



The Role of Self-Regulated Motivation in Fostering EFL Learners' Academic Writing Skills

Educalingua,
Vol. 3 No. 1, 2025, pp. 13-29
DOI [10.26877/educalingua.v3i1.1841](https://doi.org/10.26877/educalingua.v3i1.1841)

Received February 24, 2025
Revised March 24, 2025
Accepted April 23, 2025

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ABSTRACT

This study highlights the importance of fostering strong self-regulated motivation in EFL learners before engaging them in complex academic writing tasks. Drawing from educational psychology, it emphasizes how motivation plays a key role in navigating the challenges of academic writing. This small-scale library research aimed to explore how self-regulated motivation supports the development of academic writing skills among EFL learners. Through thematic analysis of 25 relevant studies, the research identified two key findings: (1) self-regulated motivation helps EFL learners become more organized in their writing process, and (2) it contributes to better academic writing outcomes. Overall, the study reinforces the need for educators to prioritize motivation in academic writing instruction.

Keywords: Self-regulated motivation; academic writing; EFL learners; Library investigation; thematic analysis

Introduction

When fresh graduate students decide to enter a higher educational study; college level, they must be ready to manage their personal and academic lives. Concerning academic enterprises, college students are indispensably required to determine clear learning goals, monitor the ongoing learning progress, and evaluate the specifically attained learning outcomes. Brún (2023) states that college students should exercise their impending life and working skills by planning, monitoring, and reflecting on their academic learning enterprises without highly dependent on other external parties. Concerning this indispensable requirement, universities all around the globe need to provide extensive training on the extent college students can manage their academic lives to make them thrive in every course they are currently taking. Endres et al. (2023) believe that it is one of the huge responsibilities of worldwide universities to address college students with intensive self-regulation training in which they can attain more fruitful academic learning outcomes after the completion of some already-taken courses. One of the challenging and complex courses potentially dispiriting college students is academic writing. To consistently showcase a good repertoire of academic writing skills, college students should have a profound understanding of the specifically assigned topics and possess advanced formal writing conventions as academic writing enterprises require each student to explain their particular conceptions through well-structured and understandable writing structures.

However, while these previous studies have emphasized the role of institutional support in fostering self-regulated learning and general academic success, the application of self-regulation is still in its burgeoning as educational institutions strive to provide professional educationalists with an intensive series of self-regulation training in relation to modern academic writing dynamics. Meaning to say, the proper internalization of self-regulation should be tailored to academic writing contexts. By focusing on the complexities of academic writing process, the current investigation can shed enlightenment for second language educators to promote better-facilitated academic writing enterprises as EFL learners are eager to constantly hone their academic writing and skills outside the regular classroom contexts resulting in the significant enhancement of their writing learning autonomy and achievements. All these paramount academic writing learning elements are consistent with Han and Hiver (2018) advocating globalized second language educators to impart intensive academic writing training for college EFL learners by which they will become more adept at expounding their particular thoughts, ideas, and perspectives clearly to the targeted readers.

However, cognitive rehearsals for the gradual advancement of academic writing skills are not sufficient for leading college EFL learners to attain fruitful academic writing learning success. Previous researchers contend that positive psychological constructs within EFL learners can enable them to obtain more fruitful academic writing learning outcomes since they begin to experience enjoyment, positive feelings, and optimism when embarking on various academic writing enterprises. Griffiths et al. (2021) assert that second language educators need to prioritize the positive psychological aspects of growth before immersing college students in academic writing learning activities by

which they can gradually experience a higher degree of academic writing learning enjoyment. One of the positive psychological constructions rewarding to be further utilized in EFL academic writing learning enterprises is self-regulated motivation. This term is subdivided into two major streams namely self-regulation and motivation. Self-regulation refers to learners' capabilities to exert more powerful control on their specific learning activities in an attempt to successfully achieve the targeted learning goals. Zhang and Zhang (2019) believe that highly self-regulated learners will have broader opportunities to experience more gratifying academic achievements since they continuously expend their fullest learning efforts to attain their desired learning objectives.

