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The Impact of Socio-Emotional Learning on Foreign Language (EFL) Writing Interaction: The Role of Motivation Regulation Strategies

ABSTRACT

This study aims to examine the effect of socio-emotional learning (SEL) on English as a Foreign Language (EFL) writing interaction and the role of motivation regulation strategies in this relationship. EFL writing is a skill area that can produce emotional fluctuations in students, such as anxiety, frustration, and feelings of inadequacy, due to high cognitive load and performance pressure; therefore, interaction should be considered not only in terms of task duration but also in terms of cognitive effort, affective commitment, behavioral continuity, and feedback interaction dimensions. In this context, the study is based on the assumption that the self-awareness and self-regulation components of SEL can support students in regulating emotional responses that arise during the writing process and maintaining their task orientation. Furthermore, motivation regulation strategies are considered as a functional intermediary process that enables the management of motivational dips in the writing process through mechanisms such as goal recall, task value restructuring, self-talk, and effort regulation.

The research is theoretically structured within a relational framework; the connections between STR, motivation regulation, and writing interaction are discussed holistically through current academic resources. The model proposed by the study suggests that STR can directly strengthen writing interaction; however, it can also indirectly support writing interaction by increasing the capacity for motivation regulation. Accordingly, it is concluded that STR-based classroom practices and instructional designs that make motivation regulation strategies visible can support students in participating more consistently in writing tasks and engaging more constructively with written feedback.

Keywords: Socio-emotional learning, EFL writing, writing interaction, motivation regulation strategies, written feedback.

1. INTRODUCTION

In recent years, educational research has increasingly emphasized that learning cannot be explained solely by cognitive processes, and that affective and social dimensions also play a decisive role in learning outcomes. In this context, socio-emotional learning (SEL) stands out as a holistic framework that supports student's capacities to recognize and manage their emotions, develop self-regulation skills, establish social relationships, and make responsible

decisions. Current studies show that SEL competencies significantly influence student's interaction with academic tasks, their attitudes towards learning, and their self-regulation capacities (Durlak et al., 2011; UNESCO, 2024).

This situation becomes even more pronounced in the context of foreign language learning. Writing in a foreign language, in particular, is a skill area that can generate intense emotional responses in students, such as anxiety, frustration, and feelings of inadequacy, due to the high cognitive load, performance pressure, and the possibility of making mistakes. The second language acquisition literature emphasizes that if these emotional responses are not regulated, students tend to avoid writing tasks and their writing engagement weakens (Shen & Chong, 2023). Therefore, EFL writing engagement should be considered not only in terms of the time devoted to text production, but also in terms of the extent to which the student participates in the writing process at the cognitive, affective, and behavioral levels (Wu et al., 2025).

At this point, the Academic Emotional Behavior (EEB) provides an important theoretical foundation for explaining EFL writing interaction. The self-awareness and self-regulation dimensions of the EEB enable students to recognize negative emotions that arise during the writing process and to regulate these emotions in line with learning goals. Studies addressing the regulatory role of emotions on learning show that positive academic emotions increase cognitive flexibility and task engagement; while negative emotions, when not appropriately regulated, limit academic participation (Do & Nguyen, 2025). These findings reveal that the EEB is not only a supportive element in the context of EFL writing, but also a functional mechanism for the sustainability of writing interaction.

One of the key intermediary processes explaining the relationship between writing interaction and goal-oriented writing is motivation regulation strategies. Motivation regulation refers to conscious self-regulation mechanisms that enable students to maintain goal-oriented behavior by recognizing the motivational fluctuations they experience during the writing process. Studies in the field of EFL writing reveal that motivation regulation strategies such as goal recall, task value restructuring, and effort regulation play a decisive role in writing interaction and writing performance (Mallahi, 2025). It is particularly noted that students with improved socio-emotional competencies use these strategies more effectively and are more resilient in the writing process (Norul Huda et al., 2022).

