



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University Of Mohamed Boudiaf of M'sila
Department of English



**The Effect of Anxiety on EFL learners' Self Efficacy Writing
Performance
" The Case of Second Year Students at M'sila University"**

**Dissertation Submitted to the Development of English in Partial Fulfillment of the
Requirements for the Master Degree**

Presented by:

Mrs. Imane DECHE

Supervised by:

Mrs. Messaouda LADJINI

Academic Year: 2021-2022

Dedication :

I dedicate this work to :

*My treasured father and mother who have been a constant source of
love, concern, support and strength all these years*

My beloved husband whom I share the best moments of life

My sweet heart, my beloved daughters "Miral" and "Rital"

My sisters Marwa, Lemya and Douaa

My only brother Imad

To all people I love; friends and relatives

To my teacher Mrs. Messaouda LADJINI

Acknowledgment

Even the most expressive printed words cannot fully express your gratitude toward those wonderful people who supported and encouraged me through every step of the way.

I am extremely grateful to my supervisor Mrs. Messaouda LADJINI for her support.

A special thank to second year groups for their collaboration.

Thanks to all people who participated in the accomplishment of this work each one of his own way.

Thank You!

List of abbreviations

- **EFL** :English a foreign language
- **ESL**: English as a second language
- **EWSS** : English writing self-efficacy scale
- **FLA**: Foreign language anxiety
- **FL**: Foreign language
- **FLL**: Foreign language learning
- **L2**: Second language
- **M**: Mean
- **N**: Number
- **P** : Probability
- **R** : Pearson correlation coefficient
- **SD**: Standard deviation
- **SL**: Second language
- **SLA**: Second language anxiety
- **SLL** : Second language learning
- **SLWAI** : Second language writing anxiety inventory
- **WAT** :Writing Apprehension Test
- **%**: Percentage

List of Tables

1. Number of the Students from Different Groups19

2. Changes Introduced at the Statements' Order in Part One20

3. Changes Introduced at the Statements' Order in Part Two20

4. Changes Introduced at the Statements' Wording in part Two20

5. Changes Introduced at the Statements' order21

6. Summary of Means and Standard Deviations for EWSS factor.....22

7. Summary of Means and Standard Deviations for EWSS factor.....23

8. Correlations Matrix24

List of Figures

1.	The Study's hypothesis	2
2.	Interrelations between EWAS factors	27
3.	Interrelations between EWAS factors	28

Table of Content

Dedication	i
Acknowledgement	ii
List of Abbreviations	iii
List of Tables	iv
List of Figures	v
Table of Content	Vi
General Introduction	
1. Background	1
2. Statement of the Problem	1
3 .Aim and Scope of the Study	2
4 . Research Question	2
5 . Hypothesis	2
6 . Study Tools and Methodology	3
6.1. Participants and setting	3
6.2. Study Tools	3
7. Structure of the Study	4
Chapter one : literature Review	
Introduction	5
Section one : Writing self-efficacy	5
1. Self-Efficacy Theory	5
1.1. Sources of Self-Efficacy Beliefs	6
1.2. Properties and Dimensions of Self-Efficacy	7
1.3. Self efficacy and Related Beliefs	8
1.4. The Impact of Self-Efficacy on Performance	9
2. Self- Efficacy for Writing	10
2.1. Beliefs about Writing	10
2.2. The Relationship between Writing Self-Efficacy and Writing Outcomes	11
Section two : Writing Anxiety	
1. Language anxiety	12

1.1.	Components of FL/ SL anxiety	13
1.2.	The influence of FL / SL anxiety on language learning	14
1.2.1.	The facilitative role	14
1.2.2.	The debilitating role	15
2.	Writing anxiety	15
2.1.	Exploring writing anxiety	16
2.2.	Sources of writing anxiety	16
2.3.	Manifestations of writing anxiety	17
2.4.	Effects of second language writing anxiety on Writing performance	18
Conclusion		18
Chapter two : Fieldwork		
Introduction		19
1.	Population and sampling	19
2.	Study instruments	19
2.1.	The description of EWSS	20
2.2.	The description of EWAS	21
3.	Data collection and software analysis	21
3.1.	Procedures of collecting and analyzing the data	21
3.1.1.	EWSS factors	21
3.1.2.	EWAS factors	22
3.2.	Software	22
3.3.	Descriptive statistics	22
3.3.1.	EWSS results	22
3.3.2.	EWAS results	23
4.	Analysis and discussion	23
4.1.	Correlation matrix	23
4.2.	Discussion	27
4.2.1.	Disadvantages of likert scale questionnaire	27
4.2.2.	Inadequacy of the time of administering the questionnaire	28
4.2.3.	Uncontrolled variable	28
Conclusion		29
Conclusion and suggestion for further research		30
List of references		31
Appendices		

Appendix A
Appendix B
Appendix C
Appendix D
Appendix E
Appendix F
Appendix G

Introduction

1. Background

In the field of second language learning (SLL), students' skills mastery is prone to be sensitive to some affective to some affective – arousal elements that considerably affect learners' skills acquisition. Brown(2000) argues that learning a second language is a complex task which leads the learners to face many challenges incorporated into the affective domain of SLL/FLL. Such challenges encompass several factors such as empathy, self esteem, inhibition, self-efficacy, and anxiety.

As a sophisticated skill ESL learners have to master in order to do well especially at the tertiary level of education, writing presents such a challenge for the students because this task requires the ability to think and come up with interesting ideas, check their relatedness to each other and to the main idea of the topic, organize these ideas according to their importance in a way to develop the main theme and select lexical items which are more relevant than others. While putting all these into practice, ESL students writers feel helpless in front of the blank sheet of paper and cannot begin writing ,they do it apprehensively and painstakingly. They forget things that they otherwise know and also make silly mistakes. Taking all this into consideration, studies have shown that such a feeling of anxiety has an inevitable influence on students' writing performance . Such influence was emphasized by Arnold and Brown's (1999, p. 8) who asserts that *“anxiety is quite possibly the affective factor that most pervasively obstructs the learning process.”*

Although anxiety in writing has received much attention in foreign language research, its relation with other psychological phenomena remained a non-thoroughly investigated area. Only in recent years that more attention has been directed toward some motivational variables related to the arousal of writing anxiety such as self-esteem, self-efficacy and self-confidence. Motivating this study is the need for research to detect any relation that could exist between self-efficacy and writing anxiety in the Algerian context represented by second year student at the English Department at the University of Mohamed Boudiaf - M'sila.

2. Statement of the Problem

Among several language motivational variables, self-efficacy has received much attention in FL research , showing its great significance in language performance. The construct of perceived self-efficacy as a powerful motivational factor in relation to writing anxiety has received much attention in FLL/SLL research in different contexts but never in Mohamed Boudiaf University context. This study is intended to examine both writing-self-efficacy and writing anxiety levels

in order to spot any possible relationship between these two variables for second year students of English.

3. Aim and Scope of the Study

The aim of the study is to investigate the existence of a relationship between second year Mohamed Boudiaf students 'writing self-efficacy beliefs and their level of writing anxiety.

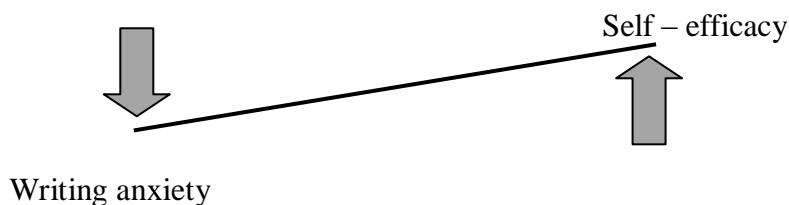
The scope of this study is limited in terms of the following aspects : it is based on the perceptions of the participants as expressed in response to the English writing apprehension scale (EWSS). Furthermore the population of this study is limited to two groups of second year students in the department of English during the academic year 2021/2022 . The subjects were not chosen randomly ,and therefore , caution should be taken in making generalizations from the results to other contexts.

4. Research Question

To clarify the relationship between writing self-efficacy and writing anxiety and to determine if second year students of English's self-efficacy level correlates with their level of writing apprehension , the current study seeks to answer the following research question :
Do writing self-efficacy beliefs (taken as a single factor) correlate with the level of writing anxiety among second year students?

5. Hypothesis

The aim of this study is to examine the correlation between second year students writing self-efficacy and writing anxiety levels . the following hypothesis (as graphically illustrated in **figure 1** was tested .



That is, second year students of English have low writing self-efficacy beliefs , then they are more likely to experience higher levels of writing self-efficacy are negatively correlated.

6. Study Tools and Methodology

This study is designed to examine the correlation between writing self-efficacy and writing anxiety levels. This section will present the research methodology of the study in the sequence as follows : description of the participants and the setting followed by brief definitions of the research tools used in this study .

6.1.Participants and Setting

The study was conducted within English written expression class at Mohamed Boudiaf University Second year classes .Two classes were concerned ,the total number of students in both classes was 54 . It is a two-hour required course per week . Though theoretical input is embedded in the course , more emphasis is placed on practice .

Study Tools

The choice of a given research tool is highly dependent on the nature of the targeted data in order to get reliable and valid substance to draw conclusions .as far as this study is concerned ,the tools of investigation chosen are an English writing apprehension scale (EWAS) and an English writing self-efficacy scale (EWSS) , both are an adaptation of the scales of Muhammad Abdel latif (2007).