Concerning academic writing learning dynamics, self-regulation plays a pivotal role in shaping EFL learners' motivation, resilience, and confidence while confronting varied taxing academic writing tasks. With the constant accompaniment of self-regulation, EFL learners can organize their ideas, contentions, and arguments accordingly in the form of well-structured paragraphs. This fruitful academic writing learning attainment is not happening by accident since highly self-regulated EFL learners are getting better at planning, monitoring, and evaluating their personalized academic writing learning enterprises. These impactful self-regulation values are in line with Shen and Bai (2024) avowing that highly self-regulated EFL learners do not encounter serious impediments in delineating their specific ideas in some particular academic writing learning contexts since they have become more skillful at coordinating every single idea accordingly to meet the standardized academic writing objectives set beforehand.

Concerning motivation, EFL learners dealing with academic writing assignments are strongly advised to instill robust eagerness to explore a wide variety of potential resources, strategies, and competencies beneficial for the significant betterment of their impendent academic writing skills development. DiFrancesca et al. (2016) aver that by cultivating robust learning motivation at the beginning of academic writing learning journeys, EFL learners will not easily give up when facing a vast array of taxing academic writing learning hurdles since they are committed to independently practicing their desired academic writing competencies. Motivation can be analogized as an extensive breath for EFL learners to continually survive and thrive in their academic writing learning activities in which they will undergo a higher level of contentment after accomplishing a certain number of challenging academic writing tasks. Zander et al. (2018) postulate that with the prolific growth of robust learning motivation, EFL learners will repeatedly experience satisfying academic writing success since they always put their best efforts in an attempt to finish a particular number of academic writing tasks.

Regarding all these above-explained psychological constructs, it is worthwhile to further emphasize that under the limelight of self-regulated motivation, college EFL learners will no longer experience excessive trepidation upon dealing with various arduous academic writing tasks. This praiseworthy character transformation can potentially take place since highly self-regulated and motivated college EFL learners consistently stick with the predetermined academic writing learning objectives. Zhang et al. (2022) strongly recommend worldwide second language practitioners offer supportive

assistance for college EFL learners to determine obtainable academic writing learning objectives at the commencement of their academic writing enterprises by which they can heed their fullest attention and commitment to attain those stipulated goals. By continually adhering to their academic writing learning goals, college EFL learners are more likely to impart their fullest academic writing learning efforts irrespective of adverse hindrances they are constantly facing. This laudable attitude is affected by the positive growth mindset that every effort having been imparted will benefit them most as long as they dedicate their utmost academic writing learning efforts. Sun and Wang (2020) highly prompt globalized second language educationalists to empower EFL learners with the decent development of a positive growth mindset before commencing the impending academic writing learning activities wherein they hold strong beliefs that their expendable initiatives along with actions will bring about a significant degree of benefits for the holistic escalation of their academic writing proficiency skills improvement.

According to Zimmerman (2002), self-regulated learning process comprises of forethought, performance, and self-reflection phases. These three major phases pave rewarding writing learning pathways for EFL learners as they are capable of stipulating achievable writing goals, becoming more adaptive decision-makers, and conducting profound evaluations on their previous writing activities. The forethought phase requires EFL learners to determine clearer writing learning goals at the onset of their text composition process. To maximize the best utilization of forethought phase, EFL learners need to familiarize themselves with the nature of specific writing tasks they attempt to accomplish. By doing so, language learners are more willing to persistently complete the assigned writing assignments even though they face a wide variety of taxing writing impediments. As a result, they are more likely to transform into highly-achieving writers. Hajiabadi et al. (2023) suggested second language educators to cultivate robust forethought growth before engaging their learners in various complex writing activities by which they are committed to finishing the targeted writing tasks amidst the arduous writing obstacles.

In the support of performance phase, EFL learners can progressively turn into more adept strategic orchestrators. It can be said so because they are skillful managing internal and external pressure in their present writing learning trajectories. By exerting more potent control on their personalized writing learning processes, EFL learners elude themselves from instilling excessive burnout during the text composition enterprises. The entrenchment of this laudable writing behavior is the result of their abilities to take the utmost writing part prioritizations needed to be accomplished at the outset of writing activities. This contention is mutually interlinked to Brenner (2022) believing that with the accompaniment of performance phase, second language learners can minimize stressful writing learning atmosphere since they have been more skilled at determining the best strategies working best for resolving their present writing barriers. In self-reflection phase, EFL learners will have wider chances to foster the quality of their future writing texts. It can be surmised that manner because they are profoundly aware of frequent mistakes taking place in their former compositions.

