

## Exploring The Relationship between Self-Efficacy and Second Language Writing Anxiety Among Saudi EFL Students: A Correlational Study

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### Abstract:

Students face many difficulties in writing in a second language. Writing anxiety is considered one of the factors that affect students' writing proficiency. The current study focused on exploring the relationship between writing anxiety and students' self-efficacy. This study investigated the relationship between writing anxiety and self-efficacy among preparatory-year students at Majmaah University. The study followed a quantitative research design where data were collected through two questionnaires: Language Writing Anxiety Inventory (SLWAI) by Cheng (2004b) and Erkan and Saban's self-efficacy scale (2011) 99 EFL Preparatory Year students participated in this study. Participants were provided with the questionnaire at the end of the first semester of 2023, and they were randomly selected. The findings of the study showed that the level of self-efficacy among preparatory-year students was moderate, while the level of writing anxiety among students was moderate. Correlation analysis revealed that there's a moderate negative relationship between writing anxiety and self-efficacy.

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**Exploring The Relationship between Self-Efficacy and Second Language Writing Anxiety Among Saudi EFL Students: A Correlational Study**

A Thesis Submitted in Partial Fulfillment of the requirements for the Requirements for the Master's Degree  
in Arts in Applied Linguistics

By

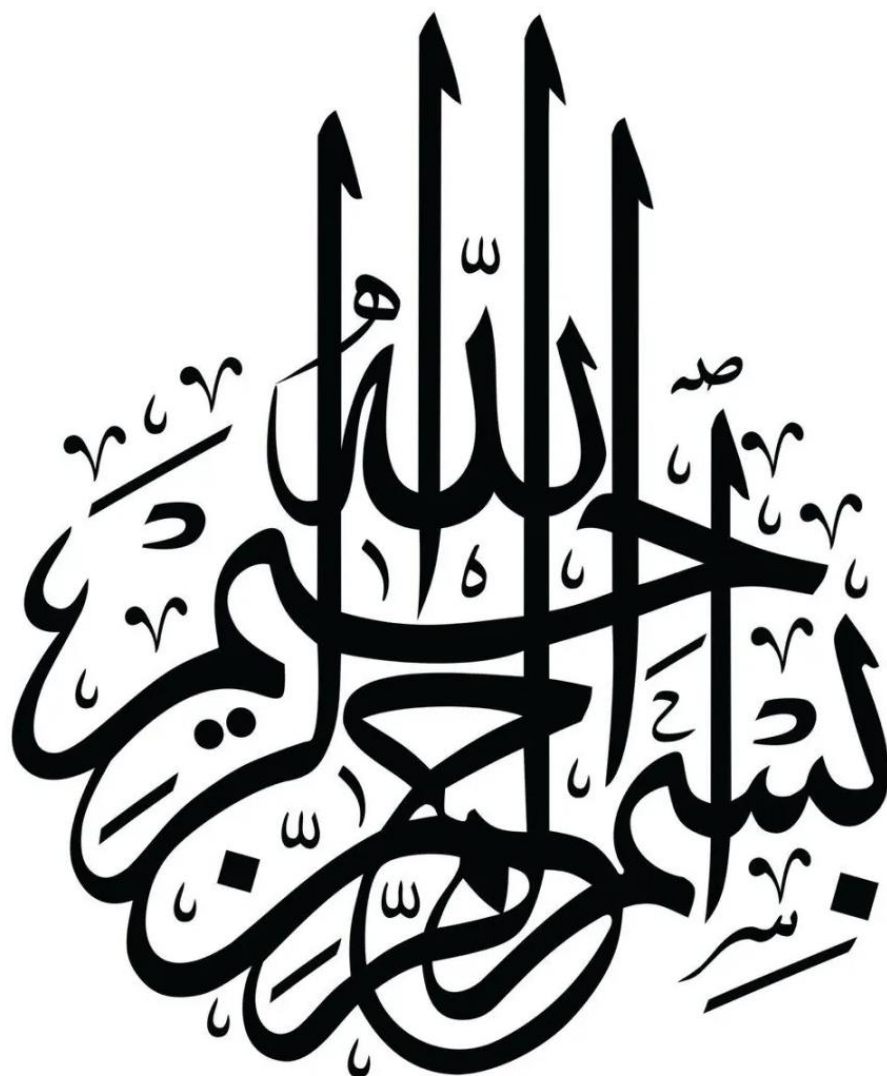
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المملكة العربية السعودية

وزارة التعليم

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قسم اللغة الإنجليزية

### تقرير لجنة المناقشة

استكشاف العلاقة بين قلق الكتابة والكفاءة الذاتية لدى متعلمي اللغة الإنجليزية كلغة أجنبية في السعودية:

دراسة ارتباطية

أمل حسن المطيري

تمت الموافقة على تشكيل لجنة المناقشة والحكم على رسالة الباحثة: أمل حسن عايش المطيري لنيل درجة الماجستير في تخصص اللغويات التطبيقية من مجلس قسم رقم (29) بتاريخ 8/ 10/ 1445 ومن مجلس عمادة كلية التربية (31) بتاريخ 29/ 10/ 1445 على أن تتكون اللجنة من الأعضاء التالية أسمائهم:

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قرار لجنة المناقشة والحكم:

الحمد لله رب العالمين ... أوصت اللجنة بقبول الرسالة ومنح الدرجة لل طالبة أمل حسن عايش المطيري

### **Abstract**

Students experience different feelings and emotions when writing in second languages, such as writing anxiety and self-efficacy, which affect their writing ability. The current study examined the relationship between writing anxiety and self-efficacy among preparatory-year students at Majmaah University. The study employed a quantitative research design, collecting data using two questionnaires: Cheng's (2004b) Language Writing Anxiety Inventory (SLWAI) and Erkan and Saban's (2011) self-efficacy scale. 99 EFL Preparatory Year students participated in this study, and they were randomly selected. The findings of this study showed that the level of self-efficacy among preparatory year students was moderate, as was the level of writing anxiety among them, which was moderate too. Correlation analysis showed a moderate negative relationship between writing anxiety and self-efficacy, with a Pearson correlation value (-0.509). This indicates that when self-efficacy increases, writing anxiety decreases. It was also found that P. value is  $<0.05$ , which means that the relationship between self-efficacy and anxiety was significant. This study recommends that EFL teachers should consider factors such as writing anxiety and self-efficacy in order to enhance EFL students' writing abilities.

**Keywords:** Writing anxiety - Self-efficacy - EFL students

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## الملخص

يواجه الطلاب مشاعر وانفعالات مختلفة أثناء الكتابة بلغة ثانية، مثل قلق الكتابة والكفاءة الذاتية، مما يؤثر على قدرتهم على الكتابة. ركزت الدراسة الحالية على استكشاف العلاقة بين قلق الكتابة والكفاءة الذاتية لدى طالبات السنة التحضيرية في جامعة المجمعة، حيث اتبعت الدراسة تصميم بحث كمي فقد تم جمع البيانات من خلال تطبيق استبيانين: استبانة قائمة القلق في الكتابة اللغوية (SLWAI) بواسطة تشينغ (2004 ب) ومقياس الكفاءة الذاتية لإركان وسابان (2011). شاركت تسع وتسعون طالبة من طالبات السنة التحضيرية من متعلقات اللغة الانجليزية كلغة أجنبية واللاتي تم اختيارهن بشكل عشوائي. أظهرت نتائج الدراسة أن مستوى الكفاءة الذاتية لدى طالبات السنة التحضيرية كان متوسطاً، وكذلك كان مستوى قلق الكتابة لديهن متوسطاً. أظهر تحليل الارتباط وجود علاقة سلبية متوسطة بين قلق الكتابة والكفاءة الذاتية، فقد كانت قيمة ارتباط بيرسون (0509-) وهذا يدل على أنه عندما تزداد الكفاءة الذاتية، ينخفض قلق الكتابة. وقد وجد كذلك أن قيمة (P. <0.05)، مما يعني أن العلاقة بين الكفاءة الذاتية والقلق كانت ذات دلالة إحصائية. توصي هذه الدراسة بضرورة أخذ عوامل مثل قلق الكتابة والكفاءة الذاتية في الاعتبار من قبل معلمي اللغة الإنجليزية كلغة أجنبية من أجل تعزيز قدرات الكتابة لدى طلاب اللغة الإنجليزية كلغة أجنبية.

