Motivation in the Writing Centre: A Peer Tutor's Experience

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Abstract

This article provides insight into the role of students' writing motivation in a writing centre setting. Based on my personal experiences as a peer tutor at a writing centre, the article highlights the importance of the Self-Determination Theory (SDT) for the evaluation of students' motivational levels. It thus shows that the distinction between the motivational concepts of intrinsic and extrinsic motivation as well as between 'amotivation' vs. 'demotivation' provides a basis for tutors and instructors who endeavour to foster students' motivation. Furthermore, the evaluation of different motivational strategies indicates that both peer tutors and instructors can make a valuable contribution to the development of students' writing motivation by giving informative feedback, setting clear goals, creating relaxed atmosphere and enhancing students' positive image as writers.

Introduction

Motivation is one of the most important incentives of human behaviour that guarantee higher performance in any field. Psychologists define human motivation as being 'moved to do something' that satisfies the fundamental need for 'competence, autonomy and relatedness' (Ryan and Deci 2000: 54; 57). Due to its decisive influence on achievement, motivation has progressively moved into the focus of educational research. Several innovative studies on motivation and its role in language education confirmed that it is closely linked to higher performance in the second language (Gardner 1985, Schunk 1995, Noels, Clement and Pelletier 1999, Ryan and Deci 2000, Graham 2007 and Troia, Schankland and Wolbers 2012). Therefore, instructors and tutors should endeavour to foster students' motivation. In this context, Self-Determination Theory (SDT) is discussed as one of the most influential theories that has gained increasing importance in educational research over the past thirty years. In *Intrinsic Motivation and Self-determination in Human Behavior*, Deci and Ryan (1985) claim that motivation is influenced by factors from the social environment that affect the degree of perceived self-determination (1985:58). They differentiate between two types of motivation based on the assumption that the individual is motivated either due to 'personal involvement' or an impulse from an 'unaffected outside' (Ryan and Deci 2000: 56). These concepts are defined as intrinsic or extrinsic motivation respectively. A third concept considers the lack of motivation, which Ryan and Deci coined as 'amotivation' (61). Arguing that the 'quality of experience and performance' depends on the students' level of motivation, Ryan and Deci claim that a high awareness of the different motivational levels is a foundation for fostering students' motivation (2000:55). Based on this distinction, the literature on motivation suggests several approaches regarding how to motivate a student: feedback, enhancing a feeling of self-determination, clear goals and a relaxed atmosphere are considered the principal tools for enhancing students' motivation (Schunk 1995: 285–293).

Whereas Ryan and Deci's motivational concepts as well as the implementation of motivational strategies have been extensively dealt with in language classroom settings in

general, only a few studies have examined students' writing motivation and even less so in a writing centre. As a peer tutor at the Research and Writing Center at the University of Tübingen (RWC), I meet students during one-to-one appointments, which affords me the opportunity to also evaluate their various motivational levels and reflect not only on my own strategies as a peer tutor, but also on instructors' motivational strategies. In contrast to an instructor who usually teaches several different courses at University, I am a student myself and can analyse my peers' motivational levels from a more immediate perspective. Therefore, as part of my tutor training, I decided to review findings in the recent literature on the main motivational concepts introduced by Ryan and Deci and evaluate the motivational strategies by reflecting on my personal experiences at the RWC. Altogether, this article claims that both peer tutors and instructors can make a valuable contribution to the development of students' writing motivation.

This paper will illustrate this thesis by first reflecting on Ryan and Deci's concepts of motivation and then evaluating the implementation of motivational strategies at the RWC. I saw no objection in a transfer of the studies on motivation to a writing centre setting as I consider the institution of a writing centre to be embedded within the educational body of a university. It can thus be considered an extended language classroom setting. Nevertheless, the fact that a peer tutor, as compared to an instructor, works with one student at a time instead of teaching a class of twenty-five students or more, offers a fairly different perspective on students' motivation. For my personal reflections, I therefore intended to use this advantageous situation. I inquired about the students' reasons for making an appointment, evaluated the students' statements during the appointments as well as the feedback forms that are to be filled out after the appointment and reconsidered my past appointments by rereading client report forms. Further, in order to compare my experiences at the RWC with the concepts of motivation defined by Ryan and Deci, I decided to disregard the objective of a good grade as an external factor. Good grades are a prerequisite for passing a course and thus the successful completion of studies. Consequently, grades can be considered an omnipresent, external incentive influencing students' behaviour and decisions. This incentive, though, would render every student's actions as extrinsically motivated. I therefore differentiated between the students' motivational levels by determining their level of perceived self-determination, which is an important aspect of intrinsic motivation (Ryan and Deci 2000: 58). The main criterion was whether they were sent by an instructor or came out of their own volition. On the whole, my reflections comprised ten appointments with nine female and one male student. All students were in their first to fourth semester and learners of English as a second language.

