

Writing Competency and Student Participation in Filipino Class: The Mediating Effect of Reading Strategy

ABSTRACT

Aims: To identify the mediating effect of reading strategy in the relationship between writing competency and student participation in Filipino class.

Study design: Quantitative non-experimental design

Place and Duration of Study: The study was conducted among Senior High School Students of Cor Jesu College, Inc., Digos City, Davao del Sur during the school year 2022-2023

Methodology: The respondents were 310 Senior High School students which were chosen using stratified random sampling. Mean, Pearson r, linear regression, and path analysis were the statistical tools used in the study. Moreover, the data were collected through a survey questionnaire.

Results: Results revealed that the level of students' writing competency is high. Also, the level of students' participation in Filipino class and the mediating variable, which is the reading strategy are high. It shows that writing competency and the student's participation in class have a significant relationship. Furthermore, writing competency and reading strategy, as well as reading strategy and student participation in class have a significant relationship. Therefore, the results show a partial mediation that happened in this study.

Conclusion: It can be concluded that writing competency had a significant effect on students' participation in class, but with the help of a reading strategy, the significant relationship between the two variables mentioned was reduced. In short, the reading strategy helps to reduce the negative effect of writing competency on students' participation in Filipino class.

Keywords: Filipino, writing competency, student's participation, reading strategy, mediating effect

1. INTRODUCTION

Concerns about student participation in class are a challenge for teachers. The Organization for Economic Co-operation and Development (OECD) reports that many children and teenagers exhibit little interest in and participation in social activities. According to a survey by the EdWeek Research Center [1], the pandemic has considerably impacted students' learning preferences in the first quarter of 2020.

One of the most important elements of effective teaching and learning that will impact students' thinking and abilities, especially during a pandemic is student participation in the classroom. Their knowledge is increased, their greatness is highlighted, their learning is evaluated, their confidence is boosted, and their knowledge is applied through active participation. Additionally, the active participation of the students in the class has a positive effect on both the teacher and the student. Also, Hedden [2] emphasized that the true goals of education are student academic accomplishment and information retention. Hence, if there is classroom engagement, this can be achieved entirely.

In relation to what is mentioned, and to increase the understanding of the elements that influence student engagement in class, it is crucial to conduct research on the subject. Despite the ongoing pandemic, teachers are still doing their best to engage [3]. Therefore, the researcher would like to know if there is a significant relationship between other factors, such as reading strategies and writing competencies, and the participation of students in class.

Furthermore, one of the four macro skills that students need to acquire and comprehend is writing. One of the abilities pupils must learn to write well is grammar. The emphasis in grammar instruction should be on helping students comprehend how to apply the rule in the right situation while they are writing (ACTFL). According to Zhou's explanation [4], which supports this, the teacher should concentrate on the practical application of grammar while assisting the students in communicating with one another in order to acquire the language more effectively. The impact of modern forms of teaching can have a positive effect on the students, similar to the studies by Teo et al. [5] and Wen and Yang [6], the use of innovative applications has positive results on students' behavior. It is more engaging for students to participate in each discussion and learn

As additional evidence to the aforementioned, study by Arkhipova et al. [7] indicates that when students lack motivation for their studies, it negatively affects their academic performance. Furthermore, Dlishad et al. [8] discovered that students' motivation to learn declines when their grammatical skills are inadequate and they lack self-confidence, which makes it challenging to communicate in class. According to Kristyanawati's study [9], learning that focuses on solving the problem enhances writing and even increases students' enthusiasm to learn.

Although some studies claim that writing has no effect on certain variables, students should still actively participate in the learning process to gain a foundational understanding of the subject, regardless of how writing competencies may affect their engagement. It boosts students' speaking proficiency in addition to providing information regarding students' self-confidence [10]

One variable that can affect students' participation is their reading strategies. When reading strategy is discussed, it refers to the individual's own action with independent awareness in acquiring, thinking about, expanding, and predicting textual information to achieve the reading goal. In addition, research has shown that students prefer to use the strategies that

teachers use. Some affect their learning strategies: skimming, scanning, making predictions, and questioning [11].

