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**EFL Teacher Educators' Motivational Strategies and Pre-service Teachers'  
Motivational Dispositions in English Writing and the Process Writing Approach  
Doctoral (PhD) dissertation**

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## Background and Rationale

Exploring learners' individual differences, such as motivation, aptitude, learning styles, and personality traits, et cetera, has remained a cornerstone for second language (SL) and foreign language (FL) researchers for understanding variability in language learning outcomes in the applied linguistics field. Motivation is regarded as one of the most prominent individual differences, and it has been acknowledged as a key driving force to learners not only in uplifting their learning skills but also in achieving their academic goals (Dörnyei & Ushioda, 2011; 2021; Gardner, 2010; Hayes, 1996). Over the past two decades, an evolution in motivation research in the SL field has taken place as researchers' perspectives on motivation have shifted from a static toward a more dynamic, socially situated, and context-sensitive view. They have contributed to reconceptualising motivational theories of language learning in a broader scope. Lamb (2017), and Mercer and Dörnyei (2020) claim that motivation in language learning is a complex and socio-cognitive concept owing to the fact that learners' goals, values, emotional dimensions, and learning environments are tightly intertwined.

Regarding the status of English as a global and common language in communication, this dissertation situates English as a main focus within the context of second and foreign language acquisition. Without a wide knowledge of English, communication among nations all over the world would have been impossible. Billions of people are in the learning process, and many are exposed to this unflinching language. Various predictions reveal that by 2050, half the world population will be proficient in the English language (Hancock, 2013).

The English language is regarded as a kind of global lingua franca, and it has a great impact on sharing knowledge, different traditions and cultures of various nations. As the presence of this powerful language is evident in every field of life, increasing emphasis has been laid on developing English proficiency of the learners in Hungary in recent years like other countries. In Hungary, all students have to learn a foreign language, most commonly English language, starting from primary schools, typically at the age of 9 or 10. English is taught as a foreign language and is the most widely selected option in schools throughout the country (Eurydice, 2024). In higher education settings, although the mandatory state language examination required for university graduation was abolished as a legislative change in 2022, a variety of universities have established their own foreign language requirements based on programme-specific needs and institutional policies. Nevertheless, the majority of higher education students choose to study English language among various language options, and join foreign language teacher preparation programmes due to its global relevance, widespread

applicability in academia, job opportunities and labour market demands (Csizér, 2020). Therefore, teachers and students from all levels need to become proficient in this language.

While studying English, several researchers have acknowledged that writing in a foreign language is one of the most challenging skills to master for English as a foreign language (EFL) students as it is concerned with their high cognitive load, complex genre conventions, rhetorical control, and anxiety rooted in evaluation pressure on their written products (Bailey, 2015; Clark, 2023; Hyland, 2019; Young & Ferguson, 2020). Writing has an increasing significance for them as it represents the main medium that they use to do assignments in the different subject areas and answer examination questions. In fact, they find it very difficult to write properly, and they cannot share their ideas and thoughts (Bailey, 2015; Hyland, 2021). As a result, most of them cannot accomplish their tasks; they are afraid of writing a topic or an assignment. They do not know how to start, how to generate ideas, or how to conclude an essay, and they, finally, feel demotivated to write (Bailey, 2015; Hyland, 2019; Young & Ferguson, 2020). They have few technical skills of writing acceptable compositions in English. Consequently, strengthening their motivation to be able to write well becomes a widely recognised pedagogical priority for language teachers around the world including Hungary.

In recent decades, English language teachers in England had been trying to improve students' writing skills by finding out a new teaching method. They have developed a new approach to teaching writing, the *process approach* instead of the *product approach*, the traditional approach. They conducted research to test this approach, and their findings have shown that the approach is much more effective than the product approach. They have been able to solve difficulties in teaching writing by applying the approach, and now, it is widely used in teaching writing in England (Wyse, 2019; Wyse & Jones, 2008).

Bailey (2015), Clark (2023), and Hyland (2021) clearly state that the process approach focused on the steps involved in creating a piece of work, and *the process writing* allows for the fact that no text can be perfect, but that a writer will get closer to perfection by producing, reflecting on, discussing and reworking successive drafts of a text. Fowler (1989) acknowledges that *process writing* emerged as a reaction to the product approach, in that it met the need to match the writing processes inherent in writing in one's mother tongue, and consequently, allowed learners to express themselves better as individuals.

For students to succeed in a foreign language generally, and writing skills specifically, they need practice. They need to brainstorm and pre-write before they write to share their ideas and knowledge. *The process writing approach* shifted the attention from the traditional view of looking at writing purely as a product to emphasising *the process of writing*. Students need to

realise that what is first written down on paper is not the final product, it is only the beginning. The process approach depends on giving students time to work on what they want to write, going from pre-writing activities to the final draft (Godwin-Jones, 2018; Johnson, 2024). Apart from being familiar with the steps and benefits of *the process writing approach*, it is equally important for students to be motivated during the writing process, as the significance of motivation, as a predictor of achievement and performance in academic contexts has been proved extensively (Csizér & Dörnyei, 2005; Dörnyei & Ushioda, 2021; Hiromori, 2009; Winke, 2013).

According to Hyland (2019, 2021) and Johnson (2024), the major aim of *the process writing approach* is to emphasise the development of thinking skills along with the writing process. In this respect, while nurturing the process of writing in language classes, teachers' skills play the most important role in developing students' writing performance through this approach. The primary role of a language teacher in a language class, especially in teaching writing, is to create opportunities and develop activities so that students are able to practice the language in a meaningful and motivating context. In this regard, a good language teacher can help their students develop language skills, while at the same time, can motivate them as well.

Although empirical studies that inspect learners' motivation in second language acquisition (SLA) abound, exploration about the role of language teachers as motivational agents, and their teaching strategies in a motivating manner, especially in second language (L2) academic writing has garnered limited attention in the field of applied linguistics. In fact, teachers serve not only as content disseminators but also as the key players in classrooms who actively shape the motivating classroom environment for students through their instructional decisions, affective engagement, and teaching strategies (Guilloteaux & Dörnyei, 2008; Mercer & Kostoulas, 2018). While studies that investigated teachers' motivational teaching practices grounded in classroom settings have been widely documented, studies that systematically explored how teacher educators design, implement, and reflect on those practices within teacher education contexts are still limited (Kubanyiova, 2012; Hiver & Whitehead, 2018). Therefore, it has become an imperative issue we should address today since teacher educators have a cascading impact on students', in other words, pre-service teachers' attitudes, beliefs and future classroom behaviours.

