**Name:**

**Open-Ended Questions Asking Graduate Students’ Motivation Regulation Strategies in Facing Academic Writing Amid Covid-19 Pandemic**

It is believed that through continuous activation of motivation regulation strategies, graduate EFL learners will be able to cultivate their intended efforts, attitudes, behavior, and actions to accomplish various given academic writing tasks, even in the midst of laborious situations. In line with this short overview, this set of interview questions were enacted to ask about graduate students’ motivation regulation strategies in facing academic writing amid Covid-19 pandemic. 10 questions provided below concerning mostly about specific motivation regulation strategies internalized by the participants while facing academic writing projects in the midst of Covid-19 pandemic. Further, the participants will need around 30-35 minutes to give responses toward all of these questions. Eventually, the researcher expected that honest and actual responses can be provided by the selected interviewees for the reliability of this present study. Thank you.

**A. Questions Asking about Academic Writing Experiences, Interests, and Proficiency**

1. Could you please tell me about your academic writing experiences?

2. What are the things motivating you to continue writing academically? Please explain.

3. As an EFL writer, are you confident enough while engaging in academic writing enterprises? Why?

**B. Questions Asking About the Significance of Motivation Regulation Strategies in Academic Writing Ventures**

4. Are you familiar with motivation regulation strategies? In your opinion, do you think motivation regulation strategies play a crucial role in your academic writing learning journeys?

5. What are the specific motivation regulation strategies you usually utilize when encountering various academic writing hurdles?

6. Why do you harness those particular motivation regulation strategies in your academic writing processes? Please explain.

7. How do motivation regulation strategies you selected before influence your academic writing performances, progress, and achievements? Please explain.

8. In your view, do you totally believe that those chosen motivation regulation strategies can potentially foster your academic writing skills? Why?

9. When confronting with serious impediments in your academic writing projects, do you consistently utilize motivation regulation strategies suitable to sustain your writing motivation? If yes/no, why? Please explain.

10. What are the specific prompting factors and blockages influencing you personally in incorporating varied motivation regulation strategies to your academic writing processes?