Students' participation in class will increase significantly if they are successful readers. Studies examining the connection between students' choices and reading comprehension are appearing more frequently [12][13][14]. Students' reading skills will help them comprehend what they are reading more clearly. When there is an innate drive to read, students succeed and enhance their reading abilities, which boosts engagement [12].

Due to the so-called disability in learning allegedly related to the human brain, the Learning Disabilities Association of America in 2018 mentioned there are some barriers to students' participation in the class, particularly when a person has a reading issue or does not use a strategy, and in his writing abilities. a processing issue that affects fundamental abilities including reading, writing, and critical thought.

In this research, there are three variables that will respond to the problem of the study. These are reading strategies, student participation, and reading strategies as mediating variables (Repetition of reading strategies). The reading strategy is what should be shaped so that the students have a wide knowledge base that will help their participation and shape their writing competencies. There are three (3) indicators of this variable based on Hoang's study [15]: 1. Before reading; 2. While reading; and 3. After reading. In addition, the skill of writing is one of the macro skills that must be cultivated. According to Fahimi and Ali Rahimi [16], it includes three (3) indicators: 1. Grammar; 2. Punctuation; and 3. Mechanics. Finally, there is the non-independent variable, the participation of the students in the class. According to Tuan, Chi-Chin, and Shyang-Horng [17], with six (6) indicators: 1. Self-efficacy; 2. Active learning strategies; 3. Learning Value; 4. Performance goal; and 5. Achievement goal and 6. Learning environment stimulation.

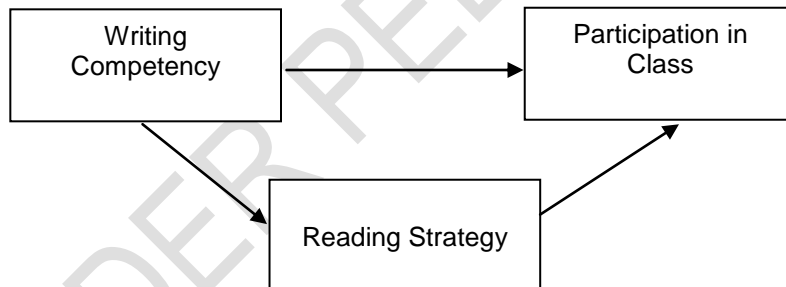


Figure 1. Conceptual Framework of the Study

This conceptual framework shows the relationship between: (1) the relationship between writing competency and class participation; (2) the relationship between writing competency and reading strategies; (3) the relationship between reading strategy and class participation; and (4) the mediating effect of reading strategy on writing competency and class participation.

This research will use four measures to determine the mediation of reading strategy on writing competency and participation of students in class and what type of mediation occurred. Path (a) shows the effect of writing competency on students' participation in class. Meanwhile, path (b) shows the direct effect of writing competencies and mediating variable reading strategies. Further, path (c) shows the direct effect of the mediating variable reading strategy on class participation, and the final step is path (d), which shows the indirect effect of writing competency and class participation using the mediating variable reading strategy.

In this study, the hypothesis was measured at the 0.05 level of significance based on the following: a) There is no significant relationship between reading strategy and student participation in class. b) There is no significant relationship between writing competencies and students' participation. c) The mediating reading strategy has no relation to the relationship between students' writing competencies and class participation.

There may be a lot of evidence from other published studies regarding reading strategies and class participation, writing competencies, and reading strategies, but this study focused on looking at the relationship between writing competencies and class participation and the mediating effect of reading strategy. There is an urgent need to learn about this, especially now that face-to-face classes are coming back to help students know what to do and what not to do. Moreover, the result of the study will increase the level of writing competencies, especially in the Filipino subject.

Since the research aimed to reveal the mediating effect of reading strategy on the relationship between writing competency and student participation in class, it is important to further the knowledge regarding the factors that influence students' participation in class and whether writing competencies and reading strategies have a significant relationship with a student's participation. This means that teachers can use it to better understand their students and provide instructional guidance.