Being an effective and highly qualified teacher is one of the most important human resources in any education system all over the world. As mentioned above, teachers are regarded as the most professional agents in delivering knowledge, stimulate, and support their own efforts in knowledge development to students, and the most responsible individual in the

teaching-learning process. Zeichner (2014) mentions that currently, there is an intense debate that is taking place in many parts of the world about the kind of teaching and teacher education that should define education in the twenty-first century. Therefore, the role of teacher education programmes has become vital to support quality teaching, which means teaching excellence and producing quality teachers for students' achievement since a few decades ago. Zeichner (2014) has classified teaching into two visions - teachers as professionals, which means teachers who are qualified in teaching, methodologies, pedagogies who can convey students' achievement, and teachers as technicians, which means teachers who can promote their career through research life. He emphasises his view on teachers as professionals, which means quality teaching and quality teachers. Therefore, producing well-qualified pre-service teachers has become the most fundamental and important for teacher training institutions.

Given this multidimensional context, the research sets out to investigate the motivational strategies employed by EFL teacher educators and pre-service teachers' motivational dispositions in English writing with a special focus on *the process writing approach* in the Hungarian higher education contexts. Moreover, it is also concerned to explore the perspectives of English language teachers and students on this approach. It is supposed that teachers need to foster this approach in their classrooms to promote students' critical and creative thinking skills, which are also included in the 21<sup>st</sup> century skills (Trilling & Fadel, 2009; Hyland, 2019). This research can support technical teaching skills for language teachers in higher education institutions to promote students' writing performance. Furthermore, this research can also support the significant shift from the traditional approach to a learner centred one in language classes, especially in teaching writing skills. Brown (1992) and Young and Ferguson (2020) support my idea that if teachers want to create a community of learners, they must set up a classroom ethos that differ from the traditional classrooms.

Hargreaves (1999) claims that creating a professional knowledge society in schools or universities is the urgent need for management of schools and universities and effective teaching learning nowadays. According to Hargreaves, knowledge creation can be analysed from two perspectives – the characteristics of knowledge-creating schools and the process of knowledge creation. Here, Hargreaves' idea of knowledge dissemination is excluded because it is not related to this study.

Hargreaves (1999) claims that the ultimate goal of the knowledge creation and sharing processes is to academically improve the surroundings, and the whole society by up-to-date research findings. As a matter of fact, for instance, the idea of *the process writing approach* is not a new one for many countries, including Hungary. However, some teachers may have

limited knowledge about this approach due to its technical term. In this study, I aim to contribute to knowledge creation by generating and disseminating insights, through my research findings, that can support not only teacher educators but also pre-service teachers in the Hungarian EFL teacher education context, particularly in this writing approach. According to Hargreaves, the research includes a high-quality knowledge creation process. By doing so, it may not be denied that this research is advantageous for English language teaching and learning processes in Hungarian language classrooms, especially in writing classes.

Simultaneously, teaching writing in teacher education and higher education contexts becomes a challenging skill for teachers to teach owing to the technological explosion in Artificial Intelligence (AI), and the emergence of AI-assisted writing tools, such as the Chat Generative Pre-Trained Transformer (ChatGPT), Grammarly, and Quillbot, in recent years. Despite offering numerous benefits and opportunities to both EFL teachers and students, these tools provide concerns for teachers in language teaching and learning since there may be a lack of guidance for students regarding ethical issues such as originality and plagiarism in their writing assignments, and since the utilisation of those softwares may discourage students' thinking and creativity in writing composition (Cardon et al., 2023; Lund & Wang, 2023; Pecorari, 2024). On the other hand, given the human-driven nature of *process writing* that encourages students' active engagement in the writing activity, and practicing essential critical thinking and composition skills in writing, the research is a timing that seems to be a promising solution that may reduce teachers' potential concerns and anxiety in writing instruction while developing students' writing performance to obtain the academic achievement.

Consequently, it can be assumed that this research will be advantageous for EFL teacher educators in Hungary who are attempting to create learner-centred classrooms in the teacher training universities. In other words, creating learner-centred classrooms means creating a community of students who can collaborate well with one another, to be quality students, to be highly motivated students, to be good problem-solvers not only in classrooms but also in real life situations.

Additionally, this research is an evidence-based study, and consequently, a form of knowledge creating which is important for teachers and students in fostering the effective teaching learning process. I am trying to inform Hungarian EFL teacher educators and pre-service teachers by creating knowledge about the *process writing approach*, and by letting them know how to motivate pre-service students in this approach in teacher training universities. In addition, it is expected that this research will be beneficial for language teachers at the higher education context in Hungary in order to achieve desirable educational outcomes, and develop

their professional and academic excellence. This research also aims to contribute to a more comprehensive understanding of motivational dynamics in teacher education contexts, that shed light on teaching writing skills which are often overlooked in EFL teacher preparation programmes in spite of being a skill that is primarily intended for academic and professional communicative competence. Through the research findings, the study ultimately offers theoretical insights into the motivational aspects in the L2 writing pedagogies, and extend practical implications for curriculum developing, instructional designing and teacher training, as well as policy development not only in the Hungarian context but also in the global settings.

### The Aim of the Doctoral Study

The main aim of this doctoral study is to explore EFL teacher educators' motivational strategies, and pre-service teachers' motivational dispositions in English writing through the *process writing approach* within the Hungarian EFL teacher education context. The study also investigated the pre-service teachers and teacher educators' perceptions on the process writing, and how their teaching writing strategies can be effectively developed through the writing approach in a more motivating manner in the context investigated.

### Research Questions

In order to fulfil the main aim of the study, I formulated the following main research question (RQ), and subsequent research questions (SQs) based on the literature review presented in my dissertation.

RQ: How can EFL teacher educators improve pre-service teachers' English writing performance through the process writing approach in a more motivating manner at Hungarian teacher training universities?

SQ1: What are the perceptions of EFL pre-service teachers of *the process writing approach* at Hungarian teacher training universities?

SQ2: Which are the most motivating aspects of *process writing* for EFL pre-service teachers?

SQ3: What are the perceptions of EFL teacher educators of *the process writing approach* at Hungarian teacher training universities?

SQ4: What are EFL educators' motivational strategies required in strengthening pre-service teachers' motivation in English writing to improve their writing performance through *the process writing approach* at Hungarian teacher training universities?

