

**THE RELATIONSHIP OF ENGLISH WRITING MOTIVATION AND
SELF-EFFICACY WITH ENGLISH WRITING ACHIEVEMENT OF
GRADE 11 STUDENTS AT A DEMONSTRATION SCHOOL IN
BANGKOK, THAILAND**

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Abstract: This study aimed to determine the relationship between the Grade 11 students' English writing motivation and English writing self-efficacy with English writing achievement at a demonstration school in Bangkok, Thailand. The study used a quantitative correlational research design. For one of the instruments of this study, the English Writing Motivation, and Self-Efficacy Questionnaire, the researcher adapted 30 items from Gardner's (2010) Attitude/Motivation Test Battery (AMTB) and adopted ten items from Wang, Kim, Bong, and Ahn's (2013) Questionnaire of English Self-Efficacy. The English Writing Motivation and Self-Efficacy Questionnaires collected data on the Grade 11 students' English writing motivation and English writing self-efficacy levels. The questionnaire was distributed to 64 Grade 11 students in February 2020. The Grade 11 students' in-school English Writing Examination measured their English writing achievement. The in-school English Writing Examination was also distributed to the 64 Grade 11 students in March 2020. Descriptive statistics (means and standard deviations) were used first to analyze the data. Multiple correlation coefficient analysis was then used to find the relationships among the Grade 11 students' English writing motivation, English writing self-efficacy, and English writing achievement. The findings showed that the Grade 11 students had a moderately high English writing motivation and a slightly high level of English writing self-efficacy. Furthermore, the results indicated a significant, moderately strong, positive relationship between English writing motivation and English writing achievement. English writing self-efficacy had a weak but positively significant relationship with English writing achievement. The findings also showed that English writing motivation had a moderately strong,

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significant, positive relationship with English writing self-efficacy. Finally, the results revealed a moderately strong, significant, positive relationship between English writing motivation and English writing self-efficacy with English writing achievement. Recommendations are provided for students' support, teaching strategies, and future research.

Keywords: English writing motivation; English writing self-efficacy; English writing achievement; demonstration school

Introduction

Learning English is helpful in Thailand as it helps Thai people communicate effectively with other non-Thai speakers. This is especially important for Thailand's tourist industry since English-speaking tourists prefer to visit countries where they can communicate easily (Talerngsri, 2019). The ASEAN Community, which Thailand cooperates with, also uses English to communicate (Rodsawang, 2017). Thailand has implemented many education policies and invested resources toward English language education ever since English became a part of the Thai curriculum during King Rama V's (1868-1910) reign (Kaur, Young & Kirkpatrick, 2016). However, even though English language education had many education policies and monetary investments, the Thais' English language skills were still considered below average (Kaul et al., 2016). Thailand's English proficiency, including English writing, was considered low or very low compared to most other ASEAN English proficiency index participants during the last nine years (Education First, 2019). One of the leading causes of Thailand's low English proficiency was that most English classes were teacher-centered classrooms (Stone, 2017). The teacher-centered classrooms mainly used rote memorization and grammar-translation methodology, which did not provide the critical thinking skills necessary to master English writing and other English skills (Magno, 2009). These teacher-centered classrooms have also caused Thai students to be less motivated to improve their English and less confident in English performance (Stone, 2017).

In the target demonstration school of this study, the Grade 11 students who enrolled in the mandatory English course seemed to have experienced similar traditional, teacher-centered classrooms. Based on the researcher's observations, these Grade 11 students appeared to have low English writing achievement, low motivation to improve their English writing, and little confidence in their English writing ability.

A students' motivation to learn English is one of the major factors that improve their English proficiency, including English writing (Gardner, 2010). Another

major factor that helps improve the students' English proficiency is their self-efficacy or confidence in their English ability (Palaleo & Srikrajang, 2018). Showing the teachers and administrators of the target school the usefulness of English writing motivation and self-efficacy should support a shift from the current teacher-centered classrooms to student-centered classrooms that can help improve both English writing motivation and self-efficacy (Kaur & Khodadad, 2016). Therefore, the researcher decided to develop a quantitative correlational study to identify the relationship between English writing motivation, English writing self-efficacy, and English writing achievement of Grade 11 students at the target demonstration school.

