Comparative Research into Kazakhstan and American Master's Students' Motivation for Learning English Academic Writing (EFL/ESL)

Indira Dyussekeneva

Department of Foreign and Russian Languages, Shakarim University
ave. Glinki, 20a, 071412, Semey, Kazakhstan
E-mail address: indiradyusekeneva@mail.ru
ORCID: https://orcid.org/ 0000-0002-4957-0915

Adlet Kariyev

Department of Primary Education, Abai Kazakh National Pedagogical University
ave. Dostyk 13, 050010, Almaty, Kazakhstan
E-mail address: adlet.kariyev@gmail.com
ORCID: https://orcid.org/0000-0002-7789-9080

Randall Sadler

Illinois TESOL and ESL Programs, University of Illinois Urbana Champaign
ave. S. Mathews 707, 61801, Urbana, IL, United States of America
E-mail address: rsadler@illinois.edu
ORCID: https://orcid.org/0000-0001-7743-7049

Damir Dyssekenev

Philology Department, Alikhan Bokeikhan University Pedagogical University
ave. Mangilik El, 11, 071400, Semey, Kazakhstan
E-mail address: dyusekenev81@mail.ru
ORCID: https://orcid.org/0009-0000-4821-3636

Gulnar Zhumadilova

Department of Foreign and Russian Languages, Shakarim University
ave. Glinki, 20a, 071412, Semey, Kazakhstan
E-mail address: zhumadil_g@mail.ru
ORCID: https://orcid.org/0000-0002-6284-4941

ABSTRACT

Aim. is to conduct theoretical-empirical research into Kazakhstan and American Master's students' motivation for learning English academic writing (EFL/ESL) with regard to cross-cultural components and sexual differentiation.

Methods. The research involved 60 Master's students (28 males and 32 females), pursuing a degree at Shakarim University (SU) (Semey, Kazakhstan) and 45 Master's students (22 males and 23 females), pursuing a degree at the University of Illinois (UIUC) (Urbana-Champaign, Illinois, USA) aged 23 to 30. All the respondents were learning English academic writing (EFL/ESL). The research methods are as follows: "Diagnostics of Master's Students' Motivation to Study" Natalia Badmayeva (2004); "Motivation for Professional Activity" (Rean et al., 2006); "Diagnostics of the Individual's Motivation Structure" Vitaliy Milman (1990).

Results. No difference was found between the Kazakhstan and American samples in cross-cultural aspects. A high level of the prestige motive ($t = 1.943$; $p = .027$; $d = .401$) was identified in the Kazakhstan male sample, which was the only superiority by sexual differentiation. Psychological correlations between the parameters of motivation for learning English academic writing and the parameters of professional motivation were established. Seventeen significant correlations were recorded: one direct correlation and sixteen inverse correlations. It was explained that the parameters of Master's students' learning motivation are stimuli of a conscious and purposeful desire to study and develop themselves. It was highlighted that such stimuli focus on the resultant and content components of the educational process.

Conclusions. Master's students at both Universities of the examined samples prefer communication motive, social motive, prestige motive, learning-cognitive motive and comfort in learning English writing. The research findings should be implemented in the educational process at universities.

Keywords: educational process, university, prestige motive, communication motive, work-oriented motivation, sexual differentiation

Introduction

One of the important conditions for the internationalisation of Kazakhstan's educational system is the use of foreign languages in teaching, learning, and conducting research, which aims to expand international communication. Zaryna Takuova, (2023) underscores that young people are motivated to learn languages and understand that the more foreign languages they know, the more competitive they will be both in their country and abroad. It is notable that the English language is regarded at the national level by Kazakhstan government as an important factor of modernisation and development.

Learning English is of great educational and cross-cultural importance. Knowledge of English opens up many opportunities for communication with people from different countries, education, and employment abroad. Mastering English helps people broaden their horizons and improve their knowledge about other countries. Thus, learning English has several important advantages: it expands international communication, creates career opportunities, improves international mobility in education and professional activities, provides access to cultural values, promotes self-development, simplifies travels around the world, opens up new opportunities, and gives more freedom and security. The above arguments actualise the problems of studying motivation for learning English, both spoken English and English academic writing.

Academic writing is one of the most challenging competencies in learning English as a second language (ESL) or English as a foreign language (EFL). In the scientific literature, many studies focus on English academic writing (EFL/ESL). The research of Algrenita Silvina Budjalemba and Listyani Listyani (2020) pays attention to difficulties in writing an academic essay. Using a qualitative method for examining questionnaires and interview protocols, the scientists identified two factors that caused students' difficulties in academic writing – internal and external. The internal factors combined self-motivation, self-confidence, lack of knowledge, and a sense of pressure. The external factors included teaching style, classroom atmosphere, materials, and aspects of writing (Budjalemba & Listyani, 2020). Researcher Chahrazed Hamzaoui (2021) studied the difficulties of Algerian students (EFL) in learning and implementing research projects. It was found that developing research projects and reporting their results are the most time-consuming things for these students. The research by V. Kim (2018) proposes the technology of individualised audio-visual feedback (AVF) using screencasts for written texts in learning English. The results show that students learning EFL respond positively to AVF. Timely visual prompts and detailed explanations promote a better understanding and engage students in active listening more effectively. It was established that AVF significantly improves the quality of writing and students' academic motivation. Another research, presenting a systematic review and PRISMA meta-analysis of publications for 2014–2021, demonstrates that 75.0% of studies on flipped learning in the ESL context focused on students' language competencies, engagement, and academic performance. Only 25.0% of studies contain empirical data on the impact of FL, indicating that there is a lack of research on FL in the field of ESL (Kernagaran & Abdullah, 2022). There are studies demonstrating the successful use of different tools in the pedagogical practice of teaching English writing, including the animated video Pow Toon (Laksmi et al., 2021), the WhatsApp communication application, introduced during the COVID-19 outbreak, the application for teaching English online at SMA Muhamamdiyah Gadingrejo (Fiddiyasari & Pustika, 2021). The researchers recorded the results demonstrating the superiority of the overall average score of extrinsic motivation over instrumental, integrated, and intrinsic motivations. Researchers Diem Thi Ngoc Hoang and Thinh Hoang (2024) examined the effective-

ness of organising regular modern activities through Google Docs to develop English academic writing skills in Vietnam students. They noticed significant improvements in the respondents' task performance and knowledge of lexical resources, whereas there was no significant improvement in coherence, grammar consistency, and accuracy.