**الكلمات المفتاحية:** قلق الكتابة، الكفاءة الذاتية لمهارة الكتابة، متعلمي اللغة الإنجليزية كلغة أجنبية



المملكة العربية السعودية  
وزارة التعليم  
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عمادة الدراسات العليا  
كلية التربية  
قسم اللغة الإنجليزية

استكشاف العلاقة بين قلق الكتابة والكفاءة الذاتية لدى متعلمي اللغة الإنجليزية كلغة أجنبية في

السعودية

دراسة ارتباطية

رسالة مقدمة لاستكمال متطلبات الحصول على درجة الماجستير في الآداب في اللغويات التطبيقية في كلية التربية

قسم اللغة الإنجليزية

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## **Chapter 1 : Introduction**

### **Introduction**

Writing is a vital language skill, as it allows individuals to convey and express their ideas and information in a permanent form. Writing proficiency is crucial in scientific endeavors as it facilitates the transmission of information across generations. Alahdal and Abduh (2021) claimed that writing plays a crucial role in every society because it allows for the production and distribution of information.

Writing can be a challenging skill because of its complicated nature and the multitude of grammatical rules. Learning this skill can be, to some extent, difficult for students, as they may encounter many different challenges. Irawan and Haerazi (2019) asserted that learning writing skills is one of the most challenging language skills, often causing students to experience writing anxiety, which negatively affects their writing performance. According to Altukruni (2019), writing anxiety has a negative impact on student writing performance.

According to Bandura (1995), self-efficacy refers to a person's belief in their capacity to finish a particular activity and has the potential to have an impact on their lives. Zhou et al. (2022) reported an association between writing anxiety and self-efficacy. Specifically, their study confirmed a negative relationship between self-efficacy and L2 writing anxiety. Therefore, the purpose of the current study is to examine the relationship between L2 writing anxiety and self-efficacy in the Saudi context.

### **1.1 Statement of the Problem**

Mastering writing skills is often perceived as a critical factor for students, particularly when studying disciplines where English serves as the language of instruction (Alharbi, 2019). In this respect, students may experience various emotions, including self-efficacy and anxiety, which significantly influence their writing performance. Anxiety is recognized as a detrimental factor in language learning, specifically in writing. Khairah and Fatimah, (2022) claimed that many students struggle with L2 writing anxiety. Additionally, self-efficacy plays a significant role in shaping students' writing abilities, Basaffar and Alzahrani (2022) stated that high-efficacy writers often outperform their low-efficacy counterparts. Given the impact of both anxiety and self-efficacy on students' writing, there is a need for further research to assess the levels of anxiety and self-efficacy among Saudi EFL students at Majmaah University and to investigate the potential relationship between writing anxiety and self-efficacy.

### **1.2 Significance of the Study**

This study is helpful for students, researchers, and teachers because it explores the writing anxiety level among Saudi EFL students and its relation to other factors such as self-efficacy, which contributes to improving Saudi EFL students writing performance. Moreover, exploring the correlation between writing anxiety and self-efficacy will shed light on the factors that affect students' writing performance. Understanding the relationship between these two factors will help educators and researchers develop strategies to support students in overcoming writing anxiety, which will contribute to reducing the level of anxiety among students.

### **1.3 Objective of the Study**

The objectives of the current study are as follows:

1. To determine the extent of writing anxiety among Saudi EFL students at Majmaah University.
2. To determine the extent of self-efficacy among Saudi EFL students.
3. To investigate the relationship between writing anxiety and self-efficacy among Saudi EFL students.

#### **1.4 Research Questions**

The research questions guiding this study are as follows:

1. To what extent do Saudi EFL students at Majmaah University experience writing anxiety?
2. To what extent do Saudi EFL students achieve self-efficacy in their writing skills?
3. What is the relationship between self-efficacy and writing anxiety among Saudi EFL students?

#### **1.5 Key Concepts**

##### ***1.5.1 Writing Anxiety***

The concept of writing anxiety was defined by Hassan (2001) as “a general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing.” (p. 4)

##### ***1.5.2 Self-Efficacy***

Self-efficacy was defined by Bandura (1997) as “a belief in one’s capabilities to organize and execute courses of action required to produce given attainments.” (p. 3)

## **1.6 Structure of the Study**

The present study comprises five chapters. The first chapter serves as an introduction to the study, setting the stage for the subsequent chapters. The second chapter explores the theoretical framework and literature review on writing anxiety and self-efficacy. The third chapter delves into the methodology employed for conducting the study and provides insights into data collection procedures. Subsequently, in chapter four, the data analysis and findings of the study are expounded upon. Additionally, chapter five concludes with a comprehensive discussion of the main findings of the study, their implications, and suggestions for future research in this field.

## **Chapter 2 : Literature Review**

### **2.1 Introduction**

This chapter provides a roadmap to navigate the existing research landscape, examining studies that have investigated writing anxiety, self-efficacy, and their interplay in relation to students' writing performance. Through a synthesis of relevant literature, this chapter aims to identify gaps in current knowledge and establish a foundation for the present study, which seeks to explore the relationship between self-efficacy and writing anxiety among Saudi Preparatory Year students at Majmaah University.

### **2.2 Theoretical Framework**

#### ***2.2.1 Theory of Self-efficacy***

The concept of self-efficacy was first introduced as a part of Bandura's (1986) social-cognitive theory. Bandura (1997) posited four main sources of self-efficacy. Firstly, mastery experiences occur when learners successfully accomplish a task, thereby enhancing their sense of self-efficacy through repeated success. Secondly, vicarious experiences involve learning through observation, where individuals observe others' ability to effectively perform challenging tasks, consequently increasing their own sense of self-efficacy. Thirdly, verbal persuasion, in the form of social encouragement, serves as a means to strengthen individuals' belief in their capabilities to achieve desired outcomes. Lastly, physiological affective states encompass emotions such as anxiety, which can undermine individuals' belief in their ability to perform tasks.

### 2.3 Foreign Language Writing Anxiety (FLWA)

In societies where English is considered a foreign language, students encounter numerous challenges in acquiring writing skills. Alharbi (2019) noted that second or foreign language writing, especially for English as a second or foreign language (ESL or EFL) students, presents significant challenges for students one such challenge is writing anxiety which was, defined by McLeod (1987) as "generally understood to mean negative, anxious feelings that disrupt some part of the writing process" (p. 427). Foreign language writing anxiety engenders negative attitudes towards writing proficiency in a foreign language. EFL students often grapple with writing anxiety, which detrimentally affects their writing performance and overall language learning journey. Several studies have addressed writing anxiety and its impact on students' writing. Several studies have shown that writing anxiety has a negative effect on students' writing performance. (Demirçivi, 2020; Lestari et al., 2019; Surur & Dengela, 2019).

Rasuan and Wati (2021) highlighted the importance of understanding the impact of writing anxiety on students' academic performance; therefore, it is essential to use writing teaching strategies to reduce writing anxiety levels among EFL students. Al Asmari (2013) examined the impact of implementing writing strategies to reduce writing anxiety levels among EFL students. His study showed that students with low levels of writing anxiety employed writing strategies more frequently than those with high levels of anxiety.

Tari and Roslin (2021) investigated the interplay between learning styles, writing strategies, and writing anxiety among Iranian EFL students. Their findings underscored the significant impact of the memory writing approach on predicting writing anxiety. This suggests that students who frequently employ memory-based approaches may be more susceptible to higher levels of writing anxiety. On the other hand, they found that the pragmatic learning style was most effective in

predicting lower levels of writing anxiety. This implies that individuals with a pragmatic learning style are less likely to experience writing anxiety. Widyaningsih et al. (2021) explored the effectiveness of the Process-Based Writing Approach (PBWA) in teaching writing to students with varying levels of writing anxiety, concluding that PBWA was effective in teaching writing to students with different levels of writing anxiety.