EWAS is a 12-item scale which was used to measure the Egyptian EFL University students' writing apprehension . The items of this scale were selected and adapted from three different measures: Gungle and Taylor's (1989) ESL version of the Daly-Miller Writing Apprehension Test (WAT), Cheng's (2004) *Second language Writing Anxiety inventory* (SLWAI) (avoidance behavior subscale) and Graham, Schwartz, and MacArthur's (1993) *Attitudes toward Writing scale*. The questionnaire is a 5-point Likert-type, from (1) strongly agree, (2) agree, (3) uncertain, (4) disagree, to (5) strongly disagree.

EWSS is a two-part 18-item scale which was used to measure the Egyptian EFL University students' English writing self-efficacy. **Part I** has 8 items and measures students' confidence in and judgement of their general writing ability. The items of this part were taken from Gungle and Taylor's (1989) ESL version of the Daly-Miller WAT, and Graham, Schwartz, and MacArthur's (1993) *writing Self-Efficacy Scale*. **Part II** has 10 items that measure the students' confidence in having specific writing skills (mechanical, usage, grammar, and composition skills). Eight items of part two were adopted from Shell, Murphy, and Bruning's (1989) *Writing Self-efficacy Scale* (writing component skill subscale), one item was taken from Pajares and Valiante's (1999) *Writing Skills Self-efficacy Scale*, and another item was developed by the researchers. The

questionnaire is a 5-point Likert scale, from (1) strongly agree, (2) agree, (3) uncertain, (4) disagree, to (5) strongly disagree, was used in part one, and the same 5-point Likert scale (1) very unconfident, (2) unconfident, (3) neither confident nor unconfident, (4) confident, (5) very confident scale was adopted for the second part.

7. Structure of the Study

This study is made of a general introduction, two chapters and a conclusion. In the introduction, an overview of the theoretical background of the study is provided. This is followed by the statement of the problem and the aim and scope of the study. The research question, hypothesis and the study tools and methodology are provided as well. Chapter one provides the theoretical framework of the study as well as a brief discussion a literature review related to the variables under study. Theories and previous research findings in relation to writing self-efficacy and writing anxiety are summarised. Chapter two is devoted to the fieldwork in which data collection, analyses and discussion are provided.

Chapter one

Introduction

This chapter provides a brief review of literature related to the current study variables: Writing self-efficacy and writing anxiety . It is divided into two sections , the first section starts by providing a short description of Bandura's self-efficacy concept in this social cognitive theory , sources of self-efficacy beliefs , self-efficacy properties and dimensions, related beliefs and influence on performance .Then , the rest of the section is devoted to talk about writing self-efficacy; beliefs about writing and the relationship between writing self-efficacy and writing outcomes . The second section explores language anxiety via reviewing the literature related to its definition and types , its components and its influence on language learning. This section begins with a review of language anxiety literature , its components and influence on L2 learning. Then, an exploration of writing anxiety , its sources, manifestations and effects on L2 writing performance are provided .

Section one : Writing Self - Efficacy

With the growth of humanistic psychology , research in the field of education psychology witnessed a new wave of attention directed toward the study of self-beliefs .Such interest was mainly due to the results provided through nearly two decades of research which revealed that self-beliefs have such a strong influence on academic achievements . As stated clearly by Bandura (1986) , “ *of all beliefs , self-efficacy is the most influential one which plays a powerful role in determining the choices people make , the effort they will persevere in the face of challenge , and the degree of anxiety or confidence they will bring to the task at hand* “ (p.397).

1. Self-Efficacy Theory

Self-efficacy is a major component of Bandura's social cognitive theory as it is considered the first determinant of individual's motivation to act . In order to clear up the function of self-efficacy beliefs in the nature of agency , the social learning theorist , Bandura (1997) stated that :

People make causal contributions to their own psychosocial functioning through mechanisms of personal agency . Among the mechanisms of agency , none is more central or pervasive than beliefs of personal efficacy . Unless people believe they can produce desired effects by their actions ,they have little incentive to act .Efficacy belief ,therefore , is a major basis of action . People guide their lives by their beliefs of personal efficacy ... (that is,) beliefs of personal efficacy constitute the key factor of human agency . If people believe they have no power to produce results , they will not attempt to make things happen .(pp.2-3)

Correspondingly , self-efficacy is person's beliefs about his capability to perform a given task. In other words , individuals with strong self-efficacy beliefs are more confident in their capacity to successfully accomplish a specific goal. For example, a student of English with weak self-efficacy beliefs in speaking classes may produce grammatically incorrect sentences despite his good results in written grammar tests . This example illustrates that the student's self-efficacy beliefs about speaking have a considerable effect on his achievement in speaking classes .This impact derives from the beliefs 'influence on personal choice , motivation , and emotional reactions of the student . Perceived self-efficacy beliefs also influence the level of effort and persistence a person will demonstrate . That is , the stronger the perceived self-efficacy is , the more active efforts will be .

1.1.Sources of Self-Efficacy Beliefs

Self-efficacy beliefs individuals hold are mainly formed through interpreting information from four sources . (Peterson & Bredow , 2009) the prime source which exercises influence on individual's self-efficacy beliefs is the interpreted result of one's previous performance or mastery experience . after performing a task , people tend to make a kind of interpretation of the results obtained through their actions . The reached conclusions are ,then, used to develop beliefs about their capability to engage in succeeding tasks or activities and act in accordance with the beliefs created . Thus, outcomes interpreted as successful raise self-efficacy whereas those interpreted as failures lower it .

Besides the self-efficacy beliefs formed through the interpretation of the outcomes of their actions , people form their self-efficacy beliefs through the vicarious experience from observing the other's performances. Though this source is not of equal importance as the mastery experience people tend to become more sensitive to it ,especially ,when lacking a prior experience with the task or finding themselves uncertain about their own abilities . Vicarious experiences are particularly powerful when observers perceive that they share some qualities with the model they are watching . Such similarities lead them to consider the modal's performance as a diagnosis of their own capacity . For instance , observing that the model has succeeded in performing a given task contributes to the observer's belief that “ *if he /she can do it . So can I !* “ On the contrary watching the failure of the model can weaken the observer's beliefs about their own capability to succeed .

Social persuasions received from other people are also an impetus for the creation and development of the individuals ' self-efficacy beliefs . As an important aspect of social persuasion , verbal judgments people provide generate a considerable effect on the formation of

the self-beliefs . In fact , they can have two opposite effects on the nature of self-beliefs created by the listener . Whereas positive persuasions work to develop higher levels of self-efficacy beliefs , negative persuasions work to weaken them .

Due to their effect in heightening the level of the self-beliefs created ,positive judgments can be of good use to encourage individuals to successfully perform their tasks but only if not exaggerated and expressed within a realistic frame . Indeed , Bandura (1986) asserted that such type of persuasions “can contribute to successful performance if the heightened appraisal is within realistic bounds “(p400). However , as he further described it , “ *The raising of unrealistic beliefs of personal competence only invites failures that will discredit the persuades and will further undermine the recipient’s perceived self-efficacy* “ (Bandura, 1986,p,400) . In other words , if the positive judgements exceed the realistic frame , they can generate the same effect as the negative ones or even worse .

A fourth source from which self efficacy beliefs are formed is the individual’s emotional states such as anxiety , stress, arousal , and mood states . In fact , as they contemplate a task , the emotional state people experience will have a direct effect on the degree of confidence they will approach the task with and the type of performance they will act . When the individual’s mind is filled with negative thoughts about outcome of his performance , he is just making matters worse as those thoughts lower self-efficacy perceptions and trigger additional stress and agitation that help ensure the inadequate performance they fear . One way to raise self-efficacy beliefs is to improve the emotional well-being and reduce negative emotional states . Because individuals have the capability to alter their own thinking and feeling ,enhanced self-efficacy beliefs can , in turn , powerfully influence the physiological states themselves.

1.2.Properties and Dimensions of self-efficacy

Self efficacy is defined by Bandura (1986)as “ *people’s judgements of their capabilities to organise and execute courses of action required to attain designated types of performance . It is not concerned with skills one has but with the judgements of what one can do with whatever skills one possesses* “ (p.391). That is one’s actual skills are not the ones in question but rather what he believes he can do with them to successfully perform a given task . For instance ; to accomplish the task of writing a correctly punctuated essay , what matters the most is not the student’s mastery of punctuation rules ; yet , what believes about his capacities to accurately use punctuation marks in writing is the impetus to accurately punctuate the essay.

Self-efficacy is task and situation specific (Bandura ,Barbaranelli , Caprara & Pastorelli , 1996). In fact , the self-efficacy beliefs a student holds differ from one task to another and even the beliefs about the same task differ depending on the situation in which the task is to be performed . As an example , beliefs about writing in English are not the same as the ones about speaking ; writing an essay in an exam is unlike writing it as a homework .

Finally , self-efficacy judgments specifically refer to future functioning and are assessed before students perform the relevant activities . This antecedent property attributes to self-efficacy judgements a causal role in academic motivation . For example , if the student believes in his capabilities to do well in an essay-writing exam, he will put more effort into practicing writing essays in order to get satisfactory results .

1.3.Self –Efficacy and Related Beliefs

Constructs such as self-concept and perceived control are considered closely related to self-efficacy beliefs ; however , the latter differs both conceptually and psychometrically from them . Self-concept is one of the constructs that are closely related to self-efficacy . However , its difference from the latter lies in the fact that it is a more general self-descriptive construct that incorporates many forms of self-knowledge and self-evaluative feelings (Marsh & Shavelson , 1985 as cited in Zimmerman , 2000) . At first ,self-concept was defined by phenomenologists (e.g.,Rogers , 1951, as cited Zimmerman ,2000) as a global perception of oneself and one’s self-esteem reactions to that self-perception , but this global measure of self-belief was not found to be related consistently to students’ academic performance (Hattie, 1992) . Consequently , a number of theorists (e.g.,Marsh & Shavelson , 1985 , as cited in Zimmerman , 2000) reconsidered the old definition and reconceptualised self –concept as a hierarchical construct ,with a global self-concept in the middle of the hierarchy and academic domain-specific self-concept at the bottom .