SQ5: How can these skills be effectively developed during the improvement of teacher education and continuous professional development of EFL teacher educators at Hungarian teacher training universities?

### Theoretical Grounding

An explanatory sequential mixed methods design was applied in this doctoral study (Dörnyei, 2007). The designs of the questionnaire survey, and interview guides were informed by Dörnyei's (2005) model of L2MSS and its constructs, and Hyland's (2003, 2021) stages of *process writing*. The dimensions in the questionnaire study were aimed to measure participants' different motivational profiles on the use of the *process approach* in their English writing. Semi-structured interview questions were aimed to reveal participants' own experiences with teaching writing strategies, writing skills acquisition, their perceptions on motivation in English writing with a special focus on the *process writing approach*, students' engagement in writing composition, and the role of teacher educators in fostering students' engagement in English writing.

### Research Design

#### (a) Research method

In order to find answers to the main research question, and subsequent research questions, the mixed methods research paradigm was applied, using a questionnaire survey and semi-structured interviews as described above. Mixed methods research combines both qualitative and quantitative methods, and is extensively used in social sciences (Dörnyei, 2007). From the middle of the 20<sup>th</sup> century, this method became popular owing to Campbell and Fiske (1959), who introduced, the multitrait-multimethod, which is a way to validate research designs by separating trait and method effects. In the 1970s, this idea was developed further by the introduction of triangulation, which means the combination of data sources to study the same social phenomenon in social science research (Dörnyei, 2007). Denzin (1978) highlighted triangulation, as a way of increasing validity. Then in the 1990s, mixed methods researchers presented another paradigm by developing the former concepts, which is the combined, integrated or mixed methods in the philosophy of pragmatism (Dörnyei, 2007). According to Dörnyei, mixed method research can be defined as a combination of qualitative and quantitative methods within a single research project. According to him, researchers can contribute the best of both qualitative and quantitative approaches by using mixed methods research and

consequently, they can combine the strengths of both. Dörnyei also professes that the corresponding evidence obtained through multiple methods can increase generalisability, which means external validity of research results. Another undeniable truth of the mixed method research is that the final results are more concrete and usually acceptable for a larger audience than the results of a single method research (Brewer & Hunter, 1989; Dörnyei, 2007). Based on these reasons, the mixed methods research design was selected to carry out the present research inquiry, as it serves the best to fulfil the needs of the present study by allowing me for an in-depth exploration of the complicated relationship of how EFL teacher educators' motivational strategies influence the motivational dispositions of pre-service teachers in English writing through the process of writing. Initially, the quantitative study helps to identify the significant trends and areas of focus regarding pre-service teachers' different motivational profiles in the writing area. The results of the quantitative study guide the follow-up qualitative phase to explore these inquiries more deeply through participants' own experiences and beliefs. This sequential combination ensures that the qualitative data was built directly based on the quantitative findings, and consequently, it enhances the overall depth, clarity, and validity of the research findings and conclusions.

#### (b) Instruments

Two main research instruments engaged in this doctoral study: a quantitative questionnaire, and a set of qualitative semi-structured interview questions. I developed my own questionnaire, under the guidance of supervisor and co-supervisor, following Dörnyei's (2005) model of L2MSS and its constructs, as well as resilience and competition. The purpose of questionnaire study was to gather and generalise quantitative data on pre-service teachers' motivational disposition in English writing in connection with the writing processes. The questionnaire contained a total of 11 scales, comprising 67 items related to L2 motivational dimensions in English writing, plus a criterion variable scale: motivated learning behaviour. The questionnaire included Likert-scale items, ranging from "strongly disagree=1" to "strongly agree=5" designed to measure pre-service teachers' perceptions toward topic *difficulty*, teacher's *assessment*, writing *topics*, *pre-writing* activities, teacher's *strategies*, *significant others*, *ideal L2 self*, *intrinsic motivation*, *instrumental motivation*, *resilience*, *competition*, and *motivated learning behaviour*, the criterion variable scale. I developed the motivational scales, except for the resilience and competition scales, which were adapted from Orosz et al. (2018), and which were validated by the two experts, my supervisor and co-supervisor. The criterion

variable scale was taken from Kormos and Csizér (2008). The questionnaire included a section where participants were asked to answer inquiries related to their biographical contexts, which had to be completed before the scales. The English language is applied in designing all the items, as the respondents were pre-service teachers attending the English teacher education programme in the context investigated.

Then, the interview protocols were constructed to complement the survey data, aiming to explore the perceptions of both pre-service teachers and their teacher educators at Hungarian public universities in relation to the students' motivational disposition, and the teachers' motivational strategies employed in teaching writing classes respectively. Moreover, their challenges and perspectives on the process writing approach were also explored through the interview questions. In this respect, there were two semi-structured interview guides in my doctoral study — one for the pre-service teachers, and one for the teacher educators. Constructing the interview guides involved seven steps based on Prescott's (2011) model. While creating the guides, I aimed to create flexible questions for the participants, and to ensure the questions to be open-ended so that the participants could provide detailed and unrestricted answers. According to Dörnyei (2007), in the interview guide for pre-service teachers, I inserted an introduction, a biographical section (for example, on their age, the university they were studying, English writing skills). The first part of the main section elicited answers about their motivational disposition in English writing in connection with using the *process writing approach*, and the final part of the main section explored their perceptions on their teachers' (teacher educators') motivational strategies required in strengthening their motivation to improve their English writing performance through the approach. The interview guide for the teacher educators also followed Dörnyei (2007), encompassing an introduction, biographical section (for instance, questions on their age, the university they were working at, teaching experience, English writing training courses they offered). The first part of the main section inquired about their motivation to use the *process writing approach* in teaching, the second part of the main section explored their motivational strategies required in strengthening pre-service teachers' motivation to improve their English writing performance through the approach, and the final part of the main section investigated their perceptions on how these strategies could be effectively developed during the improvement of teacher education and continuous professional development of EFL teacher educators at Hungarian teacher training institutions.