Furthermore, Yavuz et al. (2020) claimed that gamification plays a significant role in reducing the level of anxiety among students. In conclusion, by reviewing previous studies, it was found that using L2 writing strategies for teaching writing skills had an effective effect in reducing writing anxiety. Therefore, teachers must use these writing strategies in their writing classes.

### ***2.3.1 Causes of Writing Anxiety***

The issue of writing anxiety has received considerable attention among researchers in countries where English is taught as a foreign language. In Iran, Rezaei and Jafari (2014) conducted a study to investigate the level and cause of writing anxiety among Iranian EFL students. Their findings revealed that students experienced high levels of writing anxiety, primarily due to the lack of linguistic knowledge and the fear of negative evaluation by teachers. Similarly, Wahyuni et al. (2019) in Indonesia found linguistic difficulties to be a common source of writing anxiety among EFL students. Wern and Rahmat (2021) suggested various strategies, including the process writing approach involving editing and feedback, to mitigate EFL writers' anxiety levels, advocating for its implementation by educators. Additionally, they recommended positive error correction, noting that negative feedback from teachers could exacerbate students' writing anxiety.

Writing proficiency is integral to numerous scientific disciplines, including medicine and various postgraduate studies. Rabadi and Rabadi (2020) asserted that Jordanian medical students experience high levels of writing anxiety, attributing it to low confidence in writing skills

and insufficient language proficiency. On the other hand, Al-Shboul and Huwari (2015) explored the writing anxiety among Jordanian EFL postgraduate students when writing their thesis, utilizing qualitative methods involving interviews. The findings of this study indicated that poor linguistic knowledge, negative attitudes towards writing, and negative writing experiences emerged as contributing factors. However, this study focused solely on male PhD students and had a limited sample size, limiting the generalizability of their findings.

Ekmekçi (2018) examined the influence of age on student writing anxiety levels through a comparative analysis between freshmen and senior students in Turkey, revealing that freshmen exhibited higher anxiety levels. This disparity was attributed to freshmen's limited exposure to writing tasks compared to seniors, suggesting that increased writing practice may mitigate anxiety levels.

Previous studies reported that negative feedback students receive can be considered a source of students' writing anxiety. Bolourchi and Soleimani (2021) investigated whether peer feedback contributed to writing anxiety and whether it enhanced writing skills. Their study employed a quasi-experimental design to compare writing anxiety levels between students who received peer feedback and those who did not. Results indicated that the experimental group, who applied peer feedback, experienced less writing anxiety than the control group. In conclusion, the studies discussed above shed light on various factors influencing writing anxiety among language learners and highlight potential interventions to alleviate its effects, enhancing their writing abilities.

### ***2.3.2 Writing Anxiety in the Saudi Context***

In Saudi Arabia, several studies have explored the level of writing anxiety among Saudi EFL students. Aloairdhi (2019) suggested that students' primary sources of writing anxiety are

apprehension about evaluation and their lack of self-confidence. Furthermore, Alamri et al. (2021) conducted a study at Taibah University that revealed that fear of negative evaluation and concern about making errors were significant factors contributing to writing anxiety. Al-Khresheh et al. (2023) found statistically significant differences between genders in terms of negativity toward writing. These findings demonstrated that male students tend to have more negativity towards writing compared to females. Aljafen, (2013) compared writing anxiety levels among three majors: the preparatory year, engineering, and pharmacy students. The results of his study showed that pharmacy students experience more writing anxiety. Students demonstrated that their writing anxiety was primarily caused by the weaknesses of their past English education. Implementing various teaching strategies to enhance writing skills has been proposed as beneficial in reducing writing anxiety among Saudi EFL students, as recommended by Alhdal and Abduh (2021): "EFL practitioners are encouraged to study the use of their students' writing strategies regarding their writing skills and their fear of writing." (p.49)

#### **2.4 Self-Efficacy and Writing Skills.**

Students' belief in their capabilities significantly influences their writing performance. Several studies have explored the role of self-efficacy in writing skills. Atasoy (2021) emphasized the pivotal role of self-efficacy beliefs in developing student writing performance. Additionally, Basaffar and Alzahrani (2022) explored the relationship between writing self-efficacy and writing performance. They found a significant positive correlation, indicating that writing self-efficacy beliefs played a significant role in developing students' writing skills. Similarly, Bruning et al. (2013) observed positive correlations between self-efficacy and self-reported writing performance. In essence, writing self-efficacy emerged as a critical determinant of students' writing skills and

performance, influenced by various factors including gender, assessment methods, and engagement in writing activities. As students enhanced their understanding and cultivation of writing self-efficacy, their academic writing improved.

Recognizing the significance of self-efficacy in shaping writing performance, based on the results of previous studies, self-efficacy plays a crucial role in writing ability. Consequently, different writing teaching strategies should be implemented to increase students' writing self-efficacy.

## **2.5 The Relationship Between Self-efficacy and Writing Anxiety.**

Recent years have seen extensive studies on the relationship between self-efficacy and writing anxiety. Sabti et al. (2019) investigated the level of writing anxiety in relation to other influencing factors, including motivation and self-efficacy. Their study revealed that high levels of writing anxiety negatively impacted students' writing performance. Additionally, they found a negative correlation between writing self-efficacy and writing anxiety.

In Turkey, several studies examined the correlation between writing anxiety and self-efficacy. Kırmızı and Kırmızı (2015) compared writing self-efficacy and anxiety among students at different grade levels. Results showed that third-grade students had the lowest self-efficacy beliefs about punctuation, possibly due to the demanding task of writing a research paper. Third-grade students had more somatic anxiety and avoided the writing task compared to fourth grade. Additionally, their study found a strong negative correlation between writing anxiety and writing self-efficacy. Furthermore, Baskan (2021) examined the relationship between writing anxiety and self-efficacy among students who learn Turkish as a foreign language the study revealed positive relationships between writing anxiety and self-efficacy. Furthermore, Moral and Boran's (2021) research confirms Baskan's (2021) findings, showing a weak positive correlation between writing

anxiety and self-efficacy. Some studies have shared findings that the relationship between writing anxiety and self-efficacy is negative (Göncü & Mede, 2022; Erkan & Saban, 2011).

In contrast to the previous studies which focused on the relationship between writing anxiety and self-efficacy among undergraduate students, Ho (2015) explored the relationship between writing anxiety and self-efficacy among doctoral students and found a negative relationship between writing anxiety and self-efficacy among graduate students in Taiwan. Doctoral students had higher writing self-efficacy and less writing anxiety. Factors such as experience writing for publication and the number of writing courses they had taken, were reasons for their high efficiency.

To conclude, this chapter provided a comprehensive review of the literature on writing anxiety and self-efficacy. The previous studies presented in this chapter clarified the causes of writing anxiety among students, including fear of evaluation, negative feedback, and low self-confidence. In addition, previous studies related to self-efficacy demonstrated the fundamental role played by self-efficacy in writing skills and its impact on students' writing. However, there remains a research gap that requires further investigation.

## **2.6 Literature gap**

Based on the previous studies that have been presented in this chapter, which showed that the issue of writing anxiety has been examined in many studies in Saudi Arabia, researchers have studied the causes of writing anxiety and its level among students in many Saudi universities, as there are very few studies that have focused on the aspect of self-efficacy for writing skill. The relationship between these two factors has not been examined in the Saudi context. Therefore, the current study attempted to fill this research gap by focusing on investigating the relationship between writing anxiety and self-efficacy for Saudi EFL students at Majmaah University.

## **Chapter 3 : Methodology**

This chapter outlines the methodology employed in this research, delineating key components that contribute to the study's approach. The chapter unfolds in five sections, each elucidating a critical aspect of the research design. The first section delves into the methodology and research design, providing insights into the type of study employed. The second section details the research methods chosen to investigate the study's objectives. Subsequently, the third section discusses participant demographics, including participant numbers and age groups. Following this, the fourth section delves into ethical considerations, elucidating the rights of each participant and incorporating the consent form. Finally, the chapter concludes with a discussion of the procedures employed for data collection and the ethical considerations.

