

Uncovering the Motivating Factors Behind Writing in English in an EFL Context

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ABSTRACT Writing in a language, whether the target or native, is regarded as a complex activity operating on multiple cognitive levels. This study aimed to uncover the factors which motivate teacher trainees of English to write in English in an EFL context. The study also investigated the differences in the ways teacher trainees are motivated in terms of some variables such as gender and the engagement in reading and writing activities in English outside of the classroom. A total of 270 Turkish trainee teachers of English participated in the study. The data obtained through a two-part questionnaire revealed that a great majority of the participants (n=203) read in English, compared to only half of them (n=108) preferred to write outside the classroom. Based on the findings, the study suggests that prospective English teachers need to be systematically supported and motivated to write in English both in and outside the classroom.