By accurately analyzing those pinpointed writing drawbacks, second language learners potentially inculcate a higher degree of conscientiousness while depicting their particular thoughts, notions, and ideas in the impending writing tasks resulting in the significant enhancement of their writing performances. Panadero (2017) highlighted on the importance of acclimatizing EFL learners to systematic and exhaustive self-reflection phase before embarking the real-time writing activities through which they gain a more comprehensive understanding of some particular writing areas requiring constant practices. With the integration of these three cyclic self-regulation process in modern EFL writing learning enterprises, second language learners are more liable to cultivate robust writing learning autonomy and lifelong characters in their academic settings. This probability event may take place as EFL learners have been mindful and skillful in planning, monitoring, and evaluating their progressive writing learning progression without depending severely on other external classroom parties; teachers and classmates. As a result, these self-regulated learners will not merely endure smoother transitions during the text composition stages but also enjoy the attainment of fruitful writing learning outcomes.

Five previous studies were conducted concerning the major research topic proposed in this small-scale qualitative study. In the first study, Brún (2023) highly encouraged globalized second language educators to profoundly depict clearer academic writing criteria to EFL learners to enable them to become more conscious concerning the heterogeneous academic writing tasks they are going to confront. Djatmika et al. (2022) strongly prompted worldwide second language educationalists to constantly corroborate EFL learners' self-efficacy, growth mindset, and critical thinking skills development at the commencement of academic writing learning activities in which they gradually transform into more mature, proficient, and highly achieving academic writers. Suanthong (2023) unveiled that most Thailand university EFL learners had succeeded in accomplishing their thesis writing assignment promptly after being armed with the robust growth of growth mindset by which they believe that a certain number of academic writing tasks can be possibly completed as long as they are committed to practicing their academic writing skills. Teng and Wang (2023) unraveled that the majority of Chinese university EFL learners consistently displayed satisfying academic writing performances amidst the prolific development of self-efficacy beliefs wherein they are highly desirous of maximizing their academic writing learning efforts to the fullest potential. Lastly, Yenti (2022) strongly advocated college university EFL learners not merely attributing their academic writing learning failures to external factors such as unpleasant classroom environments or restricted writing time, but need to ponder conscientiously on their personalized writing efforts whether they have expended the most optimum attempts or not.

All these five prior studies have not exhaustively explored on the crucial role of self-regulated motivation in fostering EFL learners' academic writing skills. To compensate for this study gap, the researcher conducted this moderate library study as a further attempt to help EFL learners experience better-facilitated academic writing learning enterprises leading them to enact significant progression towards their academic writing

competencies, performances, and achievements. To achieve the aforementioned study objective, one following research problem was postulated as follows: how does self-regulated motivation foster EFL learners' academic writing skills?

Methodology

The researcher conducted a thorough library investigation concerning the role of self-regulated motivation in fostering EFL learners' academic writing skills. The main purpose for capitalizing on a library analysis method in this modest qualitative study was the researcher could potentially generate more reliable, relatable, and applicable research results compatible with the specific educational fields undergone by existing educational parties. It is because the researcher continuously checked the findings to identify probable discrepancies hampering the whole quality of this study report. Klassen et al. (2012) postulate that with the optimum implementation of a library analysis approach, the researchers will feel at ease while yielding more understandable, credible, and relevant research findings as they constantly monitor the targeted research outcomes to avoid any kinds of unintended mismatches among the data. To substantiate the maximum internalization of a library analysis method, the researcher simultaneously applied a thematic analysis approach. With the support of a thematic analysis approach, the researcher will succeed in generating more comprehensible research results for the targeted educational stakeholders. The significant escalation of this comprehensibility is the tangible result of the well-structured data grouping process incorporated during the activation of a library analysis step. This advantageous research outcome is commensurately linked to Nowell et al. (2017) theorizing that through the employment of a thematic analysis, the designated research stakeholders are capable of obtaining a more profound understanding of the specifically discussed data since the researchers subsumed all these identical research findings into some appropriate themes. There was an excerpt of thematic analysis results produced by the researcher and it can be discerned in the following lines.