We should pay attention to several problems related to our research subject and relevant to education and the junior sample. The comparative cross-cultural research into relationships between self-esteem and young people's social activeness in the Kazakhstan and Uzbekistan samples (Kariyev, Baydjanov et al., 2024) demonstrated that the overall success and self-acceptance reflect the self-actualisation aspirations of young people. Other studies on adolescents' self-efficacy (Halian, Popovych, Hulias et al., 2023; Halian, Popovych, Vovk, 2023) also confirm young people's desires to achieve success and influence global social processes. We cannot ignore the consequences of the COVID-19 outbreak and their impact on teaching foreign languages at universities (Kobylarek, Alaverdov et al., 2021). Educational priorities in the post-pandemic world (Kobylarek, Plavčan et al., 2021; Popovych et al., 2024), new challenges (Kobylarek et al., 2022), and transformational changes (Popovych, Blynova et al., 2020; Popovych et al., 2023) encourage scientists to search for innovative ways to solve the most pressing educational problems and construct models of the expected future (Popovych, Borysiuk et al., 2020).

The theoretical-empirical study of Kazakhstan and American Master's students' motivation for learning English academic writing (EFL/ESL) involves a comparative confirmative research strategy which aims to identify significant differences in the main motives: communication, avoidance, prestige, professional, creative self-realization, learning-cognitive, and social. The inclusion of Kazakhstan and American Master's students in the educational and sociocultural environments of their universities may affect the level of the examined motives.

The research hypotheses are: a) the comparison of the parameters of motivation for learning English academic writing (EFL/ESL) will show significant differences by the cross-cultural component; b) the comparison of the examined parameters of motivation for learning English academic writing (EFL/ESL) will have no difference between Kazakhstan and American Master's students by sexual differentiation; c) the parameters of Master's students' motivation for learning English academic writing (EFL/ESL) will correlate with the parameters of the respondents' professional motivation; d) the comparison of the levels of the intrinsic motivation, extrinsic positive motivation and extrinsic negative motivation for learning English academic writing (EFL/ESL) will show statistically significant differences in the examined parameters of professional motivation, general life motivation, and work-oriented motivation.

The aim is to conduct theoretical-empirical research into Kazakhstan and American Master's students' motivation for learning English academic writing (EFL/ESL) regarding the cross-cultural component and sexual differentiation.

Methods

Methodology

The methodological foundation of the research involves the concept of intrinsic and extrinsic motivation (Falah Alzubi & Nazim, 2024; Rean et al., 2006) and the concept of the influence of the motivational factor on the development of mental abilities by Badmayeva (2004). The tenets of the individual's professional growth and development in the context of studying motivation for learning English academic writing are reflected in modern publications covering the adaptation aspect (Moldakhanova et al., 2024), emotional intelligence (Karpenko et al., 2024; Muho et al., 2024), and the pedagogical component (Kariyev, Orazbayeva et al., 2024; Yang, 2024; Yang et al., 2025), and allowed us to consider age-related psychological regularities of the research sample (Kurova et al., 2023; Shevchenko et al., 2024).

Participants

The research involved 105 respondents pursuing a Master's degree in the academic area, which required learning English academic writing (EFL/ESL) (Table 1). Kazakhstan Master's students studied at Shakarim University (SU) (Semey, Kazakhstan). American Master's students studied at the University of Illinois (UIUC) (Urbana-Champaign, Illinois, USA). The respondents were 23–30 years old.

Table 1

Research Sample (n = 105)

Sampling parameters	Sexual differentiation and characteristics age							
	males				females			
	n	%	M	SD	n	%	M	SD
KAZ (n = 60; 57.14%)	28	46.67	24.12	6.03	32	53.33	25.48	5.16
USA (n = 45; 42.86%)	22	48.89	25.01	6.21	23	51.11	24.83	6.20

Note: KAZ – the Kazakhstan sample of Master's students; USA – the American sample of Master's students; n – number of respondents; M – the mean; SD – the standard deviation.

Source. Own research.

Organization of Research

The comparative research was organised according to the confirmative strategy, which allowed us to establish psychological correlations and compare the examined

parameters of the respondents of the Kazakhstan and American samples. It is notable that the research was conducted within the framework of the grant financing of the project of the Ministry of Science and Higher Education of the Republic of Kazakhstan for 2024-2026 AP 23488882 "Improving the methodology of teaching academic writing in English through electronic educational resources". The research was approved by the Scientific and Methodological Council of Shakarim University (Semey, Kazakhstan) and the Ethics Committee of the University of Illinois (Urbana-Champaign, Illinois, USA). Questionnaire forms, which were prepared in advance in Google Forms, were used. The respondents were informed in advance about the survey's procedure, time and purpose. They voluntarily participated in the research. The organizers complied with all ethical requirements for confidentiality and voluntary collection of empirical data.

Procedures and Instruments

The research presents a relevant set of valid and reliable methodologies, which objectively reflect the dimensions of the research subject. Motivation for learning English academic writing has been sufficiently studied. At the same time, it is a multifaceted phenomenon, hence we consider motivational intentions in several planes. The key methodology "Diagnostics of Master's Students' Motivation to Study" (DMSMS) Badmayeva (2004) has seven scales (Table 2). The methodology combined thirty-four statements. A direct five-point scale was used. The Cronbach's alpha coefficient was used to find homogeneity by this methodology. A high level of empirical data homogeneity was determined. Since the concept of intrinsic and extrinsic motivation is the leading one in the research into learning English academic writing, using the questionnaire "Motivation for Professional Activity" (MPA) was legitimate (Rean et al., 2006). This psycho-diagnostic tool was used to measure intrinsic motivation, extrinsic positive motivation, and extrinsic negative motivation. The respondents answered seven statements on a five-point scale. The Cronbach's alpha coefficient for this methodology was a high level of empirical data homogeneity (Table 2). Identifying the superiority of either general life motivation or work-oriented motivation in the respondents was of scientific interest in the context of our research. Therefore, the questionnaire "Diagnostics of the Individual's Motivation Structure" (DIMS) was used (Milman, 1990). The following scales comprised general live motivation: life sustenance comfort, social status and communication. Work-oriented motivation included the following scales: general activeness (GA) – with a measurement range from .00 to 8.00; creative activeness and social usefulness. The respondents answered fourteen statements on a seven-point scale. The Cronbach's alpha coefficient was a medium level (Table 2).

