), the factor analysis revealed five main dimensions: (1) Enjoyment (13 items), which accounted for 35.27 % of the variance, is related to intrinsic motivation and examines the participants' enjoyment in writing tasks, (2) Self-efficacy (8 items), which accounted for 10% of the variance, reports on their beliefs about their writing skills, (3) Instrumentality (5 items), which accounted for 6.39% of the variance, investigates their beliefs of writing as means of achievement and (4) Recognition (4 items), which accounted for 5.12% of the variance, examines their beliefs of writing as a reward. Both Instrumentality and Recognition are related to extrinsic motivation. (5) Effort (3 items), which accounted for 4.56% of the variance, assesses the effort they put into their writing tasks. The total variance of the whole scale, including four other items that were not named, was 73.69%. It also attained a high level of reliability coefficient ($\alpha = .95$). Thus, it is a reliable and valid

tool to measure students' motivation to write and help gain a deeper understanding of writing motivation (Payne, 2012).

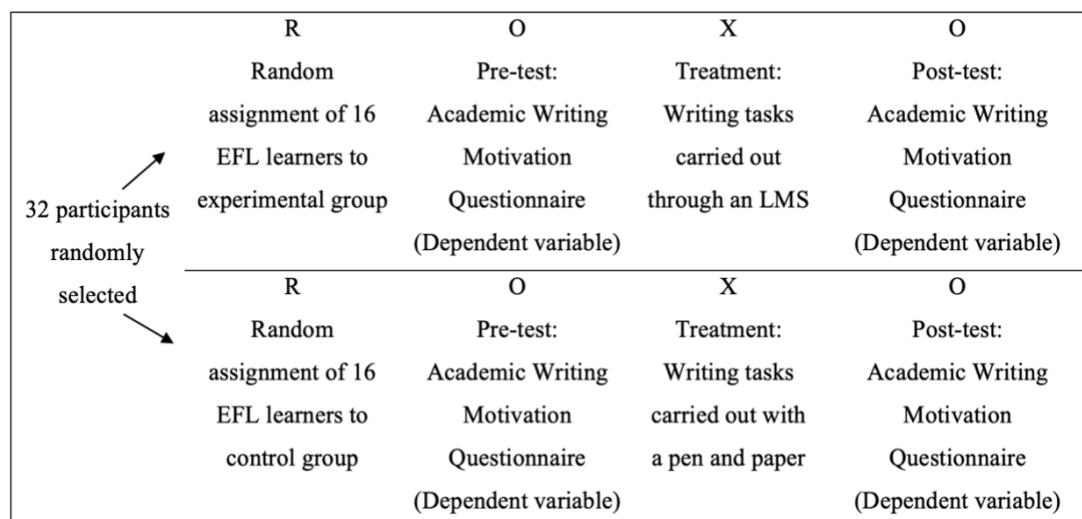
3.4.Procedure

After getting the necessary approval of the ethical committee granted by the Faculty of Educational Sciences at Istanbul Medeniyet University (See Appendix B), the administration of the particular foundation university where the study was to be conducted was informed to get permission. Then, the participants were informed about the purpose, importance, and procedure of the study. It was also emphasized that the study was voluntary and anonymous. Additionally, they were assured that the study was confidential and the information to be gathered was only to be used for scientific purposes. To get the consent of the participants, an approval section was placed on Google Forms at the beginning of the questionnaire to which they received access via Whatsapp.

The study occurred in the Spring Semester of 2021-2022. First, two pre-existing classes were chosen for the study, and they were randomly assigned as the control and experimental groups. Then both groups took the pre-test. After that, they practiced writing paragraphs in different settings. The control group used pen and paper for the writing tasks, and the experimental group completed the tasks through an LMS. Edmodo was chosen as the LMS. Finally, the groups took the post-test. The whole procedure can be seen in Figure 3.

Figure 3

The flowchart of the randomized pretest-posttest control and experimental group design (Fraenkel et al., 2012, p. 272)



While both groups followed the same curriculum and studied the same topics and themes from the same coursebook, they were taught by different instructors because of school regulations. In other words, the groups were instructed by different instructors during the practice process. Thus, it was made sure that they were exposed to the same instructions, tasks, and educational materials during the treatment. Any biased comments and leading questions were avoided to prevent possible influence. The participants in the control group completed five tasks with traditional writing, while the experimental group completed the same tasks using the LMS on which the instructor shared a certain task, and they posted their paragraphs on the class page. For the purpose of the study, an Edmodo class was created, and the participants in the experimental group were explicitly informed about how to enroll, join the class with the class code, share pictures, submit a task, edit the task, and give feedback.

3.4.1. Pre-test Administration

At the beginning of the study, the background questionnaire that was attached to AWMQ was administered to obtain information about the participants' gender, age, and departments. Then, the AWMQ was administered, and the participants were expected to respond to 37 items examining their writing motivation levels, and they were to choose the best appropriate option for them at their own pace which took approximately 10 minutes. The questionnaire was given in English as in the original study since the participants' current English proficiency level was adequate to fully understand each statement to properly respond; however, the instructors provided guidance and translations in case of any misunderstandings and confusion.

3.4.2. The practice Process

The writing tasks were carried out as extra-curricular activities, and all the participants were expected to write paragraphs between 180-250 words about given TOEFL writing topics. They were familiar with the organization of a paragraph as they were introduced to specific types of paragraphs such as process, descriptive, and opinion in their writing classes. They analyzed several examples of paragraphs in their writing booklets and carried out some activities to stimulate their learning regarding organization, content, unity, grammar, and vocabulary. The only difference between the groups was that the experimental group used the LMS to write their paragraphs, uploaded them, and received feedback on the platform. They were also encouraged to share photos and comment on their peers' products. As shown in Table 1, the practice process lasted for five weeks

during which they received instructions, had discussions, wrote their paragraphs, and received feedback once a week.

Table 1

The Practice Process

Weeks	Writing Tasks	Instruction	Process
Week 1	Writing a descriptive paragraph about a special place	How to write a paragraph How to use descriptive language Linkers	
Week 2	Writing a process paragraph about how to lose weight	How to write in a logical order Sequencing words and linkers	Brainstorming Discussion Outlining a paragraph: A topic sentence,
Week 3	Writing an opinion paragraph about whether animals should be kept in Zoos	How to express an opinion Phrases and linkers	Supporting sentences, and a concluding sentence.
Week 4	Writing an opinion paragraph about whether the government should have more laws to control the ownership of guns	How to express an opinion Phrases and linkers	Writing Teacher feedback

Week 5	Writing a persuasive paragraph about whether plastic surgery is beneficial	How to make an argument Phrases and linkers
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Week One

During the first week of the practice, the participants were informed about the steps for writing a descriptive paragraph. Then, they revised how to write a paragraph which included a topic sentence introducing the main idea of the paragraph, supporting sentences, and a concluding sentence. They were also guided on how to use descriptive language and organize their paragraphs properly. After that, they were given the topic of the first task, writing a descriptive paragraph about a place special to them. The whole class reviewed the task requirements, and before they started writing, they were encouraged to brainstorm about the topic. They were asked to talk about which places they considered special and what are the specific reasons such as location, people, and experiences. Then, they were encouraged to write their topic sentences and share their ideas with the class. Lastly, they were asked about the appropriate linkers for their paragraphs, and they started writing accordingly. The instructors supported the participants throughout the writing process, checked their products carefully, and offered help when needed. After the participants completed their tasks, the instructors read their paragraphs and gave both grammar and content feedback on their products.

Week Two

The second week of the practice included the steps for writing a process paragraph. The participants revised the three main parts of a paragraph: a topic sentence, supporting

sentences, and a concluding sentence. They were informed about language use and how to organize their paragraphs. They were asked about the appropriate sequencing words such as first, after that, then, and finally, and time words including before, after, and when. Then, they were introduced to the second task, writing a process paragraph about losing weight. They brainstormed about the topic and were encouraged to share ideas. Then they were asked how they could make an introduction to the paragraphs about weight loss. After that, they made notes of the ways one can lose weight and the examples that they could support their ideas. They outlined their ideas and started writing their paragraphs. Throughout the writing process, they were guided by the instructors to make necessary edits. After the participants completed their tasks, the instructors read their paragraphs and gave both grammar and content feedback on their products which they received back.

Week Three

The third week of the practice included the steps for writing an opinion paragraph. They were asked to discuss and identify the parts of an opinion paragraph including a topic sentence, supporting sentences, and a concluding sentence. They revised words and phrases such as “I believe, I think, or In my opinion” that help give information about the topic and express their point of view. They were informed about language use and how to organize their paragraphs accordingly. They reviewed transition signals that indicate facts such as first of all, the most important reason is that, in addition, in conclusion, and transition signals that indicate examples such as for example and for instance. After analyzing some opinion paragraph examples, they were informed about the topic which was whether animals should be kept in Zoos or not. They were asked to discuss whether it was beneficial or harmful for animals to live in Zoos. They brainstormed some ideas

and wrote some introductory ideas. Then, they outlined two or three reasons to provide adequate support for their main ideas. After that, they were asked to start writing an opinion paragraph in accordance with the task requirements. Throughout the writing process, they were guided by the instructors to make some revisions. After the instructors read their paragraphs and gave feedback on their products, they got their tasks back.