Within this framework, the present study aims to examine the effect of STR on EFL writing interaction and the role of motivation regulation strategies in this relationship. The study is based on the assumption that STR is not only a direct element that strengthens writing interaction, but can also indirectly support participation in the writing process through motivation regulation. This literature-based review aims to provide a theoretically and pedagogically meaningful framework for EFL writing research by addressing the relationships between STR, motivation regulation, and writing interaction from a holistic perspective.

2. MATERIALS AND METHODS

This study is structured within the framework of a qualitative research approach and is based on a descriptive survey model. In line with the main objective of the research, peer-reviewed academic articles, review studies, and institutional reports addressing the

relationship between socio-emotional learning (SEL), motivation regulation strategies, and English as a Foreign Language (EFL) writing interaction were examined using document analysis. Document analysis was adopted as a data collection technique based on the systematic, critical, and holistic evaluation of written sources directly related to the research topic.

The documents used in this research were selected from studies published in internationally indexed journals, having open access, and published in recent years. In selecting sources, priority was given to fundamental studies addressing the theoretical framework of EFL, as well as research focusing on sub-themes such as EFL writing interaction, motivation regulation, emotion regulation, and interaction with written feedback. Accordingly, current studies published in the fields of educational sciences, applied linguistics, and second language acquisition constituted the data source of the research.

The thematic analysis method was used in the analysis of the collected data. In the analysis process, the findings of the studies examined were first carefully read and meaningful data units were coded. Then, these codes were combined under themes based on theoretical similarities and explanatory commonalities. In the thematic structuring process, the studies were classified around three main themes: (i) the basic components of socio-emotional learning, (ii) the function of motivation regulation strategies in the writing process, and (iii) the cognitive, affective, and behavioral dimensions of EFL writing interaction. This approach aims to make visible the common patterns and theoretical intersections of studies conducted in different contexts.

The main limitation of this research is that it does not rely on primary (empirical) data collection and is conducted solely through secondary sources. However, the aim of the study is not to make statistical generalizations; rather, it is to present, from a holistic perspective, the prominent trends, explanatory models, and theoretical approaches in the literature regarding the relationship between SLD, motivation regulation, and EFL writing interaction. In this respect, the study aims to provide a theoretical foundation for future quantitative or mixed-methods empirical research.

3. FINDINGS

3.1. Socio-Emotional Learning (SEL)

Socio-emotional learning (SEL) is considered the process by which individuals develop skills in recognizing and regulating their emotions, establishing positive social relationships, making responsible decisions, and self-regulating in academic processes. Current studies in educational psychology and foreign language learning reveal that learning is not limited solely to cognitive processes; affective and social dimensions also significantly influence learner's academic engagement and performance. Particularly in the context of foreign language learning, student's emotional experiences, motivations, and self-regulation capacities are among the key variables shaping the quality of the learning process (Yanping et al., 2025).

At the heart of Emotional Behavior (EBN) lies the individual's awareness of their own emotions and their ability to regulate these emotions in line with learning objectives. Studies examining the role of emotions in learning processes show that positive academic emotions (e.g., interest, pleasure, and satisfaction) expand learner's cognitive resources and support deeper engagement in learning activities. Conversely, negative emotions such as anxiety,

frustration, and perceptions of failure can weaken student's attention and motivation, limiting academic interaction. This demonstrates that EBN is not only a supportive element in learning environments but also a functional mechanism for the sustainability of learning outcomes (Do and Nguyen, 2025).

Writing in a foreign language is a cognitively complex as well as an affectively intense process. Qualitative and quantitative studies within the context of EFL emphasize that writing activities generate strong emotional responses in students, and these responses directly influence writing interaction. Student's emotional responses to written feedback determine their level of interaction with feedback, their motivation, and their self-regulation strategies. In this context, SLP enables students to manage the emotional fluctuations that occur during the writing process and to participate in writing tasks more consistently (Shen and Chong, 2023).