Research Objectives

The following objectives were the research objectives of this study.

1. What is the level of English writing motivation of Grade 11 students at the demonstration school used for this study?
2. What is the level of English writing self-efficacy of the Grade 11 students at the demonstration school used for this study?
3. What is the level of English writing achievement of Grade 11 students at the demonstration school used for this study?
4. Is there a significant relationship between English writing motivation and English writing self-efficacy with English writing achievement of Grade 11 students at the demonstration school used for this study?

Conceptual Framework

The study focused on finding the relationship between the English writing motivation, English writing self-efficacy, and English writing achievement of Grade 11 students who enrolled in the mandatory English course during the Academic Year 2019-2020 at a demonstration school. The conceptual framework of this study is illustrated in Figure 1.

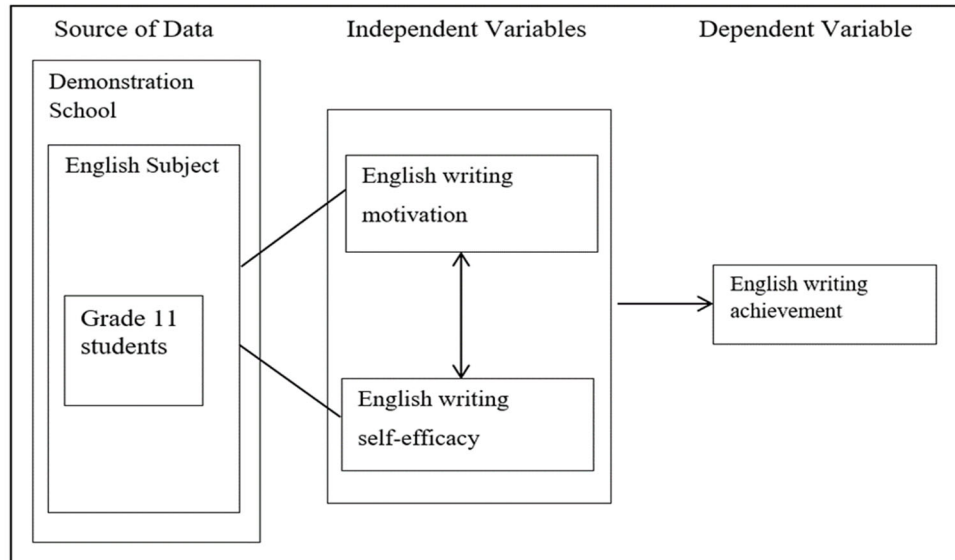


Figure 1. Conceptual framework of the study

Literature Review

History of English Language Education in Thailand

Exposure to English in Thailand began when European countries (e.g., the British, Portuguese, Dutch, and French) contacted the Thai monarchy and Thai people (Trakulkasemsuk, 2018). However, English was not an official part of the Thai curriculum until the reign of King Rama V (King Chulalongkorn [1868-1910]). English language education was also only available to the Thai nobility and royal family until the Compulsory Education Act (1921) made English mandatory from Grade 5 onwards (Trakulkasemsuk, 2018). English language learning later became more popular during the late 1960s when American military personnel based in Thailand provided many economic opportunities for the Thai who knew how to communicate in English (Darasawang, 2007; Methitham & Chamcharatsri, 2011). However, English language education in Thailand was considered ineffective, especially in rural schools that mainly used traditional teacher-centered classes where teachers presented their topics and students were not allowed to challenge the teachers. The Thai Ministry of Education made multiple attempts to make English education less teacher-centered and more student-centered, where students participate and converse more by significantly changing the curricula through the National Scheme of Education of 1977 and the National Education Act of 1999 (Darasawang, 2007; Methitham & Chamcharatsri, 2011). Despite the multiple changes in policies, many English language classes in Thailand remained teacher-centered (Darasawang, 2007; Methitham & Chamcharatsri,