Week Four

During the fourth week, the participants were asked to write an opinion paragraph as well. They followed through the same steps of the third week. They were introduced to the topic which was whether the government should have more laws to control the ownership of guns or not. In the beginning, they brainstormed some ideas about the topic. Then they discussed the pros and cons of gun ownership and shared their ideas with the class. After that, they were asked to write down some introductory ideas. They outlined two or three reasons and examples to support their main ideas and then started writing their paragraphs. Throughout the writing process, they were guided by the instructors to make any changes. After finishing the tasks, they receive feedback on their products accordingly.

Week Five

In the last week, the participants were asked to write a persuasive paragraph. They were guided through the main parts of a persuasive paragraph which included a topic sentence, supporting sentences, and a concluding sentence to support their arguments. They examined some persuasive paragraph examples, analyzed the language use, and discussed how to organize their paragraphs. They revised some transitional words such as first of

all, in addition, for example, however, on the other hand, and in conclusion. Then they were asked to write a persuasive paragraph about the following question: Is plastic surgery beneficial or harmful for our generation? They discussed whether they agreed or not with this controversial topic and shared their ideas. Then they wrote their topic sentences to introduce the topic and brainstormed reasons to persuade their readers. They were encouraged to use explanations, details, facts, statistics, and examples to be more convincing and appealing while arguing their points. After that, they finished their paragraphs with a concluding sentence by restating topic sentences or summarizing their main points. After the participants finished their tasks, the instructors gave both grammar and content feedback on their products. Finally, they got their tasks back.

3.4.3. Post-test Administration

During the final stage of the study, the AWMQ, which examines to what extent the participants were motivated to write in English, was administered again to detect any changes regarding students' motivation toward writing after the practice process.

3.5.Data Analysis

The Statistical Package for Social Sciences (IBM SPSS Statistics 21.0 software) was used for the study's data analysis. First, the mean, maximum and minimum values of the participants' ages were computed. Next, numbers and percentages of the gender and departments of the participants were calculated. Then, the reliability coefficients were computed through Cronbach's Alpha, and varimax rotation was utilized for factor analysis to reveal the total variance values for the pre and post-tests.

As shown in Table 2, the reliability coefficient value of the pre-tests was .91, and it was .96 for the post-tests. The percentage of variance for the pre-tests was 82.22, and it was 87.67 for the post-tests. The values given in the table indicated a high level of reliability and validity of the data.

Table 2

Reliability Coefficients and % of the Variance of the Pre and Post-tests

	Reliability Coefficients (Cronbach's Alpha)	% of the Variance
Pre-tests	.91	82.22
Post-tests	.96	87.67

To further analyze and compare the data, non-parametric methods were chosen because a normal distribution could not be assumed due to the size of the participants. First, descriptive analysis was performed to reveal the mean scores of the pre and post-tests to determine the levels of writing motivation of each group before and after the implementation. Then, the Wilcoxon analysis was carried out to determine whether there were any significant differences regarding the writing motivation levels between the pre- and post-tests of the groups due to the implementation. Finally, after the implementation, the Mann-Whitney U analysis was conducted to detect any differences in the writing motivation levels between the control and the experimental groups.

4. FINDINGS

This section presents the results of the analysis of the data obtained in the study, and it is concerned with the research questions. First, the writing motivation levels of the participants are provided. Then, the effects of the LMS and pen-paper methods on EFL writing motivation are given. Finally, the data of the control and experimental group were compared and presented.

4.1. Research Question 1: What is the Level of Writing Motivation among Turkish EFL Learners?

4.1.1. The Writing Motivation Levels of the Control Group

Regarding the results obtained from the AWMQ, the value 2.5 and over was evaluated as high motivation, and the values lower than 2.5 was accepted as low motivation. Based on this criterion, the control group had high writing motivation both before and after the implementation. Table 3 shows the mean scores, standard error mean, and standard deviation of the pre and post-tests of the control group. According to the table, the writing motivation levels of the control group increased from 3.27 to 3.42 after they completed the writing tasks with pen and paper. In other words, they increased their writing motivation after the five-week practice.

Table 3*The Mean Scores for Writing Motivation Level in the Control Group*

	N	Mean	Std. Deviation	
	Statistic	Statistic	Std. Error	Statistic
Pre-test	16	3.27	.07	.30
Post-test	16	3.42	.08	.35

Table 4 shows the number of positive and negative ranks, mean ranks, sum of ranks, and significance level of the comparison of pre and post-tests scores of the control group. Based on the comparison, the significance level was .07. and the post-test scores of eleven participants were higher than their pre-test scores with a mean rank of 8.36. In other words, there was a change in the writing motivation levels of the control group; however, it was not statistically significant.

Table 4*Comparison of Pre-and Post Tests Scores of the Control group (Wilcoxon Test)*

Ranks		N	Mean Ranks	Sum of Ranks	Asymp. Sig. (2-tailed)
	Negative Ranks	3	8.00	24.00	.07
Post-test-	Positive Ranks	11	8.36	81.00	
Pre-test	Ties	2			
	Total	16			

4.1.2. *The Writing Motivation Levels of the Experimental Group*

Based on the criterion, the experimental group had high writing motivation both before and after the implementation. Table 5 demonstrates the mean scores, standard error mean, and standard deviation of pre and post-tests of the experimental group. As can be seen in the table, there was an increase in the mean scores for writing motivation from 3.44 to 3.75.

Table 5

The Mean Scores of Writing Motivation Levels in the Experimental Groups

	N	Mean	Std. Deviation	
	Statistic	Statistic	Std. Error	Statistic
Pre-test	16	3.44	.14	.59
Post-test	16	3.75	.22	.90

Table 6 shows the number of positive and negative ranks, mean ranks, sum of ranks, and significance level of the comparison of pre-and post-test scores of the experimental group. Based on the comparison, the significance level was .15 and the post-test scores of ten participants were higher than their pre-test scores with a mean rank of 8.50. This indicated that while there was a change in the writing motivation levels of the experimental group, there was not a significant difference between the tests.

Table 6

Comparison of Pre-and Post Tests Scores of the Experimental group (Wilcoxon Test)

	Ranks	N	Mean Ranks	Sum of Ranks	Asymp. Sig. (2-tailed)
	Negative Ranks	5	7.00	35.00	.15
Post-test-	Positive Ranks	10	8.50	85.00	
Pre-test	Ties	1			
	Total	16			

4.2.Does the Use of LMSs in EFL Writing Affect EFL Writing Motivation?

4.2.1. Pen-Paper Effect on Writing Motivation

The Wilcoxon test was conducted to reveal any effects of using pen-paper on the participants' writing motivation (See Appendix C). Table 7 shows the results of the Wilcoxon test based on the comparison of the pre and post-tests through a pairing of each item in the questionnaire in terms of the writing motivation levels of the participants in the control group. As can be seen in the table, the levels of significance were above the specified level of significance which is 0.5 apart from the three items. First, the significance level of the first item on learners' enjoyment of writing in English was .03, indicating an increase in intrinsic motivation. This significant difference between the pre and post-tests also revealed that learners enjoyed writing more after the practice with a mean rank of 4.71. Next, the significance level of the second item on the importance of becoming a better writer was .02. This was also a sign of an increase in extrinsic

motivation toward writing. According to the table, the mean rank for the positive ranks was 5.19 and learners had a stronger belief in the importance of becoming a good writer. Finally, the third item had a significance level of .05 which showed an increase in intrinsic motivation. This difference between the pre-and post-tests revealed that learners showed an increase in their enjoyment of writing literary analysis papers with a mean rank of 5.43.