### (c) Sampling strategy

Throughout the data collection process, purposive sampling method was applied while selecting participants as one of the strengths of the sampling technique is that it provides richness in information of the participants and direct relevancy to the research questions (Patton, 2002). Due to the fact that the present study applied exploratory sequential design, and was focused on specific populations in EFL teacher education programmes in Hungary, this non-probability sampling technique was applied throughout all the phases of the study. This idea was verified by Palinkas et al.'s (2015) confirmation that purposive sampling is particularly appropriate for research which intends to seek insights from individuals who have a willingness to express their specific knowledge or experience in connection with the phenomenon under exploration. The study captured comprehensive perspectives which are essential to the research aims by selecting EFL pre-service teachers who engaged in learning writing, and their teachers, in other words, teacher educators, who provided writing instruction at the Hungarian teacher training institutions. According to Palinkas et al. (2015), this sampling approach also brought advantages for ensuring depth in qualitative inquiries of the study, as it helped me find the participants who could express their thoughts and experiences with clarity and detail during the interview studies.

### (d) Participants

This study involves two distinct phases: the quantitative and the qualitative phase. In the quantitative phase, EFL pre-service teachers enrolled in the English language teacher education programmes at public universities in Hungary were selected as participants since they represent the target population for exploring different motivational profiles in English writing. Out of 195 pre-service teachers who accessed the questionnaire, 148 participants from six public universities in Hungary, where English language teacher education programmes were provided, fully completed the survey, and were included in the quantitative data analysis, of which 70% were female students, 24% were male students, and 6% identified another identity. According to the participants' biographical data, their ages ranged from 18 to 27 years. Although there are more teacher training universities that provide English language teacher education programmes in the country, data were collected from six institutions since the data access depended upon the respective universities' institutional policies and administrative consent, which may sometimes determine the feasibility of involving in educational research (Creswell & Creswell, 2018).

Applying random sampling and voluntary participation they filled in the survey, expressing their willingness to engage in the follow-up qualitative study, participants were invited for semi-structured interview sessions. 10 pre-service teachers participated, and all of them were female students. Additionally, 10 EFL teacher educators from four public universities, of which five were female teachers and five were male teachers, who provided them with academic writing training, and who are responsible for supervising the pedagogical development of the pre-service teachers voluntarily joined the semi-structured interview sessions. These educators provided rich and valuable insights into the motivational strategies they employ in their teaching writing classes, their personal opinions and experiences about the implementation of process writing, and the challenges they face in nurturing the approach effectively in a motivating manner in their teaching contexts. This two-tiered participant structure supports me in obtaining a comprehensive picture of the interchange between pedagogical practices and strengthening students' motivational dispositions in EFL writing skills development through the lens of process writing. Figure 4 represents the flow of participant recruitment and data collection processes, while Figure 5 refers to the correspondences between the main research question, subsequent research questions, and the mixed methods studies, where the bullet points in the last column of the table demonstrate the outcomes of my doctoral research.

#### (e) Participant recruitment

Participants for both research phases were recruited through institutional channels, including programme coordinators, academic staffs, professors, and teachers at public universities in Hungary. Initially, the research purposes, the description of the process writing approach, and the informed consent were shared to all the potential participants ensuring transparency, and their consents to participate in collecting data. EFL pre-service teachers were, first, invited to participate in the online survey voluntarily and anonymously for the quantitative part. In the survey, they were asked whether they would have a willingness to participate in the follow-up interview study, and if they would have a willingness, they were allowed to fill their contact email address for the communication purposes regarding the interview protocols. The respondents who consented were, then, randomly selected to take part in the interview series. In addition, teacher educators were invited through their email address, and departmental contacts in order to voluntarily participate in the interview sessions.

#### (f) Data analysis overview

The obtained data from the quantitative study were, first, analysed applying descriptive statistics, and inferential statistics, such as paired and independent sample *t*-tests, correlation and regression analysis to investigate pre-service teachers' motivational disposition in English writing, using IBM SPSS Statistics (Version 28). As regards the qualitative results, the responses were coded based on motivational dimensions I measured in the quantitative part of this study, except the criterion measure scale (*motivated learning behaviour*). The initial codes were, then, organised into larger thematic categories based on the coded data to start to view patterns emerging in the dataset. The qualitative analysis followed the thematic analysis method outlined by Braun and Clarke (2006) as well as Creswell's (2009) data analysis template for qualitative data. This methodical and reflective process allowed me to gain a rich, deeper, and layered investigation of the participants' motivational disposition related to the *process writing approach*. The details will be explained further in the following research findings chapter.

#### Ethical Considerations

Ethical integrity was prioritised throughout all phases of this doctoral research strictly following the ethical guidelines addressed by the institutional and international research standards. Before conducting data collection, ethical approval was obtained from the relevant university's Research Ethics Committee. All participants were delivered informed consent providing detailed information about the research purposes, procedures, their role and right to withdraw participation at any time without any consequences. Informed consents from all participants regarding both the survey and semi-structured interviews were collected before and during data collection, highlighting the fact that their responses would never be identifiable in any research publications or presentations.

To protect the participants' confidentiality and anonymity, I stored securely their pseudonymised data. Following the European Union's General Data Protection Regulation (GDPR) and the respective university's ethical guidelines, all personal and sensitive information were strictly handled, ensuring confidentiality, and they were saved in encrypted and password-protected files.

Again, during the interview sessions, the participants were asked if they agreed to record their video in order to confirm their consent before starting the interview questions. Additional steps regarding the qualitative components were carried out to ensure that participants felt comfortable while answering and expressing their personal opinions and

experiences at my questions. I provided detailed attention to any sign of discomfort, pause or termination to the interview requested by the participant during the process as qualitative interviews may occasionally evoke their emotional responses. After anonymising their interview transcripts, video recordings were also permanently deleted following the transcriptions.

All these procedures were contributed following ethical considerations that included respect for participants, transparency, accountability, and fairness that were related to both the quantitative and qualitative components.

