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# Character, Motivation, Interest, and Attitudes as Predictors of EFL Writing Proficiency in Eighth-Grade Students

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**Abstract**

The small-scale study described in this paper highlights the importance of integrating affective and motivational support into EFL writing instruction and has implications for self-access and outside-class writing support. The study correlated data from a questionnaire (adapted from Garry & Thompson, 2010) investigating four factors: character, motivation, interest, and attitudes, and an English writing test which assessed ideas/content, organization, vocabulary, and sentence structure. Descriptive findings showed that students generally possessed positive interest and attitudes toward English learning, whereas their motivation remained moderate. Writing results indicated that students still required support in organizing ideas, utilizing appropriate vocabulary, and constructing accurate sentences. Notably, interest emerged as the dominant predictor dimension affecting writing performance, followed by attitudes and character. This suggests that students with stronger overall learner-factor profiles tend to achieve higher writing scores. Self-access writing supports, such as guided writing checklists, vocabulary logs, sentence-building practice, and reflective learning tasks, may help students strengthen both engagement and writing performance.

*Keywords:* learner factors, individual differences, EFL writing proficiency, motivation, interest