Table 7*The Wilcoxon Test for the Control Group*

Items	Ranks	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
1. I enjoy writing.	Negative Ranks	1 ^a	3.00	3.00	.03
	Positive Ranks	7 ^b	4.71	33.00	
	Ties	8 ^c			
	Total	16			
19. Becoming a better writer is important to me.	Negative Ranks	1 ^{bc}	3.50	3.50	.02
	Positive Ranks	8 ^{bd}	5.19	41.50	
	Ties	7 ^{be}			
	Total	16			
25. I enjoy writing literary analysis papers.	Negative Ranks	2 ^{bu}	3.50	7.00	.05
	Positive Ranks	7 ^{bv}	5.43	38.00	
	Ties	7 ^{bw}			
	Total	16			

4.2.2. LMSs Effect on Writing Motivation

The Wilcoxon test was conducted for the experimental group as well to reveal any effects of the use of LMSs on the participants' writing motivation (See Appendix D). Table 8 demonstrates the results of the Wilcoxon test based on the pairing of each item in the pre and post-tests of the experimental group. According to the table, nine items were significantly correlated, and their significance levels were below or equal to the specified significance level of 0.5. To begin with, the significance level for the first item on the participants' enjoyment of writing in English was .02, which showed a significant increase in intrinsic motivation. Learners took considerably more pleasure in the writing process than before with a higher mean rank of 6.33. The second item about writing down thoughts was related to intrinsic motivation and had a significance level of .05. The mean rank was 5.43 for the positive ranks, and learners reported that they liked writing down their thoughts. Similarly, the significance level for the third item on the easiness of writing good essays was .05. This item was related to self-efficacy and indicated an improvement in their beliefs about their ability to write good essays with a mean rank of 6.00. In addition, the fourth item on the belief that writing would help students in their careers had a significance level of .05. It was also a sign of an increase in extrinsic motivation. Learners experienced an increase in their beliefs about the impact of writing on their careers with a mean rank of 4.17. Additionally, the fifth item, which also had a significance level of .05, was about liking writing regardless of not getting grades and indicated an increase in intrinsic motivation. Learners reported that they were motivated to write even though they did not receive any grades and the mean rank was 4.82. The significance level for the sixth item on the beliefs in the importance of being a good writer

to get a good job was 0.3 and it showed an increase in extrinsic motivation. The mean rank was 4.57 for the positive ranks, and learners were found to believe in the importance of writing well to find a job. Moreover, the significance level for the preference between writing an essay and answering multiple-choice questions was .01, indicating a considerable increase in intrinsic motivation. After the practice, more learners wanted to write instead of answering multiple-choice questions with a mean rank of 5.61. Furthermore, the significance level for the item on the desire to be recognized as a good writer by others was .02, which was related to extrinsic motivation. With a higher mean rank of 5.19, learners wanted to be known as good writers. Last but not least, the significance level for the last item on the table on the motivation to write in a class was .04. This significant increase in intrinsic motivation revealed that learners were motivated to write in the class after the practice.

Table 8

The Wilcoxon Test for the Experimental Group

Items	Ranks	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
1. I enjoy writing.	Negative Ranks	2 ^a	4.50	9.00	.02
	Positive Ranks	9 ^b	6.33	57.00	
	Ties	5 ^c			
	Total	16			
2. I like to write down my thoughts.	Negative Ranks	2 ^d	3.50	7.00	.05
	Positive Ranks	7 ^e	5.43	38.00	
	Ties	7 ^f			
	Total	16			

	Negative Ranks	2 ^{aq}	6.00	12.00	.05
15. It is easy for me to write good essays.	Positive Ranks	9 ^{ar}	6.00	54.00	
	Ties	5 ^{as}			
	Total	16			
	<hr/>				
20. Being a better writer will help me in my career.	Negative Ranks	1 ^{bf}	3.00	3.00	.05
	Positive Ranks	6 ^{bg}	4.17	25.00	
	Ties	9 ^{bh}			
	Total	16			
<hr/>					
26. I like to write even if my writing will not be graded.	Negative Ranks	1 ^{bx}	6.50	6.50	.05
	Positive Ranks	8 ^{by}	4.81	38.50	
	Ties	7 ^{bz}			
	Total	16			
<hr/>					
30. Being a good writer is important in getting a good job.	Negative Ranks	1 ^{cj}	4.00	4.00	.03
	Positive Ranks	7 ^{ck}	4.57	32.00	
	Ties	8 ^{cl}			
	Total	16			
<hr/>					
33. I would rather write an essay than answer multiple-choice questions.	Negative Ranks	1 ^{cs}	4.50	4.50	.01
	Positive Ranks	9 ^{ct}	5.61	50.50	
	Ties	6 ^{cu}			
	Total	16			
<hr/>					
34. I want others to recognize me as a good writer.	Negative Ranks	1 ^{cv}	3.50	3.50	.02
	Positive Ranks	8 ^{cw}	5.19	41.50	
	Ties	7 ^{cx}			
	Total	16			
<hr/>					
37. I am motivated to write in my classes.	Negative Ranks	2 ^{de}	3.00	6.00	.04
	Positive Ranks	7 ^{df}	5.57	39.00	
	Ties	7 ^{dg}			
	Total	16			

4.3. Is there a difference between the effects of LMSs and pen-paper writing on EFL writing motivation?

4.3.1. Comparison of Pen-paper and LMSs

The Mann-Whitney U test was employed to detect any differences between the control and experimental groups. Table 9 shows the mean rank, sum of ranks, and significance value between the results of the pre-tests of the groups. It was revealed that the mean rank was 15.75 for the control group, whereas it was 17.25 for the experimental group. Nevertheless, there was no significant difference between the two groups in terms of their pre-test scores and the significance value was .65, which was above the specified significance level.

Table 9

Pre-test Scores for the Control and Experimental Groups (Mann Whitney U Test)

	Group	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
Pre-test	Control Group	15.75	252.00	.65
	Experimental Group	17.25	276.00	

Table 10 demonstrates the only item that showed a difference, and it was in regard to the effort the participants put into writing to improve their skills (See Appendix E). The mean rank was 12.44 for the control group while it was 20.34 for the experimental group which was higher. The significance value was .00 which was below the specified

significance level; thus, there was a considerable difference between the two groups concerning the item.

Table 10

Mann Whitney U Test Results for the Pre-tests of the Control and Experimental Groups

	Group	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
31. I practice writing in order to improve my skills.	Control Group	16	12.44	199.00	.00
	Experimental Group	16	20.56	329.00	
	Total	32			

Table 11 shows the mean rank, sum of ranks, and significance value of the results of the post-tests of the control and experimental groups. It was revealed that the mean rank was 15.03 for the control group, whereas it was 17.59 for the experimental group. However, there was no significant difference between their post-test scores, as the significance value was .37.

Table 11

Post-test Scores for the Control and Experimental Groups (Mann Whitney U Test)

	Group	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
Post-test	Control Group	15.03	240.50	.37
	Experimental Group	17.97	287.50	

Table 12 presents six items found to have a significant correlation between the post-test results of the control and experimental groups (See Appendix F). First, the mean rank regarding the item stating that writing good essays is easy was 13.31 for the control group and 19.69 for the experimental group. This indicated the mean rank for the experimental group was higher than the control group, and there was a noticeable difference between the two groups as the significance value of the item was .03. Next, the analysis of the item regarding the enjoyment of writing even though it would not be graded revealed that the mean rank of the control group was 12.88 whereas it was 20.13 for the experimental group. The higher mean rank of the experimental group and the significance value of .02 indicated there was a considerable difference between the two groups after the practice. Then, the enjoyment of writing research papers was another item that revealed a difference between the groups. The mean rank was 13.34 for the control group while it was 19.6 for the experimental group. The significance value of the item was .04. After that, the item related to practicing writing to improve writing skills had a mean rank of 13.28 for the control group and 19.72 for the experimental group. The significance value of the item was .04, and the experimental group reported that they practiced writing more compared to the control group. Another item that showed a significant difference was the preference to write an essay instead of answering multiple-choice questions. The item had a mean rank of 13.50 for the control group and 19.50 for the experimental group. It had a significance value of .05, and the experimental group enjoyed writing more instead of a multiple-choice test. Finally, the item on the motivation to write in the class had a mean rank of 12.56 for the control group and 20.44 for the experimental group. The significance value was .01, indicating a statistically significant difference between the two groups. That is, the experimental group was more motivated to write when compared to the control

group. Overall, the experimental group seemed to be more intrinsically motivated and had higher self-efficacy after the practice.

Table 12

The Mann Whitney U Test Results for the Post-tests of the Control and Experimental Groups

	Group	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
15. It is easy for me to write good essays.	Control Group	16	13.31	213.00	.03
	Experimental Group	16	19.69	315.00	
	Total	32			
26. I like to write even if my writing will not be graded.	Control Group	16	12.88	206.00	.02
	Experimental Group	16	20.13	322.00	
	Total	32			
28. I enjoy writing research papers.	Control Group	16	13.34	213.50	.04
	Experimental Group	16	19.66	314.50	
	Total	32			
31. I practice writing in order to improve my skills.	Control Group	16	13.28	212.50	.04
	Experimental Group	16	19.72	315.50	
	Total	32			
33. I would rather write an essay than answer multiple-choice questions.	Control Group	16	13.50	216.00	.05
	Experimental Group	16	19.50	312.00	
	Total	32			

	Control Group	16	12.56	201.00	.01
37. I am motivated to write in my classes.	Experimental Group	16	20.44	327.00	
	Total	32			



5. CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This section represents the conclusions of the study and discussion regarding the effects of the use of LMSs on EFL learners' writing motivation. First, the conclusions of the study were presented. Then, the findings of the study were compared to the findings of previous studies. Next, practical recommendations were given to teachers, curriculum developers, and learners. Lastly, recommendations for further research were provided.