2. METHODS

2.1 Research Design

This study used a quantitative research method using descriptive correlation. Its purpose is to assess the relationship between two or more variables [18]. Descriptive research is designed to describe a situation as it naturally occurs.

In this research, class participation behavior is the independent variable, and writing competencies and reading strategies are the independent variables (All are independent variable?)

. This research used a descriptive correlational survey and quantitative data that aimed to assess the relationship between two or more variables or discover the mediating role of language skill development in the vocabulary learning strategy and language learning motivation of the students. In addition, the descriptive correlational method is designed to describe the relationship between two variables (X and Y). Therefore, it can be said that the research instrument has valid content. Further, this study also aimed to determine if there is a mediating effect of reading strategies on students' writing competencies and participation.

In carrying out this investigation, it was crucial to adhere to appropriate research guidelines for the study's development. The researchers followed all the criteria during the study. The documents associated with the distribution of questionnaires and forms were meticulously completed and organized. Furthermore, ethical considerations regarding data confidentiality, consent, and participant protection were carefully taken into account throughout the conducted study.

2.2 Respondents

Selected students for the school year 2022-2023 from a private school in Digos City participated in this study. The number of students with a Filipino subject in the said school is 1590. Using the Raosoft application, from the 1590 sample size used by the researcher among all senior high school students, it obtained 310 participants with a confidence level of 95% and a margin of error of 5%. Therefore, according to Isip (1), this number is suitable for this research. Specifically, there were three strands of senior high school: Accountancy/

Business Management (72) participants, Humanities and Social Sciences (84) participants and Science, Technology, Engineering, Mathematics (154) who participant. It is used by the researcher for random sampling, which is the most basic sampling technique that only selects a sample from a large group. Each individual is selected at random, and all members of the population have an equal chance of being included in the sample.

Furthermore, all participants received an orientation about the type of data to be collected. There was no coercion for respondents to complete the questionnaire. The information gathered from participants was kept confidential and utilized solely for research purposes.

2.3 Research Instrument

The questionnaire used in this research has three parts which were translated to Filipino. and underwent pilot testing with a Cronbach alpha score of 0.87 for class participation; 0.91 for reading strategy; and finally 0.90 for language skill development, which is an item required in the research and translated only in the Filipino language.

For measuring the level of class participation, writing competency, and reading strategies, the researcher used the range that can be seen below. The range of the mean is as follows: a) 4.20–5.00, which means a very high level of writing competencies, reading strategies, and student participation; b) 3.40–4.19, which means a high level of writing competencies, reading strategies, and student participation c) 2.60–3.39, which means moderate levels in writing competencies, reading strategies, and students' participation; d) 1.80–2.59, which means low levels in writing competencies, reading strategies, and students' participation; e) 1.00–1.79, which means the lowest level in writing competencies, reading strategies, and participation of students.

3. RESULTS AND DISCUSSION

3.1 Level of Writing Competency

Table 1 shows the level of the independent variable , writing competencies . This variable obtained ($\bar{x} = 3.94$, $SD = 0.48$) a descriptive level of "high." This means that the respondents agree that they have writing competencies. From the three indicators: grammar, punctuation, and mechanics , punctuation has the lowest mean ($\bar{x} = 3.91$, $SD = 0.58$). Meanwhile, the grammar indicator obtained the highest mean ($\bar{x} = 3.98$, $SD = 0.50$). However, all indicators have a descriptive level that is high.

This result indicates that students' knowledge of grammar plays a big role, and it includes writing the correct word form, part of speech, sentence type, and correcting the written grammatical errors. This result indicates that students' knowledge of grammar plays a big role, and it includes writing the correct word form, part of speech, sentence type, and correcting the written grammatical errors (Repetition of lines) . In order to help the students learn grammar more effectively, Zhou [4] argues that the teacher should concentrate on the practical application of grammar while assisting them in communicating with one another. As additional information, the study by Dlishad et al. [8] found that the desire to learn decreases when their knowledge of grammar is insufficient and they lack self-confidence, which causes them to not communicate in class because it is difficult.