Table 1. Theme Analysis

Bai, B., & Guo, W. (2021). Motivation and self-regulated strategy use: Relationships to primary school students' English writing in Hong Kong. <i>Language Teaching Research</i> , 25(3), 378-399.	Self-regulated motivation enabled Chinese EFL learners to transform into more proficient second language academic writers whereby they have become more cognizant of their particular strengths and weaknesses during taking part in various academic writing activities.
Teng, L. S. (2024). Individual differences in self-regulated learning: Exploring the nexus of motivational beliefs, self-efficacy, and SRL strategies in EFL	Through the activation of robust self-regulated motivation growth, Chinese EFL learners progressively transform into more productive academic writers who are skillful at planning, monitoring, and

writing. <i>Language Teaching Research</i> , 28(2), 366-388.	evaluating their current academic writing learning process.
Elkot, M. A., & Ali, R. (2020). Enhancing self-regulated learning strategy via handheld devices for improving English writing skills and motivation. <i>International Journal of Information and Education Technology</i> , 10(11), 805-812.	The predominant number of Iranian EFL learners infused a higher level of readiness when confronting a wide variety of taxing academic writing learning impediments after establishing strong self-regulated motivation where they became efficient and independent problem-solvers responsible for their whole academic writing learning enterprises.
Umamah, A., & Cahyono, B. Y. (2022). EFL University Students' Use of Online Resources to Facilitate Self-Regulation for Writing. <i>Computer-Assisted Language Learning Electronic Journal</i> , 23(1), 108-124.	It is becoming progressively important for second language writing learning instructors to arm EFL learners with the decent growth of self-regulated motivation in order to allow them to become more resourceful academic writers who are insightful toward a vast variety of academic writing learning resources.
Teng, L. S., & Zhang, L. J. (2020). Empowering learners in the second/foreign language classroom: Can self-regulated learning strategies-based writing instruction make a difference? <i>Journal of Second Language Writing</i> , 48, 100701.	It is of foremost importance for second language educators to assist EFL learners to develop a higher sense of self-regulated motivation at the commencement of their academic writing learning dynamics whereby they can gradually turn into more confident academic writers who are skillful at employing a vast array of meaningful writing strategies working most compatibly with their specific academic writing learning contexts.

The researcher utilized some colors while categorizing some research results into some main particular themes. By carrying out this strategy, the researcher could make significant differentiations among the generated research findings since some important points were highlighted to proceed into more accurate data groupings. Furthermore, the researcher concurrently employed an open-coding method to reinforce the comprehensibility of this library study. With the support of an open-coding method, the researcher could organize all the intended findings accordingly in conformance with the particularly investigated study topic. This valuable benefit is positively interlinked with Braun and Clarke (2021) confirming that under the guidance of an open-coding analysis method, the researchers will not encounter serious hardships during the data evaluation stage as every single research finding stipulation is enacted based on the mainly proposed research topic.

All these analyzed research results were derived from 25 self-regulated motivation and academic writing studies published in both international and national journal article websites. The major reason triggering the researcher to select all these 25 investigations in various reputable journal article platforms was the heightened trustworthiness forming in the research themes. The year of these 25 scientific works ranged from 2018 to the 2024 year. The last 7 years published journal articles were the topmost priority in this library investigation to foster the relatedness between the analyzed data with the real-time second language classroom learning climates happening worldwide. There are three essential aspects the researcher prioritized while selecting these prior 25 self-regulation motivation and academic writing studies named the reliable instruments for assessing EFL learners' self-regulation, task instruments, and the demographic situations of involved research participants. Previous studies have employed various instruments to assess EFL learners' self-regulation growth in their habitual writing learning dynamics. Most researchers capitalized on standardized questionnaires and strategy scales. Other researchers also employed Motivated Strategies for Learning Questionnaire (MSLQ) and Self-Regulated Learning Interview Schedule (SRLIS) to measure the incessant development of EFL learners' self-regulation while facing a vast variety of challenging writing tasks. The aforementioned researcher instruments imparted invaluable and novel insights for second language educational stakeholders aspiring to escalate their learners' writing proficiency with the optimal support of robust self-regulated motivation growth.

The writing assessment rubric used in these prior 25 self-regulated motivation and writing studies employed general writing criteria such as coherence, organization, vocabulary use, grammatical accuracy, and argumentation. To yield more reliable and robust findings, all these designed writing assessment rubrics have been scrupulously checked through inter-rater reliability measures like Cohen's kappa or intra-class correlation coefficients (ICC). These two face validities ensure the accurate interpretations and implications of the designated results as the stipulated instruments are enacted to reflect the continuous development of EFL learners' self-regulated motivation and academic writing competencies. The participants partaking in these previous 25 self-regulated motivation and writing studies were selected based on the specific objectives enacted by the researchers. These prior investigations involved EFL learners possessing heterogeneous social, cultural, and educational backgrounds.