5.1. Conclusions

This study aims to explore the effects of LMSs on EFL learners' writing motivation and compares the use of an LMS and pen-paper method in an EFL writing class to find out whether there is any difference. Some conclusions can be drawn based on the findings obtained above. First, Turkish EFL learners are motivated to write before and after the implementation. In the study, however, the writing motivation levels of the control and experimental groups were only slightly higher after the practice. In other words, both groups experience similar levels of increase in their writing motivation regardless of the method used. Second, using pen and paper in EFL writing does not considerably affect learners' writing motivation. Based on the mean scores of the pre and post-tests of the control group, there is only a slight increase in learners' writing motivation and only some items demonstrate significant differences. For instance, learners' enjoyment of writing, views of the importance of being a better writer, and their enjoyment of writing literary analysis papers are enhanced. This demonstrates that writing with pen and paper has a

positive impact on intrinsic and extrinsic motivation. Despite these changes in writing motivation, however, there is no statistically significant difference after the implementation. Third, using LMSs in EFL writing does not greatly affect learners' writing motivation. Similar to the control group, the mean scores of the pre and post-tests of the experimental group only show a slight increase in learners' writing motivation. Nevertheless, more items show significant differences. For instance, learners feel more motivated in terms of enjoyment of writing, writing down thoughts, and easiness to write good essays. In addition, they are more motivated towards being a better writer with regard to helping their career and getting good jobs. They also feel more motivated to write regardless of being graded and more motivated to write an essay instead of answering multiple choice questions. Furthermore, they are more motivated to be recognized as a good writer and overall, more motivated to write in classes. This shows that the use of LMSs affects self-efficacy, intrinsic and extrinsic motivation positively. Thus, using LMSs has more positive effects on learners' writing motivation aspects compared to pen and paper; nevertheless, it is not statistically significant. Finally, the comparison of the pre-tests of both groups reveals that there is no significant difference in learners' writing motivation apart from the motivation to practice writing in order to improve writing skills. However, when the post-tests are compared, there are considerable differences in some of the items. These are about learners' writing motivation in terms of easiness of writing good essays, liking writing even if their writing will not be graded, enjoying writing research papers, practicing writing in order to improve writing skills, writing an essay instead of answering multiple-choice questions, and being motivated to write in classes. In other words, the pre-tests yield only one difference between the groups whereas the post-tests show several differences between them, especially in intrinsic motivation and

self-efficacy aspects of writing motivation. Overall, while the use of LMSs in EFL writing has positive effects, it does not necessarily increase their writing motivation significantly.

5.2.Implications

Some pedagogical implications on the effects of LMSs on EFL writing motivation can be made based on the findings of the present study and the previous studies. First of all, the results indicated that LMSs do not significantly affect learners' writing motivation. This is in contradiction with several studies which examined the effects of LMSs in EFL writing classes and concluded that these online platforms increase EFL learners' writing motivation considerably (Çeliköz & Erdoğan, 2017; Fonseca & Peralta, 2019; Sujito et al., 2018; Tsiakyrودي, 2018; Wichadee, 2014). That is to say, these studies indicated that learners are more motivated to write thanks to the positive impact of LMSs; nevertheless, this study demonstrated that the use of LMSs itself is not enough to ensure an increase in writing motivation levels. The reason for no considerable increase in writing motivation can be related to a variety of factors as writing motivation in EFL classrooms is determined by several aspects of the learning process such as intrinsic motivation, teachers' beliefs, and feedback (Bruning & Horn, 2000) as well as topics, practices and online resources (Buyukyavuz & Cakir, 2014). This result may be because of task topics which may not be as interesting as expected since learners are not involved in topic choice (Bostanci & Çavuşoğlu, 2018). In addition, learners were found to be motivated to write before the implementation. A study by Hastomo (2016) revealed that highly motivated learners are involved in writing activities more than demotivated learners, indicating motivation is a factor facilitating writing motivation while using LMSs. However, being motivated to write did not have enough influence to enhance the writing motivation levels in the present

study. This may be associated with intensive preparatory programs which make the writing tasks more challenging and cause learners not to regard them as a part of the academic requirements (Aktaş & Akyol, 2020). Furthermore, there is no significant difference between writing with pen and paper and LMSs in terms of writing motivation. However, this is not in line with several studies (Amin, 2019; Eren & Atay, 2021; Rashid et al., 2019; Savran Çelik & Aydın, 2021; Wu et al., 2020) which emphasized the efficacy of the use of technology in motivating learners to write. For instance, Savran Celik and Aydın (2021) reported that wiki-based online writing environments contribute positively to the writing motivation levels of learners. On the other hand, the result shows consistency with Ozdemir and Aydın's (2017) research which indicated that there is no difference between writing with pen and paper and blogs regarding writing motivation. That is to say, online writing environments on their own do not necessarily increase motivation. This may result from the unfamiliarity with new online platforms which leads learners to find it hard to stay motivated (Manowong, 2016; Yüce, 2019; Yusuf et al., 2018). It can also be related to the practice period learners are exposed to as they need more time and experience using online platforms to develop positive attitudes to motivate themselves to write more (Fageeh & Mekheimer, 2013). As mentioned by many studies (Purnawarman et al., 2016; Safdari, 2021; Yusuf et al., 2018), limited opportunities provided on online platforms due to technical and internet problems can also cause unexpected results. When the findings and factors affecting writing motivation are taken into consideration, it is important to note that there is still much to know about the relationship between writing motivation and online learning platforms. Moreover, although the differences between the pen-paper and LMSs writing methods are not significant, there are still positive effects of LMSs in terms of writing motivation aspects.

This result supports the findings of Erdal-Bulut's (2019) research which showed automated writing evaluation platforms promote learners' self-efficacy, intrinsic and extrinsic motivation. Erdal-Bulut (2019) also observed that online writing experiences have more positive effects on learners' self-efficacy and intrinsic motivation compared to the traditional way of writing which is consistent with the present study. However, it is important to note that the positive effects on writing motivation may be related to the instructor as the groups had different instructors during the practice. Furthermore, this can also be related to the differences in their proficiency levels. While the use of technology was not as effective as expected in increasing learners' writing motivation, this study still provides some insights into the implementation of online platforms. For instance, what is important is not the technology but rather it is how and in what ways it is used (Zhao, 2003), so it is necessary to factor in the course design including coursebooks, syllabus, learning objective, language level, planning, tasks and most importantly the choice of an appropriate LMS platform (Gördeslioğlu & Yüzer, 2019). The related research suggests that the use of technology in EFL writing is very efficient as it provides a motivating learning environment (Aysu, 2020; Genc Iltter, 2009) and online platforms such as LMSs provide learners with a friendly and stress-free environment where they can improve writing, collaborate, interact with an audience and express ideas, leading to an increase in their motivation levels (Al-Ruheili & Al-Saidi, 2015; Alsmari, 2019). Thus, it is beneficial to implement LMSs in EFL writing as a supplementary tool for writing motivation.

5.3. Practical Recommendations

Based on the findings of the present study, several practical recommendations can be made. First of all, EFL teachers should be aware of the possible positive effects of the

implication of online learning platforms such as LMSs in a traditional learning environment. That is to say, these platforms can be used as supplementary tools alongside traditional learning to help with writing instructions and promote writing motivation among learners. Although the use of LMSs may not have an impact more than the traditional way of writing, as the findings suggest, it is important to emphasize that these platforms create different learning environments and provide opportunities for learners to practice English which brings out different outcomes. Therefore, teachers should try to use a variety of activities and approaches while integrating LMSs into EFL writing classrooms. For instance, implementing authentic materials, collaborative activities, and flipped writing enhances writing motivation and eliminates an exam-oriented environment from learners' perspectives. In addition, teachers' ability to use these online platforms is important, and they should be knowledgeable and efficient enough not to demotivate learners during the writing process. Similarly, school administration and curriculum developers should be aware of the impact of LMSs and should integrate them accordingly. Material and curriculum developers should be in collaboration with teachers and communicate possible problems and solutions before introducing LMSs to learners. Technical and internet connection problems should be taken into consideration and dealt with accordingly in lesson planning and procedures. Both teachers and curriculum developers should adopt the most suitable objectives, methods, techniques, and materials regarding the use of LMSs alongside traditional writing instruction to attain the needs of learners, as each has a different impact on learners' writing motivation. Furthermore, it is necessary for institutions to choose the best online platform. It is their responsibility to make these platforms practical and accessible at any time and place without limitations to prevent learners from feeling lost and getting discouraged. In other words, they should

provide the necessary budget for LMSs, internet, and technological tools. They also should provide teacher training to help teachers obtain effective ways to integrate writing instruction and activities into online learning environments, which efficiently facilitate the use of LMSs and motivate learners. Moreover, learners play a pivotal role in the integration of LMSs and they should be encouraged to use these online platforms inside and outside of classrooms. Therefore, the importance of LMSs and their positive effects should be emphasized to develop positive attitudes.