Table 2

Statistical data of the psychodiagnostic research instruments

Scale	Measure-ment range	α	M-KAZ		F-KAZ		M-USA		F-USA	
			M	SD	M	SD	M	SD	M	SD
(DMSMS) Badmayeva (2004)										
Communica-tion motive (CM)	1.00 – 5.00	.877	3.08	.77	3.28	.82	3.18	.79	3.25	.80
Avoidance motive (AM)	1.00 – 5.00		3.68	.92	3.83	.83	3.71	.93	3.87	.95
Prestige motive (PM)	1.00 – 5.00		4.21	1.05	3.71	.91	3.79	1.01	3.77	1.00
Professional motive (PRM)	1.00 – 5.00		3.89	.97	3.93	.95	3.81	.91	3.82	.90
Creative self-realisation mo-tive (CSRM)	1.00 – 5.00		1.78	.44	1.74	.41	1.65	.43	1.67	.42
Learning-cognitive motive (LCM)	1.00 – 5.00		5.02	1.27	5.25	1.22	5.33	1.21	5.39	1.19
Social motive (SM)	1.00 – 5.00		3.23	.81	3.05	.80	3.10	.82	3.15	.84
"MPA" (Rean et al., 2006)										
Intrinsic moti-vation (IM)	.00 – 5.00	. 921	6.12	1.53	6.26	1.57	6.29	1.58	6.12	1.55
External positive moti-vation (EPM)	.00 – 5.00		8.28	2.07	8.45	2.11	8.55	2.13	8.51	2.11
External nega-tive motiva-tion (ENM)	.00 – 5.00		8.17	2.04	8.27	2.04	7.61	1.94	8.01	1.97
"DIMS" (Milman, 1990)										
Life suste-nance (LS)	.00 – 10.00	.775	3.60	.90	3.64	.90	3.40	.84	3.45	.87
Comfort (C)	.00 – 8.00		3.97	.97	4.02	1.01	3.88	.96	3.92	.98
Social status (SS)	.00 – 8.00		3.57	.89	3.62	.91	3.39	.85	3.51	.92
Communica-tion (CO)	.00 – 11.00		3.61	.90	3.58	.88	3.22	.81	3.51	.89
General active-ness (GA)	.00 – 8.00		3.48	.87	3.83	.93	3.55	.89	3.58	.91
Creative activeness (CA)	.00 – 11.00		3.23	.80	3.99	.97	4.01	1.00	3.91	.95

Scale	Measure-ment range	α	M-KAZ		F-KAZ		M-USA		F-USA	
			M	SD	M	SD	M	SD	M	SD
Social useful-ness (SUS)	.00 – 11.00		3.39	.85	3.31	.82	3.40	.85	3.38	.83

Note. α – statistical reliability (Cronbach's alpha); M-KAZ – the Kazakhstan sample of male; F-KAZ – the Kazakhstan sample of female; M-USA – the American sample of male; F-USA – the American sample of female; M – the mean; SD – the standard deviation.
Source. Own research.

Statistical Analysis

The empirical data was collected using Google Forms. We calculated raw scores, weighed scales, and created a matrix of empirical data in "MS Excel". Statistical operations were performed applying "IBM SPSS Statistics", version 29.0.0.0 (241). The following statistical parameters were used in the research: Cronbach's coefficient ($α$), the Kolmogorov-Smirnov test (Z), Spearman's correlation coefficient (r_s), and the Student's t-test. The values of at least $p \leq .050$; and $p \leq .010$ were considered significant.

RESULTS

In accordance with the research hypotheses, we performed several statistical operations with descriptive frequency characteristics, which allowed us to compare the empirical data and identify significant differences. Table 3 shows the results of comparing the Kazakhstan and American samples by the cross-cultural component. Significant differences in the motivation parameters were found by using the methodology "DMSMS" (Badmayeva, 2004), "MPA" (Rean et al., 2006) and "DIMS" (Milman, 1990) and the Student's t-test. The Kazakhstan sample was referred to as KAZ and the American sample was referred to as USA.

Table 3
Indicators of the comparative analysis of the variances by grouping variable "cross-cultural component" between KAZ and USA

Scale	Levene's test		t-test for equality of variances				d Coen's
	F	p	t	p	95 CI Lower	Upper	
CM	.079	.779	-.066	.948	-.51939	.48606	-.013
AM	.075	.785	-.052	.959	-.65151	.61818	-.010

Scale	Levene's test		t-test for equality of variances				d Coen's
	F	p	t	p	95 CI Lower	Upper	
PM	.032	.858	.123	.903	-.59052	.66830	.024
PRM	.008	.929	.371	.711	-.50685	.74018	.073
CSRM	.017	.896	.336	.737	-.19312	.27201	.066
LCM	1.598	.209	-.364	.717	-1.00329	.69217	-.072
SM	.058	.811	-.167	.868	-.57308	.48419	-.033
IM	.008	.929	.023	.982	-1.42801	1.46135	.005
EPM	.524	.471	-.179	.858	-2.00884	1.67551	-.035
ENM	.023	.880	.381	.704	-1.42410	2.10187	.075
LS	1.087	.300	.617	.539	-.43071	.81960	.122
C	.203	.653	.315	.754	-.58941	.81164	.062
SS	1.359	.246	.352	.725	-.51461	.73684	.069
CO	.353	.553	.560	.577	-.45236	.80792	.110
GA	.001	.974	.368	.714	-.56169	.81725	.072
CA	.023	.879	-.125	.901	-.75158	.66269	-.025
SUS	.008	.930	-.173	.863	-.69218	.58107	-.034

Note. KAZ – the Kazakhstan sample of Master's students; USA – the American sample of Master's students; F – Levene's test for equality of variances (two levels of variance); p – statistical significance; t – Student's t-test; 95 CI – confidence interval; d Coen's – effect size; CM – communication motive; AM – avoidance motive; PM – prestige motive; PRM – professional motive; CSRM – creative self-realization motive; LCM – learning-cognitive motive; SM – social motive; IM – intrinsic motivation; EPM – extrinsic positive motivation; ENM – extrinsic negative motivation; LS – life sustenance; C – comfort; SS – social status; CO – communication; GA – general activeness; CA – creative activeness; SUS – social usefulness.

Source. Own research.

The comparison of the parameters of motivation for learning English academic writing (EFL/ESL) by the cross-cultural component shows no significant differences in the parameters of the methodology "DMSMS" (Badmayeva, 2004), "MPA" (Rean et al., 2006) and "DIMS" (Milman, 1990). We can state that the first hypothesis is disproved. Table 4 shows significant differences in the parameters according to the methodology "DMSMS" (Badmayeva, 2004), "MPA" (Rean et al., 2006) and "DIMS" (Milman, 1990) and the Student's t-test.). Sexual differentiation of the Kazakhstan sample is as follows: males – M-KAZ 3 and females – F-KAZ.