## Results and Findings

### (a) Results and findings of the quantitative questionnaire study (n = 148)

As a first step, in order to evaluate the internal consistency of the scales applied in the current study, **Cronbach's alpha coefficients** were calculated for each construct first. The results showed that 10 out of 12 scales demonstrated acceptable to excellent reliability scores as their Cronbach's alpha values exceeded the commonly accepted minimum threshold of .60 for exploratory research (George & Mallery, 2003; Nunnally, 1978). Since the Cronbach's alpha coefficients of the two scales, *topics* ( $\alpha = .59$ ) and *strategies* ( $\alpha = .52$ ), did not reach the 0.6 cutoff point, and fell below the minimum recommended threshold, they were excluded from further statistical analyses (Dörnyei, 2007). However, all remaining constructs proved to be reliable, as their Cronbach's alpha values demonstrated sufficient internal consistency, especially motivated learning behaviour, which is a criterion variable scale in this study. It yielded the highest reliability ( $\alpha = .835$ ), while the *intrinsic motivation* also displayed a strong reliability ( $\alpha = .817$ ). One possible reason for the lower Cronbach's alpha values in the main survey concerns the sensitivity of Cronbach's alpha values regarding item numbers and sample characteristics. Since both the *topic* and *strategies* comprised fewer items, and as highlighted by DeVellis (2016) and Loewenthal (2004), scales with lower items seem to produce lower alpha coefficients regardless of acceptable inter-item correlations. In such cases, the quality of internal consistency seems to be underestimated, and not reflecting the quality of the scale as a measurement, but rather a limitation of the alpha coefficient. Additionally, contrary to the pilot survey, Cronbach's alpha values may be influenced by the heterogeneity of the sample. While all pilot surveys and main surveys were conducted in the Hungarian context, the larger sample composed of different student cohorts may have increased the variance of interpretation, or in terms of engagement, with the tools used, especially when constructs are more subjective or

abstract (for instance, topic relevance or strategy use) that might have led to reduced internal consistency (Field, 2018; Tavakol & Dennick, 2011).

In order to investigate the central tendencies and variability of pre-service teachers' responses on various motivational constructs descriptive analysis was conducted as a second step. The aim was to provide an overview of the participants' different motivational profiles in English writing with a special emphasis on the process writing approach. Notably, the participants ranked these motivational factors through their responses in the survey by offering a foundational view of their motivational orientation and preferences regarding English writing before proceeding to the subsequent statistical analyses. the **comparative analysis** results revealed that among the nine motivational dimensions and the criterion variable scale (*motivated learning behaviour*) measured in this study, *assessment* exhibited the most outstanding mean value ( $M = 4.27$ ), and may be considered the most motivating factor, which was ranked significantly higher than *instrumental motivation* ( $M = 4.10$ ), which was positioned as the second strongest motivator according to its mean value. The results indicate that Hungarian pre-service teachers in this quantitative study placed the highest value on their teacher's evaluation, constructive feedback, and structured grading, compared to their pragmatic and outcome-oriented goals. These findings closely align with the features of the *process writing approach*, which views *assessment* not as a final judgement, but as a continuous and formative process that drives students' improvement through recurring drafts and teacher's feedback when needed (Hyland, 2003, 2021). According to Ryan and Deci's (2018, 2020) Self-Determination Theory, feedback provides an essential source of competence support for students, enabling them to internalise extrinsic information into self-regulated persistence in their learning. In my dissertation, the result also resonates with the claim that teacher's assessment practices directly scaffold students' writing development, thereby functioning as powerful motivational mechanisms (Hyland, 2021), following the claim by Hyland and Hyland (2006) affirming that "Feedback is central to the development of effective learning" (p. 83). The outcome reflects my previous pilot study in Myanmar (Maung et al., 2022), which is also consistent with my comparative pilot studies in Myanmar and Hungary (Maung et al., 2025), both of which confirmed that assessment consistently ranked as the highest motivational factor in the contexts investigated.

Simultaneously, *instrumental motivation* emerged as the second most powerful motivator according to its mean value ( $M = 4.10$ ), which reflects that the participants placed their emphasis on pragmatic outcomes as the second priority, such as achieving grades, passing examinations, obtaining scholarships, or enhancing career prospects, compared to their value

on teacher's assessment and feedback. Moreover, the statistical results yielded that there is a significant difference between the two constructs, *assessment* and *instrumental motivation*. Although *assessment* was rated more highly, instrumental motivation still exhibited a highly influential role in sustaining effort for the participants. Next, the three constructs, the *ideal L2 self* (M = 3.79), *intrinsic motivation* (M = 3.55), and *pre-writing* (M = 3.49), proved to be moderately powerful motivators in this study according to their mean values. **Paired-samples *t*-test results** indicated that there was a significant difference between the *ideal L2 self* and *intrinsic motivation*, while the difference between *pre-writing* and intrinsic motivation was not significant, claiming that participants' intrinsic enjoyment in English writing, and pre-writing activities were similarly influential within the three constructs.

Additionally, the four motivational dimensions — *resilience*, *significant others*, *topic difficulty*, and *competition* turned out to be the least powerful motivators in this study according to their mean values (3.38, 3.20, 3.06, and 2.95) respectively. The paired samples *t*-test results indicated that there is a significant difference between *resilience* and *significant others*, whereas all other pairwise comparisons proved no significant difference between them. This implies that Hungarian EFL pre-service teachers' resilience is a stronger motivator compared to the other three constructs, while the latter ones, such as external forces, topic difficulty in writing, and competitive situations operated at similarly lower level of influence on their writing performance. Interestingly, the statistical data claimed that these dimensions represent the least motivating aspects in the pre-service teachers' motivational disposition in English writing in the Hungarian context, echoing what I had observed in my pilot study in Hungary (Maung et al., 2025). In other words, pre-service teachers seem to be less motivated by their emotional status since they struggled with writing tasks; by their social surroundings including their teachers, parents, peers, or classmates since they may view writing as a personal effort rather than being shaped by an external encouragement; by challenging writing topics that may make them feel uncomfortable or difficult; and by their stress in competitive situations in writing class.

According to the **correlational analysis** results, the strongest relationship was observed between *intrinsic motivation* and *ideal L2 self* (0.717), which indicates that when Hungarian pre-service teachers in EFL teacher education in this study are intrinsically motivated, they are also motivated by a strong vision of themselves as successful writers in English. That is, the participants who enjoy the writing process for their own sake are more likely to imagine themselves as proficient academic writers in the future. According to the statistical data, the strongest relationship in this correlational analysis demonstrates that students' enjoyment of