Motivation in the Writing Centre

An individual that is intrinsically motivated is doing something because it is 'inherently interesting or enjoyable' (2000: 55). A 'moving idea or fact or judgement' might trigger personal interest and consequently intrinsic motivation (Walker 1952: 6). The reward for any intrinsically motivated activity is of no material value. The action has 'its goal within itself'; it is autotelic (Csikszentmihalyi and Nakamura 1993: 52). Csikszentmihalyi describes an individual's complete involvement while performing an intrinsically motivated action as a 'flow' experience. It is 'the sense of effortless action [individuals] feel in moments that stand out as the best in their lives' (Csikszentmihalyi 2012). This feeling, Csikszentmihalyi argues, is what motivates people. Walker (1952: 6) as well as Deci and Ryan (2000) made a similar observation, noting that students who are personally interested in a discussion experience a sensation of being 'competent and self-determining' (58). Intrinsic motivation is therefore considered a highly desirable objective in education as it is said to result in students' positive learning attitude.

Seven out of ten students stated that their decision to make an appointment was made independently from their instructor. Considering Ryan and Deci's statements on the SDT (1985: 58), which support the idea that students' motivation increases along with a high degree of self-determination, I predicted that those students who made an appointment of their own volition would be more intrinsically motivated than students who were sent by their

instructors. Indeed, in comparison, the students who had made the appointment self-determinedly seemed to be far more motivated. They showed great commitment to the task and were eager to improve their writing. Although I experienced difficulties determining whether this was due to the objective of receiving a good grade or simply out of personal investment, I assumed that both factors played a crucial role in their behaviour. One student, who clearly supported this assumption, was particularly dedicated to her writing assignment. In the essay, she intended to compare different religious beliefs and, stating that she was a very religious person herself, showed great personal interest while writing. This example also affirms Walker's (1952: 6) claim that students are far more engaged when personally involved in the task. These observations clearly support Ryan and Deci's claim that intrinsic motivation increases with the student's degree of perceived self-determination.

Nevertheless, in 'Motivation, Knowledge Transfer and Organizational Forms' Osterloh and Frey (2000) also point out disadvantages of intrinsic motivation. They argue that intrinsic motivation is uncoordinated, aimed at 'immediate satisfaction [and] based on instincts rather than logic' (540). Interestingly, this assertion is hardly found in any of the other studies that I reviewed throughout the writing process. As their research is mainly concerned with the improvement of communicative interactions and organisational structures in larger companies, the promotion of a more critical view of intrinsic motivation could be due to their evidently economic interest in motivational concepts. Some issues in students' writing might actually support Osterloh and Frey's reservations regarding intrinsic motivation. I frequently noticed that students struggle to establish a reasonable line of argumentation and fail to connect their paragraphs in a coherent manner. It seemed as if their impulsive motivational energy was reflected in their essays' lack of coherence. In fact, several of the students claimed that they were unable to focus on one main idea because of so many others they would have liked to include as well. This actually affirms the economists' theory of the element of uncontrollability in human intrinsic motivation. With the help of leading questions, though, all students that expressed an intrinsic interest in their writing were able to stay focused throughout the appointments and were able to systematically improve their essays, developing their ideas through clear and logical thinking. Osterloh and Frey's controversial presentation of intrinsic motivation thus emphasises that at times external control, directing the motivational energy towards a certain outcome, is more profitable.

In contrast to intrinsic motivation, extrinsic motivation describes a process in which the individual is 'externally propelled into action' (Ryan and Deci 2000: 55). Accordingly, the action is not performed voluntarily but is instead motivated by an external factor such as teachers' instructions, the prospect of a good grade, job or any other kind of reward. Generally, individuals are less motivated if they do not choose the activity themselves. In most educational contexts, teachers' instructions dominate interactions in the classroom, which would necessarily mean that students' motivational levels are always low. Ryan and Deci (2000), however, revised this negative image of extrinsic motivation. They argue that extrinsic motivation can vary depending on the learner's perception of their autonomy while performing the task. Thus, an assignment that is required in order to pass a course is accepted by the individual and performed fairly volitional due to a 'sense of relatedness' (Ryan and Deci 2000: 62). This high self-identification with the task is called 'integrated regulation' (Ryan and Deci 2000:60).