Table 4

Indicators of the comparative analysis of the variances by grouping variable "Sexual differentiation" between M-KAZ and F-KAZ of the Kazakhstan sample

Scale	Levene's test		t-test for equality of variances				d Coen's
	F	p	t	p	95 CI Lower	Upper	
CM	.044	.835	-.423	.674	-.818	.532	-.110
AM	.022	.884	.170	.865	-.767	.910	.044
PM	.784	.353	*1.943*	.027	-.021	2.852	.401
PRM	.389	.535	.378	.707	-.671	.984	.098
CSRM	.802	.374	-.369	.713	-.369	.254	-.096
LCM*	9.290	.003	.504	.616	-.876	1.466	.127
SM	.112	.739	-.745	.460	-.954	.437	-.193
IM*	4.581	.037	-.796	.429	-2.605	1.123	-.202
EPM	.100	.752	.906	.369	-1.355	3.596	.234
ENM	1.077	.304	-.574	.568	-3.004	1.665	-.149
LS	1.809	.184	1.052	.297	-.407	1.308	.272
C	.011	.919	-.568	.573	-1.212	.676	-.147
SS	.725	.398	.183	.855	-.796	.957	.047
CO	.324	.571	-.445	.658	-1.031	.656	-.115
GA	3.726	.058	1.015	.314	-.447	1.366	.263
CA	.049	.825	.267	.790	-.811	1.061	.069
SUS	3.971	.051	1.066	.291	-.395	1.297	.276

Note. * – data are presented using Welch's t-test because of uneven variance; M-KAZ – the Kazakhstan sample of male; F-KAZ – the Kazakhstan sample of female; F – Levene's test for equality of variances (two levels of variance); p – statistical significance; t – Student's t-test; 95 CI – confidence interval; d Coen's – effect size; $p \leq .050$; $p \leq .010$ and $p < .001$, the data is given *in italics*; CM – communication motive; AM – avoidance motive; PM – prestige motive; PRM – professional motive; CSRM – creative self-realization motive; LCM – learning-cognitive motive; SM – social motive; IM – intrinsic motivation; EPM – extrinsic positive motivation; ENM – extrinsic negative motivation; LS – life sustenance; C – comfort; SS – social status; CO – communication; GA – general activeness; CA – creative activeness; SUS – social usefulness.

Source. Own research.

The only significant superiority of the male sample over the female sample was found in the prestige motive (t = 1.943; p = .027; d = .401). We should continue the comparison by sexual differentiation in the American sample. Table 4 shows significant differences in the parameters according to the methodology "DMSMS" (Badmayeva,

2004), "MPA" (Rean et al., 2006) and "DIMS" (Milman, 1990) and the Student's t-test. The sexual differentiation of the American sample is as follows: males – M-USA and females – F-USA.

Table 5

Indicators of the comparative analysis of the variances by grouping variable "Sexual differentiation" between M-USA and F-USA of the American sample

Scale	Levene's test		t-test for equality of variances				d Coen's
	F	p	t	p	95 CI Lower	Upper	
CM	1.076	.305	-.325	.747	-.897	.648	-.097
AM	.292	.592	.072	.943	-.965	1.036	.021
PM	.631	.431	-.200	.842	-1.093	.896	-.060
PRM	.002	.965	.628	.533	-.668	1.273	.187
CSRM	1.567	.217	-.068	.946	-.605	.566	-.020
LCM	.040	.842	-.272	.787	-1.364	1.040	-.081
SM	.388	.537	.992	.327	-.418	1.228	.296
IM	.616	.437	.761	.451	-1.409	3.117	.227
EPM	.729	.398	-.238	.813	-3.143	2.479	-.071
ENM	.975	.329	.848	.401	-1.588	3.892	.253
LS	.306	.583	.529	.599	-.677	1.159	.158
C	1.588	.214	.242	.810	-.942	1.199	.072
SS	2.629	.112	-.349	.729	-1.059	.747	-.104
CO	.013	.911	.131	.896	-.911	1.037	.039
GA*	8.257	.006	-1.054	.299	-1.615	.509	-.312
CA	.001	.978	.894	.377	-.613	1.589	.266
SUS	3.270	.078	-.418	.678	-1.184	.777	-.125

Note. * – data is presented using Welch's t-test because of uneven variance; M-USA – the American sample of male; F-USA – the American sample of female; F – Levene's test for equality of variances (two levels of variance); p – statistical significance; t – Student's t-test; 95 CI – confidence interval; d Coen's – effect size; CM – communication motive; AM – avoidance motive; PM – prestige motive; PRM – professional motive; CSRM – creative self-realization motive; LCM – learning-cognitive motive; SM – social motive; IM – intrinsic motivation; EPM – extrinsic positive motivation; ENM – extrinsic negative motivation; LS – life sustenance; C – comfort; SS – social status; CO – communication; GA – general activeness; CA – creative activeness; SUS – social usefulness.
Source. Own research.

It is notable that the comparison of the examined parameters of the male (M-USA) and female (F-USA) samples according to the methodologies "DMSMS" (Badmayeva,

2004), "MPA" (Rean et al., 2006) and "DMSMS" (Milman, 1990) did not allow us to record any significant superiority. The significant superiority of the Kazakhstan male sample (M-KAZ) in the prestige motive (see Table 4) is a reason for disproving the second hypothesis.

According to the design of the confirmatory research strategy, correlations between Master's students' parameters of motivation for learning Academic writing (EFL/ESL) and parameters of professional motivation were established. Since the empirical data did not correspond to the normal distribution, determined by using the Kolmogorov-Smirnov test (Z), applying Spearman's correlation coefficient (rs) was legitimate. Table 6 shows the matrix of statistically significant correlation in the research.

Table 6

Correlation matrix (by Spearman) of the examined parameters of motivation for learning English academic writing (n = 105)

Scale	IM	EPM	ENM	LS	C	SS	CO	GA	CA	SUS
CM	.042	.050	.048	*-.218**	.046	*-.218**	.048	-.116	*-.215**	-.158
AM	-.046	-.029	-.089	-.067	-.104	-.117	-.172	-.100	-.166	-.046
PM	-.112	*.241**	.003	.186	*-.288***	.057	-.075	-.002	*-.201**	.057
PRM	.124	.127	.155	-.007	-.075	-.123	.092	-.141	*-.205**	-.131
CSRM	.107	-.032	-.058	.178	-.001	.148	*-.256***	.083	-.135	.108
LCM	.024	*-.321****	.048	*-.201**	-.161	*-.209**	*-.266***	*-.213**	*-.309****	-.157
SM	*-.383****	-.133	.003	-.070	-.136	-.139	-.060	*-.273***	-.016	*-.204**

Note. SP – statistical parameter of the bivariate correlation by Spearman; *rs* –Spearman's correlation coefficient; *p* – level of significance; * – *p* ≤ .050; ** – *p* ≤ .010; *** – *p* <.001, the data is given *in italics*; CM – communication motive; AM – avoidance motive; PM – prestige motive; PRM – professional motive; CSRM – creative self-realization motive; LCM – learning-cognitive motive; SM – social motive; IM – intrinsic motivation; EPM – extrinsic positive motivation; ENM – extrinsic negative motivation; LS – life sustenance; C – comfort; SS – social status; CO – communication; GA – general activeness; CA – creative activeness; SUS – social usefulness.