Another dimension closely related to ESP is student's ability to regulate their academic motivation and their capacity to sustain that motivation. EFL writing research reveals that motivation regulation strategies play a decisive role in writing engagement and performance. Students with well-developed self-regulation and motivation regulation skills are seen to be more resilient in the face of challenging writing tasks and approach the writing process with more conscious strategies. These findings demonstrate that ESP is not limited to emotional awareness; it also offers a holistic framework that supports academic engagement through the management and maintenance of motivation (Wijaya et al., 2025).

In summary, the concept of SEE (Southeastern-Emotional Competence) offers a holistic framework for addressing student's emotions, motivations, and self-regulation processes within the context of EFL (Emotional Learning) writing. Common findings from studies on the subject indicate that students with improved socio-emotional competencies demonstrate higher levels of participation in writing activities, utilize feedback more effectively, and regulate their motivation more successfully during the writing process. In this respect, SEE provides a strong theoretical foundation for explaining EFL writing interaction and grounding the role of motivation regulation strategies (Mbato and Cendra, 2019).

3.2. Foreign Language Writing Interaction

Foreign language writing interaction is considered a multidimensional structure that refers to student's active participation in writing tasks in cognitive, affective, behavioral, and social dimensions. Current second language acquisition literature reveals that writing interaction is not limited only to the time devoted to text production; it also encompasses the learner's feelings towards the writing process, strategic effort, interaction with feedback, and self-regulation behaviors. In this context, writing interaction is closely related to how the learner perceives the writing task and the level of meaning they attribute to this task (Zare et al., 2025).

Research within the context of EFL (Educational Learning) shows that writing interaction consists of behavioral (staying on the task, commitment to writing time), cognitive (deep thinking, planning, reviewing), affective (interest, pleasure, anxiety), and social/interactional (teacher feedback and peer interaction) dimensions. Studies conducted using structural equation modeling reveal that these dimensions are dynamically related to each other and that affective interaction can play a triggering role for other types of interaction. Students developing a positive emotional connection to writing is crucial for cognitive effort and behavioral continuity (Wu et al., 2025).

Writing interaction is also closely related to the learner's capacity to regulate emotions and maintain motivation. Since the foreign language learning process inherently involves intense emotional experiences, students may experience both positive and negative emotions while writing. The inability to regulate these emotions can result in avoidance of writing tasks, superficial participation, and poor performance. Conversely, students who can regulate their emotions through constructive strategies such as cognitive re-evaluation are reported to show higher levels of participation in writing tasks and be more consistent in the writing process (Zare et al., 2025).

In the context of EFL writing, feedback interaction is also considered an important indicator of writing interaction. The cognitive and affective responses of students to written feedback provided by the teacher determine the quality of writing interaction. Studies show that affective interaction (respecting and valuing feedback) supports cognitive and behavioral interaction and indirectly contributes to writing development. This indicates that writing interaction is closely linked to the learner's internal processes (Wu et al., 2025).

From a socio-emotional learning perspective, writing interaction is not only an academic outcome but also considered an experience of self-expression, structuring emotions through written language, and becoming an active participant in the learning process. Studies in which SEL (Socio-Emotional Competencies) is integrated into writing instruction indicate that students develop more positive attitudes towards writing tasks, increase their voluntary participation in the writing process, and use writing more effectively as a means of emotional expression. These findings demonstrate that writing interaction is strengthened when supported by socio-emotional competencies (Norul Huda et al., 2022).

Finally, recent review studies addressing the role of positive and negative emotions on writing interaction emphasize that writing interaction is a dynamic and contextual construct. It is noted that positive emotions enhance cognitive flexibility and creativity in the writing process, while negative emotions weaken interaction if not properly regulated. Therefore, writing interaction should be considered not only in terms of cognitive strategies but also in conjunction with emotional and motivational regulation mechanisms (Resnik et al., 2025).