5.4.Recommendation for Further Research

The findings of the present study lead to several recommendations for further studies. First of all, there needs to be more research on the effects of the use of LMSs on EFL learners' writing motivation to have a deeper understanding. In addition, qualitative research as well as different types of data collection tools could provide more insight into writing motivation together with different variables such as attitudes, perceptions, beliefs, and preferences. Research could also focus on the relationship between writing motivation and writing proficiency in EFL writing classes, and these classes with the integration of a more detailed approach could also help examine the effects of LMSs on writing aspects such as vocabulary use, spelling, grammar, organization, content, and coherence. Additionally, research on the integration of a variety of suitable writing activities and tasks such as collaborative ones on LMSs could provide more details on learners' writing motivation. Furthermore, further research in different contexts and with different demographic variables such as gender, age, proficiency levels, and familiarity with technological tools could provide a better understanding. Moreover, this study utilized the LMS as a primary tool to carry out writing tasks; however, research could focus on the

use of LMSs as supplementary tools in EFL writing classes. These writing classes could be conducted in different writing environments such as flipped or blended with various LMSs. Last, more research with a larger sample and longer practice period could enhance the efficacy of the study and help reach more reliable generalizations.



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Appendix A

Background and Academic Writing Motivation Questionnaire

Dear participant,

You are kindly invited to participate in an online survey focusing on the relationship between writing motivation and EFL writing. Your participation is entirely voluntary. Your answers will be kept confidential and used only for scientific purposes. The survey has two parts: A background questionnaire (4), and the Writing Motivation Scale (37). It takes less than 10 minutes to complete. Thank you for your participation in this study.

Hatice Gül Selçuk

Background Questionnaire	
Your age ____	Your gender Female (1) Male (2)
Your department _____	Your English level _____

Please read the questions and mark the most appropriate choice.

Attitudes and perceptions towards EFL writing					
Statements	Never	Rarely	Sometimes	Usually	Always
1. I enjoy writing.	(1)	(2)	(3)	(4)	(5)
2. I like to write down my thoughts.	(1)	(2)	(3)	(4)	(5)
3. I use correct grammar in my writing.	(1)	(2)	(3)	(4)	(5)
4. I complete a writing assignment even when it is difficult.	(1)	(2)	(3)	(4)	(5)
5. Being a good writer will help me do well academically.	(1)	(2)	(3)	(4)	(5)
6. I write as well as other students.	(1)	(2)	(3)	(4)	(5)
7. I write more than the minimum on writing assignments.	(1)	(2)	(3)	(4)	(5)
8. I put a lot of effort into my writing.	(1)	(2)	(3)	(4)	(5)
9. I like to participate in written online discussions.	(1)	(2)	(3)	(4)	(5)

10. I like to get feedback from an instructor on my writing.	(1)	(2)	(3)	(4)	(5)
11. I am able to clearly express my ideas in writing.	(1)	(2)	(3)	(4)	(5)
12. I easily focus on what I am writing.	(1)	(2)	(3)	(4)	(5)
13. I like my writing to be graded.	(1)	(2)	(3)	(4)	(5)
14. I am more likely to succeed if I can write well.	(1)	(2)	(3)	(4)	(5)
15. It is easy for me to write good essays.	(1)	(2)	(3)	(4)	(5)
16. I enjoy creative writing assignments.	(1)	(2)	(3)	(4)	(5)
17. I like classes that require a lot of writing.	(1)	(2)	(3)	(4)	(5)
18. I plan how I am going to write something before I write it.	(1)	(2)	(3)	(4)	(5)
19. Becoming a better writer is important to me.	(1)	(2)	(3)	(4)	(5)
20. Being a better writer will help me in my career.	(1)	(2)	(3)	(4)	(5)
21. It is important to me that I make an A on a writing assignment.	(1)	(2)	(3)	(4)	(5)
22. I enjoy writing assignments that challenge me.	(1)	(2)	(3)	(4)	(5)
23. I revise my writing before submitting an assignment.	(1)	(2)	(3)	(4)	(5)
24. Punctuation is easy for me.	(1)	(2)	(3)	(4)	(5)
25. I enjoy writing literary analysis papers.	(1)	(2)	(3)	(4)	(5)
26. I like to write even if my writing will not be graded.	(1)	(2)	(3)	(4)	(5)
27. I like others to read what I have written.	(1)	(2)	(3)	(4)	(5)
28. I enjoy writing research papers.	(1)	(2)	(3)	(4)	(5)
29. I would like to have more opportunities to write in classes.	(1)	(2)	(3)	(4)	(5)
30. Being a good writer is important in getting a good job.	(1)	(2)	(3)	(4)	(5)
31. I practice writing in order to improve my skills.	(1)	(2)	(3)	(4)	(5)
32. I want the highest grade in the class on a writing assignment.	(1)	(2)	(3)	(4)	(5)
33. I would rather write an essay than answer multiple-choice questions.	(1)	(2)	(3)	(4)	(5)
34. I want others to recognize me as a good writer.	(1)	(2)	(3)	(4)	(5)
35. Spelling is easy for me.	(1)	(2)	(3)	(4)	(5)
36. Choosing the right word is easy for me.	(1)	(2)	(3)	(4)	(5)
37. I am motivated to write in my classes.	(1)	(2)	(3)	(4)	(5)

Appendix B

The Ethics Committee Approval

 İSTANBUL MEDENİYET ÜNİVERSİTESİ	T.C. İSTANBUL MEDENİYET ÜNİVERSİTESİ EĞİTİM BİLİMLERİ ETİK KURULU KARARI
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Tarihi	Sayısı
04/04/2022	2022/04-03

ARAŞTIRMA BAŞLIĞI	The Effects of Edmodo on Writing Motivation in the EFL Context
ARAŞTIRMANIN TÜRÜ	Nicel
ARAŞTIRMACI(LAR)	Hatice Gül Selçuk
KARAR	Etik açıdan uygundur.

Görevi	Kurul Üyeleri	İmza
Başkan	Prof. Dr. Halil İbrahim SAĞLAM	
Üye	Prof. Dr. Ahmet AKIN	
Üye	Prof. Dr. Özlem FEDAI	
Üye	Prof. Dr. Selami AYDIN	
Üye	Prof. Dr. Yeşim GÜLEÇ ASLAN	
Üye	Doç. Dr. Özge CENGİZ	
Üye	Doç. Dr. Özcan Erkan AKGÜN	
Üye	Av. Fevziye DOĞRUER	

Appendix C

The Wilcoxon Test for the Control Group

Items	Ranks	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
1. I enjoy writing.	Negative Ranks	1 ^a	3.00	3.00	.03
	Positive Ranks	7 ^b	4.71	33.00	
	Ties	8 ^c			
	Total	16			
2. I like to write down my thoughts.	Negative Ranks	4 ^d	6.13	24.50	.43
	Positive Ranks	7 ^e	5.93	41.50	
	Ties	5 ^f			
	Total	16			
3. I use correct grammar in my writing.	Negative Ranks	4 ^g	5.50	22.00	.55
	Positive Ranks	4 ^h	3.50	14.00	
	Ties	8 ⁱ			
	Total	16			
4. I complete a writing assignment even when it is difficult.	Negative Ranks	4 ^j	6.75	27.00	.95
	Positive Ranks	6 ^k	4.67	28.00	
	Ties	6 ^l			
	Total	16			
5. Being a good writer will help me do well academically.	Negative Ranks	6 ^m	4.75	28.50	.91
	Positive Ranks	4 ⁿ	6.63	26.50	
	Ties	6 ^o			
	Total	16			
6. I write as well as other students.	Negative Ranks	5 ^p	5.50	27.50	1.00
	Positive Ranks	5 ^q	5.50	27.50	
	Ties	6 ^r			
	Total	16			