Source. Own research.

Seventeen significant correlations were established: one direct correlation and sixteen inverse correlations. The predominant number of inverse correlations suggests that the parameters of Master's students' learning motivation have an inverse correlation with intrinsic motivation, extrinsic positive motivation, and all the parameters of general life motivation and work-oriented motivation. Interestingly, there is a direct correlation between extrinsic positive motivation and the prestige motive. "Learning-cognitive motive" with six inverse correlations is the most loaded and, consequently,

the most dependent and important parameter of Master's students' learning motivation. "Creative activeness", which has four inverse correlations, is the most loaded parameter of professional motivation. The strongest inverse correlation was recorded between intrinsic and social motives ($rs = -.383$; $p < .001$). It was found that such motivation parameters as "avoidance motive" and "extrinsic negative motive" have no significant correlations. The established correlations give us reasons to state that the third hypothesis is confirmed.

The final comparison operation involved identifying significant superiorities in the examined parameters by the levels of Master's students' intrinsic motivation, extrinsic positive motivation and extrinsic negative motivation the methodology "MPA" (Rean et al., 2006) in the total sample population (n = 105). The comparison was performed by three parameters using the Student's t-test. All the respondents were divided into two groups according to the measured characteristic: Group A or Group B. Group A – a low level of the examined parameters and Group B – a high level of the examined parameters. The distribution was carried out by the median (Me). Table 7 shows the comparison results by grouping variable "Intrinsic motivation".

Table 7

Indicators of the Comparative Analysis of the Variances by Grouping Variable "Intrinsic Motivation" between Group A and Group B of the Research Sample (n = 105)

| Scale | Levene's test | | t-test for equality of variances | | | | d Coen's |
	F	p	t	p	95 CI Lower	Upper	
CM	.082	.775	*-2.288*	.024	-1.047	-.074	-.448
AM	.192	.662	-.032	.974	-.639	.619	-.006
PM	3.381	.069	.756	.452	-.385	.859	.148
PRM*	5.325	.023	-1.068	.288	-.932	.279	-.206
CSRM	.808	.371	-.893	.374	-.440	.167	-.175
LCM	.012	.914	-.174	.862	-.915	.767	-.034
SM	.185	.668	*5.245*	< .001	.766	1.698	1.026
LS	.021	.886	.998	.320	-.307	.929	.195
C	.054	.816	*-2.752*	.007	-1.602	-.260	-.538
SS*	7.285	.008	1.258	.211	-.222	.992	.242
CO	.607	.438	-.526	.600	-.790	.459	-.103
GA	2.824	.096	.980	.329	-.344	1.017	.192
CA	.649	.422	.397	.692	-.560	.841	.078
SUS*	12.138	<.001	1.252	.214	-.226	1.002	.240

Note. * – data is presented using Welch's t-test because of uneven variance; Group A – a low level of the examined parameters; B – a high level of the examined parameters; F – Levene's test for equality of variances (two levels of variance); p – statistical significance; t – Student's t-test; 95 CI – confidence interval; d Coen's – effect size; $p \leq .050$; $p \leq .010$ and $p < .001$, the data is given *in italics*; CM – communication motive; AM – avoidance motive; PM – prestige motive; PRM – professional motive; CSRM – creative self-realization motive; LCM – learning-cognitive motive; SM – social

motive; LS – life sustenance; C – comfort; SS – social status; CO – communication; GA – general activeness; CA – creative activeness; SUS – social usefulness.

Source. Own research.

We argue that Group B has three significant superiorities in the motivation for pro-
fessional activity by parameter "Intrinsic motivation": CM (t = -2.288, p = .024, d
= -.448); SM (t = 5.245, p <.001, d = 1.026) and C (t = -2.752, p = .007, d = -.538).
It is notable that Group A has no significant superiorities. Thus, the respondents, who
have a tendency for assessing outcomes as a dominant motivation for professional
activity by parameter "Intrinsic motivation", are characterised by high parameters
of "communication motive", "social motive" and "comfort". Table 8 shows the com-
parison results by grouping variable "Extrinsic positive motivation".

Table 8

*Indicators of the comparative analysis of the variances by grouping variable "Extrinsic
positive motivation" between Group A and Group B of the Research sample (n = 105)*

Scale	Levene's test		t-test for equality of variances				d Coen's
	F	p	t	p	95 CI Lower	Upper	
CM	.835	.363	-.072	.471	-.51632	.47995	-.014
AM*	9.321	.003	-.791	.216	-.86769	.37315	-.153
PM	.723	.397	*-2.769*	.003	-1.44172	-.23828	-.541
PRM	2.090	.151	-1.067	.144	-.94575	.28393	-.209
CSRM	.508	.477	.581	.281	-.21509	.39327	.114
LCM	.157	.693	*2.440*	.008	.18821	1.82269	.477
SM	.020	.887	1.354	.089	-.16473	.87383	.265
LS	.129	.721	-1.648	.051	-1.12165	.10347	-.322
C*	16.387	<.001	*4.120*	< .001	.68528	1.95836	.795
SS	1.633	.204	-.046	.482	-.63492	.60583	-.009
CO	.133	.716	-.340	.367	-.73226	.51771	-.067
GA	.186	.667	-1.406	.081	-1.15715	.19715	-.275
CA	3.459	.066	.283	.389	-.60046	.80046	-.014
SUS	1.260	.264	.303	.381	-.53426	.72699	-.153

Note. * – data is presented using Welch's t-test because of uneven variance; Group A –
a low level of the examined parameters; B – a high level of the examined parameters;
F – Levene's test for equality of variances (two levels of variance); p – statistical
significance; t – Student's t-test; 95 CI – confidence interval; d Coen's – effect size; *p*
≤ .050; *p* ≤ .010 and *p* <.001, the data is given *in italics*; CM – communication motive;
AM – avoidance motive; PM – prestige motive; PRM – professional motive; CSRM
– creative self-realization motive; LCM – learning-cognitive motive; SM – social
motive; LS – life sustenance; C – comfort; SS – social status; CO – communication;
GA – general activeness; CA – creative activeness; SUS – social usefulness.

Source. Own research.