2011; Stone, 2017; Trakulkasemsuk, 2018). The lack of change from teacher-centered to student-centered classes was caused by Thailand's top-down culture, the higher education requirements, and the ineffective English language teachers. Thailand's top-down culture allowed people with power or authority, such as teachers, to have a more significant say than those without students (Kaul et al., 2016; Stone, 2017). The English language teachers, primarily Thai speakers, were not skilled enough in their English to teach student-centered-style classes (Mala, 2018). Finally, most Thai public universities have English entrance examinations that focus on the rote memorization aspects of English language learning. It causes many English language classes to prioritize rote memorization instead of critical thinking (Darasawang, 2007; Trakulkasemsuk, 2018).

Gardner's Socio-Educational Model of Second/Foreign Language Acquisition

Gardner made and developed the socio-educational model of second/foreign language acquisition to identify the variables that contribute to a students' success in learning a second/foreign language. Motivation, aptitude, and language anxiety contributed to language achievement in the 2006 version of the socio-educational model (Gardner, 2010). The motivation construct focuses on the individual's willingness to perform a task. Motivation in the socio-educational model comprises three parts, all of which are important to finding the overall motivation of an individual. The first part is an individual's motivational intensity or effort to learn and practice the second/foreign language. The second part is a desire to learn the second/foreign language or how much the individual wants to improve and learn their second/foreign language. The third part is attitudes toward learning the language or how much the individual enjoys learning the language and participating in the language learning activities (Gardner, 2010).

Bandura's Social Cognitive Theory

In Bandura's social cognitive theory, every individual can control and assess their emotions, what motivates them, their choices, and how they think. Each individual can also reflect on past experiences. In addition, Bandura's social cognitive theory states that an individual's way of thinking and behavior can be affected by their environment. Individuals can change their behavior and personality to adapt to their environment (Bandura, 1989; Pajares, 1996, 2002). One of the significant foundations of Bandura's social cognitive theory is triadic reciprocal determinism which focuses on the relationship between behavioral, personal, and environmental factors (Bandura, 1989; Pajares, 1996, 2002).

Self-Efficacy Theory

According to Bandura, self-efficacy is an individual's belief that they can perform and succeed in specific tasks (Bandura, 1989; Pajares, 1996, 2002). In terms of second/foreign language learning, the more self-efficacy the individual has, the more confident they will be in their ability to learn the second/foreign language. When individuals are secure, they become more willing to complete more challenging tasks and deal with any setback they come across (Bandura, 1989; Pajares, 1996, 2002). Self-efficacy is essential in second/foreign language learning as students who have more confidence are more willing to practice and improve their second/foreign language (Pajares, 2002).

The four main factors affecting an individual's self-efficacy are mastery experience, vicarious experience, social persuasion, and physiological states. Of the four main factors, mastery experiences greatly influence an individual's self-efficacy level (Bandura, 1994; Pajares, 2002). Mastery experiences involve how an individual's self-efficacy level changes based on the results of their actions; if the individual succeeds in their task, their self-efficacy increases, while if they fail, their self-efficacy decreases (Bandura, 1994; Pajares, 2002). The more success the individual has, the more confident they become, which would help them in future tasks (Pajares, 2002).

Method

This study used a quantitative correlational research design. The English Writing Motivation and Self-Efficacy Questionnaire measured the Grade 11 students' English writing motivation and self-efficacy levels. The researcher used relevant items adapted from Gardner's (2010) international version of the Attitude/Motivation Test Battery (AMTB) and items adapted from Wang et al.'s (2013) Questionnaire of English Writing Self-Efficacy. The Grade 11 students' English writing achievement levels were measured using the English Writing Examination, an examination made by the Thai English teachers and foreign language department head of the demonstration school. The Grade 11 students' English writing motivation, self-efficacy, and achievement levels were analyzed using descriptive statistics (means and standard deviations). Statistical hypothesis (correlational analysis, multiple correlation coefficient) was used to determine a significant relationship between the Grade 11 students' English writing motivation and English writing self-efficacy with English writing achievement.