Table 1. Level of Writing Competency

Indicator	Mean	SD	Descriptive Level
Grammar	3.98	0.50	High
Punctuation	3.91	0.58	High
Mechanics	3.95	0.59	High
Total	3.94	0.48	High

3.2 Level of Participation in the Filipino Class

Table 2 shows that from the six indicators in this variable, three obtained the highest level: the learning strategy ($\bar{x} = 4.30$, $SD = 0.51$), learning value of Filipino ($\bar{x} = 4.29$, $SD = 0.58$), and the performance goal ($\bar{x} = 4.24$, $SD = 0.61$) (Mismatch with the table). This means that the respondents consistently see these kinds of reasons in this class. The performance goal, on the other hand, has the lowest mean and a medium descriptive level ($\bar{x} = 2.75$, $SD = 0.88$), indicating that respondents are less likely to observe this kind of motivation in the classroom.

This study proved that motivated students use active learning strategies such as connecting new concepts to previous knowledge, voluntarily providing solutions to class problems, and interacting with other students. It is also related to the research that was conducted; it came out of the research that the students prefer to use the strategy that the teachers use. A few affect their learning strategies: skimming, scanning, making predictions, and questioning [11]. Also, learning environment simulation got a high, according to research by An and Mindrila[19] "creating positive relationships and learning climate, adapting to class learning needs, facilitating the learning process, encouraging personal challenge and responsibility and providing for individual and social learning needs."

Table 2. Level of Participation in Class

Indicator	Mean	SD	Descriptive Level
Self-efficacy	2.75	0.47	Moderate
Learning Strategy	4.30	0.51	Very High
Learning Value	4.29	0.58	Very High
Performance Goal	2.75	0.88	Moderate
Achievement Goal	4.24	0.61	Very High
Learning Environment Simulation	3.89	0.67	High
Total	3.70	0.36	High

3.3 Level of Reading Strategy

Table 3 presents the level of reading strategy as a mediating variable in this study. As a whole, it can be observed that this variable obtained a high level ($\bar{x} = 3.92$, $SD = 0.42$). This means that the students have a strategy for their reading.

The result in this part means that there is indeed a strategy that the students use when they read. Additionally, if students are successful in their reading, it will greatly help their participation in class. There are an increasing number of studies identifying the relationship between students' participation and reading comprehension [12][13][14].

Table 3. Level of Reading Strategy

Indicator	Mean	SD	Descriptive Level
Reading Strategy	3.92	0.42	High

3.4 Significant Relationship Between Writing Competency and Students' Class Participation

The table shows that there is a significant relationship between writing competency and participation in Filipino class. Writing competency, when correlated with participation in Filipino class, has a total r-value of .464 and a p-value of less than 0.05. Therefore, the two variables have a significant relationship. Thus rejecting the null hypothesis that there is no significant relationship between writing competencies and participation in the Filipino class of students. The indicators of writing competencies (grammar, punctuation, and mechanics) have a significant relationship with participation in the Filipino class, with a p-value less than 0.05 and an r-value of .406, .383, and .419, respectively. The only indicator of participation in Filipino class, performance goal, shows no significant relationship with writing competency, with an overall r-value of .060 and a p-value higher than .05.

The teacher should be centered on what should be learned or the problem to be solved. Based on Kristyanawati's study [9], learning focused on looking at the problem helps to improve writing and even the student's motivation to learn. Moreover, in research conducted by Arkhipova et al. [7], when students' desire for learning is low, it causes an unpleasant effect on their academic performance, which can affect their macro skills.

Table 4. Significant Relationship Between Writing Competency and Students' Class Participation

Writing Competency	Participation in Class						Overall
	Self-efficacy	Learning Strategy	Learning Value	Performance Goal	Achievement Goal	Learning Environment Simulation	
Grammar	-.179** .002	.387** .000	.313** .000	.086 .131	.458** .000	.335** .000	.406** .000
Punctuation	-.125* .028	.419** .000	.343** .000	.030 .595	.401** .000	.296** .000	.383** .000
Mechanics	-.114* .045	.510** .000	.332** .000	.043 .451	.443** .000	.291** .000	.419** .000
Overall	-.158** .005	.509** .000	.381** .000	.060 .296	.499** .000	.352** .000	.464** .000

*Significant at 0.05 significance level.