We argue that Group B has three significant superiorities in the motivation for professional activity by parameter "Extrinsic positive motivation": PM (t = -2.769, p = .003, d = -.541); LCM (t = 2.440, p = .008, d = .477) and C (t = 4.120, p < .001, d = .795). It is notable that Group A has no significant superiorities. Thus, the respondents, who have a tendency for assessing outcomes as a dominant motivation for professional activity by parameter "Extrinsic positive motivation", are characterised by high parameters of "prestige motive", "learning-cognitive motive" and "comfort". Table 9 shows the comparison results by grouping variable "Extrinsic negative motivation".

Table 9

Indicators of the comparative analysis of the variances by grouping variable "Extrinsic negative motivation" between Group A and Group B of the Research sample (n = 105)

Scale	Levene's test		t-test for equality of variances				d Coen's
	F	p	t	p	95 CI Lower	Upper	
CM	.003	.959	-.377	.707	-.59235	.40326	-.074
AM	.320	.573	1.775	.079	-.06510	1.17419	.347
PM	.035	.851	.364	.716	-.50876	.73785	.071
PRM*	10.695	.001	-1.333	.186	-1.01338	.19884	-.257
CSRM	1.071	.303	.083	.934	-.29194	.31740	.016
LCM	.841	.361	-.511	.610	-1.05583	.62310	-.100
SM*	5.183	.025	-.690	.492	-.69745	.33745	-.133
LS	.113	.737	-.407	.685	-.74736	.49281	-.080
C	1.697	.196	.177	.860	-.63254	.75617	.035
SS	.002	.962	-.413	.680	-.74896	.49078	-.081
CO	.246	.621	1.492	.139	-.15323	1.08414	.292
GA*	5.236	.024	1.867	.065	-.03923	1.29378	.361
CA	.569	.452	.391	.696	-.56203	.83839	.076
SUS	.001	.980	.063	.950	-.61089	.65089	.012

Note. * – data is presented using Welch's t-test because of uneven variance; Group A – a low level of the examined parameters; B – a high level of the examined parameters; F – Levene's test for equality of variances (two levels of variance); p – statistical significance; t – Student's t-test; 95 CI – confidence interval; d Coen's – effect size; CM – communication motive; AM – avoidance motive; PM – prestige motive; PRM – professional motive; CSRM – creative self-realization motive; LCM – learning-cognitive motive; SM – social motive; LS – life sustenance; C – comfort; SS – social status; CO – communication; GA – general activeness; CA – creative activeness; SUS – social usefulness.

Source. Own research.

It is notable that Group A and Group A has no significant superiorities. The identified significant differences (see Table 7 and 8) allowed us to state that the fourth hypothesis is proved since the level of the parameters of "Intrinsic motivation" and "Extrinsic positive motivation" by motivation for professional activity motivation of learning English academic writing (EFL/ESL) has a superiority in the parameters of professional motivation, general life motivation, and work-oriented motivation.

Discussions

The proposed empirical research, conducted within the framework of the grant project "Improving the methodology of teaching academic writing in English through electronic educational resources" (AP 23488882), involved empirical clarification and theoretical substantiation of several comparative dimensions. In the scientific literature, there are many studies on motivation for learning English academic writing (EFL/ESL) (Lee & Lin, 2022; Lo et al., 2024). In particular, researchers Teng Lin and Jun Lei (2021) examined the impact of the surroundings on academic performance. It was proved that English proficiency and academic skills were statistically significant predictors of the academic performance of students learning English. The researchers found that academic skills were a much stronger predictor than English proficiency. It is obvious that the surroundings are important in studying an academic subject. The comparison of the parameters of motivation for learning English academic writing (EFL/ESL) by the cross-cultural component (see Table 3) among Kazakhstan and American Master's students gave us reasons to refute this fact since no significant differences were identified. A partial confirmation of the results can be found in the research on a sample of Chinese PhD students who learnt English and studied abroad (Zhang & Hasim, 2023). The analysis of the reasons showed that difficulties in learning the language were caused by the previous insufficient practice in English writing and lack of knowledge of English academic terms and expressions. A special place among difficulties was given to identifying gaps in the study. It was underscored that the Chinese PhD students managed to achieve success owing to teachers, colleagues, systematic attendance of seminars, and perseverance. The results reflected in the research by Gholam Reza Zarei and Ali Rahimi (2014) confirm the facts established.

At the stage of formulating the hypothesis, differences in the examined samples (M-KAZ and F-KAZ; M-USA and F-USA) by sexual differentiation were deemed unlikely. However, the statistical comparison (see Table 4–5) refuted this assumption. A high level of the prestige motive ($t = 1.943$; $p = .027$; $d = .401$) in the Kazakhstan male sample (M-KAZ) allowed us to identify a significant superiority by sexual differentiation. It can be explained by the fact that the prestige of learning English academic writing in Kazakhstan is a significant incentive for male Master's students who were educated at Shakarim University (SU) (Semey, Kazakhstan). Learning English

academic writing opens up new opportunities for male Master's students of the Ka-
zakhstan sample in professional self-realization, increases social status, and positively
affects career growth.

An interesting scientific fact was demonstrated by the established psychologi-
cal correlations of motivation, most of which (sixteen) were inverse (see Table 6).
These inverse correlations can be explained by the fact that the parameters of Mas-
ter's students' learning motivation are the stimuli of conscious and purposeful desire
to study and develop. These stimuli involve concentration on the resultant and content
components of the educational process. This, in turn, contradicts other stimuli, which
lie in the planes of general life motivation, work-oriented motivation, and in the di-
mension of "intrinsic – extrinsic" motivation. Excessive concentration on learning
leads to a paradoxical conclusion, which is a kind of attributivism, when it comes
to learning for the sake of learning and high grades rather than knowledge and opera-
tionalisation of the gained emotional experience of learning English academic writing
into social and professional practice. Our research aligns with the study on Chinese
students' learning English as a foreign language (EFL) (Teng et al., 2022), which proves
that metacognition functions as a high-order construct, which can involve correlations
of eight metacognitive strategies. It was highlighted that the content component in-
cludes declarative knowledge, procedural knowledge, contingent knowledge, planning,
monitoring, evaluation, managing information and interaction strategies, which also
focuses on the resultant and procedural components of the educational process.

The established six significant superiorities (see Table 7–9) in the examined pa-
rameters of motivation for professional activity allowed us to state that five learning
motives of Master's students are the most important in learning English academic
writing in the proposed sample population: "communication motive", "social mo-
tive", "prestige motive", "learning-cognitive motive" and "comfort". Communica-
tion and learning-cognitive motives reflect the instrumental component of motivation,
in contrast to prestige, social motives and comfort, which focus on the integrative
component. Confirmation of the existence of such motives and their complex interac-
tion can be found in the studies by Yamin Qian (2019).