Self-concept measures emphasise self-esteem reactions by posing self-evaluative questions , such as “ how good are you in English ? “ By contrast , self-efficacy items focus exclusively on task-specific performance expectations , such as “ how certain are you that you can diagram this sentence ?” (Zimmerman , 2000) . That is , self-efficacy beliefs directly affect the individual’s performance of a particular task . Though when designing questionnaires to measure the level of self-efficacy the items should revolve around a specific task , the scope of these tasks can vary depending on the researcher’s intended purpose . This variation ranges from proficiency in an academic domain (e.g ., writing or mathematics) to proficiency in a sub-skill (e.g.,grammar or fractions) (Zimmerman, 2000) . This second criterion for developing self-efficacy measures involves their correspondence to the performance capability in question . Pajares (1996)

demonstrated that the power of prediction of self-efficacy measures increases as a function of both their specificity and correspondence to skill. Thus , self-efficacy differs from self-concept in both its specificity and correspondence to varying performance tasks and contexts .

A second construct that is connected to self-efficacy is perceived control . The emergence of the latter was due to the results obtained from research on locus of control (Rotter , 1966). Perceived control is defined as the general expectancies about the source which controls outcomes . particularly , two sources are suggested which can exert a kind of control . Researchers revealed that outcomes are either controlled by one's behavior or by external forces and it is theorized that an internal locus of control should support self-directed courses of action whereas an external locus of control should discourage them . Locus-of-control, scales are neither task nor domain specific in their item content but rather refer to general beliefs about the internality or externality of causality .

Bandura (1986) questioned the value of general control beliefs because students might feel anxious about controlling one type of subject matter or performance setting (e.g., solving mathematical problems in a limited time period) but not others . Subsequent researches supported the results obtained by Bandura ;Smith (1989) found that locus of control measures were not sufficient to enable researches to predict both the improvements in academic performance and the decrease in the level of anxiety highly self-anxious students who underwent an intensive coping skills training program . However , self-efficacy scales did predict such improvements . In summary , measures of self-efficacy do not solely differ in concept from closely related constructs such as outcome expectancies , self-concept , and perceived control ; they have discriminant validity in predicting a variety of academic outcomes .

1.4. The Impact of Self-efficacy on Performance

As the individual's judgement about his abilities to perform given tasks , self-efficacy beliefs are often a better predictor of success than one's actual abilities because they are a critical determinant of behaviours (Zimmerman, 1995) . Such beliefs exert a big influence on the individuals' choice of tasks or activities (Bandura , 1986) , the physical or cognitive energy they devote to perform them (Salmon , 1984, as cited in Zimmerman , 2000) and the degree of perseverance they exhibit in order to accomplish the task despite all the hardships they face(Bandura , 1982) . according to Bandura (1986) , people are likely to feel highly confident when involved in tasks they judge themselves capable of managing but tend to avoid those threatening situations they believe exceed their skill and ability .In learning settings , thus , learners are more likely to make greater efforts to perform an assigned task they are capable of

handling and even if faced up with difficulties ,their strong sense of self-efficacy will push them forward and help them overcome every obstacle . By contrast , learners who perceive that they lack necessary requirements to perform a particular task are likely to avoid engaging in it completely or put forward minimum efforts to accomplish it . In turn , this leads to lower the possibility of success resulting in even a lower self-efficacy level . As stated by Shunk (1983)” *a heightened sense of efficacy sustains task involvement ...and ... lower percepts of efficacy lead to less persistence and lower achievement* “ (p92). In other words , a high level of self-efficacy ensures a higher degree of involvement in performing the assigned tasks whereas a lower level undermines both the degree of persistence and the quality of outcomes .

As different studies have repeatedly demonstrated , having the same cognitive abilities does not necessarily imply demonstrating an identical intellectual performance among students . What makes the difference and causes the learners’ intellectual performance to vary is the magnitude of their personal efficacy beliefs . Therefore , prior accomplishments or actual abilities are not always good predictors of their subsequent success because the beliefs they hold about their abilities influence their subsequent behaviours (Pajares ,1997) . Self-efficacy beliefs have a considerable effect on both the learner’s amount of efforts put forward in his performance and his learning outcomes . For this reason , performance is generally better predicted by the self-efficacy beliefs one holds than by one ‘s actual ability or prior attainment .

2. Self-Efficacy for Writing

2.1. Beliefs about Writing

The processes in which writes engage when composing a text have been for long an interesting area of investigation for researchers in the field of composition . Particularly , cognitive aspects have received much attention as investigators have attempted to understand the thought processes underlying the compositions of students (Flower & Hayes 1981) . However , the more the relationship between cognition and writing was uncovered , the more complex it seemed to be, in order to be able to manage this complexity , during the past decade researchers tried to shed the light on the affective factors that influence writing . Some have suggested that students’ self-perceptions of their own writing competence know as “ writing self-efficacy “ seem to be an interesting area of research for informing writing instruction (Beach ,1989 , as cited in Pajares , 2003) . Discussions about writing efficacy usually involve three degrees of efficacy : high , mid and low . These varied degree go hand in hand with the students’ level of confidence in their writing ability . Thus , those with a high level of confidence are the ones having a high writing efficacy . Likewise , those who have moderate levels of confidence in their

writing ability are described as having a moderate sense of writing efficacy . Those with low levels of confidence in their writing ability are often referred to as having less confidence , doubting their writing ability , having low writing ability or having a less positive sense of writing efficacy .

2.2. The Relationship between Writing Self-Efficacy and Writing Outcomes

The existence of a relationship between writing self-efficacy beliefs and writing performance has been repeatedly proven through a considerable number of research findings . Most of the early self-efficacy studies were conducted on college undergraduates (McCarthy , Meier ,&Rinderer , 1985 , as cited in Erkan ,2011 , Mar). the data concerning writing performance encompassed their scores in essay writing which were gathered by the English professors or researchers trained in holistic scoring and then analysed in relation to the collected data about writing self-efficacy beliefs . The obtained results showed that there was indeed a relationship between the two variables . Researchers also reported the existence of correlations between writing self-efficacy beliefs and other variables such as grade goals , depth of processing , and expected outcomes .

The results obtained through the early researches were supported by subsequent findings (Pajares & Valiante ,1999 , as cited in Pajares , 2003) regression analyses have been accompanied by path analyses that provide information about direct and indirect effects of beliefs on performance . in general , results reveal that writing self-efficacy taken as an independent variable is a good predictor of writing outcomes . This is the case even when powerful covariates such as writing aptitude or previous writing performance are included in statistical models . Effect size between writing self-efficacy and writing outcomes in multiple regression and path analyses that control for pre-performance assessments such as writing aptitude or pervious achievement has ranged from .19 to .40 . Typically , self-efficacy and pre-performance assessments are the only variables that influence writing outcomes in models that include other motivation variables , gender and grade level writing self-efficacy is also associated with motivation variables such as writing apprehension , perceived value of writing , self-efficacy for self-regulation , writing self-concept , and goals , and it mediates the effect of gender and pre-performance on writing performance (Graham & Harris , 1989 , as cited in Pajares , 2003) .

When it comes to making judgements about the influence of affective factors on achievement outcomes and statistically controlling pervious achievement with measures such as writing aptitude , teacher ratings of students' writing competence or previous writing performance ,

researchers find that control is problematic due to the fact that those previous achievement scores are themselves under the influence of affective factors . Bandura (1997) observed that “ behavior is not a cause of behavior “ (p. 69) , and motivational and self-regulatory factors influence both prior and later performance attainments . Consequently , controlling pervious achievement controls the prior impact of motivational determinants such as self-efficacy on previous achievement . Thus , the influence of affective factors on writing outcomes is potentially greater than the effects indicate .

Section Two : Writing Anxiety

When attempting to learn a FL/SL , many learners find it a difficult matter to handle . The difficulties encountered are believed to stem from some emotional factors in foreign language learning which affect the learning abilities .These are mainly thought to be intelligence ,motivation , attitudes and anxiety . Among these , anxiety , which is know in FL/SL literature as FL stands out as one of the main influential factors for effective language learning . The significance of this variable lies in the fact that more than half of foreign language learners , either normal or brilliant , perceive some kinds of it in their language classrooms (Horwitw , 2000, as cited in Mahmoodzadeh , 2013) . Before providing a review of literature about writing anxiety , it is helpful to get a general understanding of what language anxiety is .

1. Language Anxiety

When learning a second / foreign language , feelings of anxiety are very common among students . Such a bothersome situation placed this affective variable at the centre of interest in the field of educational research and led many researchers to attempt investigating it . Though the researchers had the same purpose , they approached the issue of FL anxiety from different aspects . From a broader perspective , anxiety is defined by psychologists as “ *the subjective feeling of tension , apprehension , nervousness , and worry associated with an arousal of the autonomic nervous system* “ (Horwitz , Horwitz & Cope , 1986) . In other words , experiencing these feelings is related to the activation of the part of the nervous system which controls processes that are unconscious like the process of heart beating .