	Negative Ranks	5 ^s	5.70	28.50	.91
7. I write more than the minimum on writing assignments.	Positive Ranks	5 ^t	5.30	26.50	
	Ties	6 ^u			
	Total	16			
	Negative Ranks	2 ^v	6.50	13.00	.23
8. I put a lot of effort into my writing.	Positive Ranks	7 ^w	4.57	32.00	
	Ties	7 ^x			
	Total	16			
	Negative Ranks	4 ^y	5.50	22.00	.08
9. I like to participate in written online discussions.	Positive Ranks	9 ^z	7.67	69.00	
	Ties	3 ^{aa}			
	Total	16			
	Negative Ranks	6 ^{ab}	6.00	36.00	.49
10. I like to get feedback from an instructor on my writing.	Positive Ranks	7 ^{ac}	7.86	55.00	
	Ties	3 ^{ad}			
	Total	16			
	Negative Ranks	5 ^{ae}	4.40	22.00	.16
11. I am able to clearly express my ideas in writing.	Positive Ranks	2 ^{af}	3.00	6.00	
	Ties	9 ^{ag}			
	Total	16			
	Negative Ranks	6 ^{ah}	4.75	28.50	.91
12. I easily focus on what I am writing.	Positive Ranks	4 ^{ai}	6.63	26.50	
	Ties	6 ^{aj}			
	Total	16			
	Negative Ranks	4 ^{ak}	6.00	24.00	.22
13. I like my writing to be graded.	Positive Ranks	8 ^{al}	6.75	54.00	
	Ties	4 ^{am}			
	Total	16			
	Negative Ranks	7 ^{an}	5.00	35.00	.40
	Positive Ranks	3 ^{ao}	6.67	20.00	

14. I am more likely to succeed if I can write well.	Ties	6 ^{ap}			
	Total	16			
	Negative Ranks	5 ^{aq}	4.90	24.50	.35
15. It is easy for me to write good essays.	Positive Ranks	3 ^{ar}	3.83	11.50	
	Ties	8 ^{as}			
	Total	16			
	Negative Ranks	3 ^{at}	5.00	15.00	.35
16. I enjoy creative writing assignments.	Positive Ranks	6 ^{au}	5.00	30.00	
	Ties	7 ^{av}			
	Total	16			
	Negative Ranks	4 ^{aw}	5.00	20.00	.11
17. I like classes that require a lot of writing.	Positive Ranks	8 ^{ax}	7.25	58.00	
	Ties	4 ^{ay}			
	Total	16			
	Negative Ranks	3 ^{az}	3.00	9.00	.38
18. I plan how I am going to write something before I write it.	Positive Ranks	4 ^{ba}	4.75	19.00	
	Ties	9 ^{bb}			
	Total	16			
	Negative Ranks	1 ^{bc}	3.50	3.50	.02
19. Becoming a better writer is important to me.	Positive Ranks	8 ^{bd}	5.19	41.50	
	Ties	7 ^{be}			
	Total	16			
	Negative Ranks	4 ^{bf}	3.50	14.00	.29
20. Being a better writer will help me in my career.	Positive Ranks	5 ^{bg}	6.20	31.00	
	Ties	7 ^{bh}			
	Total	16			
	Negative Ranks	7 ^{bi}	8.00	56.00	.82
21. It is important to me that I make an A on a writing assignment.	Positive Ranks	7 ^{bj}	7.00	49.00	
	Ties	2 ^{bk}			

	Total	16			
22. I enjoy writing assignments that challenge me.	Negative Ranks	4 ^{bl}	5.25	21.00	.49
	Positive Ranks	6 ^{bm}	5.67	34.00	
	Ties	6 ^{bn}			
	Total	16			
23. I revise my writing before submitting an assignment.	Negative Ranks	4 ^{bo}	6.25	25.00	.75
	Positive Ranks	5 ^{bp}	4.00	20.00	
	Ties	7 ^{bq}			
	Total	16			
24. Punctuation is easy for me.	Negative Ranks	3 ^{br}	7.33	22.00	.55
	Positive Ranks	7 ^{bs}	4.71	33.00	
	Ties	6 ^{bt}			
	Total	16			
25. I enjoy writing literary analysis papers.	Negative Ranks	2 ^{bu}	3.50	7.00	.05
	Positive Ranks	7 ^{bv}	5.43	38.00	
	Ties	7 ^{bw}			
	Total	16			
26. I like to write even if my writing will not be graded.	Negative Ranks	3 ^{bx}	6.17	18.50	.33
	Positive Ranks	7 ^{by}	5.21	36.50	
	Ties	6 ^{bz}			
	Total	16			
27. I like others to read what I have written.	Negative Ranks	3 ^{ca}	4.83	14.50	.33
	Positive Ranks	6 ^{cb}	5.08	30.50	
	Ties	7 ^{cc}			
	Total	16			
28. I enjoy writing research papers.	Negative Ranks	6 ^{cd}	6.00	36.00	.80
	Positive Ranks	6 ^{ce}	7.00	42.00	
	Ties	4 ^{cf}			
	Total	16			
	Negative Ranks	4 ^{cg}	4.75	19.00	.66

29. I would like to have more opportunities to write in classes.	Positive Ranks	5 ^{ch}	5.20	26.00	
	Ties	7 ^{ci}			
	Total	16			
	Negative Ranks	3 ^{ej}	5.67	17.00	.27
30. Being a good writer is important in getting a good job.	Positive Ranks	7 ^{ck}	5.43	38.00	
	Ties	6 ^{cl}			
	Total	16			
	Negative Ranks	4 ^{cm}	6.75	27.00	.18
31. I practice writing in order to improve my skills.	Positive Ranks	9 ^{cn}	7.11	64.00	
	Ties	3 ^{co}			
	Total	16			
	Negative Ranks	5 ^{cp}	5.30	26.50	.62
32. I want the highest grade in the class on a writing assignment.	Positive Ranks	4 ^{cq}	4.63	18.50	
	Ties	7 ^{cr}			
	Total	16			
	Negative Ranks	5 ^{cs}	3.80	19.00	.38
33. I would rather write an essay than answer multiple-choice questions.	Positive Ranks	5 ^{ct}	7.20	36.00	
	Ties	6 ^{cu}			
	Total	16			
	Negative Ranks	4 ^{cv}	5.00	20.00	.76
34. I want others to recognize me as a good writer.	Positive Ranks	5 ^{cw}	5.00	25.00	
	Ties	7 ^{cx}			
	Total	16			
	Negative Ranks	5 ^{cy}	5.70	28.50	.91
35. Spelling is easy for me.	Positive Ranks	5 ^{cz}	5.30	26.50	
	Ties	6 ^{da}			
	Total	16			
	Negative Ranks	6 ^{db}	4.25	25.50	.71
36. Choosing the right word is easy for me.	Positive Ranks	3 ^{dc}	6.50	19.50	
	Ties	7 ^{dd}			
	Total	16			

	Total	16			
	Negative Ranks	4 ^{de}	4.00	16.00	.72
37. I am motivated to	Positive Ranks	3 ^{df}	4.00	12.00	
write in my classes.	Ties	9 ^{dg}			
	Total	16			



Appendix D

The Wilcoxon Test for the Control Group

Items	Ranks	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
1. I enjoy writing.	Negative Ranks	2 ^a	4.50	9.00	.02
	Positive Ranks	9 ^b	6.33	57.00	
	Ties	5 ^c			
	Total	16			
2. I like to write down my thoughts.	Negative Ranks	2 ^d	3.50	7.00	.05
	Positive Ranks	7 ^e	5.43	38.00	
	Ties	7 ^f			
	Total	16			
3. I use correct grammar in my writing.	Negative Ranks	3 ^g	4.50	13.50	.13
	Positive Ranks	7 ^h	5.93	41.50	
	Ties	6 ⁱ			
	Total	16			
4. I complete a writing assignment even when it is difficult.	Negative Ranks	5 ^j	5.80	29.00	.43
	Positive Ranks	4 ^k	4.00	16.00	
	Ties	7 ^l			
	Total	16			
5. Being a good writer will help me do well academically.	Negative Ranks	2 ^m	7.00	14.00	.14
	Positive Ranks	8 ⁿ	5.13	41.00	
	Ties	6 ^o			
	Total	16			
6. I write as well as other students.	Negative Ranks	3 ^p	5.50	16.50	.25
	Positive Ranks	7 ^q	5.50	38.50	
	Ties	6 ^r			
	Total	16			

7. I write more than the minimum on writing assignments.	Negative Ranks	3 ^s	4.83	14.50	.61
	Positive Ranks	5 ^t	4.30	21.50	
	Ties	8 ^u			
	Total	16			
8. I put a lot of effort into my writing.	Negative Ranks	5 ^v	5.50	27.50	1.00
	Positive Ranks	5 ^w	5.50	27.50	
	Ties	6 ^x			
	Total	16			
9. I like to participate in written online discussions.	Negative Ranks	2 ^y	9.00	18.00	.17
	Positive Ranks	9 ^z	5.33	48.00	
	Ties	5 ^{aa}			
	Total	16			
10. I like to get feedback from an instructor on my writing.	Negative Ranks	4 ^{ab}	5.13	20.50	.71
	Positive Ranks	4 ^{ac}	3.88	15.50	
	Ties	8 ^{ad}			
	Total	16			
11. I am able to clearly express my ideas in writing.	Negative Ranks	4 ^{ae}	6.25	25.00	.46
	Positive Ranks	7 ^{af}	5.86	41.00	
	Ties	5 ^{ag}			
	Total	16			
12. I easily focus on what I am writing.	Negative Ranks	4 ^{ah}	5.88	23.50	.20
	Positive Ranks	8 ^{ai}	6.81	54.50	
	Ties	4 ^{aj}			
	Total	16			
13. I like my writing to be graded.	Negative Ranks	5 ^{ak}	6.20	31.00	.85
	Positive Ranks	6 ^{al}	5.83	35.00	
	Ties	5 ^{am}			
	Total	16			
	Negative Ranks	7 ^{an}	5.14	36.00	.37
	Positive Ranks	3 ^{ao}	6.33	19.00	