The list of motives used in the research are of special scientific value
and requires implementation in the educational process of learning
English academic writing (EFL/ESL).

Conclusions

It was substantiated that the theoretical-empirical research into Kazakh-
stan and American Master's students' motivation for learning English academic
(EFL/ESL) is based on the comparative strategy, aimed to identify significant dif-
ferences in the main motives: communication, avoidance, prestige, professional,

creative self-realisation, learning-cognitive, and social. No difference was found between the Kazakhstan and American samples by the cross-cultural component. A high level of the prestige motive in the Kazakhstan male sample (t = 1.943; p = .027; d = .401) determined their significant superiority in this motive by sexual differentiation. It was explained that mastering English academic writing opens up new opportunities for the males of the Kazakhstan sample in professional self-realisation, increases social status, and positively affects career growth. Seventeen significant correlations were established: one direct correlation and sixteen inverse correlations. They allowed us to focus on the fact that the parameters of Master's students learning motivation are the stimuli of a conscious and purposeful desire to study and develop. It was explained that such stimuli focus on the resultant and content components of the educational process.

The aim was achieved, the first and the second hypotheses were disproved, and the third and the fourth hypotheses were confirmed. The research results should be implemented in the educational process of universities.

Research Restrictions

The proposed comparative research into Kazakhstan and American Master's students' motivation for learning English academic writing (EFL/ESL) is a successful attempt to find essential significant differences, establish psychological correlations, and identify statistical superiorities, which does not exhaust all scientific problems related to the research subject. The researchers did not consider the initial level of the respondents' mastering English academic writing before starting a Master's degree program, which can have a considerable impact on the educational component, satisfaction with their results, and motivation to study. The selected psycho-diagnostic tools allowed us to reflect the research subject relevantly, but using other valid methodologies can change the content features of the results and the research conclusions. The outlined aspects constitute the key research restrictions. Within the framework of the grant program, there is a possibility of verifying the obtained results and continuing scientific research.

Cognitive Value

No significant differences were identified between the Kazakhstan and American samples by the cross-cultural component. It was found that a high level of the prestige motive in the Kazakhstan male sample is the only significant superiority by sexual differentiation. The prestige motive in learning English academic writing is an opportunity for effective professional self-realisation, an attempt to improve social status,

and a desire for career growth. The psychological correlations with the majority of inverse correlations suggest a contradiction between the respondents' learning motivation and the stimuli of general life motivation and work-oriented motivation and the parameters of intrinsic and extrinsic motivation. The superiority of the respondents' five learning motives was statistically proved: communication motive, social motive, prestige motive, learning-cognitive motive and comfort, which outline the realities of the social field of the research's empirical picture.

Acknowledgments

REFERENCES

Badmayeva, N. T. (2004). Vliyaniye motivatsionnogo faktora na razvitiye umstvennykh sposobnosteĭ [*The influence of motivational factors on the development of mental abilities*]. Ulan-Ude. https://files.znu.edu.ua/files/Bibliobooks/Inshi/0003153.pdf

Budjalemba, A. S., & Listyani, L. (2020). Factors contributing to students difficulties in academic writing class: Students perceptions. *UC Journal: ELT, Linguistics and Literature Journal, 1*(2), 135–149.

Falah Alzubi, A. A., & Nazim, M. (2024). Students' intrinsic motivation in EFL academic writing: Topic-based interest in focus. *Heliyon*, *10*(1), Article e24169. https://doi.org/10.1016/j.heliyon.2024.e24169

Fiddiyasari, A., & Pustika, R. (2021). Students' motivation in English online learning during Covid-19 pandemic at SMA Muhammadiyah Gadingrejo. *Journal of English Language Teaching and Learning, 2*(2), 57–61. https://doi.org/10.33365/jeltl.v2i2.1217

Halian, I., Popovych, I., Hulias, I., Serbin, Iy., Vyshnevska, O., Kovalchuk, Z., & Pyslar, A. (2023). Correlation between personality traits of young athletes and their level of self- efficacy. *Journal of Physical Education and Sport, 23*(5), 1119-1129.

Halian, I., Popovych, I., Vovk, V., Kariyev, A., Poleshchuk, L., & Halian, O. (2023). Correlation of the coach's qualities and junior athletes' self-efficacy. *Journal of Physical Education and Sport, 23*(7), 1621-1630. https://doi.org/10.7752/jpes.2023.07199

Hamzaoui, C. (2021). Scrutinizing Algerian EFL students' challenges in research teaching and writing. *Hungarian Educational Research Journal, 11*(4), 478–488. https://doi.org/10.1556/063.2021.00047

Hoang, D. T. N., & Hoang, T. (2024). Enhancing EFL students' academic writing skills in online learning via Google Docs-based collaboration: A mixed-methods study. *Computer Assisted Language Learning, 37*(7), 1504–1526. https://doi.org/10.1080/09588221.2022.2083176

Kariyev, A., Baydjanov, B., Umnov, D., & Imankulova, M. (2024). Research on Relationships between self-esteem and social activeness of young people: Gender differentiation exemplified by the Kazakhstan-Uzbekistan sample. *Insight: The Psychological Dimensions of Society*, *12*, 358–377. https://doi.org/10.32999/2663-970X/2024-12-10

Kariyev, A., Orazbayeva, F., Imankulova, M., & Vasileva, V. (2024). Research on academic giftedness of future teachers. *Insight: The Psychological Dimensions of Society*, *11*, 164–183. https://doi.org/10.32999/2663-970X/2024-11-9

Karpenko, Y., Savko, N., Lialiuk, Y., & Kolisnyk, R. (2024). Emotional intelligence in organization of the personality motivation structure. *Insight: The Psychological Dimensions of Society*, *11*, 57–76. https://doi.org/10.32999/2663-970X/2024-11-4

Kernagaran, V., & Abdullah, A. (2022). A systematic literature review of flipped learning in English as second language (ESL) context. *International Journal of Instruction, 15*(2), 793–814. https://doi.org/10.29333/iji.2022.15243a

Kim, V. (2018). Technology-enhanced feedback on student writing in the English-medium instruction classroom. *English Teaching*, *73*(4), 29–53. https://doi.org/10.15858/engtea.73.4.201812.29

Kobylarek, A., Alaverdov, E., & Jakubowska, L. (2021). The significance of a pandemic in teaching foreign languages, with special regard to the teaching of seniors. *XLinguae*, *14*(1), 73–80. https://doi.org/10.18355/XL.2021.14.01.06