Population and Sample

The population of this study was the 190 Grade 11 students of the target demonstration school who took the mandatory English course during the

Academic Year 2019-2020. The 190 Grade 11 students were divided into seven class sections (11.1, 11.2, 11.3, 11.4, 11.5, 11.6 and 11.7). The sample of this study was 64 Grade 11 students from four of the seven class sections (11.1, 11.2, 11.3, and 11.4).

Research Instruments

This study used two instruments. The first instrument, which was made up of three parts, was the English Writing Motivation and Self-Efficacy Questionnaire, which measured the Grade 11 students' English writing motivation and English writing self-efficacy levels. The second instrument was the English Writing Examination which measured the Grade 11 students' English writing achievement levels.

English Writing Motivation and Self-Efficacy Questionnaire Part 1

The first part of the English Writing Motivation and Self-Efficacy Questionnaire focused on the demographics of Grade 11 students. The Grade 11 students identified their class section and gender in this part.

English Writing Motivation and Self-Efficacy Questionnaire Part 2

The second part of the questionnaire focused on the Grade 11 students' English writing motivation levels. In this section of the questionnaire, the researcher adapted items from Gardner's international version of the AMTB, with 104 items and 12 subscales (Gardner, 2010). The adapted items were from the three subscales related to motivation: motivational intensity, desire to learn English, and attitudes toward learning English. Each subscale had ten items. Table 1 shows the internal reliability of each subscale.

Table 1. *The English Writing Motivation and Self-Efficacy Questionnaire Part 2 Subscales' Internal Consistency Reliability Coefficient*

Subscale	Number of items	International AMTB Japan year 1 (Gardner, 2006)	International AMTB Japan year 2 (Gardner, 2006)	Cronbach's alpha of this study
Motivational intensity	10	.79	.77	.73
Desire to learn English	10	.90	.87	.85
Attitudes toward learning English	10	.93	.92	.86
Motivation (total)	30	-	-	.93

All items from each subscale use a 6-point Likert scale with 1(*strongly disagree*), 2(*moderately disagree*), 3(*slightly disagree*), 4(*slightly agree*), 5(*moderately agree*), and 6(*strongly agree*). There are positively and

negatively worded items present in each subscale. However, the interpretations of the negatively worded items were reverse-coded. Table 2 illustrates the interpretations of the means scores of the items related to motivation.

Table 2. *Interpretation of the English Writing Motivation and Self-Efficacy Questionnaire Part 2 Responses*

Likert scale	Score	Scale	Interpretation
Strongly agree	7	6.01-7.00	Very high
Moderately agree	6	5.01-6.00	Moderately high
Slightly agree	5	4.01-5.00	Slightly high
Slightly disagree	3	3.01-4.00	Slightly low
Moderately disagree	2	2.01-3.00	Moderately low
Strongly disagree	1	1.00-2.00	Very low

English Writing Motivation and Self-Efficacy Questionnaire Part 3

The last part of the English Writing Motivation and Self-Efficacy Questionnaire measured the Grade 11 students' English writing self-efficacy levels. For this section of the questionnaire, the researcher adopted items from Wang et al.'s Questionnaire of English Self-Efficacy (2013). The Questionnaire of English Self-Efficacy has four subscales and 32 items. The researcher only used one subscale and eight items related to English writing self-efficacy. Table 3 shows the internal reliability of the self-efficacy for writing the English subscale.

Table 3. *The English Writing Motivation and Self-Efficacy Questionnaire Part 3 Subscales' Internal Consistency Reliability Coefficient*

Subscale	Number of items	Yu et al.'s Study (2017)	Kitikanan and Sasimonton's Study (2017)	Cronbach's Alpha of this Study
Self-efficacy for writing English	8	.90	.88	.94

Each item uses a 7-point Likert-type scale with 1(*I am totally unable to do this*), 2(*I am unable to do this*), 3(*I am possibly unable to do this*), 4(*I am possibly able to do this*), 5(*I am basically and in principle able to do this*), 6(*I am able to do this*), and 7(*I am able to do this well*). The interpretations of the scores are shown in Table 4.