3.5 Significant Relationship Between Writing Competencies and Reading Strategies of Students in the Classroom

The table shows the significant relationship between students' writing competencies and reading strategies. The overall r-value is .503 with a p-value less than 0.05, this shows that there is a strong and significant correlation because the p-value is ≤ 0.05 level of significance. Thus, the null hypothesis that there is no significant relationship between writing competency and reading strategy is rejected. In addition, the writing competency indicator shows the following result: Grammar associated before reading, while reading, and after reading has a total r-value of .428 and a p-value of less than 0.05. Punctuation associated with before reading, while reading, and after reading had a total r-value of .443 and a p-value of less than 0.05. Finally, the mechanics associated with before reading, during reading, and after reading had an overall r-value of .437 and a p-value of less than

0.05. The result is similar to the study conducted by Choi et al. [20] that found that writing has a significant relationship, especially with students' reading comprehension vocabulary.

Table 5. Significant Relationship Between Writing Competencies and Reading Strategies of Students in the Classroom

Writing Competency	Reading Strategy
Grammar	.428** .000
Punctuation	.443** .000
Mechanics	.437** .000
Overall	.503** .000

*Significant at 0.05 significance level.

3.6 Significant Relationship of Reading Strategy and Participation in Class

The table shows the result of the significant relationship between reading strategies and participation in the Filipino class. The reading strategy was correlated with participation in the Filipino class, obtaining a total r-value of .596 and a p-value of less than 0.05. Therefore, the two variables have a significant relationship with each other. So the null hypothesis that there is no significant relationship between reading strategy and participation in Filipino classes is rejected. In addition, the table shows that all indicators of reading strategies are related to participation in the Filipino class of students except ability and self-confidence, with a p-value higher than .05. The research that came out proves that the students prefer to use the strategies that the teachers use. A few affect their learning strategies: skimming, scanning, making predictions, and questioning [11].

Five of the six indicators of participation in the Filipino class of students: learning strategy, importance of learning, goal performance, goal achievement, and enabling learning environment have a significant relationship with reading strategy as the p-value is less than .05 and with an r-value of .515, .451, .167, .484, and .477, respectively, except for competence and self-confidence with an r-value of .000 and a p-value of .999. This means that ability and self-confidence have no association with students' reading strategies. So it can be stated that the students' participation in the Filipino class is also caused by the students' method of reading and their study of the lesson in a way that is appropriate to their reading strategy. In fact, there have been many studies related to reading strategies that have yielded positive results. In studies that have come out, with the help of students' reading strategies they will understand more about what they read. Students improve their reading skills and succeed when there is an intrinsic desire to read, this increases engagement. In studies that have come out, with the help of students' reading strategies they will understand more about what they read. Students improve their reading skills and succeed when there is an intrinsic desire to read, this increases engagement [12][13][21].

On the other hand, reading strategy has a low association with ability and self-confidence because it has a p-value higher than 0.05. This means that students have problems when talking about Filipino grammar. The study of Zhou [4] is appropriate; the teacher should focus on the practical use of grammar with the help of guiding the students in having communication with each other to learn the grammar more efficiently. So if the teacher has taught the grammar rules, it will surely help them in their continuous reading. It also

appeared in the study by Dlishad et al. [8] that the desire to learn decreases when their knowledge of grammar is insufficient and they lack self-confidence, which makes communication in class difficult.

Table 6. Significant Relationship of Reading Strategy and Participation in Class

Reading Strategy	Participation in Class						Overall
	Self-efficacy	Learning Strategy	Learning Vakuе(?)	Performance Goal	Achievement Goal	Learning Environment Simulation	
	.000	.515**	.451**	.167**	.484**	.477**	.596**
	.999	.000	.000	.003	.000	.000	.000

*Significant at 0.05 significance level.