At the RWC, I distinctly experienced the dual nature of extrinsic motivation. I had assumed the prospect of a good grade or other extrinsic factors to be the main reasons for students to make an appointment at the RWC. I therefore expected many students to approach their writing with reluctance or even a negative attitude. However, most students identified quite strongly with their work, rarely mentioned ambitions concerning good grades and were primarily interested in their writing. This became especially obvious whenever the students seemed apprehensive about receiving negative feedback. My observations thus strongly support Ryan and Deci's concept of 'integrated regulation' and hence students' high acceptance of an activity that is primarily extrinsically motivated (60). Therefore, I believe that although nearly every action at university is indissolubly connected to some extrinsic motivator, most students accept these factors as part of their daily life. Nevertheless, one appointment clearly supported the negative image of extrinsically motivated activities. The

student made an appointment because her instructor expressly requested it, and she admitted that, initially, she had not intended to make an appointment at all. The student's feeling of self-determination was undeniably infringed upon by the professor's demand. She expressed reluctance to rewrite her essay and showed low levels of motivation. Due to her negative attitude, I concluded that extrinsic motivation and the student's perceived restriction of autonomy can diminish motivation by a considerable degree. This case clearly shows that especially a lack of self-confidence, practice or valuable directions can diminish motivation drastically (Gupta and Woldemariam 2011: 57).

In 1985, Deci and Ryan further coined the term 'amotivation' as part of the SDT. The concept of 'amotivation' describes a lack of motivation due to an individual's 'feelings of incompetence and helplessness' (Dörnyei 2001: 144). Dörnyei introduced the term 'demotivation' as a process that involves 'specific external forces that reduce or diminish the motivational basis of a behavioural intention or ongoing action' (2001: 143). Thus, 'demotivation' is influenced by external factors, such as inappropriate feedback, whereas 'amotivation' results from pessimistic expectations concerning the outcome of an activity (Dörnyei 2001: 143). The effects on writers are nevertheless similar for both concepts. They are associated with '(a) greater anxiety in the language classroom, (b) lower motivational intensity, and (c) less intention to continue studying the language' (Noels, Clement, and Pelletier 1999: 28). Accordingly, it is vital for both instructors and tutors to prevent 'amotivation' or 'demotivation' and to foster students' motivation.

During my work at the RWC I rarely met 'demotivated' or 'amotivated' students. In fact, only two students could definitely be characterised as such. They expressed an obvious reluctance to work on their essays. One of the students could unequivocally be assigned to the 'amotivated' group as she clearly expressed 'feelings of incompetence and helplessness' during the appointment (Dörnyei 2001: 144). She claimed to struggle with ideas of how to approach the topic of her essay, and, feeling that she would not be able to deal with the amount of work ahead, she eventually stated: 'I am going to drop the course altogether'. The second student also struggled with a lack of motivation. She had failed her course and was told to rewrite her essay. In an e-mail sent to me in advance the student expressed her helplessness by stating that she did not know how to proceed with her paper. A definite allocation either to the 'demotivated' or 'amotivated' group of students was rather difficult. Her message indicated that she was 'amotivated' due to a diminished feeling of self-competence; she was obviously overwhelmed by the task ahead. Yet, an external factor, the failing of her course, was the reason for her decision to make an appointment at the RWC and consequently, I could have also assigned her to the 'demotivated' group. The distinction between 'amotivated' and 'demotivated' students can be difficult due to overlapping factors. Nevertheless, the consequences for both concepts are quite similar and can lead to lower performance (Noels, Clement, and Pelletier 1999: 28). Both examples thus stress the influence of perceived self-competence on the levels of motivation. A language tutor or instructor should therefore avoid situations that might cause 'amotivation' or 'demotivation' (Summers and Davis 2006: 190). All in all, my observations at the RWC endorse educators' and psychologists' ambitions to promote increased awareness of motivational concepts in educational contexts as these theories form the basis for instructors and tutors who endeavour to enhance or restore students' writing motivation.