Table 4. *Interpretation of the English Writing Motivation and Self-Efficacy Questionnaire Part 3 Responses*

Likert-type scale	Score	Scale	Interpretation
I am able to do this well.	7	6.51 – 7.00	Very high
I am able to do this.	6	5.51 – 6.50	Moderately high
I am basically, and in principle, able to do this.	5	4.51 – 5.50	Slightly high
I am possibly able to do this.	4	3.51 – 4.50	Neither high nor low
I am possibly unable to do this.	3	2.51 – 3.50	Slightly low
I am unable to do this.	2	1.51 – 2.50	Moderately low
I am totally unable to do this.	1	1.00 – 1.50	Very low

English Writing Examination

The Thai English teachers and head of the foreign language department from the demonstration school developed the English Writing Examination. The Grade 11 students must complete the English Writing Examination at the end of each semester. The headteachers from the English department of the demonstration school considered this examination valid in measuring the Grade 11 students' English writing achievement levels. The demonstration school has used the English Writing Examination for two years. Table 5 illustrates the demonstration school's interpretation of the English Writing Examination scores.

Table 5. *Interpretation of the English Writing Examination Scores*

Examination score	Interpretation
80 – 100	Excellent
75 – 79	Very good
70 – 74	Good
65 – 69	Fairly good
60 – 64	Average
55 – 59	Satisfactory
50 – 54	Pass
0 – 49	Fail

Findings

The following were the research findings for each research objective.

Research Objective 1

The first research objective was to determine the Grade 11 students' level of English writing motivation. English writing motivation was measured using the motivational intensity, desire to learn English, and attitudes toward

learning English subscales. Table 6 shows each subscale's means, standard deviations, interpretations, and total English writing motivation level.

Table 6. *Means (M), Standard Deviations (SD) and Interpretations for English Writing Motivation Subscales and Total English Writing Motivation*

Subscales of English writing motivation	<i>M</i>	<i>SD</i>	Interpretation
Motivational intensity	4.66	1.67	Slightly high
Desire to learn English	5.55	1.66	Moderately high
Attitudes toward learning English	5.09	1.66	Moderately high
English writing motivation (total)	5.10	1.66	Moderately high

Table 6 shows that the total mean score of the Grade 11 students' English writing motivation was 5.10. According to the interpretations from Table 2, the 5.10 mean score suggested that the Grade 11 students had a moderately high English writing motivation.

Research Objective 2

The second research objective focused on finding the Grade 11 students' level of English writing self-efficacy. Table 7 shows the mean, standard deviation, and interpretation of the Grade 11 students' English writing self-efficacy level.

Table 7. *Mean (M), Standard Deviation (SD), and Interpretation for English Writing Self-Efficacy*

Variable	<i>M</i>	<i>SD</i>	Interpretation
Grade 11 students' English writing self-efficacy	4.74	1.51	Slightly high

According to Table 7, the overall mean score of the Grade 11 students' English writing self-efficacy was 4.74. Based on the interpretations from Table 4, the 4.74 mean score indicated that the Grade 11 students' level of English writing self-efficacy was slightly high.

Research Objective 3

The third objective was to determine the English writing achievement level of the Grade 11 students. The Grade 11 students' English writing achievement level was measured using the scores from the English Writing Examination that the Grade 11 students completed. Table 8 shows the mean, standard deviation, and interpretation of the Grade 11 students' English writing achievement.

Table 8. *Mean (M), Standard Deviation (SD), and Interpretation for English Writing Achievement*

Variable	<i>M</i>	<i>SD</i>	Interpretation
Grade 11 students' English writing achievement	61.59	18.55	Average

Table 8 shows that the Grade 11 students' overall mean score in English writing was 61.59. Based on Table 5, which was the demonstration school's interpretation of the English Writing Examination scores, interpreting the Grade 11 students' level of English writing achievement as average.

Research Objective 4

The fourth research objective was to determine if there was a significant relationship between English writing motivation and English writing self-efficacy in English writing achievement of Grade 11 students at the demonstration school. Correlational analysis (multiple correlation coefficient) and bivariate correlations were used to analyze the relationship among the three variables. Table 9 shows the bivariate correlations among English writing motivation, English writing self-efficacy, and English writing achievement.