Literature usually makes the distinction between three types of anxiety . The first type is known as “ trait anxiety “ which is considered as a quality in the individual’s personality , I, e, one of his personality traits . The second type , unlike the first , has nothing to do with the individual’s personality traits . This apprehension is only experienced by the individual at specific moments in time , besides the two types mentioned earlier , there is a third type the

anxiety which is particularly felt in a well-defined situation . This situation bound quality led researchers to name this kind of anxiety the ‘ situational anxiety ‘

Language anxiety is defined as “ *a distinct complex of self-perceptions , beliefs , feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process* “ (Horwitz et al ., 1986) . This definition indicates that language anxiety is particularly restricted to language to language learning experiences . In other words , the individual’s experience of such anxiety does not materialize unless in language-learning situations . This specific quality makes language anxiety fall into the category of situational anxiety .

1.1. Components of FL / SL Anxiety

Foreign language anxiety is the consolidation of three concepts (1) communication apprehension or anxiety , (2) fear of negative evaluation , (3) test anxiety (MacIntyre & Gardner , 1989 , as cited in Mahmoodzadeh , 2013) .

Communication apprehension generally refers to a type of anxiety experienced in interpersonal communicative settings . These settings include second /foreign language learning contexts , especially , in the language classroom where the learners are not the ones in control of the communicative situation and their performance is always monitored by both their teacher and peers . As stated by (Horwitz , et al , 1986) , “ *In addition feeling less in control of the communicative situation , they also may feel that their attempts at oral work are constantly being monitored* “ . Learners’ suffering from this apprehension is manifested in different learning situations . For instance , when it comes to working with peers or in a group , those students find it difficult to speak in matched –gender / mixed-gender interactions which . in this case , they are experiencing what is known as “oral communication anxiety “ . Another particular manifestation of communication apprehension in the anxiety related to stage fright wherein the learners feel so frightened and nervous about standing on the platform and facing the whole classroom in order to communicate something .

Concerning the fear of negative evaluation , as Young (1991) argued , “ *students are more concerned about how (I . e ., when , what , where , or how often) their mistakes are corrected rather than whether error correction should be administered in class* “ (p . 429) . Described in this manner , makes the teacher the prime responsible for the creation of this anxiety in learners . The beliefs teachers hold in relation to language teaching and the assumptions they have as to their role in the classroom may not correspond to the learner’s individual needs and expectations and may make them face obstacles to learn .

Test anxiety refers to a type of performance anxiety which originates from a fear of failure and is considered as one of the most important aspects of negative motivation . It can be defined as “ unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations “ (Dusek 1980 , as cited in Mahmoodzadeh , 2013) . Test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure . The problem in foreign language classes is that tests and quizzes frequent which does not spare even the brilliant students from making errors from time (Horwitz et al . , 1986).

1.2. The Influence of FL / SL Anxiety on language learning

Due to the significant impact FL anxiety has on the learning process ; many researchers focused their attention on investigating the nature of its impact . However , the carried out studies generated completely inconsistent and contradictory results . With regard to this issue , young (1991) contended that “ *research in the area of anxiety as it relates to second or foreign language learning and performance is scattered and inconclusive* “ (p . 426) . indeed , research findings have shown that FL anxiety has two inconsistent roles facilitative and debilitating roles .

1.2.1. The Facilitative Role

The first group of researchers claim that FL anxiety has a facilitative role in foreign language learning . in this sense , Bailey (1983 , as cited in Mahmoodzadeh , 2013) suggested the benefit of anxiety In language learning . Through studying students’ diaries and analyzing their competitiveness and anxiety during a language class , Bailey came to establish his point of view the students’ comments centred on four major themes : (1) their reaction to the class , (2) their preference for a democratic class , (3) their need to succeed and to receive positive reinforcement , and (4) their competitiveness . In general , their anxiety grew out of their apprehension of having to communicate , their concern about tests , and their fear of negative evaluation . Thus , the study explained the positive effects of competitiveness by means of the formation of facilitative anxiety in learners .

1.2.2. The Debilitative Role

The second group of researchers oppose the first’s claims completely . According to them , high levels of anxiety can have a variety of negative effects . in other words , anxiety has a debilitating role . Such negative effects are manifested through the students ‘ behaviours . For instance , anxious students tend not to volunteer to answers or participate in oral classroom activities (Clark , 1981 , as cited in Tsai , 2012) . They also tend to exhibit avoidance behaviour

by missing class , having unrealistic high performance standards (Gregersen & Horwitz , 2002) ; and avoiding difficult linguistic structures that the less anxious students would be willing to attempt . Horwitz et al . (1986) offered additional descriptions of anxiety-related behaviours : that students with a high level of debilitating anxiety attempt different type of grammatical constructions ; are less interpretative of more concrete messages ; ‘know’ a certain grammar point but ‘ forget ‘ it during a test or an oral exercise ; complain of difficulties discriminating the sounds and structures of a foreign language message ; confess they know the correct answer on a test but put down the wrong one due to nervousness ; and over-study without any improvement in grades . Not surprisingly , therefore , language anxiety has been negatively correlated with language course grades .

Gradually , then , language anxiety has come to be used as an umbrella term of SL / FL anxiety research . Due to the different research attempts related to this phenomenon , more specific aspects were uncovered such as the differences among specific types of anxiety and more particularly , anxiety related to specific tasks . A review of the literature , however , reveals that more emphasis was put on investigating anxiety in speaking rather than in writing . Such orientation was influenced by paradigms emphasizing oral communicative competence in language teaching goals over the other competencies . McIntyre and Gardner (1989 , as cited in Mahmoodzadeh , 2013) stated that “ *speaking is the most anxiety-provoking activity and this frustration can negatively affect future attempts to communicate* “ (p . 303) . It is not surprising , then , that so little attention has been paid to L2 writing anxiety specifically .

2. Writing Anxiety

the works of Cheng , Horwitz & schallert (1999 , as cited in Mahmoodzadeh , 2013) in the field of education had a considerable influence on subsequent research attempts as they shed the light on a very significant aspect related to second language learners . Indeed , within the last 11 years , researchers focused their attention on L2 writing anxiety being a crucial affective factor in the field second language learning . Hassan (2001 , as cited in Ibrahim & Noor , 2011) explained that “ *writing apprehension is a problem in writing classes because it has consequences for students’ learning experience , and for the decisions they make about engaging in productive , fulfilling writing projects*” (p .12) . in other words , writing apprehension turned out to be a problematic issue for learners as it hinders their learning progress in general and their mastery of the writing skill in particular .

2.1. Exploring Writing Anxiety

Writing anxiety is the type of anxiety which is exclusively bound to the language-specific skill of writing . Reviews of literature reveal that it is a widespread psychological phenomenon that has been known in the under different terms as writing apprehension ,block , and fear , though apprehension and anxiety are the two most frequently used terms to describe this problem.

The first to coin the term ‘ writing apprehension ‘ were Daly and Miller (1975, as cited in Cheng , 2004) . It is defined as a psychological construct associated with a person’s tendencies or predisposition to approach or avoid situations requiring writing accompanied by some amount of evaluation (Daly , 1978 , cited in Erkan , 2011) . In other words , this phenomenon is manifested in specific situations where the individual has to write and submit his work to be evaluated . Though pioneering research claimed that writing anxiety was unidimensional , subsequent studies asserted that it is a multidimensional construct (Cheng et al ., 1999 , as cited in Mahmoodzadeh , 2013) .

Cheng (2004) offered a multidimensional L2 writing scale—the second language writing anxiety inventory (SLWAI) illustrated a three-dimensional conceptualization of anxiety , such as somatic anxiety , cognitive anxiety , and avoidance behaviour . Somatic anxiety refers to the individual’s perception of the physiological effects of the anxiety experience which are manifested through increase in state of unpleasant feelings , such as nervousness and tension (Cheng , 2004) . Cognitive anxiety particularly denotes the cognitive aspect of anxiety experience , including negative expectations , preoccupation with performance and concern about others ‘ perception (Cheng , 2004) . Avoidance behaviour refers to the behavioural aspect of anxiety experience , avoidance of writing (Cheng , 2004) . Cheng (2004) also pointed out that the negative relationship between test anxiety and L2 writing performance is mainly due to the effects of the cognitive aspects of anxiety rather than somatic components or avoidance behaviour .

2.2. Sources of Writing Anxiety

Cheng (2004) found that students’ unpleasant feelings , nervousness , and tension are some widespread symptoms of somatic anxiety . While other students experience anxiety as a result of , and concern for others’ perceptions of their writing . In addition , some students demonstrate behavioural anxiety through avoidance , withdrawal , and procrastination in completing their

writing assignments . By assessing writing anxiety as a multidimensional construct , researchers can examine the relationship between the physiological , cognitive , and behavioural effects of writing anxiety may be rooted in students ‘ early experiences . Barwick’s (1995) findings suggested that student’s anxiety stemmed from early experiences and was expressed in the way avoid , revise , and complete written assignments .

2.3. Manifestations of Writing Anxiety

Daly and Miller (1975 , as cited in Cheng, 2004) suggested three levels of writing apprehension , ranging from high , moderate and low level . A study conducted by (Hanna , 2010 , ascited in Ibrahim & Noor ,2011 à found that the influence of writing apprehension on students is possible at all levels even after their graduation from the university . Such influence can manifest itself through the behaviours of learners towards any task that requires writing and the quality of the writing itself . Basically , high level apprehensive students can be characterized as follows :

1. They write less in comparison with low apprehensive students .
2. They tend to avoid writing classes .
3. They use less intense language .
4. They face difficulties when it comes to the choice of topics to write about.
5. They write fewer statements , words in general and short essays .
6. They develop incomplete ideas .
7. They lack knowledge of usage and grammar such as using fewer—ly words , comma , and less ,punctuation compared with low apprehensive writers .
8. They like to delay accomplishing their writing tasks .
9. They may behave destructively .
10. They are less confident and less successful compared with low apprehensive writers.
11. They have lower self esteem .
12. They like to choose courses and careers that they believe involve little writing .
13. They have a few writing role models at home , in school , and in the society at large .
14. They write very little out of class.
15. They score lower on tests of verbal ability (SAT) , reading comprehension , and standardized tests of writing ability used for college placement .
16. They lack motivation in writing .