Enhancing Writing Motivation in a Writing Centre

Enhancing students' writing motivation is an important factor that can influence students' writing performance. Gardner (1985: 54) is a well-known advocate of this hypothesis, claiming that 'attitudes toward[s] learning a language, [the] desire to learn the language and motivational intensity' are decisive factors that can influence second language achievement (see also Gardner and Bernaus 2008: 390–94). Additional motivation studies likewise confirmed motivation to be a significant factor influencing second language achievement (Spithill 1980, Schunk 1995, Masgoret and Gardner 2003, Troia, Shankland and Wolbers 2012 and Graham, Berninger, and Fan 2007). A high degree of motivation is thus generally said to be especially valuable for a successful writer. These findings clearly emphasise the

importance of a language instructor or tutor who can promote students' writing motivation. The factors that principally influence motivation and achievement were defined in a study in 2012 by Troia, Schankland and Wolbers. Motivational constructs such as 'self-efficacy, goal orientations, personal and situational interest, attributions for outcomes' were established as essential components for writing achievement (Troia, Schankland and Wolbers 2012: 6). Thus, giving informative feedback, enhancing a feeling of self-determination and setting clear goals while creating a relaxed atmosphere are defined as tutors' and instructors' principal tools for influencing students' writing motivation (Schunk 1995: 285–293).

A relaxed atmosphere forms the basis for positive and motivating writing experiences. Indeed, greater anxiety was determined to be a serious impediment to achievement and positive self-image as a writer (Hill 1984: 246–247 and Berliner 1993: 324). Factors such as deadlines and poor feedback are said to drastically diminish motivation (Ryan and Deci 2000: 59). Hence, an instructor should avoid situations that promote anxiety and, in contrast, create 'writing experiences that meet the wants and needs of student writers' (Spithill 1980: 72, Noels, Clement, and Pelletier 1999: 31 and Lipstein and Renninger 2007: 85). Summers and Davis (2006) summarised these ideas by defining tutors as 'facilitators of social context' (190). A tutor should thus endeavour to create an anxiety-free learning atmosphere and 'give praise and encouragement' according to the students' individual needs in order to prevent 'demotivation' (Spithill 1980: 75).

I found that several aspects favour a relaxed working atmosphere at a writing centre. In fact, I believe that the whole institution of a writing centre functions as an 'anxiety reducer': Students afraid of failing the course or struggling with their paper can make an appointment and receive feedback that will help them to improve their writing. Further, the motto of our RWC: 'Students helping students', emphasises the possibility of a conversation among equals and an unconstrained atmosphere. As tutors, we represent a middle ground between students and instructors, supporting the students as advisors, but still enjoying the privilege of working on a peer-to-peer basis. Our exceptional position as peer tutors helps create a working climate that implies mutuality and respect between student and tutor. Although the fact that we are still students ourselves could lead fellow students to question our authority as tutors, I have never encountered this problem during any of the appointments. On the contrary, I experienced my role as a peer tutor to be of great help during the sessions. One special case of a very anxious student further illustrates this. Her anxiety of failing her exam a second time seemed to paralyse her, and she was incapable of focusing on her task. Stating that she was 'afraid to talk to [her] instructor', she expressed her relief to know that she could 'share [her] anxieties with a fellow student, who was in a comparable situation'. Apparently, she was glad to talk to me, a peer and fellow student. Aware of her distress, I was thus able to adequately react to her fears by pointing out her stronger qualities and discussing possible weaknesses. After a while she was able to focus on her writing and seemed much calmer than at the beginning of the session. She began making a plan of her next steps in the writing process and showed increasing motivation to work on her essay again. This example stresses the importance of anxiety reduction at all times.

In this context, the crucial role of feedback becomes obvious. Indeed, feedback represents an essential part of the academic system. Instead of simply pointing out grammar mistakes in a paper, the students should be encouraged to work on skills or issues that still need improvement by providing them with informative feedback. Noels, Clement, and Pelletier (1999) claim that this form of feedback is vital for students' writing motivation (28–30). Intrinsic motivation especially can be associated with adequate teacher communication and feedback. However, a positive correlation was only found when the teacher feedback was both informative and positively formulated (Noels, Clement, and Pelletier 1999: 31 and Ryan and Deci 2000). Further, during the various stages of the writing process, students need different kinds of feedback. Lipstein and Renninger (2007) point out that 'teachers can make use of students' current wants as writers to provide them with the feedback that they need to hear' (82). Accordingly, the role of an instructor is to identify these different stages and adapt the feedback at an advanced level of the writing process (Spithill 1980: 74). In order to motivate the students, the instructor should thus function as an 'adviser', providing the students with

feedback and mediating effective writing strategies that they need at any given level (Spithill 1980: 74).