Table 9. *Bivariate Correlations Between English Writing Motivation, English Writing Self-Efficacy, and English Writing Achievement of Grade 11 Students at a Demonstration School*

Variables	1	2	3
1. English writing motivation	-		
2. English writing self-efficacy	.54*(< .001)	-	
3. English writing achievement	.56*(< .001)	.34*(.006)	-

Note. *denotes a statistically significant relationship (statistical significance level set at $p = .05$, two-tailed). *P*-values appear within parentheses below the correlation coefficients.

The bivariate correlations from Table 9 showed that both English writing motivation and English writing self-efficacy had a positive, significant relationship with English writing achievement at a significance level of .05. Since Table 9 showed that all the independent variables had a significant relationship with the dependent variable, the following multiple correlation coefficient calculations were made.

There was a significant, moderately strong correlation between the independent variables and the dependent variables, $R = .56$, $F(2, 61) = 13.89$,

$p < .001$. The multiple coefficients of determination (R^2) for these variables were .31, which suggested that 31% of the variance in Grade 11 students' English writing achievement was explained by Grade 11 students' English writing motivation and English writing self-efficacy. Other variables could explain the other 69% of the variance in English writing achievement (e.g., parental encouragement, the ability of the English teacher, and student desire to be a part of the English majority culture).

Discussion

English Writing Motivation

The findings showed that the Grade 11 students had an overall moderately high level of English writing motivation. This means that the Grade 11 students had a moderately high desire to learn English writing, positive attitudes toward learning English writing, and effort they were willing to give to learn English writing. However, the desire to learn English subscale had a moderately high interpretation, while the motivational intensity subscale had a slightly high interpretation. This suggested that while the Grade 11 students had a strong desire to learn English writing, they were not as motivated to learn and practice English writing. The Grade 11 students' strong desire to learn English writing was expected as there are many job opportunities in Thailand for proficient English speaking and writing (Darasawang, 2007; Rodsawang, 2017; Talerngsri, 2019). The Grade 11 students' lack of motivation to put effort into English writing learning was consistent with Stone's (2017) study, where Thai students tended to be less motivated to do extra work to improve their English writing. The item results from the motivational intensity subscale suggested that the Grade 11 students would rather spend time working on other subjects (e.g., math, science, and art) instead of English writing. This also made sense as the other subjects from the demonstration school mainly used Thai for their assignments, and the non-English teachers only communicated in Thai.

English Writing Self-Efficacy

According to the study's findings, the overall English writing self-efficacy of the Grade 11 students is slightly high. This means that the Grade 11 students had a slightly high amount of confidence in their English writing ability and a slightly high amount of willingness to attempt new and difficult writing activities. The item results from the English writing self-efficacy subscale indicated that the Grade 11 students had less confidence in writing complex and longer pieces of writing (e.g., essays) than in writing simpler and shorter pieces. Stone's (2017) study and Rodsawang's (2017) study had also found that Thai students were not as confident in their essay writing abilities as they

found it difficult to develop their ideas in essay format and made constant grammatical mistakes.

English Writing Motivation and English Writing Self-Efficacy

The study found that the relationship between Grade 11 students' English writing motivation and self-efficacy was significant, moderately strong, and positive. As Bandura stated, self-efficacy significantly influences an individual's motivational process. The more self-efficacy an individual has, the more motivated they will be to complete different tasks and overcome obstacles (Bandura, 1994). Motivation could also influence self-efficacy. If individuals lack the motivation to improve or challenge themselves, they become less confident in their abilities (Bandura, 1994). Studies by Adaros (2019) and Lo and Hyland (2007) have also shown that students who were motivated to write in English became more confident in their English writing.

English Writing Motivation and English Writing Achievement

According to the findings, the Grade 11 students' English writing motivation had a significant, moderately strong, positive relationship with English writing achievement. According to Gardner (2010), the more motivated students have, the more they are willing to improve their second/foreign language learning, leading to greater language learning achievement. However, students with lower motivation tend to stay at lower achievement levels as they lack the willingness to improve (Gardner, 2010). Gardner (2010) conducted studies in Japan, Brazil, Croatia, Poland, Romania, and Spain have shown that motivation was a significant factor in language learning achievement, including English writing achievement.