learning the target language is closely related to their imagination of being professional teachers or scholars in the future. For instance, in an EFL writing class, students who enjoy pleasure in drafting essays or writing assignments might frequently visualise themselves writing confidently in their professional contexts, including preparing teaching materials or publishing articles. In this regard, Lamb (2017) argued that future self-images have the potential to influence how students engage with daily tasks, whilst Magid (2014) observed that a strong ideal self vision may encourage students' intrinsic involvement in writing activities to a great extent. As the second strongest correlation result, we can see that there is a relatively strong relationship between the *ideal L2 self* and *motivated learning behaviour* (0.613). This correlational result suggests that pre-service teachers in this study, who visualise themselves as excellent writers in English, tend to invest continuous effort in developing their writing skills since they might believe that their professional identity is associated with writing academically and confidently. Consequently, they demonstrate a greater tendency to commit to habits, such as pre-writing, drafting, editing, revising, and actively seeking feedback from their teacher or peers. The third highest correlation result, between *instrumental motivation* and *ideal L2 self* (0.611), indicates that the participants' pragmatic goals are strongly associated with their imagined future selves as writers. To be exact, Hungarian pre-service teachers in this study, who prioritise pragmatic outcomes (for example, passing examinations with higher grades, achieving scholarships to study abroad, or improving career prospects), are also those who imagine themselves as excellent academic writers in the future. The fourth highest correlation result turned out to be that there was also a connection between pre-service teachers' *intrinsic motivation* and *motivated learning behaviour* (0.568), claiming that participants who feel enjoyment in writing are also those who prolong their engagement through consistent effort. Their intrinsic satisfaction seems to offer the foundation for perseverance in cognitively demanding activities, such as brainstorming, revising and editing drafts, as well as experimenting with textual organisation, and integrating feedback. Further examination of the correlational data indicate that the relationship between *difficulty* and *resilience* (0.553) appears to have the fifth highest correlation, revealing the fact that the participants in this study are more likely to exhibit resilience in coping when they encounter challenges in writing. Instead of being demotivated, they are more inclined to face those challenges with determination, as they view them as an opportunity to enhance their writing abilities.

After computing the correlational relationship between the scales, I also explored which dimensions of English writing contribute the most to the motivated learning behaviour of pre-service teachers in the Hungarian teacher education programmes in the EFL context. Hence, I

performed a **linear regression analysis** with *motivated learning behaviour* being the dependent variable. The findings reveal that 46% of the variance in motivated learning behaviour could be explained by the three dimensions — *ideal L2 self*, *instrumental motivation*, and *pre-writing* activities. If we compare the  $\beta$  coefficients of the three scales, it can be seen that *ideal L2 self* ( $\beta = 0.373$ ) exhibited the strongest impact compared to the other two scales — *pre-writing* ( $\beta = 0.233$ ), and *intrinsic motivation* (0.230), and hence, it may be concluded that the *ideal L2 self* plays the most significant role in motivating pre-service teachers in the Hungarian context. Its  $\beta$  coefficient exhibits that the Hungarian participants' rich and elaborate imagination of themselves as future competent English writers was one of the major drives, pushing them toward maintaining learning behaviours to actualise their future self-guide (Markus & Nurius, 1986). The strength of this future self guide is probably in its potential to deliver a clear, personal, and emotionally appealing goal that organises, and nurtures effective learning strategies, such as *pre-writing* activities in the context investigated.

After analysing the regression analysis, I computed **independent samples *t*-tests** as I was curious to explore *gender-based differences in motivational dispositions towards English writing* in the Hungarian EFL teacher education context. The results revealed that, among the nine scales and the criterion variable scale (motivated learning behaviour) measured, there was a significant difference between male and female participants in four dimensions: *pre-writing*, *ideal L2 self*, *instrumental motivation*, and *motivated learning behaviour*. The results also revealed that female students ranked significantly higher scores in all the four aspects than the male students. As a next step, I wanted to find out *whether the participants' motivational disposition varied depending upon whether English was their first or second foreign language*, and hence, I conducted independent samples *t*-tests over the nine motivational dimensions and the criterion measure scale (motivated learning behaviour). The results revealed that there were no significant differences between the participants who studied English as their first foreign language ( $n = 124$ ) and those who studied English as their second foreign language ( $n = 23$ ). The findings highlight that the motivational profiles of EFL pre-service teachers in the Hungarian context are not strongly influenced by English being their first or second foreign language, particularly in the area of writing. As the final analysis for this quantitative study, I conducted independent samples *t*-test analyses to determine *whether participation in extra writing courses after school has an impact on the participants' motivational disposition in writing activities*. The analysis was carried out between the participants who responded to the survey that they attended extra writing courses ( $n = 34$ ), and those who responded that they had not attended ( $n = 113$ ). The results proved that there were no significant differences between

the two groups regarding the motivational dimensions of pre-service teachers in English writing, including the criterion variable scale (motivated learning behaviour), implying that joining extra writing courses after school did not have an impact on the participants' motivational profiles in acquiring writing skills in this study.

I was also curious to inquire what they usually do to improve their English writing; therefore, I asked the participants an *open-ended question at the end of the questionnaire*. Participants reported that they write in their free time (for example, writing short stories, diaries, articles, journals) as a practice, while some participants practise writing incorporating with extensive reading in English. Some students depicted writing as a hobby, and exhibited their enjoyment in writing regardless of whether it is a story or an essay. Some students responded that they engaged in activities; such as consuming English language media, that is, films, YouTube videos; focusing on language aspects (for instance, learning new vocabularies, practising paraphrasing, proofreading); and seeking teacher's feedback. It is also worth noting that some respondents believe their teachers' feedback is a catalyst to improve their writing performance. Overall, their responses to this open-ended question somewhat aligns with the results of my questionnaire study, which proposed that students who valued their teacher's assessment and feedback, and their efforts to become better writers in their everyday lives were directed toward independent practice, self-regulated strategies, and in some cases, enjoyment of writing even in their free time.

#### (b) Results and findings of the interview study with EFL pre-service teachers (n = 10)

##### *Pre-service teachers' motivation to use the process writing approach in their English writing*

The qualitative findings revealed that the pre-service teachers were largely positive about the process writing approach, and characterised it as an approach to writing that involved emotional and cognitive engagement. Their responses emphasised their appreciation of the writing processes, including pre-writing, drafting, editing, revising and feedback, which collectively built motivation and an observable path forward. The participants did not seem to view writing as a solo or linear task, but rather enjoyed that one could move back to a previous stage to make more progress, and not feel stuck, lining up with Hyland's (2003, 2021) theory of writing as a developmentally and socially situated approach. The participants understand *process writing* to be a scaffolding, student-centred approach which diminishes anxiety, builds confidence and allows for personal expression. As the learners use drafts, collaborate with each other, obtain feedback from peers and teacher, and subsequently revise their text, they are

empowered to express their ideas, develop their skills, and compose written texts related to their academic and career aspirations.