### **3.1 Research Design**

To achieve the objectives of the study, this study adopted a quantitative research design to rigorously explore the relationship between writing anxiety and self-efficacy among Saudi Preparatory Year students. This methodological choice ensures a systematic investigation, allowing for precise measurement and statistical analysis of the variables of interest. Correlational research is particularly well-suited to this study. Asamoah (2014) outlined that correlational research establishes relationships between two or more variables without influencing them. Therefore, using correlational analysis served to determine the relationship between writing self-efficacy and writing anxiety. The study aims to obtain accurate and reliable data on the participants' writing self-efficacy and anxiety levels by employing quantitative techniques. This quantitative approach also allows for the collection of numerical data, enabling the researcher to obtain accurate results regarding the writing self-efficacy levels and writing anxiety levels among Saudi Preparatory Year students.

More importantly, this approach enhances the robustness of the findings, contributing to a deeper understanding of the phenomenon under study .

### **3.2 Population and Sample**

The participants in this study were preparatory-year EFL students at Majmaah University, whose ages varied between 18 and 19 years. All the participants were female students due to the separate education system, which is based on the country's cultural background. The 99 participants in the study were selected randomly from the population of preparatory-year students to ensure that all students had an equal chance of participating.

Preparatory year students were chosen because of their equivalent number to this correlational study, which requires a large sample size to determine the correlation, and they studied writing skills in an English language course (PENG111). This allowed the researcher to obtain more detailed information about the writing anxiety and self-efficacy levels of the students involved, as well as the relationship between these two variables.

### **3.3 Research Instruments**

#### **3.3.1 Second Language Writing Anxiety Inventory (SLWAI):**

The first questionnaire utilized in this study is the Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004b) as cited in (Zhang 2011) This makes use of a 22-item scale questionnaire, but only 21 questions were administered to the participants. However, question number 13: "I often feel panic when writing English compositions under time constraints", was omitted because anxiety about time constraints was addressed too frequently. The questionnaire was divided by Cheng (2004b) into three sub-categories including cognitive anxiety, somatic anxiety, and avoidance behavior. Cognitive Anxiety is associated with statements 1, 3, 7, 9, 14, 17,

20, and 21, while statements, 5, 10, 12, 16, 18, and 22 are used to assess the Avoidance Behavior. Lastly, statements 2, 6, 8, 11, 13, 15, and 19 are associated with Somatic Anxiety. This questionnaire made use of a 5-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree) to determine the level of writing anxiety among Saudi EFL students (See Appendix A).

### **3.3.2 Self-Efficacy Scale:**

The second questionnaire was adopted from Erkan and Saban's self-efficacy scale (2011). This questionnaire consists of 28 items, but only 27 have been chosen since question number 9: "I can justify my ideas in my compositions." has a similar meaning to question number 26: "I can choose and defend a point of view," so question 26 was omitted. The 28 scale items are based on Bandura's (1977) theory of self-efficacy. Each statement begins with "I can..." and the goal is to gather data about the participants' perceptions of their abilities in terms of L2 writing skills. Erkan and Saban (2011) divided the questionnaire into five subcategories: unity, accuracy, punctuation, content, and design. Moreover, this questionnaire has a four-point Likert scale ranging from "I do it very well" to "I do not do it very well at all." However, the researcher made some modifications and converted it into a five-point Likert scale instead of four, ranging from 1 (strongly agree) to 5 (strongly disagree). (See Appendix B.)

## **3.4 Pilot study**

In the beginning, the researcher conducted a pilot study with 30 students. The main goal of the pilot study was to assess the validity of the questionnaire. During the pilot study, the participants were requested to fill out the questionnaire and offer comments on the items' comprehensiveness, relevance, and clarity. As a result, some modifications have been conducted such as changing the

scale of the self-efficacy questionnaire into a 5-point Likert scale starting from (strongly agree) to (strongly disagree) to obtain more accurate results.

### 3.5 Validity and Reliability Test

To test stability and reliability, the alpha Cronbach measure was used as shown in the following table.

Table 1 Validity and Reliability

| Reliability | Validity |
|-------------|----------|
| 0.862       | 0.743    |

From Table 1, it is clear that the items and axes of the resolution have high stability, according to the stability coefficient of Cronbach's alpha, where the total stability coefficient of the resolution was 0.743, which is a very high stability coefficient and is close to the correct one, which indicates that there is a high stability of the resolution phrases to enable their application, and it was found that the reliability coefficient, which is the square islands of the stability coefficient is 0.862, which is greater than 0.5, which indicates that there is very high reliability of the questionnaire questions, i.e. it measures what it was designed for and then trusts the information obtained.

### 3.6 Data Collection Procedure

The data was collected at the end of the first semester of 2023 by utilizing two questionnaires adopted from different sources. The researcher administered the questionnaire to 99

preparatory-year EFL students in the first semester of the academic year 2023-2024. The questionnaire was shared via telegram application with the preparatory year EFL Majmaah University students' group. The students were informed that there were no right or wrong answers to the questions, and their responses would be used solely for research purposes. They were also informed that their participation in this study was voluntary. Finally, the questionnaire results were shared with a statistical analyst for data analysis, and it was analyzed using SPSS 25 to obtain descriptive and inferential statistics.

### **3.7 Data Analysis**

Statistical techniques were used to analyze the quantitative data obtained from the survey through the SPSS program to assess the level of writing anxiety and the level of writing self-efficacy. According to Levesque (2005), SPSS is a potent and user-friendly software application for doing many types of statistical analyses on data. Additionally, SPSS offers all the flexibility for various data analytics as well as a graphical display (Garth, 2008). The data were analyzed using a five-point Likert scale for both questionnaires, but the scores for the negative statements related to the writing anxiety questionnaire were reversed to obtain more accurate results as if the negative and positive statements in the same questionnaire obtaining the same score will affect the accuracy of the results of the current study. (See Appendix C). To examine the participants' writing anxiety and self-efficacy levels descriptive statistics were employed in order to analyze the questionnaire of the study by using the frequency distribution and the percentage of the answers of the participants of the study sample, as well as the description of their trends through the central tendency (Mean) which shows the average answers of sample study, and dispersion measures were used (standard deviation, minimum and maximum value) it was used to find out the differences in the respondents' answers. Lastly, to examine the relationship between self-efficacy and writing

anxiety, correlation analysis was used to find the relationship between the two variables writing anxiety and self-efficacy.

### **3.8 Ethical Considerations**

This study has taken into account several ethical considerations. The initial step was to obtain approval for the research proposal from Majmaah University's Deanship of Postgraduate Studies and Scientific Research. Additionally, participants were informed about their right to withdraw from the study at any point without facing any consequences. Moreover, confidentiality measures were implemented to safeguard the privacy of participants' information. Finally, informed consent was obtained from all participants prior to their involvement in the study, ensuring their voluntary participation and understanding of the research process

## Chapter 4 : Findings

This chapter includes the analysis, discussion, and interpretation of the results of the study based on the statistical procedures mentioned earlier to achieve the objectives of the study.

### 4.1 Descriptive Statistics:

### 4.2 The Level of Writing Self-efficacy

To determine the level of writing self-efficacy among preparatory students, data were collected via the SWS and administered to 99 EFL students. The following results were found.

Table 2. The Distribution of the Sample According to Self-efficacy

|               | N  | Mean | Min | Max | SD   |
|---------------|----|------|-----|-----|------|
| Self-efficacy | 99 | 88.6 | 27  | 135 | 19.5 |

Table 2 shows the total number of participants (99) without missing ones, it showed that the mean score of self-efficacies was 88.6 by 19.5 standard deviation, while the minimum score and maximum score of self-efficacies were 27 and 135 respectively.