2.4. Effects of SL Writing Anxiety on Writing Performance

Though a few studies suggested that language anxiety was helpful or ‘facilitating ‘ in some ways , such as keeping the learner alert (Scovel , 1978) . most language research showed a negative relationship between language anxiety and performance (Cheng ,2004)

Employing several measures , recent studies showed that there is a significant negative correlation between writing anxiety and writing performance . For instance , using both writing quality task and writing quantity task , Hassan (2001 , as cited in Ibrahim & nor ,2011) managed to prove that the quality of the writings of students who have a low level of writing anxiety is much better than their high anxious counterparts . Additionally , the writings’ length of low anxious students is more than high apprehensive students . Prior to the work of Hassan , other researchers have suggested that time pressure is a significant impetus for the manifestation of the effects of writing anxiety . That is , if students are limited by time when writing , they are very likely to experience a high level of anxiety . Cheng (2004) made a specification of the effects of writing anxiety on writing processes and behaviours , such as those which affect the normal functioning of the human body , I .e . physiological effects reflected in unpleasant feelings of tension or nervousness , those related to the cognitive process , and avoidance of writing . Cheng (2004) also used the participants’ performance on a timed English essay writing task as an index of their English writing performance to measure the correlations between the specific writing anxiety and writing performance . The findings revealed the existence of a significant negative correlation between anxiety and performance . Thus , writing apprehension mirrors the individual’s general tendency to avoid or approach writing situations (Daly & Shamo , 1978 , as cited in Latif 2007) .

Conclusion

The review of literature began with an account of Bandura’s self-efficacy theory and how research related to academic achievement in the field of second language acquisition highlighted the impact of self-efficacy beliefs on the students’ writing performance , followed by a review about FL anxiety as an important variable in foreign language learning . Then , it ended with a brief account about writing anxiety and its influence on the students’ writing . As stated previously , however , the relationship between writing self-efficacy as an independent factor and the student’s level of writing anxiety remained unexplored particularly in the Algerian context . Therefore , we see a need to explore such a relation in this context represented by University of Mohamed Boudiaf students of English .

Chapter two :

Introduction

This study is designed to investigate the existence of a relationship between second year Mohamed Boudiaf students writing self-efficacy and their level of writing anxiety ,particularly whether self-efficacy beliefs correlate with the level of writing anxiety . To answer this question , we used two questionnaires of 5-point Likert scale : EWSS and EWAS . The former aims at measuring the students' English writing self-efficacy , and the latter at measuring the students' English apprehension .

This chapter will present the study's population , the research tools used in data collection , the software analysis , the obtained results , and their analysis , followed by a general discussion .

1. Population and Sampling

Both questionnaires were administered to fifty-four students , chosen randomly from second year English department at Mohamed Boudiaf University supervised by the same teacher . The overall number of participants represents 50% of the whole population at the Universityl . The questionnaires were distributed during the participants' regular sessions , therefore ; the return rate was 100 % and there were no missing data .

Groups	N of students	%
G 01	28	51.85
G 02	26	48.15

Table 01 : Number of the Students from Different Groups

2. Study Instruments

As mentioned previously , two questionnaires of 5-point Likert scale were used for this research . EWSS and EWAS are an adaptation of Muhammad Abdel Latif's (2007) EWSS and EWAS .

In order to check that the questionnaires were fit to be used in our context , a pilot test was conducted . Based on the latter's results and the questions raised by the participants , some modifications were made in both questionnaires . Statements which the participants found confusing were reworded or completely modified , statements centred on the same idea were put together whereas statements which had similar meaning with other ones were omitted .

2.1. Description of EWSS

EWSS is a two-part questionnaire . Part one contains 8 statements ; whereas , part two contains 12 statements . the modifications introduced on the questionnaire are illustrated in tables 02 , 03 and 04 below :

Part one	
Statements' original order	Statements' new order
3	4
4	3
6	7
7	6

Table 02 : Changes introduced at the statements' order in part one

Part two	
Statements' original order	Statements' new order
7	7
	8
8	9

9	12
	10
10	11

Table 03 : changes introduced at the statements' order in part two

Part two	
Statements' original order	Statements' new order
Write simple sentences with proper punctuation and grammatical structure .	write simple sentences with proper grammatical structure .
Write compound and complex sentences with proper punctuation and grammatical structure.	Write compound and complex sentences with proper punctuation .
	write compound and complex sentences with proper grammatical structure .
	write a coherent paragraph .

Table 04 : changes introduced at the statements' wording in part two

2.2. Description of EWAS

EWAS is a 9-item questionnaire . as stated previously , EWAS is an adaptation of a questionnaire that was used in Egyptian context . We modified it length and ordering of the statements to suit Mohamed Boudiaf University context . The modifications are illustrated in table 05 below .

Statement's original ordering	Statement's new ordering
1	5
2	6
3	Dropped out
4	2
5	1
6	Dropped out

7	4
8	3
9	9
10	7
11	8
12	Dropped out

Table 05 : Changes Introduced at the Statements' Order

3. Data Collection and Software Analysis

3.1.Procedures of Collecting and Analyzing the Data

Administering the two questionnaires to the participants took place in two separate sessions ; in the first session ; the participants were given the EWSS to complete and two days later they were given the EWAS . The participants were allowed to take the last ten minutes of each session to respond to the questionnaires and the researchers were present in order to answer any questions raised by the participants about the meaning of any item .

In order to disentangle complex sets of relationship between English writing self-efficacy beliefs and the level of writing anxiety , the items in both questionnaires were grouped into factors .

3.1.1. EWSS Factors

The statements of the EWSS questionnaire were classified into six factors as follows :

Factor 1 : Readiness to attempt writing tasks (S1 & S5)

Factor 2 : Anticipation that writing is a hard work (S2)

Factor 3 : Poor writing expectations (S3 & S4)

Factor 4 : One's perception about his/ her writing compared to others' (S6&S8)

Factor 5 : Expectation of others' appreciation of one's writing (S7)

Factor 6 : Confidence to successfully perform English writing micro-skills (part one)

3.1.2. EWAS factors

The statements of the EWAS questionnaire were classified into four factors as follows :

Factor 1 : Positive attitudes towards writing (S1, S2& S4)

Factor 2 : Readiness to discuss one's writing (S3)

Factor 3 : Avoidance (S5 , S7 & S9)

Factor 4 : Fear of evaluation (S6 & S8)

In order to investigate the relations that could exist between the factors of the two variables , the pearson correlation coefficient was calculated .

3.2. Software

The data were processed with the aid of the statistical software package , SPSS statistics for windows , release 17.0.0.

3.3. Descriptive Statistics

3.3.1. EWSS Results

Factor	Mean	Standard deviation
Factor 1	2,99	0,42
Factor 2	2,77	0,90
Factor 3	2,71	0,06
Factor 4	2,76	0,46
Factor 5	3,11	0,83
Factor 6	3,23	0,71

Listwise N : 54 (3 males and 51 females)

Table 06 : Summary of Means and Standard Deviations for EWSS Factors

Descriptive statistics for EWSS factors as listed in table 06 reveals that the mean of all the factors ranges from 2,71 to 3, 23 , which suggests that the participants were uncertain about the level of their writing self-efficacy .

3.3.2. EWAS results

Factor	Mean	Standard deviation
Factor 1	2,85	0,46
Factor 2	2,96	1,22
Factor 3	3,27	1,01
Factor 4	3,37	1,09

Listwise N: 54 (3 males and 51 females)

Table 07 : Summary of Means and Standard Deviations for EWAS Factors

Descriptive statistics for EWAS factors as listed in table 07 reveals that the mean of all the factors ranges from 2,85 to 3 ,37 which suggests that the participants were uncertain about the level of their writing anxiety .

4 . Analysis and Discussion of Results

4.1. Correlations Matrix

The correlation matrix contains the results obtained from performing Pearson correlations between the total scores of EWSS and EWAS .

Correlation Matrix

W anxiety 4	Sefficac y1	Sefficac y2	Sefficac y3	Sefficac y4	Sefficac y	Sefficac y 6
1						
,158 ,127	1					
-,065 ,319	,043 ,378	1				
,179 ,097	-,078 ,287	-,537 ,000	1			
-,037 ,395	-,130 ,175	,123 ,188	,083 ,276	1		
-,036 ,397	,029 ,417	,555 ,000	-,554 ,000	,165 ,117	1	
-,124 ,186	-,123 ,188	-,563 ,000	-,583 ,000	,065 ,321	,607 ,000	1

	W anxiety 1	W anxiety 2	W anxiety 3
W anxiety 1	1		
W anxiety 2	1	1	
W anxiety 3	1	1	1
W anxiety	364,003		
W anxiety	-.450,000	-.673,000	
W anxiety	-.288,017	-.591,000	-.605,000
SEfficac y 1	.166,155	-.108,218	.078,287
SEfficac y 2	.080,283	.060,332	-.029,418
SEfficac y 3	-.001,496	-.095,248	.065,321
SEfficac y 4	.016,454	.101,234	-.098,241
SEfficac y 5	.075,295	.041,385	-.095,247
SEfficac y 6	-.179,295	.017,451	-.036,399

Pearson correlations were calculated to check any significant correlation between the two variables as illustrated in the matrix above .

