

Writing Motivation questionnaire adopted by Zhang

Zhang, H., Song, W., Shen, S., & Huang, R. (2014). The effects of blog-mediated peer feedback on learners' motivation, collaboration, and course satisfaction in a second language writing course. *Australasian Journal of Educational Technology*, 30(6).

Adopted from: Nie, Y., & Lau, S. (2010). Differential relations of constructivist and didactic instruction to students' cognition, motivation, and achievement. *Learning and Instruction*, 20(5), 411-423.

9 Items

2 Dimensions

Self-efficacy

- I am sure I can learn the skills taught in WRITING class well.
- I can do the hardest work in my WRITING class if I try.
- I can do almost all the work in WRITING class if I do not give up.
- If I have enough time, I can do a good job in all my WRITING work.
- Even if the work in WRITING is hard, I can learn it.

Task value scale

- I think learning WRITING is important.
- I find WRITING interesting.
- What I learn in WRITING is useful.
- Compared to other subjects, WRITING is useful.

5-point Likert-type scales (1=completely disagree; 5=completely agree).

Cronbach's Alpha=.874