Table 3. The Distribution of Sample According to Self-efficacy

| Level of<br>Self- efficacy | Frequency | %    | Min | Max | SD   | Mean  |
|----------------------------|-----------|------|-----|-----|------|-------|
| High                       | 30        | 30.3 | 99  | 135 | 10.2 | 108.7 |

|          |    |      |    |    |      |      |
|----------|----|------|----|----|------|------|
| Moderate | 59 | 59.6 | 67 | 98 | 8.8  | 85.2 |
| Low      | 10 | 10.1 | 27 | 62 | 10.1 | 48.5 |

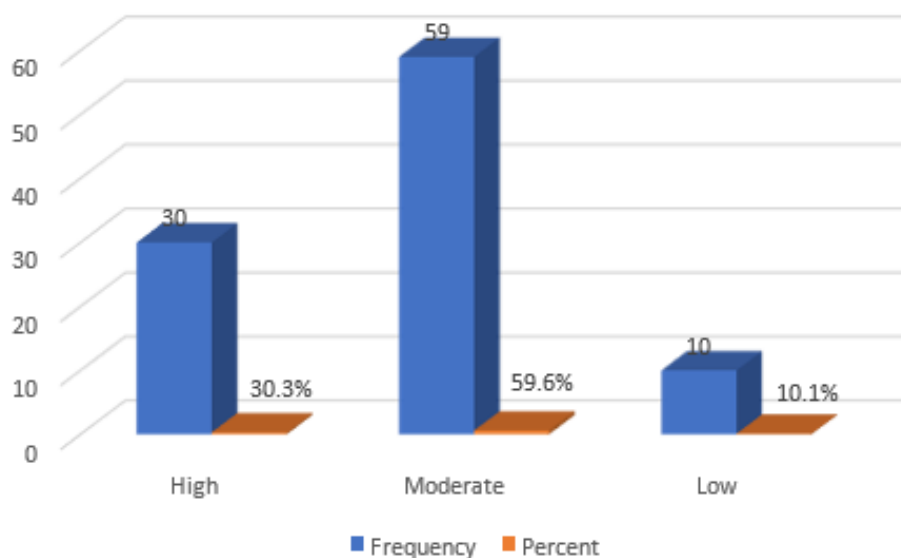


Figure 1 The Distribution of Sample According to Self-Efficacy

Table 3 and Figure 1 show that 30 students had a high level of self-efficacy as their mean score was 108.7, which was more than the minimum score 99, and the majority of students 59 had a moderate level of self-efficacy (59.6%), as their mean score was 85.2, which was more than minimum score 67, and 10 students had a low level of self-efficacy as their mean score was 48.5, which was more than minimum score 27.

Table 4. Descriptive Statistics of Self-efficacy Questionnaire Subscales

| Questionnaire Subscales | Mean | Std. Deviation | Level    |
|-------------------------|------|----------------|----------|
| Content                 | 3.29 | 0.77           | moderate |
| Design                  | 3.49 | 0.98           | High     |
| Unity                   | 3.38 | 0.96           | moderate |

|             |      |      |          |
|-------------|------|------|----------|
| Accuracy    | 3.14 | 0.78 | moderate |
| Punctuation | 3.51 | 1.01 | High     |

Table 4 presents the descriptive statistics of five subscales of writing self-efficacy. The analysis revealed the mean and standard deviation for each subscale of students' writing self-efficacy. The table indicates that the content subscale received a score (Mean 3.29, SD 0.77). Moreover, the design and unity subscales gained scores (Mean 3.49, SD 0.98) and (Mean 3.38, SD 0.96), indicating moderate writing self-efficacy. The accuracy subscale gained the lowest score (Mean 3.14, SD 0.78), while the punctuation subscale achieved the highest score (Mean 3.51 SD 1.01). Based on the descriptive statistics, students have a moderate level of writing self-efficacy, and they have high self-efficacy beliefs in the design and punctuation subscales.

Table 5 Mean and SD of Sample Responses on Content Subscale.

| Statement                                                                                       | Mean | Std.<br>Deviation | Level    |
|-------------------------------------------------------------------------------------------------|------|-------------------|----------|
| "I can write interesting and appropriate responses to a given topic."                           | 3.56 | 1.17              | high     |
| "I can easily cover all the information that should be dealt within a given topic."             | 3.19 | 1.16              | moderate |
| I can generate ideas to write about easily.                                                     | 3.33 | 1.26              | moderate |
| "I can write on an assigned topic without difficulty."                                          | 3.03 | 1.37              | moderate |
| "I can think of ideas rapidly when given a topic to write about."                               | 3.28 | 1.21              | moderate |
| "I can write a brief and informative overview of a given topic."                                | 3.23 | 1.22              | moderate |
| "I can use a wide range of vocabulary in my compositions."                                      | 3.12 | 1.11              | moderate |
| "I can use synonyms in a composition rather than repeating the same words over and over again." | 3.04 | 1.32              | moderate |
| "I can easily find examples to support my ideas."                                               | 3.59 | 1.23              | high     |

|                                                        |             |             |                 |
|--------------------------------------------------------|-------------|-------------|-----------------|
| “I can extend the topic to fit in a given word limit.” | 3.41        | 1.15        | high            |
| “I can justify my ideas in my compositions.”           | 3.37        | 1.26        | moderate        |
| <b>Total</b>                                           | <b>3.29</b> | <b>0.77</b> | <b>moderate</b> |

Table 5 provides a comprehensive overview of EFL students' responses regarding the content subscale of students writing self-efficacy. The statement "I can easily find examples to support my ideas" received the highest mean score (M 3.59, SD 1.23), indicating that students have high self-efficacy regarding their ability to support their ideas with examples. The statement "I can write on an assigned topic without difficulty" received the lowest mean score (M 3.03, SD 1.26), indicating that students are moderately confident in their ability to write about topics without difficulty. Overall, the student confidence regarding the content subscale of writing self-efficacy based on the five-point Likert scale is moderate.

Table 6. Mean and SD of Sample Responses on Design Subscale.

| <b>Statement</b>                           | <b>Mean</b> | <b>Std.<br/>Deviation</b> | <b>Level</b> |
|--------------------------------------------|-------------|---------------------------|--------------|
| “I can easily match style with topic.”     | 3.53        | 1.20                      | High         |
| “I can use appropriate style to the task.” | 3.45        | 1.22                      | High         |
| <b>Total</b>                               | <b>3.49</b> | <b>0.98</b>               | <b>High</b>  |

Table 6 presents the mean and standard deviation of each item regarding the design subscale of students' writing self-efficacy among EFL students. The scores of responses to the two items ranged from (M 3.53, SD 1.20) to (M 3.45, SD 1.22). These results indicated that EFL students have a high level of self-efficacy regarding the design subscale.

Table 7. Mean and SD of Sample Responses on Unity Subscale.

| Statement                                                                   | Mean        | Std.<br>Deviation | Level           |
|-----------------------------------------------------------------------------|-------------|-------------------|-----------------|
| "I can link ideas together easily."                                         | 3.54        | 1.15              | High            |
| "I can use transition words correctly to make my composition a better one." | 3.28        | 1.19              | moderate        |
| "I can use connectors correctly to make my composition a better one."       | 3.32        | 1.21              | moderate        |
| <b>Total</b>                                                                | <b>3.38</b> | <b>0.96</b>       | <b>moderate</b> |

Table 7 presents the mean and standard deviation of each item regarding the unity subscale of students' writing self-efficacy among EFL students. The scores of responses to the three items ranged from (M 3.54, SD 1.15) to (M 3.28, SD 1.19). These results indicated that EFL students have a moderate level of self-efficacy regarding the unity subscale.

Table 8. Mean and SD of Sample Responses on Accuracy Subscale.

| Statement                                                                                                 | Mean | Std.<br>Deviation | Level    |
|-----------------------------------------------------------------------------------------------------------|------|-------------------|----------|
| "I can write grammatically correct sentences in my compositions."                                         | 3.10 | 1.35              | moderate |
| "I can produce error-free structures."                                                                    | 2.70 | 1.37              | moderate |
| "I can easily use structures I have learned in my class accurately."                                      | 3.56 | 1.15              | high     |
| "I can spell very well."                                                                                  | 3.57 | 1.16              | high     |
| "I can rewrite my wordy or confusing sentences to make them clearer."                                     | 3.22 | 1.16              | moderate |
| "I can make long and complex sentences."                                                                  | 2.78 | 1.32              | moderate |
| "I can use complex language in writing without difficulty and write compositions under time constraints." | 2.62 | 1.35              | moderate |
| "I can manage my time efficiently to meet a deadline on a piece of writing."                              | 3.62 | 1.12              | high     |

|                                                                             |             |             |                 |
|-----------------------------------------------------------------------------|-------------|-------------|-----------------|
| “I can fulfil a writing task without difficulty within a given time limit.” | 3.14        | 1.28        | moderate        |
| <b>Total</b>                                                                | <b>3.14</b> | <b>0.78</b> | <b>moderate</b> |

Table 8 presents the mean and standard deviation of nine items regarding the accuracy subscale of students' writing self-efficacy. The statement “I can manage my time efficiently to meet a deadline on a piece of writing” received the highest mean (M 3.62, SD 1.12), indicating that students have high self-efficacy regarding their ability to submit written tasks on the deadline, while the statement “I can use complex language in writing without difficulty and write compositions under time constraint” received the lowest mean (M 2.62, SD 1.35) indicating that students are moderate confidence about their ability to write complex language under time constraint. Overall, the student's self-efficacy belief regarding the accuracy subscale based on the five-point Likert scale is considered moderate.