Two observations can be made about the matrix above :a) when l-tailed p is more than 0.05, there is no significant correlation . Pearson correlations between the factors of both questionnaires show that r ranges from -.016 to .17 and l-tailed p from .09 to .49. Thus , writing self-efficacy and writing anxiety to do not significantly correlate and b) though there are no significant correlations between the factors investigated , some factors within the same questionnaire significantly correlate with each other . as shown in the matrix , some corrections exist among the factors of EWAS .

First , the factor of positive attitudes towards writing positively correlates with readiness to discuss one’s writing ($r=.364$,l-tailed $p=.00$) , and negatively correlates with both avoidance ($r=-.45$,l-tailed $p=.00$) and fear of evaluation ($r=-.288$, l-tailed $p=0,17$) that is , the more positive students’ attitudes towards writing are , the more ready they are to discuss their writing , and the less they tend to avoid writing and fear evaluation . In the light of these results , it can be argued that students’ high motivation to write in English has decreased their tendency to avoid writing and fear of evaluation and increased readiness to discuss their writing with others , i.e. motivation is the cause and not the effect .

Second , the factor of readiness to discuss one’s writing correlates negatively both with avoidance ($r=-.637$,l-tailed $p=.00$) and fear of evaluation ($r=-.591$,l-tailed $p=.00$) . Thus; the less ready the student are to discuss their writings , the more they tend to avoid writing and fear evaluation . These results can lead to the conclusion that participants’ readiness to discuss their writings is determined by avoidance of writing tasks and fear of evaluation levels . In other

words , students' readiness to discuss their writing is a consequence of their levels of avoidance behaviour and fear of evaluation .

Third, the factor of fear of evaluation positively correlates with avoidance ($r=.605$, 1-tailed $p=.00$) . in other words , the more students are afraid of evaluation , the more they avoid writing . in the light of these findings , one can argue that the students' high tendency to avoid writing in English has been caused by their high level of fear of evaluation ; avoidance , therefore , is the result of fear of evaluation .

The interrelations of EWAS are illustrated in the following **figure 2** :

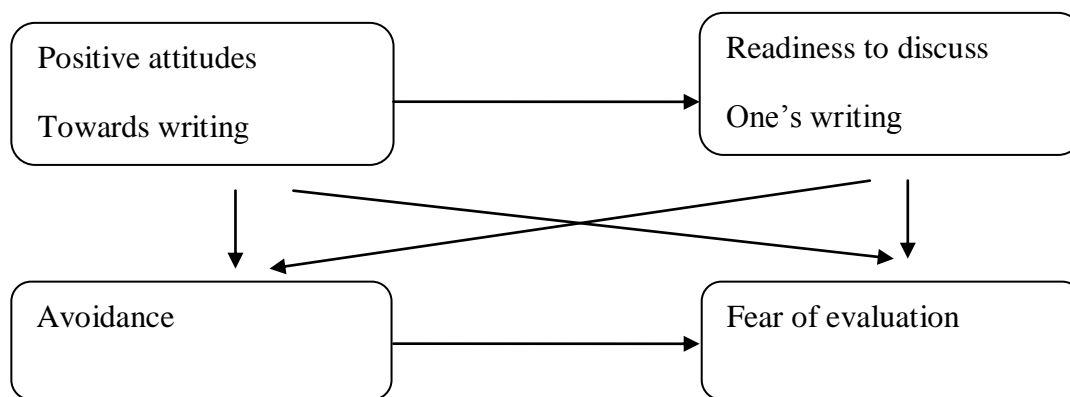


Figure 2 : Interrelations between EWAS Factors

Likewise , factors from EWSS significantly correlate with one another . the factor of anticipation that writing is a hard work negatively correlates with readiness to attempt writing tasks ($r=-.53$, tailed $p= .00$) and confidence to successfully perform English writing micro-skills ($r= -.56$, 1-tailed $p= .00$) and correlates positively with expectation of others' appreciation of one's writing ($r=.55$, 1-tailed $p=.00$) . stated differently , the more the students anticipate that writing is a hard work , the less ready they are to attempt writing tasks , the less their confidence I to successfully perform English writing micro-skills , and the higher they expect others to appreciate their writing . In this vein , one can maintain the idea that students' anticipation of writing as hard work has determined their levels of readiness to attempt writing tasks , confidence to successfully perform English writing micro-skills and confidence to successfully perform English writing micro-skills , i.e. students' anticipation that writing is a hard work is the cause and not the effect .

The factor of poor writing expectations negatively correlates with expectation of others' appreciation of one's writing ($r=-.554$, 1-tailed $p=.00$) and confidence to successfully perform English writing micro-skills ($r=-.58$, 1-tailed $p=.00$) . differently expressed , the higher the

students expect to do poorly in writing , the less they expect other to appreciate one’s writing and the less confident they are to successfully to perform English writing micro-skills . based on these results , one can argue that participants ‘ poor writing expectations has caused their expectations of others’ appreciation and confidence to successfully perform English writing micro-skills , i.e. participants ‘ poor writing expectations are not a consequence .

The factor of confidence to successfully perform English writing micro-skills positively correlates with expectation of others’ appreciation of one’s writing ($r=.60$. 1-tailed $p= .00$), i. e ., the more confident the students are to successfully perform English writing micro-skills , the higher their expectations are that others will appreciate their writing . In the light of these results , one can argue that participants’ level of confidence to successfully perform English writing micro-skills has determined the level of their expectation of others’ appreciation of one’s writing . This means that confidence successfully perform English writing micro-skills is a cause not a consequence .

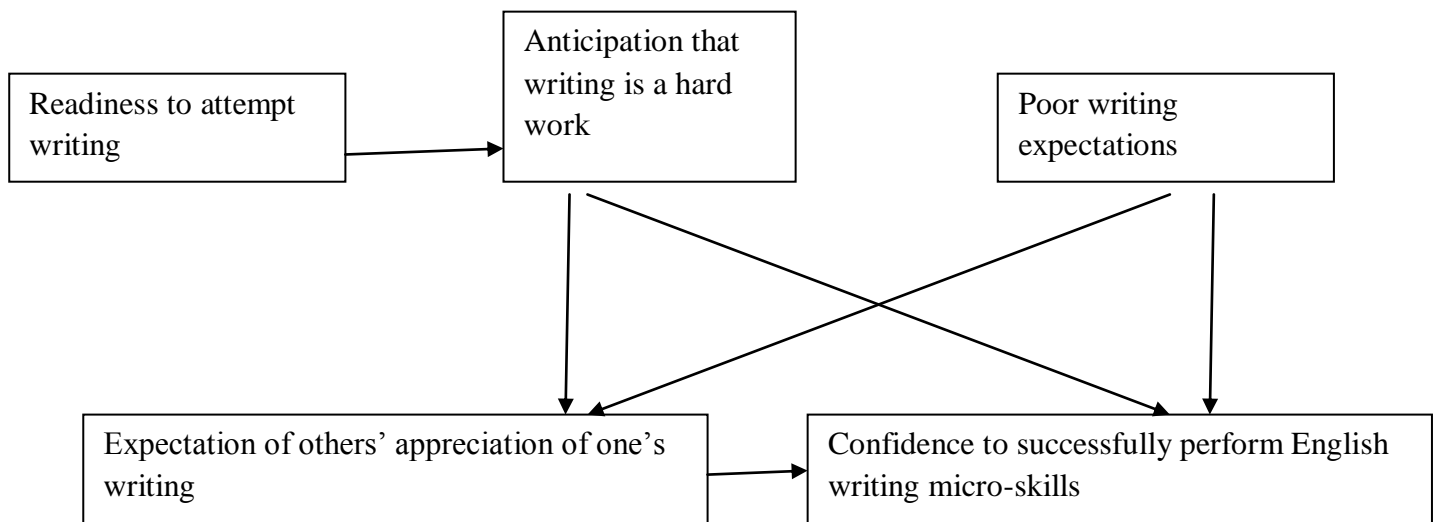


Figure 3 : Interrelations between EWSS Factors

4.2. Discussion

The results obtained from the correlation coefficient analysis show that there is no significant correlation between the variables of the study . Therefore , we come to refute our hypothesis . investigating the reasons behind this , the following justifications can be listed :

4.2.1. The Disadvantages of Likert Scale Questionnaires

Though it is the most popular method of ascribing quantitative value to quantitative data to make it amenable to statistical analysis, using a likert scale questionnaire as a tool of research is not without its disadvantages. To start with, results are easily faked where individuals want to present a false impression of their attitudes. For instance, some respondents do not like taking extreme choices as this may make them appear as if they are totally sure when they realize that there always valid opposing views to many questions. They may also prefer not to be thought of as extremists. They, thus, are much less likely to choose the extreme options because of the negative implications involved with “ extremists “, even if an extreme choice would be the most accurate. Additionally, intervals between points on the scale do not present equal changes in attitude for all individuals, .i. e. the differences between “ strongly agree “ and “ agree “ may be slight for one individual and great for another. Another problem is the lack of validity as there is no way to tell how truthful a respondent is being or how much thought a respondent has put in. For example, people may become influenced by the way they have answered previous questions, if they have agreed several times in a row, they may continue to agree. They may also deliberately break the pattern, disagreeing with a statement with which they might otherwise have agreed. Moreover, respondents may base answers on feelings toward surveyor or participant, their personal interpretations of the items or according to what they feel is expected of them as participants.