Concerning the availability of these rich demographic backgrounds, the researchers subsumed each research participant based on their current self-regulated motivation and academic writing skills growth. By embodying the above-mentioned action, the researchers are capable of expounding salient differences between language learners inculcating robust self-regulated motivation and the ones undergoing scant development of self-regulation in their writing learning dynamics. This critical differentiation affected the whole data credibility explicated in present small-scale library investigation as the reviewed research results would address comprehensive overviews to the readers concerning the pivotal function of self-regulated motivation in escalating EFL learners' academic writing competencies.

Two propelling forces motivated the researcher to conduct this current small-scale library investigation. Firstly, the prospective findings forming in this present small-scale library study can potentially broaden worldwide second language educationalists' horizons that the promotion of meaningful and fruitful academic writing learning process is tightly interwoven with the positive psychological growth cultivated among EFL learners, one of which can be potentially bolstered through the optimum growth of self-regulated motivation. Secondly, the impendent results are more likely to encourage globalized second language educators to start devising varied interactive, enjoyable, and authentic academic writing programs rewarding for the sustainable development of EFL learners' self-regulated motivation growth. By doing so, EFL learners will infuse robust eagerness to continue practicing their academic writing skills outside of the regular academic writing classroom vicinities since they have been aroused with an academic writing subject. In the end, the researcher argumentatively expounded the impending research results in agreement with the previous self-regulated motivation theories and findings. This ultimate library study step matters most for the increased credibility of all the explicated research results in which the researcher grounded his standpoint with the solid accompaniment of scientifically informed research decisions.

Findings

In this section, the researcher aimed to delineate more explicit and comprehensive explanations concerning two major themes generated by the thematic analysis: (1) Self-regulated motivation enabled EFL learners to become well-organized academic writers and (2) self-regulated motivation helped EFL learners to achieve valuable academic writing learning outcomes. To that end, plausible explanations will be expounded in the following lines.

Table 2. Self-regulated motivation enabled EFL learners to become well-organized academic writers

Theme 1	Authors
Self-regulated motivation enabled EFL learners to become well-organized academic writers	Abadikhah et al. (2018); Bai and Guo (2021); Teng (2024); Elkot and Ali (2020); Teng and Zhang (2018); Tubaon and Palma (2022); Bai and Guo (2021); Wijaya and Setiawan (2021); Theobald (2021); Nückles et al. (2020); Diasti and Mbato (2020); Sun and Wang (2020).

With the constant accompaniment of self-regulated motivation, EFL learners can become more well-organized academic writers. This commendable learning characteristic is identical to how EFL learners manage their designated time, resources, and environments to accomplish the specifically assigned academic writing tasks. It is worth noting that these highly self-regulated and motivated EFL learners do not merely complete their academic writing assignments responsibly but also produce satisfying academic writing results. The aforementioned assertion is closely interlinked with Abadikhah et al. (2018) theorizing that under the limelight of self-regulated motivation,

EFL learners will have wider chances to gain more fruitful academic writing learning outcomes attainment since they can finish the targeted academic writing tasks promptly. Becoming more well-organized academic writers can be attributed to EFL learners' abilities to discover their particular academic writing strengths and weaknesses. This reflective learning evaluation is crucial in allowing EFL learners to yield high-quality academic writing texts as they conduct intensive monitoring analysis while composing their academic writing tasks.

Bai and Guo (2021) unearthed that the majority of Chinese EFL learners are progressively transforming into more thoughtful and well-organized academic writers after inculcating robust self-regulated motivation by which they have gained more profound awareness concerning their specific academic writing strengths and drawbacks. It is worth noting at the same time that self-regulated motivation can pave better enlightenment for EFL learners to gradually transfigure into more persistent academic writers. In self-regulated motivation, persistent characters resonate well with EFL learners' problem-solving skills development. As EFL learners are getting more accustomed to overcoming a wide variety of taxing academic writing learning barriers, they are keener on continuing their challenging academic writing activities since they fully believe that there will always be efficient solutions to every difficulty. This standpoint is positively linked to Elkot and Ali (2020) discovering that the majority of Iranian EFL learners were committed to dealing with a vast variety of adverse academic writing learning obstructions after cultivating well-established problem-solving skills since they have become more adept at devising their personalized strategies to overcome varied academic writing learning obstructions.