Table 9. Mean and SD of Sample Responses on Punctuation Subscale.

| Statement                                                                                        | Mean        | Std.<br>Deviation | Level       |
|--------------------------------------------------------------------------------------------------|-------------|-------------------|-------------|
| “I can use the punctuation marks correctly.”                                                     | 3.53        | 1.19              | high        |
| “I can edit my compositions for mistakes such as punctuation, capitalization, and paragraphing.” | 3.49        | 1.21              | high        |
| <b>Total</b>                                                                                     | <b>3.51</b> | <b>1.01</b>       | <b>high</b> |

Table 9 shows the mean and standard deviation of each item in the punctuation subscale of EFL students' writing self-efficacy questionnaire. The scores of responses to the two items ranged from (M 3.53, SD 1.19) to (M 3.49, SD 1.21). These results demonstrated that Saudi EFL students have a high level of self-efficacy regarding their ability to use punctuation.

### 4.3 The level of writing anxiety:

Data were collected using the SLWAI and administered to 99 EFL students to determine the level of writing anxiety among preparatory students. The results showed that:

Table 10. The Distribution of Sample According to Writing Anxiety

|         | N  | Mean | Min | Max | SD   |
|---------|----|------|-----|-----|------|
| Anxiety | 99 | 68.5 | 33  | 101 | 13.6 |

Table 10 shows the total of participants 99 without missing participants. It was that found the mean score of Anxiety was 68.5 by 13.6 standard deviation, while the minimum score and maximum score of Anxiety were 33 and 101 respectively.

Table 11. The Distribution of Sample According to Writing Anxiety

| Level of anxiety | Frequency | %     | Min | Max | SD   | Mean |
|------------------|-----------|-------|-----|-----|------|------|
| High             | 17        | 17.2% | 80  | 101 | 5.96 | 85.9 |
| Moderate         | 66        | 66.7% | 57  | 79  | 6.81 | 69.7 |
| Low              | 16        | 16.2% | 33  | 56  | 6.19 | 45.3 |

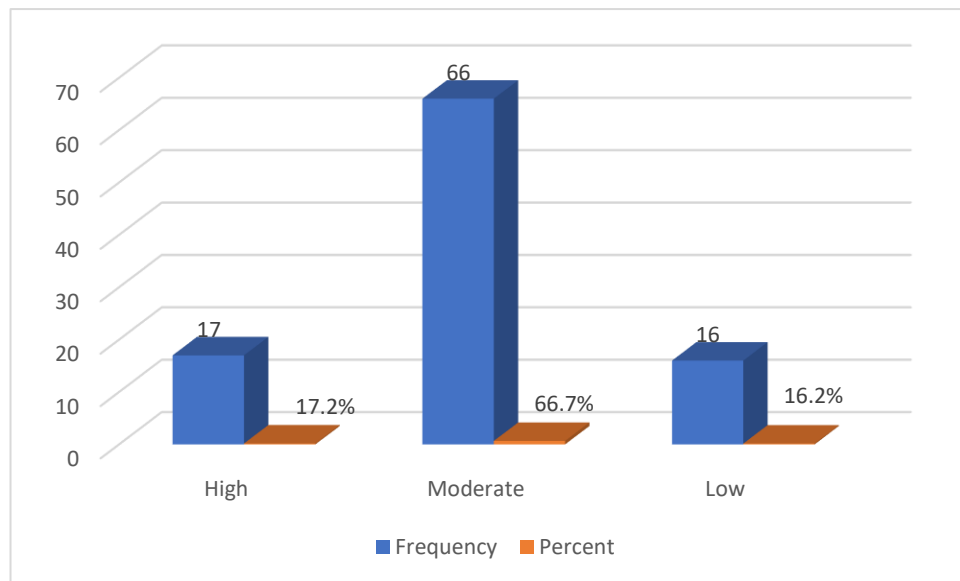


Figure 2 The Distribution of Sample According to Writing Anxiety

Table 11 and Figure 2 show that 17 students had a high level of anxiety as their mean score was 85.9, which was more than the minimum score (80), and the majority of students 66 had a moderate level of anxiety (49.5%), as their mean score was 69.7, which was more than minimum score (57), and 16 students had a low level of anxiety as the mean score was 45.3, which was more than minimum score (33).

Table 12 Descriptive Statistics of Writing Anxiety Questionnaire Subscales

| Questionnaire Subscales | Mean | Std. Deviation | Level    |
|-------------------------|------|----------------|----------|
| cognitive Anxiety       | 3.19 | 0.68           | moderate |
| somatic Anxiety         | 3.38 | 0.83           | moderate |
| avoidance behavior      | 3.25 | 0.78           | moderate |

Table 12 provides descriptive statistics for three writing anxiety subscales: cognitive anxiety, somatic anxiety, and avoidance behavior. The analysis revealed the mean and standard deviation of the average score for each subscale of students' writing anxiety. It

is indicated that the avoidance behavior has a moderate score (mean 3.25, SD 0.78). Moreover, the somatic anxiety subscale gained the highest score (mean 3.38, SD 0.83). However, the cognitive subscale gained the lowest score (mean 3.19, SD 0.68). It is revealed that students' writing anxiety level is moderate.

**Table 13. Cognitive Anxiety Subscale**

| <b>Statements</b>                                                                                | <b>Mean</b> | <b>Std.<br/>deviation</b> | <b>Level</b>    |
|--------------------------------------------------------------------------------------------------|-------------|---------------------------|-----------------|
| “While writing in English, I am not nervous at all”                                              | 3.07        | 1.26                      | moderate        |
| “While writing English compositions, I feel worried and uneasy if I know they will be evaluated” | 3.12        | 1.47                      | moderate        |
| “I do not worry that my English compositions are a lot worse than others”                        | 2.92        | 1.41                      | moderate        |
| “If my English composition is to be evaluated, I would worry about getting a very poor grade”    | 2.99        | 1.47                      | moderate        |
| “I am afraid that the other students would deride my English composition if they read it”        | 3.62        | 1.53                      | moderate        |
| “I do not worry at all about what other people would think of my English compositions”           | 3.35        | 1.51                      | moderate        |
| “I am afraid of my English composition being chosen as a sample for discussion in class”         | 3.36        | 1.68                      | moderate        |
| “I am not afraid at all that my English compositions would be rated as very poor”                | 3.11        | 1.65                      | moderate        |
| <b>Total</b>                                                                                     | <b>3.19</b> | <b>0.68</b>               | <b>moderate</b> |

Table 13 presents the mean and standard deviation of each item related to cognitive anxiety among EFL students. The score of responses to the eight items ranged from (Mean 3.62, and SD 1.53) to (Mean 2.92, and SD 1.41). These results indicated that EFL students have a moderate level of cognitive anxiety.