4.2.2. Inadequacy of the Time of Administering the Questionnaires

The choice of an appropriate time to administer a questionnaire has a prime importance for the achievement of more accurate results. For instance, respondents to whom a questionnaire is provided when they are neither doing other important activities nor enjoying their free time are likely to be more responsible for their answers. Accordingly, the time chosen to administer the questionnaires of the study proved to be unsuitable. In fact, both questionnaires were scheduled during the holidays and administered by net, respondents did not take enough time to think of their responses.

4.2.3. Uncontrolled Variable

Uncontrollable (hard –to-control) variables are those variables that are know to exist, but conditions prevent them from being manipulated, or it is very difficult (due to cost or physical constraints) to measure them. the experimental error is due to the influential effects of uncontrollable variables, which will result in less precise evaluations of the effects of the other variables. The variable of writing self-efficacy is strongly determined by students’ pervious

writing experiences . Students' outcomes interpretation is considered the primary source of self-efficacy beliefs (Peterson et al .2009) . These pervious writing outcomes , then , serve as a predictor to future performances . In the case of our participants , second year is their first year of English essay writing instruction . Student's lack of sufficient writing experiences influenced their beliefs of self-efficacy . This is clearly observed in their uncertainty about their self-efficacy and anxiety in writing (the mean is around 3) .

The results of this study stress the need to for addressing the interrelations between factors of the study variables . Concerning writing anxiety , the participants' positive attitudes towards writing was the most influential factor that correlates with the other factors . This conclusion reveals that holding positive attitudes towards writing , the participants engage more freely in the writing tasks . These findings are consistent with Perkun's (1992) that negative writing attitudes cost student-writers more cognitive resources , and thus , more anxiety provoking .

EWSS factorial inter-correlations reveal that the factors of confidence to successfully perform English writing micro-skills and students' anticipation that writing is a hard work play a prominent role in the participants ' self-efficacy . these results are consistent with previous research on writing Bandura's self-efficacy (1986) that stated that people's confidence to persevere challenging tasks is determined not by the actual skills they possess but by their confidence to successfully achieve the desired outcomes .

Conclusion

This chapter reported the results of the statistical data analysis in answering the study's research question : do writing self-efficacy beliefs (taken as a single factor) negatively correlate with the level of writing anxiety among second year Mohamed Boudiaf University students ? Pearson correlation coefficient was performed to answer this question . Results show no statistically significant correlation between the variables understudy . This was attributed to a set of factors that might have caused our hypothesis to be refuted . Instead , the study shed light on the existence of statistically significant correlations among the factors within the same questionnaire .

Conclusion and Suggestions for Further Research

The current study was designed to investigate the relationship between two of the most influential affective factors L2 academic writing . Indeed learners' writing anxiety and writing self-efficacy received a growing attention in contemporary educational research attempting to

establish any possible correlation between the two . This study examined the relationship between these variables in the Algerian context represented by second year students at the department of English at Mohamed Boudiaf University . Results revealed that there was no statistically significant correlation between the participants' writing self efficacy and writing anxiety levels . Instead , some significant correlations were spotted among the factors of the same variable . these correlations showed that the participants' writing anxiety is highly determined by their attitudes towards writing and their writing self-efficacy is dependent on their anticipation that writing is a hard work .

Based on what has been previously mentioned , further research is needed to investigate the correlation between writing anxiety in relation to English language learning in general and the writing skill in particular in another context. Furthermore , some recommendations should be taken into consideration . a possibly more than 5- point Likert scale could have been a more suitable tool of measurement because it is psychometrically stronger than the one with a traditional Likert format . Another recommendation is to introduce a third independent variable which is likely to exert an effect on the two variables of the study such as writing outcomes or previous writing achievement .

List of References

- Arnold , J . & Brown , H.D.(1999) . A map of the terrain . in . J. Arnold (ED) , affect in language learning . Cambridge : Cambridge University Press .
- Bandura , A . (1986 , Feb .) . self-efficacy mechanism in human agency . *American psychologist* , 37 (2) , 122 -147 . doi : 10.1037/0003-066X.37.2.1222.
- Bandura , A(1986) . social foundations of thought and action : A social cognitive theory .
Englewood Cliffs .N .J .: Prentice-hall .
- Bandura , A (1994) self-efficacy . in V.S. Ramachaudran (Ed) , *Encyclopedia of human behavior* , (Vol . 4 , pp . 71 – 81) . New York : Academic press . (Reprinted in H . Friedman (Ed) , *Encyclopedia of mental health* . san Diego : Academic Press , 1998) .
- Bandura , A . (1997) self-efficacy : the exercise of control . new York : Freeman .
- Bandura ,A . Barbaranelli , C , Capara , G. V. , & Pastorelli , C . (1996 , Jun .) .Multifaceted impact of self-efficacy beliefs on academic functioning . *Child Development* , 67 (3) , 1206 – 1222 .
- Brawick , N . (1995) . Pundura’s Box : An investigation of essay anxiety in adolescents .
Psychodynamic counselling .
- Brown , H . D . (2000) . principle of language learning and teaching (4th ed .) . Pearson Education : longman .
- Cheng , Y. (2004) . A measure of second language writing anxiety : Scale development and preliminary validation . *Journal of second language writing* , 13 , 4 , 313 -335 .
- Erkan , D . Y . (2011, Mar .) . writing performance relative to writing apprehension , self-efficacy in writing , and attitudes towards writing : A correlational study in Turkish tertiary –level EFL .
Asian EFL Journal , 13 , 1 , 163-191 .
- Flower , L. & Hayes , J. R . (1981) . A cognitive process theory of writing . *college composition and communication* , 32 , 365 -387 .
- Gregersen , T. & Horwitz , E . K . (2002) . language learning and perfectionism : Anxious and non-anxious language learners’ reactions to their own oral performance . *the modern language Journal* , 86 , 562 -570 .

Hattie , J . (1992) . self-concept . Hillsdale , NJ : Erlbaum .

Horwitz , E. K ., Horwitz , M. B., & Cope ,J. (1986) . foreign language classroom anxiety . the Modern Language Journal ,70 , 2, 125 -132 .

Ibrahim , F.H .& Noor , H. A . A (2011, Sep .) . writing apprehension in English among Jordanian Postgraduate students at universiti Utara Malaysia (Uum) .Academic Research International , Vol . 1, issue , 2 .

Latif , M . A (2007) . the factors accounting for the Egyptian EFL university students' negative writing affect . Essex Graduate student papers in language & linguistics ; 9; 57-82 .

Mahmoodzadeh , M(2013 , Jan .). investigating foreign language anxiety in Iranian classrooms : the effect of gender . international Journal of Research studies language learning , 2, 61-70.

Pajares , F. (1996) Assessing self-efficacy beliefs and academic outcomes : the case for specificity and correspondence .Measuring and mismeasuring self-efficacy : Dimensions , problems , and misconceptions . annual meeting of the American Educational research association , New YORK .

Pajares , F. (1997) . current directions in self-efficacy research . in M . Maehr & P.R . Pintrich (Eds .) . Advances in motivation and achievement , vol . 10 , (pp. 1-49) Greenwich , CT : JAI press .

Pajares , F (2003) . Self-efficacy beliefs , motivation , and achievement in writing : a review of the literature . reading & writing Quarterly , 19 , 139-158 .

Perkun , R . (1992) . the impact of emotions on learning and achievement : towards a theory of cognitive/ motivational mediators . Applied Psychology : an International review , 41 (4) , 359-376 .

Peterson , S. J & Bredow , T . S . (2009) . Middle –Range Theories : Application to Nursing Research (2nd ed .). Library of Congress .

Rotter , J . B . (1996) . Generalized Expectancies for internal versus external Control of Reinforcement . Psychological Monographs : General and applied , 80 (1) , 1-28 doi : 10.1037/h0092976

Salomon , G , (1984) . Television is “ easy “ and print is “ though “ : the differential investment of mental effort in learning as a function of perceptions and attributions .Journal of educational Psychology , 76 , 647-658

Schunk , D .H? (1983) . progress self-monitoring : effects on children's self-efficacy and achievement . Journal of Experimental Education ,51 , 89-93 .

Scovel , T. (1978) . the effect of affect : a review of the anxiety literature . language learning , 28, 129-142.

Smith , R . E . (1989) . effects of coping skills training on generalized self-efficacy and locus of control . Journal of personality and social psychology .56, 228-233 .

Tsai , M. H . (2012) . A study of university students' anxiety differences between traditional and online writing classes . Focus on colleges , universities , and schools , 6.

Young , DJ. (1991) . Creating a low-anxiety classroom environment : what does language anxiety research suggest? The modern language journal , 75 (4) , 426-439 .

Zimmerman , B .J. (1995) . self-efficacy and educational development . in . A . Bandura (Ed) , self-efficacy in changing societies (pp . 202-231) . New York : Cambridge Univ . Press .

Zimmerman , B .J.(2000) . self-efficacy : an essential motive to learn . contemporary Educational psychology 25 , 82-91 .

Appendix 1 : The English Writing Apprehension Scale (Latif ,2007)

Directions : Below are some statements about your writing in English . There are no right or wrong answers to these statements . please indicate the degree to which each statements applies to you by ticking whether you (1) strongly agree (2) agree ,(3) are uncertain,(4) disagree ,or (5) strongly disagree with the statement . While some of the statements may seem repetitious , just take your time and try to be as honest as possible.

I usually do my best to avoid writing in English essays.

