

# L2 Writing Anxiety, Writing Self-efficacy and Writing Motivation as Correlates of Global L2 Writing Performance

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## ABSTRACT

The aim of this study is to investigate the predictability of global L2 writing performance of Iraqi Kurdistan English as a foreign language (EFL) learners through the affective and linguistic variable of L2 writing anxiety, writing self-efficacy and writing motivation. To this end three types of lingua-affective questionnaires were distributed among 129 EFL learners whose age range was between 18 to 24. They were also required to hand in a writing performance in one session which are scored by two different scorers to have inter-rater reliability. Using a correlational design and running a linear regression test, the researchers investigated the correlation of L2 writing anxiety, writing self-efficacy, writing motivation with global L2 writing performance. The results indicate that writing self-efficacy and writing motivation has a positive and significant relationship with global L2 writing performance while L2 writing anxiety was a different variable from them, indicating a significant but negative correlation with L2 writing performance. The linear regression also indicates that the sole predicting variables to predict L2 writing performance are writing motivation and the writing self-efficacy which has a high and significant relationship with L2 writing performance. This significant amount of relationship makes the expectation that they predict L2 writing performance; however, these variables are not among the predictors of the study.

**KEY WORDS:** Global L2 Writing Performance, L2 Writing Anxiety, Writing Motivation, Writing Self-Efficacy; Writing Skill

## 1. TERMINOLOGY

The terms English as a foreign language (EFL), and the second language (L2) are both used in this study. To avoid confusion, the term EFL is used to refer to a context where exposure to English is just possible in classes. However, the term L2 is a more generalizable

term to be applied to every language other than the first language whether it is the second or the foreign language.

## 2. INTRODUCTION

Writing has been one of the challenging skills and concerns for researchers and practitioners in the area of learning English as a foreign language (Jones, 2008). Successful academic writers are required to use high cognitive skills to put ideas into proper grammatical tidy structures based on high critical thinking skills (Erkan & Saban, 2011). However, as Pajares and Valiante (1997) argue, writing skill is not only a cognitive but also an emotional activity. Writing performance necessitates direct involvement of EFL students in expressing ideas clearly both cognitively and emotionally to meet readers' expectations. However, EFL learners are not

Koya University Journal of Humanities and Social Sciences (KUJHSS).

Volume 3, Issue 1, 2020.

Received 07 Nov 2019; Accepted 08 Apr 2020,

Regular research paper: Published 28 June 2020

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equally competent in writing performance, and there are several obstacles or problems that demotivate them from writing or hinder the development of writing ability (Basturkmen and Lewis, 2002). One of the most hindering factors affecting this development is writing anxiety. Wynne (2010) defines writing anxiety as negative feelings that writers experience when attempting to generate ideas and words. To account for the complexities of writing anxiety in different learners, several studies have been done on writing anxiety which have come to different findings. (Rezaei, Jafari, and Younas, 2014; Atay & Kurt, 2006; Cheng, 2004; Hassan, 2001; Cheng, Horwitz, and Schallert, 1999).

In a study, Hassan (2001) confirms the effect of writing apprehension, and he adds that the ensuing feeling of EFL learners escalates when writing tasks is assessed by teachers and thus the students undertake various ways to avoid writing. Furthermore, to account for the importance of writing anxiety Cheng (2004) developed Second Language Writing Anxiety Inventory (SLWAI) that covers somatic anxiety, cognitive anxiety, and avoidance behaviour. This is because anxiety affects several aspects of human behaviour and performance intellectually.

Contrary to writing anxiety as a negative factor in L2 writing, writing motivation in second language learning is seen as a positive factor which is highly related to strategies that are used by learners, the self-confidence which learners have for learning the second language, and the self-regulation in which learners set the goals in their learning for themselves (Wolters, Pintrich, & Karenick, 2003). Motivation in writing has also been studied by Pajares' (2003) who shows that having confidence in writing positively affects writing motivation and performance.

Completely related to motivation as an affective variable to reduce writing anxiety is writing self-efficacy. Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives (Bandura 1994:2). Self-efficacy is one of the constructs of social cognitive theory; it is someone's belief in their own ability to successfully perform a task (Maritz & Brown, 2013).