**Table 14. Somatic Anxiety Subscale**

| <b>Statements</b>                                                                     | <b>Mean</b> | <b>Std.<br/>deviation</b> | <b>Level</b>    |
|---------------------------------------------------------------------------------------|-------------|---------------------------|-----------------|
| “I feel my heart pounding when I write English compositions under time constraints”   | 3.33        | 1.51                      | moderate        |
| “My mind often goes blank when I start to work on an English composition”             | 3.38        | 1.36                      | moderate        |
| “I tremble or perspire when I write English compositions under time pressure”         | 3.32        | 1.40                      | moderate        |
| “My thoughts become jumbled when I write English compositions under time constraints” | 3.33        | 1.57                      | moderate        |
| “I freeze up when unexpectedly asked to write English compositions”                   | 3.34        | 1.57                      | moderate        |
| “I usually feel my whole-body rigid and tense when I write English compositions”      | 3.60        | 1.57                      | High            |
| <b>Total</b>                                                                          | <b>3.38</b> | <b>0.83</b>               | <b>moderate</b> |

Table 14 shows the mean and standard deviation for each item related to somatic anxiety among EFL students. The scores of responses to the six items ranged from (Mean 3.60, and SD 1.57) to (Mean 3.32, and SD 1.40). These results indicated that EFL students have a moderate level of somatic anxiety.

**Table 15. Avoidance Behavior Subscale**

| <b>Statements</b>                                                            | <b>Mean</b> | <b>Std<br/>deviation</b> | <b>Level</b> |
|------------------------------------------------------------------------------|-------------|--------------------------|--------------|
| “I often choose to write down my thoughts in English”                        | 3.24        | 1.35                     | moderate     |
| “I usually do my best to avoid writing English compositions”                 | 2.52        | 1.37                     | moderate     |
| “I do my best to avoid situations in which I have to write in English”       | 3.36        | 1.40                     | moderate     |
| “Unless I have no choice, I would not use English to write compositions”     | 3.48        | 1.51                     | moderate     |
| “I would do my best to excuse myself if asked to write English compositions” | 3.52        | 1.57                     | moderate     |

|                                                                                       |             |             |                 |
|---------------------------------------------------------------------------------------|-------------|-------------|-----------------|
| “I usually seek every possible chance to write English compositions outside of class” | 3.21        | 1.58        | moderate        |
| “Whenever possible, I would use English to write compositions”                        | 3.42        | 1.66        | moderate        |
| <b>Total</b>                                                                          | <b>3.25</b> | <b>0.78</b> | <b>moderate</b> |

Table 15 presents the mean and standard deviation of each item referring to the avoidance behavior subscale. The scores of responses to the seven items ranged from (Mean 3.52, SD 1.57) to (Mean 2.52, SD 1.37). These results indicated that EFL students have a moderate level on the avoidance behavior subscale.

#### 4.4 The Relationship between Self-efficacy and Writing Anxiety:

To test the correlation between self-efficacy and anxiety, the Pearson Correlation coefficient was used, which is shown in Table (16)

**Table 16. The Relationship between Self-efficacy and Writing Anxiety**

|                      |                     | <b>Self-efficacy</b> | <b>Anxiety</b> |
|----------------------|---------------------|----------------------|----------------|
| <b>Self-efficacy</b> | Pearson Correlation | 1                    | -0.509         |
|                      | P. value            | -                    | 0.000          |
|                      | N                   | 99                   | 99             |
| <b>Anxiety</b>       | Pearson Correlation | -0.509               | 1              |
|                      | P. value            | 0.000                | -              |
|                      | N                   | 99                   | 99             |

Table 16 shows that the value of the Pearson correlation coefficient is  $-0.501 > 0.5$ . This means that the relationship between self-efficacy and writing anxiety was negative moderately strong linear. It was found that P. value is  $< 0.05$ , which means that the relationship between self-efficacy and anxiety was statistically significant.

## **Chapter 5 : Discussions, and Recommendations**

### **5.1 Introduction**

This chapter provides a comprehensive discussion of the study's findings and their implications. It begins by interpreting the key results presented in Chapter Four, shedding light on their significance. Additionally, recommendations for further research are provided to extend the understanding of the topic.

### **5.2 Discussion of the Findings**

### **5.3 Findings Related to Writing Anxiety**

Findings of the present study revealed that students enrolled in the preparatory year reported a moderate level of writing anxiety. Several studies in the Saudi context showed similar findings e.g. (Al-Khresheh et al., 2023; Aloairdhi, 2019). However, students writing anxiety levels vary due to certain circumstances, making it difficult to generalize such findings. It is essential to explore the causes of writing anxiety among EFL students so that educators and researchers can have a deeper understanding of its causes, thereby reducing its level among students, which in turn will help students develop their writing abilities as students' writing performance is negatively affected by writing anxiety.

### **5.4 Findings Related to Self-Efficacy**

The study's findings revealed that Saudi EFL students have a moderate level of writing self-efficacy. These findings align with those of Kırmızı and Kırmızı (2015), who found that EFL students had a moderate level of writing self-efficacy. However, students' writing self-efficacy level varies depending on certain factors affecting students writing, such as grade level and anxiety. Kırmızı and Kırmızı (2015) demonstrated that students across various grades exhibited varying levels of writing self-efficacy. Alfarwan (2019)

posits that self-efficacy has a strong negative correlation with anxiety. Therefore, the focus of this study was to examine the correlation between writing anxiety and self-efficacy.

### **5.5 The Relationship between Writing Anxiety and Self-efficacy**

This correlational study demonstrated a negative correlation between writing anxiety and self-efficacy. Consequently, students with low self-efficacy have higher levels of writing anxiety. Students with higher self-efficacy experienced less writing anxiety. This aligns with previous research, which revealed that writing anxiety correlates with self-esteem, particularly self-efficacy (Aljafen, 2013; Aloairdhi, 2019). Teachers should enhance students' perceptions of their writing abilities by using appropriate strategies and theories for teaching second-language writing. The level of self-efficacy in writing significantly influences a student's ability to write proficiently in a second language. On the other hand, some studies showed that writing anxiety and self-efficacy have a positive correlation (Moralı & Boran, 2021; Başkan, 2021). This means that students may have high confidence and high anxiety, which are different results from the current study. Accordingly, these studies examined the relationship between writing anxiety and self-efficacy among Turkish learners of foreign languages, while the current study explores the relationship between writing anxiety and self-efficacy among English learners. These studies, conducted in different languages, may yield varying results.

The current study did not focus on the causes of writing anxiety but rather aimed to explore its relationship with self-efficacy in writing. One of the main findings of this study is that the relationship between writing anxiety and self-efficacy is moderately negative, which means that the relationship between writing anxiety and self-efficacy is inverse, so if one value increases, the other value decreases, and this result agrees with the results of other studies, such as (Ho, 2015; Erkan & Saban, 2011; Sabti et al., 2019).

## **5.6 Implication**

This study showed that Saudi EFL students have moderate writing anxiety. The study indicated that both writing anxiety and writing self-efficacy levels are moderate among students and writing anxiety correlates negatively with self-efficacy. Educators and language instructors can benefit from these findings by implementing targeted interventions aimed at reducing writing anxiety and increasing students' self-efficacy in writing skills, thereby creating more supportive learning environments for students. The findings also highlight the need for tailored strategies that empower students to develop their writing performance and overcome their writing anxiety.

## **5.7 Recommendation for Future Studies**

The current study focused on measuring the level of writing anxiety and self-efficacy among Saudi EFL students in the preparatory year. The results showed that the students have moderate anxiety, and it has a negative correlation with self-efficacy, which means that when anxiety increases, students' self-efficacy decreases. Future studies should explore factors that cause high anxiety among students. Moreover, the current study focused solely on one public college in the Majmaah province; future research should seek to expand its scope by including participants from multiple institutions across diverse geographic regions. This would enhance the generalizability of the findings and provide a more comprehensive understanding of the relationship between writing anxiety and self-efficacy among Saudi EFL students. Furthermore, the limited sample size of 99 female students in the present study underscores the need for future research to employ larger and more diverse samples. The current study focused on a quantitative approach. Future studies can use mixed methods, apply qualitative approaches, and use interviews to discover the causes of high writing anxiety among students. Lastly, the current study focused on female

students; future research can explore if there's a significant difference between writing anxiety and self-efficacy levels between male and female students.

## **5.8 Limitations**

This study has several limitations. First, the participants were only from one public college located in Majmaah province. Therefore, the results of this study cannot be generalized to all institutions. The second limitation is the sample size, which consists of 99 Saudi EFL female students. Lastly, the current study focused on applying a quantitative approach.