English Writing Self-Efficacy and English Writing Achievement

The findings indicated a weak but significant positive relationship between the Grade 11 students' English writing self-efficacy and English writing achievement. Students with more self-efficacy in second/foreign language learning are more willing to challenge themselves with more challenging tasks and deal with obstacles in their language learning (Bandura, 1989; Pajares, 1996, 2002). By challenging themselves, the students improve their language abilities, including English writing, further increasing their confidence (Bandura, 1994; Pajares, 2002). However, if the students lacked self-efficacy, they tended to give up more quickly on specific tasks they believed they could not handle (Bandura, 1994). The findings were consistent with the studies from Adaros (2017), Khosravi, Ghoorchaei, and Mofrad (2017), and Teo and Hetthong (2013). They found that students with higher English writing self-efficacy levels also had higher writing achievement levels.

Relationship Between English Writing Motivation and English Writing Self-Efficacy with English Writing Achievement

There was a significant, moderately strong, positive relationship between English writing motivation and English writing self-efficacy with English writing achievement. Based on the analysis of the findings, the English writing motivation and English writing self-efficacy variables explained 31% of the variance of Grade 11 students' English writing achievement. This indicated that if the Grade 11 students' English writing motivation and English writing self-efficacy levels increase, their English writing achievement levels will increase too.

Recommendations

Recommendations for Administrators

This research has shown that English writing motivation and English writing self-efficacy were significant factors in improving the Grade 11 students' English writing achievement. The results also showed that the Grade 11 students were not as motivated to study English writing compared to other subjects. To improve the Grade 11 students' English writing motivation and self-efficacy, the administrators need to change the teacher-centered classes to student-centered ones by providing more English writing topic choices and increasing student interactions. They could have the students choose what writing topics they are interested in and discuss different opinions about a given topic or current event in groups. The administrators also need to include more English writing in non-English classes (e.g., students writing science reports in English instead of Thai).

Recommendations for English Curriculum Developers

According to the research findings, the more students have English writing motivation and writing self-efficacy, the more their English writing achievement improves. The results also indicated that the Grade 11 students were not as confident in writing longer pieces of English writing. The English curriculum developers should include more interactive English writing activities requiring more interaction from the Grade 11 students to increase their motivation. They could also provide more English writing topics for the Grade 11 students to choose from. To help improve the Grade 11 students' confidence in writing longer English pieces, the English curriculum developers could provide more guidelines and opportunities for the Grade 11 students to practice writing long English articles.

Recommendations for English Writing Teachers

The research findings indicated that students with high English writing motivation and English writing self-efficacy levels tended to have high

English writing achievement levels. To increase the Grade 11 students' English writing motivation levels, the English writing teachers should increase the number of student interactions and English writing topics that the students could choose from. The English writing teachers could have students discuss their opinions about a given topic, or a topic of their choosing, either with the teacher or in groups. The English writing teachers should improve the Grade 11 students' confidence in their English writing by providing more opportunities for them to practice (e.g., free writing about a given topic at the start of class).

Recommendations for Students

The study revealed that the Grade 11 students who had more motivation and confidence in their English writing did better than students who were not as motivated or confident. The Grade 11 students should find ways to associate English papers with a hobby or an activity of interest to improve their writing motivation levels (e.g., writing a journal about their travels in English). The Grade 11 students should also find additional practice online and increase participation in their English writing classes to improve their confidence in English writing.

Recommendations for Future Researchers

This research only had a sample of 64 Grade 11 students from one demonstration school. Future researchers should use a larger sample size with students from different grade levels and schools to better depict the relationship between English writing motivation and English writing self-efficacy with English writing achievement. Given that English writing motivation and self-efficacy explained only 31% of the Grade 11 students' English writing achievement variance. It is also recommended that future researchers investigate what other variables could influence English writing achievement (e.g., parental encouragement, student backgrounds, and learning strategies).

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