3.3. Motivation Regulation Strategies

Motivation regulation strategies are defined as conscious self-regulation mechanisms that learners use to initiate, maintain, and, if necessary, restructure their motivation during academic tasks. Within the framework of self-regulated learning theory, motivation is not merely a prerequisite for initiating the learning process; it is a dynamic process that needs to be continuously managed throughout the learning process. In cognitively and affectively challenging tasks such as writing in a foreign language, student's ability to maintain their commitment to the writing process largely depends on how they regulate their motivation (Mallahi, 2025).

Studies conducted within the context of EFL writing demonstrate that motivation regulation strategies have direct and indirect effects on writing interaction and performance. These strategies include mechanisms such as increasing interest, goal recall, self-talk, task value restructuring, and effort regulation. Difficulties encountered in the writing process (perceived language inadequacy, cognitive load, time pressure) can lead to a decrease in student's motivation; at this point, motivation regulation strategies come into play as functional tools that enable the learner to reorient themselves towards the writing task (Mallahi, 2025).

Motivation regulation strategies are closely related to emotional processes. It is emphasized that the nature of the foreign language learning process involves intense emotional experiences, and these emotions are intertwined with motivational processes. The inability to regulate negative emotions (anxiety, frustration, boredom) can lead to a loss of motivation and a decrease in writing engagement. Conversely, it is noted that students who use emotion regulation strategies such as cognitive re-evaluation reduce the destructive effects of negative emotions on motivation and participate more consistently in writing tasks. These findings demonstrate that motivation regulation should be considered in conjunction with emotional regulation processes (Zare et al., 2025).

Research related to writing interaction shows that motivation regulation strategies strengthen the cognitive and behavioral interaction dimensions. Students who can regulate their motivation during the writing process are reported to examine written feedback more carefully, integrate feedback into the rewriting process, and dedicate more mental effort to the writing task. This indicates that motivation regulation strategies are not only an individual psychological skill but also a fundamental mechanism shaping learner-task-feedback interaction (Wu et al., 2025).

From a socio-emotional learning (SEL) perspective, motivation regulation strategies are directly related to an individual's self-awareness and self-management skills. Studies based on SEL emphasize that as students develop the ability to recognize and manage their emotions, they can regulate their motivation more consciously in academic tasks. In contexts where SEL principles are integrated into writing instruction, it is stated that students develop higher intrinsic motivation towards writing tasks and perceive the writing process as a more emotionally meaningful experience. This suggests that motivation regulation strategies can be considered one of the functional outcomes of SEL (Norul Huda et al., 2022). Furthermore, current studies conducted within the framework of positive psychology show that motivation regulation strategies are more effective when supported by positive emotions. It is noted that positive emotions such as pleasure, interest, and a sense of accomplishment contribute to learners maintaining their motivation and engaging more deeply in writing tasks. Conversely, it is stated that in the absence of motivation regulation, negative emotions disrupt the writing process and weaken interaction. In this context, motivation regulation strategies assume a regulatory function, maintaining a balance between positive and negative emotions (Resnik et al., 2025).

A holistic evaluation of the studies shows that these strategies act as a bridge between socio-emotional learning, emotion regulation, and writing interaction; therefore, their consideration as a mediating or explanatory variable in EFL writing research has a strong theoretical and empirical basis. In this context, motivation regulation strategies enable students to maintain their writing interactions and transform the writing process into a meaningful learning experience within the context of EFL writing (Mallahi, 2025).

3.4. Socio-Emotional Learning and Academic Interaction

Socio-emotional learning (SEL) is defined as a multidimensional learning framework that aims to develop individual's skills in recognizing and managing their emotions, establishing social relationships, self-regulation, and responsible decision-making. Current educational research reveals that learning cannot be explained solely by cognitive processes; affective and social processes significantly influence learner's levels of academic interaction. In this context, academic interaction is considered a dynamic structure encompassing

cognitive effort, emotional commitment, and social interaction, beyond student's behavioral participation in learning tasks (Lee & Ward, 2024).