## **5.9 Conclusion**

This study focused on exploring the relationship between writing anxiety and self-efficacy among preparatory-year students. The results of the quantitative analysis showed that the relationship between writing anxiety and self-efficacy is moderately negative. The findings emphasize the importance of enhancing students' self-efficacy in writing and addressing writing anxiety as a serious issue. Future studies should emphasize using inclusive writing strategies to create a supportive learning environment. This will assist students in getting over their writing anxiety and boost their confidence in their ability to write.

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## Appendices

### Appendix A: Second Language Writing Anxiety Inventory (SLWAI)

Student Name .....

This questionnaire has been adopted from Cheng's (2004b) to determine students' second language writing anxiety level. In this questionnaire, there are 22 questions. Please answer each question honestly and indicate to what extent you agree or disagree. Once you have read each statement, mark the option that suits you best (strongly agree, agree, uncertain, disagree, strongly disagree).

Your participation is greatly appreciated.

| Statements                                                                                           | SA | A | U | D | SD |
|------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| 1. "While writing in English, I'm not nervous at all".                                               |    |   |   |   |    |
| 2. "I feel my heart pounding when I write English compositions under time constraint".               |    |   |   |   |    |
| 3. "While writing English compositions, I feel worried and uneasy if I know they will be evaluated". |    |   |   |   |    |

|                                                                                                   |  |  |  |  |  |
|---------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 4. "I often choose to write down my thoughts in English."                                         |  |  |  |  |  |
| 5. "I usually do my best to avoid writing English compositions."                                  |  |  |  |  |  |
| 6. "My mind often goes blank when I start to work on an English composition."                     |  |  |  |  |  |
| 7. "I don't worry that my English compositions are a lot worse than others".                      |  |  |  |  |  |
| 8. "I tremble or perspire when I write English compositions under time pressure."                 |  |  |  |  |  |
| 9. "If my English composition is to be evaluated, I would worry about getting a very poor grade." |  |  |  |  |  |
| 10. "I do my best to avoid situations in which I have to write in English."                       |  |  |  |  |  |

|                                                                                            |  |  |  |  |  |
|--------------------------------------------------------------------------------------------|--|--|--|--|--|
| 11. “My thoughts become jumbled when I write English compositions under time constraints.” |  |  |  |  |  |
| 12. “Unless I have no choice, I would not use English to write composition.”               |  |  |  |  |  |
| 13. “I’m afraid that other students would deride my English composition if they read it”.  |  |  |  |  |  |
| 14. “I freeze up when unexpectedly asked to write English compositions.”                   |  |  |  |  |  |
| 15. “I would do my best to excuse myself if asked to write English compositions.”          |  |  |  |  |  |
| 16. “I don’t worry at all about what other people would think of my English compositions.” |  |  |  |  |  |
| 17. “I usually seek every possible chance to write English”                                |  |  |  |  |  |

|                                                                                               |  |  |  |  |  |
|-----------------------------------------------------------------------------------------------|--|--|--|--|--|
| 18. "I usually feel my whole body rigid and tense when I write English compositions."         |  |  |  |  |  |
| 19. "I'm afraid of my English composition being chosen as a sample to be discussed in class." |  |  |  |  |  |
| 20. "I'm not afraid at all that my English compositions would be rated as very poor."         |  |  |  |  |  |
| 21. "Whenever possible, I would use English to write compositions"                            |  |  |  |  |  |

### Appendix B: Self-Efficacy in Writing Scale (SWS)

Student Name .....

This questionnaire has been adopted from Erkan and Saban (2011) to determine student self-efficacy level in foreign language writing. In this questionnaire, there are 28 questions. Please answer each question honestly and indicate to what extent you agree or disagree. Once you have read each statement, mark the option that suits you best (strongly agree, agree, uncertain, disagree, strongly disagree).

Your participation is greatly appreciated.

| Serie<br>s | Items                                                                               | S<br>A | A | U | D | SD |
|------------|-------------------------------------------------------------------------------------|--------|---|---|---|----|
| 1.         | "I can write interesting and appropriate response to a given topic."                |        |   |   |   |    |
| 2.         | "I can easily cover all the information that should be dealt within a given topic." |        |   |   |   |    |
| 3.         | "I can use appropriate style to the task."                                          |        |   |   |   |    |
| 4.         | "I can easily match style with topic."                                              |        |   |   |   |    |

|     |                                                                                                          |  |  |  |  |  |
|-----|----------------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 5.  | “I can generate ideas to write about easily.”                                                            |  |  |  |  |  |
| 6.  | “I can think of ideas rapidly when given a topic to write about.”                                        |  |  |  |  |  |
| 7.  | “I can write on an assigned topic without difficulty.”                                                   |  |  |  |  |  |
| 8.  | “I can easily find examples to support my ideas.”                                                        |  |  |  |  |  |
| 9.  | “I can justify my ideas in my compositions.”                                                             |  |  |  |  |  |
| 10. | “I can write grammatically correct sentences in my compositions.”                                        |  |  |  |  |  |
| 11. | “I can use complex language in writing without difficulty and write compositions under time constraint.” |  |  |  |  |  |
| 12. | “I can produce error free structures.”                                                                   |  |  |  |  |  |

|     |                                                                                              |  |  |  |  |  |
|-----|----------------------------------------------------------------------------------------------|--|--|--|--|--|
| 13. | “I can spell very well.”                                                                     |  |  |  |  |  |
| 14  | “I can use the punctuation marks correctly.”                                                 |  |  |  |  |  |
| 15. | “I can edit my compositions for mistakes such as punctuation, capitalization, paragraphing.” |  |  |  |  |  |
| 16. | “I can easily use structures I have learned in my class accurately.”                         |  |  |  |  |  |
| 17. | “I can link ideas together easily.”                                                          |  |  |  |  |  |
| 18. | “I can use transition words correctly to make my composition a better one.”                  |  |  |  |  |  |
| 19. | “I can use connectors correctly to make my composition a better one.”                        |  |  |  |  |  |

|     |                                                                                                 |  |  |  |  |  |
|-----|-------------------------------------------------------------------------------------------------|--|--|--|--|--|
| 20. | “I can use a wide range of vocabulary in my compositions.”                                      |  |  |  |  |  |
| 21. | “I can use synonyms in a composition rather than repeating the same words over and over again.” |  |  |  |  |  |
| 22. | “I can write a brief and informative overview of a given topic.”                                |  |  |  |  |  |
| 23  | “I can manage my time efficiently to meet a deadline on a piece of writing.”                    |  |  |  |  |  |
| 24  | “I can rewrite my wordy or confusing sentences to make them clearer.”                           |  |  |  |  |  |
| 25  | “I can extend the topic to fit in a given word limit.”                                          |  |  |  |  |  |

|    |                                                                             |  |  |  |  |  |
|----|-----------------------------------------------------------------------------|--|--|--|--|--|
| 26 | "I can make long and complex sentences."                                    |  |  |  |  |  |
| 27 | "I can fulfil a writing task without difficulty within a given time limit." |  |  |  |  |  |

### **Appendix C: Subscale of writing self-efficacy questionnaire.**

- 2- "I feel my heart pounding when I write English compositions under time constraint."
- 3." While writing English compositions, I feel worried and uneasy if I know they will be evaluated."
- 5- "I usually do my best to avoid writing English compositions".
- 6. "My mind often goes blank when I start to work on an English composition".
- 8- "I tremble or perspire when I write English compositions under time pressure."
- 9." If my English composition is to be evaluated, I would worry about getting a very poor grade."
- 10 "I do my best to avoid situations in which I have to write in English."
- 11 "My thoughts become jumbled when I write English compositions under time constraint."
- 12 "Unless I have no choice, I would not use English to write compositions."
- 13 "I often feel panic when I write English compositions under time constraint."
- 14 "I am afraid that the other students would deride my English composition if they read it."
- 15." I freeze up when unexpectedly asked to write English compositions."
- 16 "I would do my best to excuse myself if asked to write English compositions."
- 19 – "I usually feel my whole-body rigid and tense when I write English compositions."
- 20." I am afraid of my English composition being chosen as a sample for discussion in class."