*Their perspectives on teacher educators' motivational strategies required in strengthening their motivation in English writing through the process writing approach*

Moreover, I explored the motivational strategies that pre-service teachers thought were influential in their learning opportunities to improve their writing performance. In order to build a more nuanced understanding of how EFL teacher educators support their students' writing skills development in English writing in a more motivating manner, and the findings claim that their motivation in English writing is most effectively strengthened when teacher educators provide scaffolded tasks of appropriate level of topic difficulty, offer constructive and personalised feedback, and select relevant writing topics that offer autonomy. Furthermore, incorporating collaborative pre-writing activities, employing encouraging teaching strategies, and fostering a supportive environment that acknowledges the influence of significant others are crucial. Ultimately, nurturing intrinsic and instrumental motives, resilience, and a positive ideal L2 self, while carefully managing competitive elements, creates a comprehensive motivational framework for developing writing competence for the participants in the context explored.

(c) Results and findings of the interview study of EFL teacher educators (n = 10)

*Teacher educators' motivation to use the process writing approach in their teaching*

The interview data of EFL teacher educators demonstrated that they have a strong motivational commitment to implementing the process writing approach, grounded in their observed efficacy of its pedagogical benefits. Their endorsement is predicated on the approach's capacity to foster deeper cognitive engagement, enhance critical thinking, and promote a sense of student ownership over the writing process, thereby aligning with the principles of student-centred learning (Hyland, 2003). Furthermore, the participants reported that the recursive stages of brainstorming, drafting, and revising significantly reduce student anxiety, and build learner autonomy and competence, which are core psychological needs underpinning intrinsic motivation according to Self-Determination Theory (Deci & Ryan, 2020). The collaborative dimension of process writing, particularly through peer feedback, is also regarded as a key motivator for its adoption, as it cultivates a supportive learning community and improves metacognitive skills. Consequently, the positive observable

outcomes in students' writing quality, confidence, and overall engagement serve as reinforcing factors that sustain teacher educators' willingness to employ this writing approach while teaching writing.

### *Motivational strategies required in teaching writing*

Based on the semi-structured interview data, Hungarian EFL teacher educators employ a multifaceted array of motivational strategies, deeply informed by theoretical principles and oriented towards fostering student engagement within the process writing approach. Their pedagogical practices are strategically designed to nurture the psychological needs of autonomy, competence, and relatedness, as outlined by Self-Determination Theory (Deci & Ryan, 2020), whilst also activating key components of the L2 Motivational Self System (Dörnyei, 2005).

The participants consciously calibrate topic difficulty by selecting topics that are cognitively challenging yet personally relevant and academically situated, thereby promoting critical thinking whilst ensuring students possess the requisite cognitive resources to engage successfully. This is complemented by a transformative approach to constructive feedback, which shifts from summative error correction to a dialogic process. They position themselves as readers rather than arbiters, providing multi-stage feedback that frames revision as a central learning opportunity, thus building student competence and autonomy. The strategic selection of writing topics is itself a motivational tool, with educators prioritising subjects that are socially meaningful, personally resonant, and connected to students' experiences to provoke authentic engagement and voice. This is systematically supported by pre-writing activities, such as brainstorming, visual prompts, and collaborative discussions—which serve to mitigate anxiety, activate prior knowledge, and provide a structured yet flexible entry point into the writing task, thereby enhancing students' perceived competence. Furthermore, their teaching strategies include explicit scaffolding through models and outlines, allocating time for multiple drafts, and fostering a collaborative environment where peer support lowers affective filters. They participants also acknowledge the powerful influence of significant others, including peers and family, in creating an emotionally supportive learning community, that fulfils the need for relatedness. Furthermore, they proactively cultivate their students' ideal L2 selves by linking writing tasks to future professional identities and aspirations, making learning purpose-driven. They also harness instrumental motivation by explicitly connecting classroom writing to real-world exigencies such as exams, scholarships, and career requirements. Finally,

the teacher educators recognise that strengthening motivation requires building student resilience by normalising struggle, and framing feedback as a pathway to learners' growth, and they cautiously leverage competition by focusing it on self-improvement and reflective learning rather than comparative grading to avoid anxiety. Overall, these strategies are not employed in isolation but are integrated into a coherent, process-oriented pedagogy that motivates students by making writing a meaningful, achievable, and personally relevant endeavour.

#### *Newly emerging theme from the teacher participants*

While I was collecting qualitative data from both pre-service teachers, and teacher educators in the Hungarian context, Artificial Intelligence (AI)-assisted writing tools were also emerging. Examples include ChatGPT, QillBot, and Gemini, which appeared particularly in higher education settings globally. Although exploring AI-assisted writing tools was not the primary intention of this doctoral study, the timing of the interview data collection coincided with the emergence of these technical writing tools. Consequently, some teacher educator participants voluntarily inserted their comments on the use of AI-assisted writing tools, compared to the human-driven approach of *process writing* during the interview sessions, although the pre-service teachers did not add their perspectives on AI-writing tools. Given the relevance and significance of these insights, the topic was incorporated as a newly emerged theme in presenting the qualitative findings. These discussions not only offered valuable insights on the impact of AI-assisted writing tools in L2 writing instruction, but also highlighted the importance of the *process writing approach*, as well as showcased teacher educators' concern nowadays, in the context I investigated. Consequently, a corresponding small section on AI writing tools in comparison with the process approach, was also inserted to the literature review of my dissertation to contextualise, and support the inclusion of this theme. Based on the interview results, it was examined the teacher educator participants considered AI-assisted writing tools as a helpful instrument for students to enhance vocabulary, or generate ideas to some extent. However, most of them believe it as a potential threat to students' cognitive development, and reflective practices that the *process writing* can render, since the approach creates opportunities for implementing autonomy, encouraging critical thinking, and motivating students to write better (Hyland, 2019; 2021), all of which the teacher educators valued in their teaching writing in the Hungarian context.

## Discussions and Conclusion

This section discusses the mixed methods findings of this doctoral research by situating them into broader educational contexts, and highlighting their practical relevance, where the following sections outline the major implications, obtained from the pre-service teachers' and teacher educators' voices, as well as the limitations of the study.