14. I am more likely to succeed if I can write well.	Ties	6 ^{ap}			
	Total	16			
	Negative Ranks	2 ^{aq}	6.00	12.00	.05
15. It is easy for me to write good essays.	Positive Ranks	9 ^{ar}	6.00	54.00	
	Ties	5 ^{as}			
	Total	16			
	Negative Ranks	3 ^{at}	4.33	13.00	.25
16. I enjoy creative writing assignments.	Positive Ranks	6 ^{au}	5.33	32.00	
	Ties	7 ^{av}			
	Total	16			
	Negative Ranks	2 ^{aw}	7.50	15.00	.36
17. I like classes that require a lot of writing.	Positive Ranks	7 ^{ax}	4.29	30.00	
	Ties	7 ^{ay}			
	Total	16			
	Negative Ranks	6 ^{az}	3.67	22.00	.56
18. I plan how I am going to write something before I write it.	Positive Ranks	2 ^{ba}	7.00	14.00	
	Ties	8 ^{bb}			
	Total	16			
	Negative Ranks	4 ^{bc}	5.88	23.50	.90
19. Becoming a better writer is important to me.	Positive Ranks	5 ^{bd}	4.30	21.50	
	Ties	7 ^{be}			
	Total	16			
	Negative Ranks	1 ^{bf}	3.00	3.00	.05
20. Being a better writer will help me in my career.	Positive Ranks	6 ^{bg}	4.17	25.00	
	Ties	9 ^{bh}			
	Total	16			
	Negative Ranks	3 ^{bi}	2.50	7.50	.26
21. It is important to me that I make an A on a writing assignment.	Positive Ranks	4 ^{bj}	5.13	20.50	
	Ties	9 ^{bk}			
	Total	16			

	Total	16			
22. I enjoy writing assignments that challenge me.	Negative Ranks	4 ^{bl}	4.50	18.00	.08
	Positive Ranks	8 ^{bm}	7.50	60.00	
	Ties	4 ^{bn}			
	Total	16			
23. I revise my writing before submitting an assignment.	Negative Ranks	2 ^{bo}	3.00	6.00	.08
	Positive Ranks	6 ^{bp}	5.00	30.00	
	Ties	8 ^{bq}			
	Total	16			
24. Punctuation is easy for me.	Negative Ranks	4 ^{br}	5.00	20.00	.23
	Positive Ranks	7 ^{bs}	6.57	46.00	
	Ties	5 ^{bt}			
	Total	16			
25. I enjoy writing literary analysis papers.	Negative Ranks	4 ^{bu}	4.63	18.50	.34
	Positive Ranks	6 ^{bv}	6.08	36.50	
	Ties	6 ^{bw}			
	Total	16			
26. I like to write even if my writing will not be graded.	Negative Ranks	1 ^{bx}	6.50	6.50	.05
	Positive Ranks	8 ^{by}	4.81	38.50	
	Ties	7 ^{bz}			
	Total	16			
27. I like others to read what I have written.	Negative Ranks	3 ^{ca}	7.33	22.00	.55
	Positive Ranks	7 ^{cb}	4.71	33.00	
	Ties	6 ^{cc}			
	Total	16			
28. I enjoy writing research papers.	Negative Ranks	4 ^{cd}	4.75	19.00	.37
	Positive Ranks	6 ^{ce}	6.00	36.00	
	Ties	6 ^{cf}			
	Total	16			
	Negative Ranks	1 ^{cg}	7.00	7.00	.22

29. I would like to have more opportunities to write in classes.	Positive Ranks	6 ^{ch}	3.50	21.00	
	Ties	9 ^{ci}			
	Total	16			
30. Being a good writer is important in getting a good job.	Negative Ranks	1 ^{ej}	4.00	4.00	.03
	Positive Ranks	7 ^{ck}	4.57	32.00	
	Ties	8 ^{cl}			
	Total	16			
31. I practice writing in order to improve my skills.	Negative Ranks	2 ^{cm}	5.25	10.50	.14
	Positive Ranks	7 ^{cn}	4.93	34.50	
	Ties	7 ^{co}			
	Total	16			
32. I want the highest grade in the class on a writing assignment.	Negative Ranks	5 ^{cp}	3.50	17.50	.29
	Positive Ranks	5 ^{cq}	7.50	37.50	
	Ties	6 ^{cr}			
	Total	16			
33. I would rather write an essay than answer multiple-choice questions.	Negative Ranks	1 ^{cs}	4.50	4.50	.01
	Positive Ranks	9 ^{ct}	5.61	50.50	
	Ties	6 ^{cu}			
	Total	16			
34. I want others to recognize me as a good writer.	Negative Ranks	1 ^{cv}	3.50	3.50	.02
	Positive Ranks	8 ^{cw}	5.19	41.50	
	Ties	7 ^{cx}			
	Total	16			
35. Spelling is easy for me.	Negative Ranks	3 ^{cy}	3.67	11.00	.60
	Positive Ranks	4 ^{cz}	4.25	17.00	
	Ties	9 ^{da}			
	Total	16			
36. Choosing the right word is easy for me.	Negative Ranks	5 ^{db}	5.00	25.00	.46
	Positive Ranks	6 ^{dc}	6.83	41.00	
	Ties	5 ^{dd}			

	Total	16			
	Negative Ranks	2 ^{de}	3.00	6.00	.04
37. I am motivated to write in my classes.	Positive Ranks	7 ^{df}	5.57	39.00	
	Ties	7 ^{dg}			
	Total	16			



Appendix E

Mann Whitney U test for the Pre-tests

Ranks					
	Group	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
1. I enjoy writing.	Control Group	16	14.75	236.00	.24
	Experimental Group	16	18.25	292.00	
	Total	32			
2. I like to write down my thoughts.	Control Group	16	17.50	280.00	.48
	Experimental Group	16	15.50	248.00	
	Total	32			
3. I use correct grammar in my writing.	Control Group	16	17.44	279.00	.50
	Experimental Group	16	15.56	249.00	
	Total	32			
4. I complete a writing assignment even when it is difficult.	Control Group	16	16.66	266.50	.92
	Experimental Group	16	16.34	261.50	
	Total	32			
5. Being a good writer will help me do well academically.	Control Group	16	17.97	287.50	.34
	Experimental Group	16	15.03	240.50	
	Total	32			
6. I write as well as other students.	Control Group	16	18.59	297.50	.18
	Experimental Group	16	14.41	230.50	
	Total	32			

7. I write more than the minimum on writing assignments.	Control Group	16	17.97	287.50	.35
	Experimental Group	16	15.03	240.50	
	Total	32			
8. I put a lot of effort into my writing.	Control Group	16	16.84	269.50	.82
	Experimental Group	16	16.16	258.50	
	Total	32			
9. I like to participate in written online discussions.	Control Group	16	13.59	217.50	.06
	Experimental Group	16	19.41	310.50	
	Total	32			
10. I like to get feedback from an instructor on my writing.	Control Group	16	15.22	243.50	.41
	Experimental Group	16	17.78	284.50	
	Total	32			
11. I am able to clearly express my ideas in writing.	Control Group	16	17.94	287.00	.34
	Experimental Group	16	15.06	241.00	
	Total	32			
12. I easily focus on what I am writing.	Control Group	16	16.34	261.50	.92
	Experimental Group	16	16.66	266.50	
	Total	32			
13. I like my writing to be graded.	Control Group	16	15.00	240.00	.34
	Experimental Group	16	18.00	288.00	
	Total	32			
	Control Group	16	14.84	237.50	.28

14. I am more likely to succeed if I can write well.	Experimental Group	16	18.16	290.50	
	Total	32			
	Control Group	16	17.59	281.50	.45
15. It is easy for me to write good essays.	Experimental Group	16	15.41	246.50	
	Total	32			
	Control Group	16	14.81	237.00	.24
16. I enjoy creative writing assignments.	Experimental Group	16	18.19	291.00	
	Total	32			
	Control Group	16	13.88	222.00	.08
17. I like classes that require a lot of writing.	Experimental Group	16	19.13	306.00	
	Total	32			
	Control Group	16	13.81	221.00	.77
18. I plan how I am going to write something before I write it.	Experimental Group	16	19.19	307.00	
	Total	32			
	Control Group	16	16.06	257.00	.77
19. Becoming a better writer is important to me.	Experimental Group	16	16.94	271.00	
	Total	32			
	Control Group	16	18.38	294.00	.23
20. Being a better writer will help me in my career.	Experimental Group	16	14.63	234.00	
	Total	32			
	Control Group	16	16.59	265.50	.95
21. It is important to me that I make an A on a writing assignment.	Experimental Group	16	16.41	262.50	
	Total	32			