3.7 The Mediation of Reading Strategies

The three steps (Paths A, B, and C) (Not shown in the figure) have a significant relationship; further mediation analysis through MedGraph is warranted. In addition, it explains that part of the independent variable (writing competency) is mediated by the mediator (reading strategy), but the analysis of the mediation of the components of the three variables can be direct or mediated by another variable that is not included in the model. Therefore, partial mediation took place since the effect was found to be significant at the 0.05 level.

Finally, due to only partial mediation, it does not say that only writing competency can influence students' participation in the Filipino class. It is explained that writing competencies are one of several factors that can influence participation in Filipino classes.

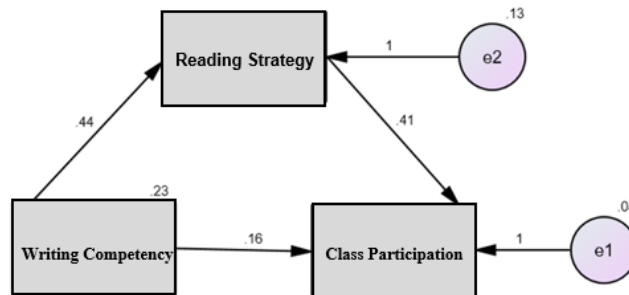


Figure 2. Path diagram for the regression model

Table 7. Regression Weights: (Group number 1 - Default model)

	Estimate	S.E.	C.R.	P	Label
Reading Strategy <--- Writing Competency	.442	.043	10.225	***	
Participation in Class <--- Writing Competency	.163	.038	4.271	***	
Participation in Class <--- Reading Strategy	.413	.044	9.471	***	

Since all are significant, therefore it is Partial Mediation.

4. CONCLUSION AND RECOMMENDATIONS

Based on the results of the correlation between the variables, it was found that they have a strong and significant relationship. The first pair (writing competency and participation in Filipino class) has a significant relationship, as do the second pair (writing competency and reading strategy) and the final pair (reading strategy and participation in Filipino class) (Mismatch between table and text)

. And also, because all the relationships in this research have a significant relationship, it has been proven that there is partial mediation and rejected the null hypothesis that there is no significant relationship between reading strategy, writing competency, and participation in the Filipino class. It can be concluded that writing competencies had a significant effect on students' participation in class, but with the help of reading strategies, the significant relationship between the two variables mentioned was reduced. In short, the reading strategy helps to reduce the negative effect of writing competency on students' participation in Filipino classes.

In connection to the results of the research on reading strategy as a mediator in the relationship between writing competencies and participation in the Filipino class, the researcher suggests the following:

Students are recommended to shape their writing competencies to get a descriptive level of "very high" by watching video tutorials and reading books to help with other skills. Study carefully the writing's grammar and mechanics, especially the punctuation. And even for parents, it is suggested to maintain concern, provide guidance, and give proper orientation to their children regarding their proficiency in writing.

To the teachers, the researcher suggests joining seminars and actively participating in interacting with their classmates to gain self-confidence (Need revision) . As for citizens and parents, make the youth aware of the importance of reading in their education.

To the Department of Education (DepEd), the researcher will suggest that books can be created that contain activities that will shape students' writing and reading skills and share with teachers that there are steps to be taken in their teaching, especially information related to the correct use of punctuation and different effective reading strategies.

And since this research was conducted using a quantitative method, it is suggested to the following researcher to conduct a qualitative study so as to know the complaints, problems, or perhaps the participants' own experiences about this topicCompeting interests

ETHICAL APPROVAL (WHEREEVER APPLICABLE)

During the course of this research project, the investigator took into account the appropriate guidelines for conducting research. Every action undertaken was carefully aligned with the established standards for the study, encompassing the protocol for evaluating and managing both the population and the data involved. All essential documents, including the manuscript, validated questionnaire, and forms, have been submitted to UMERC. Additionally, ethical considerations were integral to the study, encompassing aspects such as voluntary participation, data confidentiality, the potential risks and benefits for participants, and the procedure for obtaining consent. Following the completion of the requisite documentation for approval, the researcher was issued a Certificate of Approval bearing UMERC Protocol No. UMERC-2023-071

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