### (a) Pedagogical implications

The quantitative findings highlight the essential role of EFL teacher educators in shaping pre-service teachers' writing skills development in a more motivating manner through the combination of constructive feedback and identity-building strategies with the *process writing approach*. Given the teacher educators' role as the primary facilitators of teaching writing, it is essential for them to design writing tasks by aligning practical, and motivational practices, balancing the structure, support, and learner autonomy. The quantitative findings indicate that pre-service teachers were most motivated when they received continuous, and constructive feedback from the teacher, confirming the pedagogical essence of the teacher's engagement, while they are acquiring English writing skills. Additionally, since the *ideal L2 self* plays the most important role in motivating students' motivated learning behaviour, writing tasks should be carefully designed to support students' visualisation of themselves as successful English writers, and as teachers in their future career, as they will become classroom practitioners in the future. Therefore, equipping them with both the motivational practices, and the pedagogical strategies to foster quality teaching is essential. Moreover, writing assignments linked with real-world scenerios, and future aspirations can not only strengthen students' motivation to be a better writer, but also prepare them to nurture motivational strategies in their future classrooms, creating a powerful impact on English writing instruction beyond their own learning.

The qualitative findings also remark the pedagogical contributions of *process writing* as an effective method for enhancing students' motivation, fostering autonomy in classrooms, and gaining writing competence, since they benefited significantly from the recursive nature of the writing approach, that is to say, during brainstorming, drafting, editing, and revising stages, which fostered deeper cognitive abilities, and personal enjoyment in writing. Teacher educators also identified the importance of pedagogical strategies, such as scaffolding, students' peer feedback, and selecting writing topics alinging with real-world scenerios in strengthening students' motivation, and building confidence in L2 writing. These valuable insights suggest

that writing instruction in teacher education context should shift from a product-oriented approach to a more student-centred process-oriented pedagogy, as it acknowledges writing as a developmental activity, that conveys opportunities for reflective practices.

#### (b) Research implications

Both the quantitative and qualitative findings contribute to the growing body of research on L2 writing motivation by its empirical evidence on how motivational dimensions, such as teacher assessment and *feedback*, *instrumental motivation*, and the *ideal L2 self*, influenced pre-service teachers' motivation to become a better writer through the *process writing approach*. According to the quantitative findings, it was investigated that the pre-service teachers had positive impressions of Hyland's (2003; 2019; 2021) model of *process writing*. Therefore, it will be valuable to further investigate it for multi-dimensional process writing models, linking with the different motivational constructs I measured in this study. Importantly, this research shed light on the sensitivity of motivational constructs to contextual and methodological variables, as we observed slight discrepancies in internal consistency values between the pilot and main survey, particularly in scales with fewer items. These outcomes display a need for further research to explore in a more varied institutional, and cultural contexts, with larger and more diverse samples. In this respect, comparative and longitudinal studies are recommended as they could yield deeper insights into how motivational profiles shift over time, and in response to teaching practices in L2 classes. Based on these findings and methodological reflections, this study aims to serve as a foundation for future research by exploring how to strengthen students' motivation in English writing, with a particular emphasis on the *process approach*, in different teacher education programmes beyond the EFL contexts.

Furthermore, the qualitative findings also justify a need for further research into how stages of *process writing*, and motivational strategies interact in different cultural or institutional contexts, as my present study focused only on the Hungarian EFL teacher education context. The teacher educators' reflections also highlighted an increasing tension between AI-assisted writing and human-driven approach of *process writing*. Hence, further research is recommended to inquire how the application of *process writing* influences students' cognitive abilities, confidence, and academic integrity, compared to AI writing tools.

### (c) Societal implications

The findings of this doctoral study bring significant societal implications, specifically in the context of EFL teacher education. Both the quantitative and qualitative observations suggest practical means of how to enhance students' writing performance in a more motivating manner, which leads to improved quality teaching among teacher educators, and pre-service teachers. Since the pre-service teachers may become English teachers at schools in Hungary later, equipping them with effective teaching writing strategies, focusing on how to motivate young learners in the area of L2 writing is crucial, provided that their influence on the learners' language development in the future depends on how they are being trained today. They will transfer those skills into their own classrooms, and teach their students, by assisting them to be successful in absorbing writing skills, and consequently, it may ultimately convey desirable educational outcomes to the society as a whole.

### (d) Policy-making implications

The findings of the qualitative study with teacher educators highlight that policy-makers from the Hungarian teacher education context should prioritise the integration of practical, and strategy-based training courses in English writing instruction, focusing on the *process writing approach*. The findings suggest that they should implement policies, in terms of three aspects — *scaffolding, providing effective feedback, and motivating learners through the stages of process writing*, that encourage the professional development for EFL teacher educators, that are appropriate, collaborative, and aligned with what they actually need in classrooms. Importantly, institutional support is strongly encouraged through policies that promote resource allocation for teachers, time for peer collaboration, and recognition of innovative teaching writing practices. The qualitative findings also claim that even well-designed CPD programmes may have a limited impact on EFL teachers if there is no access from institutional backing, in light of the fact that coordinated institutional policy efforts, coupled with curriculum reform, teachers' professional development, and institutional-level support play a crucial role in equipping them in order to enhance students' writing skills in a more motivating, and pedagogically sound manner. In turn, the teacher educators' skills can be effectively developed during the improvement of teacher education, and professional development in the Hungarian context investigated.

### Limitations of the doctoral study and conclusion

Although my research renders several benefits, and conveys positive implications to the Hungarian EFL teacher education context, there are certain limitations that should be acknowledged. The quantitative phase of the study exhibits some limitations regarding the generalisability of the findings owing to its small sample size, and the study's emphasis on ELTEd programmes in the Hungarian teacher training universities. In addition, the results may not fully reflect the motivational profiles of pre-service teachers in other educational contexts, or countries, as the survey participants were from Hungarian institutions, providing the fact that it is necessary to conduct further research with a broader and more diverse participants.

Moreover, the qualitative phase of the study also encompasses certain limitations. It may limit the transferability of the findings to other educational, or cultural contexts, due to the fact that my study was geographically and contextually restricted to teacher educators and pre-service teachers from Hungarian teacher training institutions. Despite purposive sampling enabling for deeper thematic examination, the sample size may not represent the full range of perspectives within the broader EFL teacher education community. Furthermore, the use of self-reported interview data may bring the potential bias regarding the qualitative participants' social desirability or selective memory. This may have influenced the participants' responses despite efforts to enhance the study's credibility and trustworthiness.

Despite the limitations above, it may not be denied that my doctoral study conveys several insights and opportunities for both Hungarian EFL teacher educators and pre-service teachers in order to improve their personal and professional development, with a special focus on the process writing approach, to achieve the desirable educational outcomes. Additionally, the findings of my doctoral study may inform practices in similar and broader educational contexts, contributing to skills development of teachers and students beyond the immediate scope of this dissertation.

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