The relationship between socio-emotional competence (SEC) and academic interaction is explained through the regulatory role of emotions in learning processes. The emotions experienced by students in learning environments directly affect fundamental processes such as attention, motivation, and cognitive flexibility. It is stated that students with improved socio-emotional competencies perceive academic tasks as more meaningful and participate more willingly in learning activities. This shows that academic interaction is shaped not only by external behaviors but also by the learner's internal emotional state (Do and Nguyen, 2025).

In the context of foreign language learning, academic interaction stands out as an area where the emotional dimension becomes even more prominent. EFL students may experience intense emotional experiences such as uncertainty, fear of making mistakes, and performance pressure during the learning process. The inability to regulate these emotions can result in avoidance of learning tasks and low interaction. In contrast, it is emphasized that in classroom environments where SOL-based approaches are applied, students develop positive feelings towards learning tasks and their academic interaction is strengthened (Norul Huda et al., 2022).

Task engagement, a crucial aspect of academic engagement, reflects the extent to which students mobilize their cognitive and emotional resources in the learning process. Studies show that emotion regulation and motivation regulation strategies play a decisive role in task engagement. It is particularly noted that students with well-developed socio-emotional skills are more resilient in the face of challenging academic tasks and are able to sustain task engagement. This suggests that SES indirectly supports academic engagement through regulatory psychological mechanisms (Zare et al., 2025).

In the context of EFL writing, academic engagement involves participation in the writing task with cognitive depth, affective commitment, and behavioral continuity. The writing process offers an emotionally intense learning experience because it requires students to express themselves. Research related to SET (School-Emotional Competencies) shows that as student's emotional awareness and self-regulation skills towards writing tasks increase, their writing engagement also strengthens. In the interaction process with written feedback, it is stated that socio-emotional competencies facilitate student's constructive use of feedback (Shen and Chong, 2023). Furthermore, recent review studies addressing the role of positive and negative emotions on academic engagement reveal that learner's emotional experiences can function in a way that enhances or diminishes engagement. It is noted that positive emotions increase interest in learning tasks and cognitive flexibility, while negative emotions, if not properly regulated, weaken academic engagement. Therefore, SET provides a fundamental framework that supports the sustainability of academic engagement by balancing student's emotional experiences (Resnik et al., 2025).

The relationship between socio-emotional learning and academic interaction is based on a strong theoretical and empirical foundation that reflects the holistic nature of the learning process. Common findings from studies show that socio-emotional learning supports students in engaging more effectively in learning tasks cognitively, affectively, and behaviorally. In this context, socio-emotional learning can be considered a central concept in explaining the function of EFL writing interaction and motivation regulation strategies.

3.5. Motivation Regulation in Foreign Language Writing

Writing in a foreign language is a complex skill area requiring high-level cognitive processing, continuous self-monitoring, and intense affective engagement. Therefore, it is critically important for learners to not only initiate their motivation in the writing process but also to maintain it at different stages of the writing task. Motivation regulation refers to an individual's ability to consciously manage the learning process by recognizing the motivational fluctuations that occur and using strategies that support achieving goals. In the context of self-regulated learning theory, motivation is considered a dynamic process that needs to be effectively regulated throughout learning, rather than a fixed characteristic (Mallahi, 2025).

Research in the context of EFL writing reveals that motivation regulation strategies play a decisive role in writing engagement and writing performance. The cognitive load of writing tasks and the possibility of making mistakes can lead to decreased motivation in students. At this point, motivation regulation strategies such as goal recall, effort regulation, task value restructuring, and self-talk help the learner refocus on the writing process. It has been noted that students who effectively use these strategies remain engaged in writing tasks for longer periods and demonstrate higher cognitive effort in the writing process (Mallahi, 2025).