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

I am afraid of writing essays in English when they will be evaluated .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

Whenever possible, I would use English to write essays .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

I usually seek every possible chance to write English essays outside of class .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

I like writing in English .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

I have no fear of my English writing being evaluated .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

I do not like English writing classes .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

I like discussing my English writing with others .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

I would read rather than write in English .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

I usually do my best to avoid situations in which I have to write in English .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

I do not like my English essays to be evaluated .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

Unless I have no choice , I would not use English to write essays .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

Appendix 2 : The English Writing Self-Efficacy Scale (latif ,2007)

Part one :

Directions : Below are some statements about your English writing . There are no right or wrong answers to these statements . please indicate the degree to which each statements applies to you by ticking whether you (1) strongly agree (2) agree ,(3) are uncertain,(4) disagree ,or (5) strongly disagree with the statement . try to be as honest as possible .

I am not good at writing in English

1. . Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

It is easy for me to write good essays in English .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

When I hand in an English essay I know that I am going to do poorly .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

I expect to do poorly in English writing classes even before I enter them .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

I feel confident in my ability to clearly express my ideas when writing in English .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

People seem to like what I write in English .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

I do not think I write in English as well as my classmates .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

When my class is asked to write essay , mine is one of the best .

1. Strongly agree
2. Agree
3. Uncertain
4. Disagree
5. Strongly disagree

Appendix 3 : English Writing Self-Efficacy Scale (EWSS)

Dear students ,

This two-part likert scale is intended to you second year students of English at Mohamed Boudiaf University of M'sila . The responses will constitute the raw data necessary to answer our levels . You are kindly invited to answer the following questions . we would be very grateful if you could answer accurately and honestly according to the following directions .

Part one

Directions

Below are some statements about your English writing . Please indicate the degree to which each statement applies to you by ticking whether you (a) strongly disagree , (b) disagree , (c) are uncertain,(d) agree ,or (e) strongly agree with the statement .

1. I am not good at writing in English .
 - a) Strongly disagree
 - b) Disagree
 - c) Uncertain
 - d) Agree
 - e) Strongly agree
2. It is easy for me to write good essays in English .
 - a) Strongly disagree
 - b) Disagree
 - c) Uncertain
 - d) Agree
 - e) Strongly agree
3. I expect to do poorly in English writing classes even before I enter them .
 - a) Strongly disagree
 - b) Disagree
 - c) Uncertain
 - d) Agree
 - e) Strongly agree

4. When I hand in an English essay I know I am going to do poorly .
 - a) Strongly disagree
 - b) Disagree
 - c) Uncertain
 - d) Agree
 - e) Strongly agree

5. I feel confident in my ability to clearly express my ideas when writing in English .
 - a) Strongly disagree
 - b) Disagree
 - c) Uncertain
 - d) Agree
 - e) Strongly agree

6. I do not think I write in English as well my classmates .
 - a) Strongly disagree
 - b) Disagree
 - c) Uncertain
 - d) Agree
 - e) Strongly agree

7. People seem to like what I write in English .
 - a) Strongly disagree
 - b) Disagree
 - c) Uncertain
 - d) Agree
 - e) Strongly agree

8. When my class is asked to write an essay , mine is one of the best .
 - a) Strongly disagree
 - b) Disagree
 - c) Uncertain
 - d) Agree
 - e) Strongly agree

Part two

Directions : on the scale below , please indicate how confident you are that you can perform each of the following English writing skills by ticking whether you are (a) very unconfident ,(b) unconfident , (c) neither confident nor unconfident , (d) confident , (e) very confident .

1. Correctly spell all the words in a one page essay .
 - a. Very unconfident
 - b. Unconfident
 - c. Neither confident nor unconfident
 - d. Confident
 - e. Very confident
2. Correctly punctuate a one page essay .
 - a. Very unconfident
 - b. Unconfident
 - c. Neither confident nor unconfident
 - d. Confident
 - e. Very confident
3. Correctly use parts of speech (i.e. ,nouns , verbs, adjectives , etc .).
 - a. Very unconfident
 - b. Unconfident
 - c. Neither confident nor unconfident
 - d. Confident
 - e. Very confident
4. Write simple sentences with proper grammatical structure .
 - a. Very unconfident
 - b. Unconfident
 - c. Neither confident nor unconfident
 - d. Confident
 - e. Very confident

5. Correctly use plurals , verb tenses , prefixes , and suffixes .
 - a. Very unconfident
 - b. Unconfident
 - c. Neither confident nor unconfident
 - d. Confident
 - e. Very confident

6. Write an essay with appropriate vocabulary .
 - a. Very unconfident
 - b. Unconfident
 - c. Neither confident nor unconfident
 - d. Confident
 - e. Very confident

7. Write compound and complex sentences with proper punctuation .
 - a. Very unconfident
 - b. Unconfident
 - c. Neither confident nor unconfident
 - d. Confident
 - e. Very confident

8. Write compound and complex sentences with proper grammatical structure .
 - a. Very unconfident
 - b. Unconfident
 - c. Neither confident nor unconfident
 - d. Confident
 - e. Very confident

9. Write a strong paragraph that has a good topic sentences or main idea .
 - a. Very unconfident
 - b. Unconfident
 - c. Neither confident nor unconfident
 - d. Confident
 - e. Very confident

10. Write a coherent paragraph .

- a. Very unconfident
- b. Unconfident
- c. Neither confident nor unconfident
- d. Confident
- e. Very confident

11. Link paragraphs using effective transitions .

- a. Very unconfident
- b. Unconfident
- c. Neither confident nor unconfident
- d. Confident
- e. Very confident

12. Write an essay with well-organized ideas that express one theme .

- a. Very unconfident
- b. Unconfident
- c. Neither confident nor unconfident
- d. Confident
- e. Very confident

Appendix 4 : EWSS Part-One Factors

Factor	Statement	Strongly disagree	disagree	Uncertain	agree	Strongly agree
1. Reading to attempt writing tasks	<p>1 . I am not good at writing</p> <p>5.feel confident in my ability to clearly express my ideas when writing in English</p>					
2. Anticipation that writing is a hard work	<p>2 . it is easy for me write good essays in English</p>					
3. poor writing expectations	<p>3 . I expect to do poorly in English writing classes even before I enter them</p> <p>4 . when I hand in an English essay I know I am going to do poorly</p>					
4. one's perception about his/ her writing compared to others'	<p>6 . I do not think I write in English as well as my classmates</p> <p>8 . when my</p>					

	class is asked to write an essay , mine is one of the best					
5. expectations of others' appreciation of one's writing	7 . people seem to like what I write in English					

Appendix 5 : EWSS Part-Two Factor

Factor	Statement	Strongly unconfident	Unconfident	Neither confident nor	Confident	Strongly confident
6. confidence to successfully perform English writing micro-skills	1.correctly spell all the words in a one page essay . 2. correctly punctuate a one page essay . 3. correctly use parts of speech (i .e . nouns , verbs , adjectives, etc .) 4. write simple sentences with proper grammatical structure 5. correctly use plurals , verb tenses , prefix , and suffix 6. write an essay with appropriate vocabulary 7. write compound and complex sentences with proper punctuation 8. write compound and complex sentences with proper grammatical structure 9. write a strong paragraph that has a good topic sentence or main idea 10. write a coherent paragraph 11. link paragraphs using					

	effective transitions 12. write an essay with well-organized ideas that express one theme .					
--	--	--	--	--	--	--

Appendix 6 : English Writing Apprehension Scale (EWAS)

Dear students ,

This likert scale is intended to you third year students of English at the teachers' training school of Constantine . the responses will constitute the raw data necessary to answer our research question about the correlation between writing self-efficacy and writing apprehension levels . you are kindly invited to answer the questions . we would be very grateful if you could answer accurately and honestly according to the following directions .

Directions :

Below are some statements about your writing in English . there are no right or wrong answers to these statements . please indicate the degree to which each statement applies to you by ticking whether you (a) strongly disagree , (b) disagree , (c) are uncertain , (d) agree , or (e) strongly agree with the statement .

1 . I like writing in English .

- 6. strongly disagree
- 7. disagree
- 8. uncertain
- 9. agree
- 10. strongly agree

2 . I usually seek every possible chance to write English essays outside of class .

- f. strongly disagree
- g. disagree
- h. uncertain
- i. agree
- j. strongly agree

3 . I like discussing my English writing with others

- a. strongly disagree
- b. disagree
- c. uncertain
- d. agree
- e. strongly agree

4 . I do not like English writing classes .

- a. strongly disagree
- b. disagree
- c. uncertain
- d. agree
- e. strongly agree

5 . I usually do my best to avoid writing English essays .

- a. strongly disagree
- b. disagree
- c. uncertain
- d. agree
- e. strongly agree

6 . I am afraid of writing essays in English when I know they will be evaluated .

- a. strongly disagree
- b. disagree
- c. uncertain
- d. agree
- e. strongly agree

7 . I usually do my best to avoid situations in which I have to write in English .

- a. strongly disagree
- b. disagree
- c. uncertain
- d. agree
- e. strongly agree

8 . I do not like my English essays to be evaluated .

- a. strongly disagree
- b. disagree
- c. uncertain
- d. agree
- e. strongly agree

9 . I would rather read than write in English .

- a. strongly disagree
- b. disagree
- c. uncertain
- d. agree
- e. strongly agree

Appendix 7 : EWAS Factors

Factor	Statement	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
1.motivation	1.I like writing in English 2.I usually seek every possible chance to write English essays outside of class 4 . I do not like English writing classes					
5 . readiness to discuss one's	3.I like discussing my English writing with					

writing	others					
3.avoidance	<p>5 . I usually do my best to best to avoid writing English essays</p> <p>7 . I usually do my best to avoid situations in which I have to write in English</p> <p>9 . I would rather read than write in English</p>					
4. fear of evaluation	<p>6. I am afraid of writing essays in English when I know they will be evaluated</p> <p>8 . I do not like my English essays to be evaluated</p>					