By progressively becoming well-organized academic writers, EFL learners are simultaneously able to instill a higher level of confidence when approaching various given academic writing assignments. This significant elevation of self-confidence occurred since EFL learners have become more skilled at creating a mutual interplay among the academic writing strategies they are harnessing. With the adaptable orchestration of academic writing strategies, EFL learners will not feel anxious while being crammed with formidable academic writing hindrances in which they can make some flexible adjustments when one particular strategy does not work well with their particular academic writing learning contexts. Teng and Zhang (2018) strongly suggested second language educators nurture EFL learners' self-regulated motivation development at the onset of academic writing learning enterprises to enable them to turn into more adaptable strategic makers who are skillful at resolving strenuous academic writing hurdles.

In the end, it is worthwhile to argue that in the light of self-regulated motivation, EFL learners will simultaneously escalate their self-efficacy level. It can be said so because highly self-regulated and motivated EFL learners instill a growth mindset that they can conquer every arduous academic writing learning hurdle as long as they believe in their academic writing competencies. With this heightened self-efficacy growth, EFL learners are more likely to transform into more successful academic writers since they constantly dedicate their utmost writing efforts. Tubaon and Palma (2022) revealed that the

predominant number of Philippines EFL learners consistently showcased gratifying academic writing performances after infusing laudable self-regulated motivation growth by which they are supportively assisted to hold strong beliefs toward their academic writing proficiency growth.

These findings carry significant implications for teaching practices, curriculum development, and instructional intervention strategies. Firstly, second language educators are clearly informed concerning the importance of incorporating scaffolded academic writing tasks emphasizing on goal-setting, self-monitoring, and reflective practices through which EFL learners are capable of exercising their autonomous learning character to the utmost growth. Hence, teachers should immerse EFL learners into reflective-based writing dynamics after the completion of particular writing assignments wherein they will be profoundly aware of their strengths and weaknesses. For curriculum planners, academic writing courses should be designed in tandem with the insistent higher-order thinking skills growth; decision-making and problem-solving activities among EFL learners. These two skills are pivotal for reinforcing EFL learners' writing proficiency and self-regulation development as they are adept at orchestrating a wide variety of strategies in line with their present writing learning situations. Lastly, academic writing strategies need to be reformed in more adaptive ways in order to ensure the sustainability of language learners' writing skills and self-regulation growth. By embodying the aforesaid suggestion, EFL learners are more likely to obtain more gratifying target language achievements since they can determine the most workable writing pathways working best for them.

Table 3. Self-regulated motivation helped EFL learners to achieve valuable academic writing learning outcomes

Theme 2	Authors
Self-regulated motivation helped EFL learners to achieve valuable academic writing learning outcomes	Teng and Zhang (2022); Wilby (2022); Bai and Wang (2023); Guo and Bai (2022); Umamah and Cahyono (2022); Nabhan (2019); Mbato and Cendra (2019); Shen and Bai (2024); Lakos et al. (2023); Merett et al. (2020); Teng et al. (2022); Lim and Yeo (2021); Nen et al. (2022).

Discussion

With an internalization of self-regulated motivation, EFL learners can potentially achieve valuable academic writing learning outcomes. To achieve this holistic academic writing learning outcome, second language educationalists should commission their learners to determine achievable and clear academic writing learning objectives. This action is pivotal in establishing robust academic writing learning motivation among EFL learners by which they will continuously remember their academic writing learning goals, which in turn enables them to practice their academic writing competencies outside the formal academic writing classroom contexts. This crucial viewpoint echoes Teng and Zhang (2022) uncovering that with the decent growth of self-regulated

motivation, Chinese EFL learners have been more competent at determining obvious and attainable academic writing learning purposes igniting life-long academic writing attributes by forging their targeted academic writing skills without being told to. The prolific growth of self-regulated motivation also deals with the significant elevation of EFL learners' inquisitive learning character development. Highly self-regulated and motivated EFL learners are more prone to conduct more exhaustive exploration upon receiving some specific novel academic writing lessons.