Motivation regulation is closely related to emotional processes in writing in a foreign language. Negative emotions such as anxiety, frustration, and feelings of inadequacy experienced during writing can have a detrimental effect on motivation. In the absence of emotion regulation strategies, these negative emotions can result in avoidance of the writing task and low engagement. Conversely, it is emphasized that motivation regulation processes supported by emotion regulation strategies such as cognitive re-evaluation increase persistence towards the writing task and strengthen task engagement. Studies conducted using structural equation modeling show that motivational mechanisms play a significant role in the relationship between emotion regulation and task engagement (Zare et al., 2025).

An important aspect of regulating motivation in writing in a foreign language emerges in the interaction process with written feedback. Student's responses to teacher or peer feedback are closely related to their motivational state. It has been noted that students who can regulate their motivation perceive written feedback not as a threat but as an opportunity for development, and integrate the feedback more effectively into the rewriting process. This demonstrates that regulating motivation is a functional mechanism that supports cognitive and behavioral interaction in the writing process (Shen and Chong, 2023).

The socio-emotional learning (SEL) perspective offers a strong theoretical foundation for explaining motivation regulation in foreign language writing. The self-awareness and self-regulation dimensions of SEL enable students to recognize their own motivational states and regulate them through conscious strategies. Studies in which SEL principles are integrated into writing instruction indicate that students develop higher intrinsic motivation towards writing tasks and perceive the writing process as a more meaningful learning experience. These findings suggest that motivation regulation strategies can be considered one of the learning outcomes of SEL (Norul Huda et al., 2022).

Current studies conducted within the framework of the positive psychology approach also support the role of motivation regulation in writing in a foreign language. It is stated that positive emotions strengthen motivation in the writing process, while negative emotions, if

not properly regulated, lead to a loss of motivation. In this context, motivation regulation strategies assume a regulatory function that supports the continuity of the writing interaction by providing a balance between positive and negative emotions (Resnik et al., 2025).

In conclusion, motivation regulation in foreign language writing stands out as a central mechanism that enables students to participate sustainably in the writing process cognitively, affectively, and behaviorally. Studies on the subject reveal that motivation regulation strategies act as a bridge between socio-emotional learning, emotion regulation, and writing interaction, and that their treatment as a mediating variable in EFL writing research has a strong theoretical and empirical basis.

3.6. The Relationship Between SDR, Motivation Regulation, and Writing Interaction

Socio-emotional learning (SEL) is defined as a holistic learning framework that aims to develop individual's competencies such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Educational literature reveals that these competencies influence student's interaction with academic tasks not only at the cognitive level but also in affective and behavioral dimensions. When academic interaction is considered as a dynamic structure encompassing elements such as voluntary participation in the learning task, cognitive effort, and task continuity, SEL appears to offer a regulatory overarching framework for this structure (Durlak et al., 2011).

Writing skills in a foreign language context are one of the areas where this relationship becomes evident. EFL writing can involve complex cognitive processes such as planning, text production, and revision, as well as intense emotional responses due to the risk of making mistakes and anxiety about evaluation. Studies show that anxiety, frustration, and low self-efficacy experienced during the writing process weaken student's engagement with writing tasks (Göy, 2017). At this point, the self-awareness and self-management dimensions of the SDÖ (Self-Education and Learning) enable students to recognize the negative emotions that arise during the writing process and to cope with these emotions functionally (UNESCO, 2022).

One of the key mediating mechanisms explaining the relationship between learning-based learning (SLL) and writing interaction is motivation regulation processes. Motivation regulation refers to the conscious use of strategies that enable students to maintain goal-oriented behavior by recognizing the motivational fluctuations they experience during the learning process. Research in the field of writing shows that motivation regulation strategies such as goal recall, effort regulation, and task value restructuring strengthen participation and continuity in the writing process (Mallahi, 2025). The self-regulation component of SLL enhances motivation regulation capacity by supporting the continuation of these strategies even during times of difficulty.