22. I enjoy writing assignments that challenge me.	Control Group	16	15.41	246.50	.46
	Experimental Group	16	17.59	281.50	
	Total	32			
23. I revise my writing before submitting an assignment.	Control Group	16	17.56	281.00	.45
	Experimental Group	16	15.44	247.00	
	Total	32			
24. Punctuation is easy for me.	Control Group	16	17.88	286.00	.32
	Experimental Group	16	15.13	242.00	
	Total	32			
25. I enjoy writing literary analysis papers.	Control Group	16	13.84	221.50	.09
	Experimental Group	16	19.16	306.50	
	Total	32			
26. I like to write even if my writing will not be graded.	Control Group	16	13.94	223.00	.09
	Experimental Group	16	19.06	305.00	
	Total	32			
27. I like others to read what I have written.	Control Group	16	15.38	246.00	.45
	Experimental Group	16	17.63	282.00	
	Total	32			
28. I enjoy writing research papers.	Control Group	16	14.19	227.00	.13
	Experimental Group	16	18.81	301.00	
	Total	32			
29. I would like to have more opportunities to write in classes.	Control Group	16	15.69	251.00	.60
	Experimental Group	16	17.31	277.00	
	Total	32			

	Total	32			
30. Being a good writer is important in getting a good job.	Control Group	16	16.13	258.00	.80
	Experimental Group	16	16.88	270.00	
	Total	32			
31. I practice writing in order to improve my skills.	Control Group	16	12.44	199.00	.00
	Experimental Group	16	20.56	329.00	
	Total	32			
32. I want the highest grade in the class on a writing assignment.	Control Group	16	17.56	281.00	.50
	Experimental Group	16	15.44	247.00	
	Total	32			
33. I would rather write an essay than answer multiple-choice questions.	Control Group	16	14.88	238.00	.28
	Experimental Group	16	18.13	290.00	
	Total	32			
34. I want others to recognize me as a good writer.	Control Group	16	16.97	271.50	.76
	Experimental Group	16	16.03	256.50	
	Total	32			
35. Spelling is easy for me.	Control Group	16	15.09	241.50	.37
	Experimental Group	16	17.91	286.50	
	Total	32			
36. Choosing the right word is easy for me.	Control Group	16	14.19	227.00	.12
	Experimental Group	16	18.81	301.00	
	Total	32			
	Control Group	16	15.13	242.00	.39

37. I am motivated to write in my classes.	Experimental	16	17.88	286.00
	Group			
	Total	32		



Appendix F

Mann Whitney U test for the Post-tests

Ranks					
	Group	N	Mean Rank	Sum of Ranks	Asymp. Sig. (2-tailed)
1. I enjoy writing.	Control Group	16	14.72	235.50	.25
	Experimental Group	16	18.28	292.50	
	Total	32			
2. I like to write down my thoughts.	Control Group	16	16.16	258.50	.82
	Experimental Group	16	16.84	269.50	
	Total	32			
3. I use correct grammar in my writing.	Control Group	16	15.16	242.50	.38
	Experimental Group	16	17.84	285.50	
	Total	32			
4. I complete a writing assignment even when it is difficult.	Control Group	16	17.56	281.00	.50
	Experimental Group	16	15.44	247.00	
	Total	32			
5. Being a good writer will help me do well academically.	Control Group	16	15.66	250.50	.59
	Experimental Group	16	17.34	277.50	
	Total	32			
6. I write as well as other students.	Control Group	16	16.53	264.50	.98
	Experimental Group	16	16.47	263.50	
	Total	32			

7. I write more than the minimum on writing assignments.	Control Group	16	16.97	271.50	.76
	Experimental Group	16	16.03	256.50	
	Total	32			
8. I put a lot of effort into my writing.	Control Group	16	17.91	286.50	.37
	Experimental Group	16	15.09	241.50	
	Total	32			
9. I like to participate in written online discussions.	Control Group	16	14.56	233.00	.21
	Experimental Group	16	18.44	295.00	
	Total	32			
10. I like to get feedback from an instructor on my writing.	Control Group	16	16.72	267.50	.88
	Experimental Group	16	16.28	260.50	
	Total	32			
11. I am able to clearly express my ideas in writing.	Control Group	16	14.69	235.00	.24
	Experimental Group	16	18.31	293.00	
	Total	32			
12. I easily focus on what I am writing.	Control Group	16	14.19	227.00	.14
	Experimental Group	16	18.81	301.00	
	Total	32			
13. I like my writing to be graded.	Control Group	16	16.41	262.50	.95
	Experimental Group	16	16.59	265.50	
	Total	32			
14. I am more likely to succeed if I can write well.	Control Group	16	15.66	250.50	.59
	Experimental Group	16	17.34	277.50	
	Total	32			

	Total	32			
15. It is easy for me to write good essays.	Control Group	16	13.31	213.00	.03
	Experimental Group	16	19.69	315.00	
	Total	32			
16. I enjoy creative writing assignments.	Control Group	16	14.34	229.50	.17
	Experimental Group	16	18.66	298.50	
	Total	32			
17. I like classes that require a lot of writing.	Control Group	16	13.59	217.50	.06
	Experimental Group	16	19.41	310.50	
	Total	32			
18. I plan how I am going to write something before I write it.	Control Group	16	15.44	247.00	.48
	Experimental Group	16	17.56	281.00	
	Total	32			
19. Becoming a better writer is important to me.	Control Group	16	18.41	294.50	.22
	Experimental Group	16	14.59	233.50	
	Total	32			
20. Being a better writer will help me in my career.	Control Group	16	17.44	279.00	.54
	Experimental Group	16	15.56	249.00	
	Total	32			
21. It is important to me that I make an A on a writing assignment.	Control Group	16	15.09	241.50	.36
	Experimental Group	16	17.91	286.50	
	Total	32			
	Control Group	16	13.75	220.00	.07

22. I enjoy writing assignments that challenge me.	Experimental Group	16	19.25	308.00	
	Total	32			
	<hr/>				
23. I revise my writing before submitting an assignment.	Control Group	16	15.25	244.00	.42
	Experimental Group	16	17.75	284.00	
	Total	32			
<hr/>					
24. Punctuation is easy for me.	Control Group	16	16.84	269.50	.82
	Experimental Group	16	16.16	258.50	
	Total	32			
<hr/>					
25. I enjoy writing literary analysis papers.	Control Group	16	14.69	235.00	.24
	Experimental Group	16	18.31	293.00	
	Total	32			
<hr/>					
26. I like to write even if my writing will not be graded.	Control Group	16	12.88	206.00	.02
	Experimental Group	16	20.13	322.00	
	Total	32			
<hr/>					
27. I like others to read what I have written.	Control Group	16	16.00	256.00	.75
	Experimental Group	16	17.00	272.00	
	Total	32			
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28. I enjoy writing research papers.	Control Group	16	13.34	213.50	.04
	Experimental Group	16	19.66	314.50	
	Total	32			
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29. I would like to have more opportunities to write in classes.	Control Group	16	14.59	233.50	.22
	Experimental Group	16	18.41	294.50	
	Total	32			
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30. Being a good writer is important in getting a good job.	Control Group	16	16.03	256.50	.76
	Experimental Group	16	16.97	271.50	
	Total	32			
31. I practice writing in order to improve my skills.	Control Group	16	13.28	212.50	.04
	Experimental Group	16	19.72	315.50	
	Total	32			
32. I want the highest grade in the class on a writing assignment.	Control Group	16	15.94	255.00	.72
	Experimental Group	16	17.06	273.00	
	Total	32			
33. I would rather write an essay than answer multiple-choice questions.	Control Group	16	13.50	216.00	.05
	Experimental Group	16	19.50	312.00	
	Total	32			
34. I want others to recognize me as a good writer.	Control Group	16	14.91	238.50	.32
	Experimental Group	16	18.09	289.50	
	Total	32			
35. Spelling is easy for me.	Control Group	16	14.22	227.50	.15
	Experimental Group	16	18.78	300.50	
	Total	32			
36. Choosing the right word is easy for me.	Control Group	16	13.53	216.50	.06
	Experimental Group	16	19.47	311.50	
	Total	32			
37. I am motivated to write in my classes.	Control Group	16	12.56	201.00	.01
	Experimental Group	16	20.44	327.00	
	Total	32			

Total

32