Kobylarek, A., Błaszczyński, K., Ślósarz, L., Madej, M., Carmo, A., Hlad, Ľ., Králik, R., Akimjak, A., Judák, V., Maturkanič, P., Biryukova, Y., Tokárová, B., Martín, J. G., & Petrikovičová, L. (2022). The quality of life among University of the Third Age students in Poland, Ukraine and Belarus. *Sustainability*, *14*(4), 2049. https://doi.org/10.3390/su14042049

Kobylarek, A., Plavčan, P., & Amini Golestani, T. (2021). Educational priorities in a post pandemic world. *Journal of Education Culture and Society*, *12*(2), 5–11. https://doi.org/10.15503/jecs2021.2.5.11

Kurova, A., Popovych, I., Hrys, A., Koval, I., Pavliuk, M., Polishchuk, S., & Kolly-Shamne, A. (2023). Dispositional optimistic and pessimistic mental states of young athletes: gender differentiation. *Journal of Physical Education and Sport, 23*(4), 857–867. https://doi.org/10.7752/jpes.2023.04109

Laksmi, N. K. P., Yasa, I. K. A., & Mirayani, K. A. M. (2021). The use of animation video as learning media for young learners to improve EFL students' motivation in learning English. *Lingua*, *17*(1), 42–52. https://doi.org/10.34005/lingua.v17i1.1378

Lee, T. S. O., & Lin, L. H. F. (2022). Motivational strategies adopted in postgraduate English academic writing courses: Perspectives of doctoral students. *Sage Open*, *12*(4). https://doi.org/10.1177/21582440221138259

Lin, T., & Lei, J. (2021). English-medium instruction and content learning in higher education: Effects of medium of instruction, English proficiency, and academic ability. *Sage Open*, *11*(4). https://doi.org/10.1177/21582440211061533

Lo, C. K., Yu, P. L. H., Xu, S., Ng, D. T. K., & Jong, M. S. (2024). Exploring the application of ChatGPT in ESL/EFL education and related research issues: A systematic review of empirical studies. *Smart Learning Environment*, *11*, Article 50. https://doi.org/10.1186/s40561-024-00342-5

Milman, V. E. (1990). *Metod izucheniya motivatsionnoy sfery lichnosti. Praktikum po psikhodiagnostike. Psikhodiagnostika motivatsii i samoregulyatsii* [A method for studying the motivational sphere of personality. Workshop on psychodiagnostics. Psychodiagnostics of motivation and self-regulation]. Moscow. https://b.eruditor.link/file/1605138/

Moldakhanova, M., Kariyev, A., Lekerova, G., & Orazbayeva, F. (2024). Research on adaptation of first-year students with special educational needs to study at university. *Insight: The Psychological Dimensions of Society*, *11*, 365–388. https://doi.org/10.32999/2663-970X/2024-11-19

Muho, A., Gokaj, R., Grillo Mukli, H., & Lutaj, L. (2024). Educators' perspectives on grade inflation, motivational grading, and emotional responses. *Journal of Education Culture and Society*, *15*(2), 223–236. https://doi.org/10.15503/jecs2024.2.223.236

Popovych, I., Blynova, O., Zhuravlova, A., Toba, M., Tkach, T., & Zavatska, N. (2020). Optimización del desarrollo y psicocorrección de expectativas sociales de estudiantes de filología extranjera. *Revista Inclusiones, 7*(SI), 23–38. https://www.revistainclusiones.org/index.php/inclu/article/view/1657

Popovych, I., Borysiuk, A., Zahrai, L., Fedoruk, O., Nosov, P., Zinchenko, S., & Mateichuk, V. (2020). Constructing a structural-functional model of social expectations of the personality. *Revista Inclusiones, 7*(SI), 154–167. https://www.revistainclusiones.org/index.php/inclu/article/view/354

Popovych, I., Hudimova, A., Bokhonkova, Yu., Savchuk, O., Hoian, I., & Shevchenko, N. (2023). Dispositional mental states of internally displaced university teachers under martial law: Gender differences. *Journal of Education Culture and Society, 14*(2), 171-187. https://doi.org/10.15503/jecs2023.2.171.181

Popovych, I., Yaremchuk, N., Yakovleva, S., Kariyev, A., Sadykova, A., & Kulbida, S. (2024). Research on the types of future teachers' self-realization under conditions of a digital educational environment. *Journal of Education Culture and Society*, *15*(1), 435-451. https://doi.org/10.15503/jecs2024.1.435.451

Qian, Y. (2019). Motivation to English academic writing: Chinese students' literacy autobiography. *Theory and Practice in Language Studies*, *9*(5), 530–536. http://dx.doi.org/10.17507/tpls.0905.06

Rean, A. A., Kudashev, A. R., & Baranov, A. A. (2006). *Psikhologiya adaptatsii lichnosti* [Psychology of personality adaptation]. Prime-EUROSNAK. https://portal.iapm.edu.ua/portal/media/books/1fd536 6754d940159f1525e47aaaa992.pdf

Shevchenko, N., Kuzmych, O., & Hmyrina, O. (2024). Personal determination of self-confidence in youth. *Insight: The Psychological Dimensions of Society*, *11*, 123–145. https://doi.org/10.32999/2663-970X/2024-11-7

Takuova, Z. S. (2023). Aktual'nyye problemy sovremennogo obucheniya inostrannym yazykam v Kazakhstane [Current issues of modern teaching of foreign languages in Kazakhstan]. *Bulletin of the Karaganda University Pedagogy Series*, *112*(4), 140–145. https://doi.org/10.31489/2023ped4/140-145

Teng, M. F., Qin, C., & Wang, C. (2022). Validation of metacognitive academic writing strategies and the predictive effects on academic writing performance in a foreign language context. *Metacognition and Learning*, *17*(1), 167–190. https://doi.org/10.1007/s11409-021-09278-4

Yang, M. (2024). Fostering EFL university students' motivation and self-regulated learning in writing: A socio-constructivist approach. *System*, *124*, Article 103386. https://doi.org/10.1016/j.system.2024.103386

Yang, M., Meng, X., & Deris, F. D. (2025). Writing with motivation: To delve into the impacts of modifications in academic materials on learners' motivation, creativity, and writing progress in online instruction. *Learning and Motivation, 89*, Article 102086. https://doi.org/10.1016/j.lmot.2024.102086

Zarei, G. R., & Rahimi, A. (2014). Learning transfer in English for general academic purposes writing. *Sage Open*, *4*(1). https://doi.org/10.1177/2158244013518925

Zhang, S., & Hasim, Z. (2023). Perceptions and coping strategies in English writing among Chinese study-abroad graduate students. *Sage Open*, *13*(3). https://doi.org/10.1177/21582440231184851