The emotion regulation literature also provides findings supporting this relationship. Emotion regulation strategies, such as cognitive re-evaluation, have been shown to contribute to the preservation of cognitive resources for the learning task by reducing negative emotional responses (Davis et al., 2013). Recent studies with second language learners reveal that emotion regulation skills exhibit significant relationships with learning resilience and task engagement (OECD, 2024). These findings suggest that SLR supports motivational processes through emotion regulation, which indirectly strengthens writing engagement.

A similar pattern is observed in the context of interaction with written feedback. Qualitative and quantitative studies reveal that how students perceive written feedback and the extent to which they interact with it are closely related to their motivational state (Lira-Gonzales, 2023; Shen & Chong, 2023). It is stated that students who can regulate their motivation view feedback not as a threat but as an opportunity for development; thus, they participate more effectively in the rewriting process. In this process, the responsible decision-making and self-management dimensions of the STEB contribute to the student's regulation of their emotional response to feedback and the creation of an action-oriented learning plan.

Indeed, the relationship between motivation regulation and EFL writing interaction exhibits a multi-layered and reciprocal structure. A holistic evaluation of the current literature shows that rather than directly enhancing writing interaction, motivation regulation offers a higher-level competency area that regulates student's emotional and motivational processes, making their participation in writing tasks sustainable (Durlak et al., 2011; UNESCO, 2024). In this context, motivation regulation strategies can be considered a central mediating mechanism in explaining the relationship between motivation regulation and writing interaction, and empirically testing this relationship provides a strong theoretical foundation for EFL writing research.

4. CONCLUSION

This study theoretically examines the role of socio-emotional learning (SEL) on English as a Foreign Language (EFL) writing interaction and the function of motivational regulation strategies in this relationship. A holistic analysis of the literature reveals that EFL writing cannot be explained solely by linguistic and cognitive skills; affective processes, self-regulation, and motivational continuity are fundamental components that determine the quality of writing interaction. In this context, SEL stands out as a higher-level competency area that supports students in participating more consistently in writing tasks by strengthening their capacity to recognize and manage emotional fluctuations that occur during the writing process.

The studies examined show that the self-awareness and self-regulation dimensions of the writing engagement contribute to student's regulation of negative emotions such as anxiety, frustration, and feelings of inadequacy experienced during writing. This emotional regulation capacity strengthens the affective dimension of writing engagement; however, it also indirectly affects cognitive effort and behavioral continuity. Considering the multidimensional nature of writing engagement, it is seen that strengthening affective engagement facilitates student's ability to maintain deeper thinking, planning, and rewriting behaviors in writing tasks.

One of the important findings of the study is that the relationship between SEL competencies and writing interaction can be explained through motivation regulation strategies. The literature shows that strategies such as goal recall, task value restructuring, effort regulation, and self-talk balance motivational declines in the writing process and enable students to reorient themselves towards the writing task. It is understood that students with improved SEL competencies use these strategies more consciously and sustainably; thus, they are more resilient in the writing process. This indicates that motivation regulation can be considered as one of the functional outcomes of SEL.

A similar pattern is observed in the context of interaction with written feedback. Studies show that how students perceive feedback and the extent to which they interact with it

are closely related to their emotional and motivational states. Students who can regulate their motivation and have developed socio-emotional competencies view written feedback not as a threat, but as a learning opportunity that supports their development; this approach leads to more effective participation in the rewriting process.

In conclusion, this study demonstrates that STIs offer a regulatory framework that sustains writing interaction through mediating psychological processes such as emotion regulation and motivation regulation, rather than being a singular factor that directly enhances EFL writing interaction. These findings suggest that focusing solely on technical writing strategies may not be sufficient in EFL writing instruction; teaching approaches that support student's socio-emotional competencies and motivation regulation skills have significant potential in strengthening writing interaction. Future research empirically testing these relationships with quantitative and longitudinal designs and examining the effects of STI-based interventions on EFL writing interaction in different contexts will make meaningful contributions to the literature.

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