By possessing a higher degree of inquisitiveness, EFL learners are more likely to yield more gratifying academic writing compositions since they obtain a deeper understanding of the writing topics that are going to be discussed. Bai and Wang (2023) unraveled that the vast number of Chinese universities EFL learners successfully produced more satisfying academic writing products after incorporating strong self-regulated motivation growth whereby they are intensively trained to run in-depth knowledge explorations when encountering some novel learning topics. In the same vein, self-regulated motivation concurrently paves more promising academic writing learning pathways for EFL learners to shift into more resourceful academic writers. This resourcefulness is the tangible result of EFL learners' abilities to select various kinds of sources that fit most compatibly with their academic writing learning contexts. Through this admirable character, EFL learners will possess a richer repertoire of academic writing learning resources enabling them to enjoy the authentic meanings of academic writing enterprises. The above-explicated conception is in agreement with Umamah and Cahyono (2022) articulating that it is of great importance for second language teachers to nourish EFL learners' self-regulated motivation growth at the commencement of academic writing learning dynamics by which they are highly desirous of collecting varied beneficial academic writing learning resources extending supportive assistances for the significant betterment of their academic writing competencies progression.

Specifically note, it is of foremost importance as well for the second language educationalists to thoroughly expound all the specific academic writing criteria at the outset of their regular academic writing classroom circumstances to help EFL learners achieve gratifying academic writing learning success. By familiarizing themselves with particular academic writing aspects going to be assessed by their second language learning instructors, EFL learners will firmly embark on their forthcoming academic writing journeys with great motivation since they can predict that the eventual academic writing learning outcomes will be meritorious for them. All these conceptions seem to concur with Mbato and Cendra (2019) unfolding that the great majority of graduate Indonesian university EFL learners have succeeded in attaining satisfying academic writing learning achievements after the completion of their academic writing course wherein they are constantly reminded to make critical discernment on the determined academic writing features assessed by their lecturers.

Lastly, the robust elevation of self-regulated motivation growth is also influential for the successful promotion of autonomous learning behavior among EFL learners. Highly self-regulated and motivated EFL learners are more liable to exert more potent control on their academic writing learning enterprises without relying extensively on

other learning community intensive assistances such as teachers and classmates. It can be contended so because self-regulated motivation enables EFL learners to determine the best strategies working best for their specific academic writing learning contexts and know the exact reasons for capitalizing on those chosen strategies. The above-elucidated argument appears to reinforce the previous result of Merett et al. (2020) discovering that the vast majority of Brazilian EFL learners started to inculcate self-reliant characters when taking part in varied academic writing learning activities in which the well-entrenched development of their self-regulated motivation enabled them to obtain a more profound understanding of why and how to utilize a certain number of suitable academic writing strategies.

Based on these findings, it becomes apparent that second language educationalists need to equip EFL learners with a series of academic writing learning dynamics profiling robust self-regulation growth in the long run. In a simpler note, teachers should design their annual academic writing programs in more interactive, moderately-challenging, and thought-provoking fashions. By doing so, EFL learners progressively transform into more self-reliant writers since they are striving to devise the best solutions fitting best for solving their specific writing hindrances. In the same vein, second language teachers need to acclimatize their learners to stipulate clear and achievable writing learning objectives at the onset of academic text composition process. This action matters most for the remarkable growth of self-regulated motivation as EFL learners are willing to redouble their forthcoming efforts in an attempt to fully achieve the most-coveted writing learning purposes. Although most self-regulated writing learning dynamics anchor on autonomous classroom activities, there is an indispensable need for second language educators to address positive, constructive, and relevant feedback after the accomplishment of certain writing tasks. By comprehensively commenting on EFL learners' writing text contents, they are more likely to be more self-regulated writers possessing robust writing motivation. It can be phrased that way as they have gained a profound awareness of the specific writing standards and expectations demanded for their impending writing performances.

Conclusions

In conclusion, self-regulated motivation is a key factor in helping EFL learners become more organized and successful academic writers. Learners with strong self-regulation take initiative to improve their writing skills, adapt strategies to different contexts, and take control of their learning. This motivation also enables them to plan, monitor, and evaluate their progress, gradually shaping them into more confident and capable writers. Practically, self-regulated motivation fosters a growth mindset, encouraging learners to view challenges as opportunities for improvement. To support this, curriculum designers should create authentic, interactive, and moderately challenging writing tasks that build learners' self-regulation and problem-solving abilities. These tasks not only enhance higher-order thinking skills but also nurture more effective writing strategies. However, this study has limitations. Its findings are not widely generalizable due to the small number of sources reviewed and the complexity of factors influencing EFL writing development. Therefore, future research should include a

broader range of studies to yield more comprehensive insights. Despite these limitations, the findings offer valuable guidance for educators to rethink and improve writing instruction by promoting self-regulated motivation – an essential element for both academic writing success and lifelong learning.

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