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Multiple Goals, Writing Strategies, and Written Outcomes for College Students  
Learning English as a Second Language

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Abstract

This study examined relations of achievement goals of writers who are speakers of English as a foreign language (EFL), the frequency of their writing strategy use, and the quality of their writing from a multiple goals perspective. The goal profiles of 57 EFL college students with similar writing proficiency were based on rating items of an unpublished scale; Group 1 had strong mastery and strong performance-approach goals, and two groups included students with only one strong mastery (Group 2) or performance (Group 3) goal. Think-aloud protocols indicated that the participants adopted 21 strategies in an argumentative writing task, classified into five categories. Group 1 was found to use writing strategies of monitoring or evaluating, revising, and compensating significantly more often than the other two groups, and produced better essays. Strong mastery and performance-approach goals might be beneficial for EFL college writers.