I noticed that almost all of the appointments conducted by me as well as my collegues are based on feedback methods that help students improve as writers. The students coming to the RWC are diverse in their demands and skills; it is thus of utmost importance to adapt the feedback according to their needs as writers. One student, for example, was quite dissatisfied with her writing and stated: 'I just can't find the right words'. Her essay was well structured, but she clearly struggled to find the right expressions. She added that her instructor had also told her to work on her word choice; however, she did not know how to approach the problem. She was rather desperate for help and indicated that her motivation to rewrite her paper was quite low, saying that: 'it is no use to rewrite the paper when I don't even know how to improve it'. In order to motivate her, I primarily focused on positive points in her essay. Eventually, I noticed that she started to gain more confidence. Then, I asked her to highlight every expression that she thought required alteration. She was obviously glad to have found a starting point as she showed great commitment while working. After she had finished, we discussed possible ways to continue the revision. I avoided telling her the 'right' expressions to use; instead, I showed her common online dictionaries as well as thesauri that are useful when struggling for words or searching for alternative expressions. I was thus able to provide her with informative feedback that would also help her in future essays. Further, I observed that her motivation increased during the appointment as she gradually became more involved in the process. Another student required a completely different kind of feedback. She was only at the beginning of her research paper and struggled with formulating a research question. Therefore, she required feedback in the form of an exchange of ideas and strategies regarding how to approach her problem. With the help from supplementary material provided by the RWC and a mind map, she was finally able to formulate a thesis and develop a rough outline for her essay. Her statement: 'at last, I know where I want to go with my essay' at the end of the session showed me that her motivation had clearly increased throughout the appointment. These examples do not only demonstrate the variety of students' demands, they also stress the importance of informative and positively formulated feedback.

The term self-determination, introduced by Deci and Ryan (1985), comprises the idea of Gardner's socio-educational theory (58). The model claims that motivation is particularly influenced by those factors in the social environment that affect self-perceptions of competence and autonomy (Gardner 1985: 146). Therefore, it is important to maintain students' perceptions of self-autonomy. In fact, it is commonly agreed upon that students will be 'more intrinsically motivated when they develop their competence through self-regulated efforts' (Noels, Clement, and Pelletier 1999: 30).

A high degree of self-determination is definitely implemented in the RWC policy as the tutors endeavour to work closely along the concept of minimalist tutoring (see e.g. Brooks 1991) which is an autonomy-promoting form of instruction. Rather than teaching the students directly, minimalist tutoring supports the idea of a tutor who leads the students to work on issues in their writing by asking leading questions. These questions should ideally help the students discover solutions on their own. Therefore, students can actively participate in the conversation and are free to react according to their own capabilities and understanding. It is likely that the students perceive a higher degree of self-determination and, consequently, motivation during appointments in the minimalist style than during an appointment using direct tutoring. Indeed, Spiel (1996) claims that autonomy-supporting education positively correlates with motivational orientation (175).

Trying to adopt this concept at the RWC, I strive to support a self-directed approach to a student's essay. At the beginning of each appointment, I encourage the students to ask any questions concerning their essays. Afterwards, in accordance with the concept of minimalist tutoring, I guide the students towards possible issues in their writing by asking leading questions that might help them discover the problems and find solutions on their own. Students seem to appreciate this form of instruction as I often observe an increase in their motivation during most appointments. This became especially obvious whenever there was a noticeable increase in the quantity of the students' own suggestions and ideas. One student

uploaded her paper the day before the appointment and I was able to read it in advance. I noticed that her grammar and word choice were quite good, whereas she struggled with sentence structure and overall organisation. At the beginning of the appointment, the student expressed great dissatisfaction with her paper because of her word choice. She feared that: her 'English is not good enough for an academic paper'. Solely concerned with her wording, she apparently overlooked the problems with her structure. I decided to avoid pointing this out to her at first and agreed to work on her word choice. Reassuring the student and actually praising her choice of words, I observed that the girl slowly began to relax and ask further questions. Eventually, I turned her attention to her structure by starting to ask questions myself, such as 'Could you show me your topic sentences?' or 'How does this relate to your previous paragraph?'. After a while, the student noticed that there was a more urgent issue that required improvement and chose to work on her structure for the rest of the session. In retrospect, I think that her motivation would have been far lower if I had urged her to work on her structure right at the beginning of the session. Applying minimalist tutoring strategies, I was able to preserve her autonomy while directing her to the most important issues of her essay. At the same time, the student's initial demotivation eventually changed to a more positive attitude towards her paper, a higher identification with the task and thus, greater motivation. However, I also experienced difficulties with the concept of minimalist tutoring. Another student was particularly reluctant to respond to my questions and even demanded me to 'just say it'. He was simply unwilling or unable to understand what I wanted him to notice himself. After a while, I decided to rely more on a mode of directive tutoring, fearing that the session would finish without success. Unsurprisingly, his motivation remained very low throughout the session. This demonstrates that the concept of minimalist tutoring is not always feasible. Nevertheless, I support the concept of promoting students' autonomy throughout the appointments as the case of such a difficult student was a rather rare occurrence at the RWC.

Writing goals, when clearly pointed out and discussed, can improve the quality of the feedback and thus function as another important tool for both instructors and tutors (Spithill 1980: 72). Students with clear goals were found to be more involved in the writing process, and the quality of their essays actually increased with the specificity of the 'scaffolding' or sub-goals (Noels, Clement, and Pelletier 1999: 30 cited in Newell et al. 2011: 281). Formulating several goals throughout the writing process can thus help students organise the amount of work, and 'amotivation', due to a feeling of incompetence at the immensity of the work ahead, can be avoided (Spithill 1980: 74). Consequently, an instructor should assist students to work in a step-by-step approach towards their goals and help them focus on tasks or skills that still need support.

I experienced the setting of writing goals as particularly helpful with mentally overstrained students. For example, one student had failed her course because of her term paper. This caught her by surprise as evidenced by her statement: 'I am so disappointed; I thought it was good and now, I don't even know where to begin'. Due to her helplessness and reluctance to rewrite her paper, I allocated her somewhere between the group of highly extrinsically motivated or even 'amotivated' students. She needed some ideas on how to structure the upcoming process of rewriting her paper. Therefore, we reviewed the essay and defined the main problem first. We then determined a goal that should be reached before the end of the session: highlighting her main points and arranging them in a sensible order and, thus, improving the structure of her essay. This clearly formulated and practicable goal helped the student to focus on one issue and divided the writing process into smaller steps. The student began to relax and concentrate on her work. I took this as a sign of her returning motivation and willingness to resume the task of rewriting the paper. The concept of sub-goals certainly proved to be useful during the appointment. On the whole, I support 'goal setting' as an effective strategy that helps to organise the amount of work and prevent 'amotivation'.

Conclusions

The concepts of intrinsic and extrinsic motivation as well as 'amotivation' vs. 'demotivation' were shown to provide a basis for the distinction between different types of student motivation in the RWC. By closely observing the students' conduct and evaluating their statements during the appointments, I was able to employ the concepts of motivation as a guideline for estimating students' motivational level. However, in the academic context, I experienced difficulties when trying to determine if students were intrinsically motivated. Due to the predominant aspiration of successfully completing a course, I considered every student to be partly extrinsically motivated and therefore think that Ryan and Deci's (2000) 'integrated regulation' is the most wide spread type of motivation amongst students. Only by taking their perceived self-determination into consideration was I able to further differentiate between the students. The resulting distinction nevertheless helped to decide how to work with a student.

All in all, my reflections on motivational strategies and their realisation in a writing centre support recent findings in literature on motivation: instructors or tutors who can enhance students' positive image as writers can eventually lead them to successful writing. In this context, great situational awareness and emotional intelligence are vital skills for an instructor and tutor in order to determine and respond to students' various motivational levels. Further, I found that students' motivation increased depending on the degree of perceived autonomy, self-determination, informative feedback, clear goals and, above all, a relaxed atmosphere. Naturally, the motivational strategies worked to varying degrees on different students. I consider feedback the most important and most frequently used tool. Based on the feedback forms as well as comments during the appointments, I concluded that most students appreciated the feedback and found it helpful. This paper shows that both peer tutors and instructors can create a motivating atmosphere and can thus make a valuable contribution to the development of students' writing motivation.

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