Furthermore, Learners' judgements about their personal efficacy influence their decision making, and they also influence their effort, persistence and determination when they face difficulties (Pajares, 2003). 'A strong sense of confidence, for example, may serve students well when writing an essay because it engenders greater interest in and attention to writing, stronger effort, and greater perseverance and resilience in the face of adversity (ibid:140).

It appears that there have been sufficient studies on L2 writing performance. Concerning the relationship

among L2 writing anxiety, writing self-efficacy and writing motivation; however, is under-researched especially in Iraqi Kurdistan Region and its neighboring countries. People in this region have not been exposed to modern systems of teaching second or foreign languages due to a lot of political problems like chemical bombardments and being refuged to other countries.

With the assumption that these educational and hidden political variables may affect writing performance in this subject group, the aim of the current study is to investigate the correlation between writing anxiety, writing self-efficacy, and writing motivation and their overall correlation and predicting power with L2 writing performance.

### 3. LITERATURE REVIEW

#### 3.1 Writing Anxiety

In the past four or five decades, many researches have been conducted to investigate the relationship between writing anxiety and writing performance especially with native speakers of English. Daly and Miller (1975) state that individuals who are very apprehensive lack motivation to achieve their goal and are less willing to talk. Writing anxiety has been defined by Thompson (1980) as "fear of writing process that outweighs the projected gain from ability to write" (p. 121). Philips (1968) defines this type of apprehensive individuals as the "person for whom anxiety about communication outweighs his projection of gain from the situation" (p. 40). According to Daly and Miller (1975), highly apprehensive individuals avoid writing because they are afraid of being negatively evaluated and even if they are obliged to write, they will experience deep anxiety. Furthermore, highly apprehensive students in class usually fail writing because they are not attending classes when writing is required (ibid).

In a study conducted by Daly (1978) to test the prediction that students with low anxiety about writing should do better on writing test than highly apprehensive students. A total of 3602 undergraduate students completed writing apprehension measure and writing competency questionnaire. The results of the study show that highly apprehensive students perform differently than low apprehensive students on standardized writing tests, and "low apprehensive scored significantly better on comprehensive tests of grammar, mechanics, and larger concerns in writing skills" (p. 10).

Another study conducted by Cheng et al (1999) to investigate the relationship between L2 classroom anxiety and L2 writing anxiety and their links with L2 speaking and writing achievement. The participants of this study were English majors (total of 433 students) at four Taiwanese universities who were enrolled in

speaking and writing classes in 1997. A questionnaire which was consisted of a modified FLCAS, an adapted SLWAT, plus a background questionnaire to collect demographic information and information about participants' English learning were utilized to collect the data of this study. The results revealed that L2 classroom anxiety and L2 writing anxiety are related but independent constructs with the former a more general type and the latter language-specific anxiety. And they both had negative impact on students' performance.

In addition, Rezaei, Jafari, and Younas (2014) examines writing anxiety in a mixed method study on Iranian EFL learners and they found that the most common type of anxiety is somatic, followed by cognitive and avoidance behaviour. Therefore, it is predictable that EFL learners produce a level of anxiety during their engagement in writing activities.

Genc and Yayli (2019) conducted a study on 257 Turkish participants who are proficient users of English aiming at finding the levels and the sources of writing anxiety in a mixed method study. The results show that somatic anxiety was the most common type of anxiety among EFL students. Avoidance anxiety comes second and cognitive anxiety is the third. However, the results have changed after the students took writing modules. Their avoidance anxiety takes the lead and other two anxieties came after respectively. Hence, most participants highlight the negative effect of apprehension on their writing performance.

It is essential to remember the various reported sources of writing anxiety in connection to writing performance. The most anxiety provoking factors include, but not limited to, selecting topic, finding supporting ideas, time restriction, and lack of effective feedback. Writing process specific steps such as using correct grammar for writing, brainstorming, and idea organization were also provocative (Genc and Yayli, 2019). In Abdel Latif (2015), there are six sources behind students' English writing apprehension which are linguistic knowledge level, perceived language competence, writing performance level, perceived writing competence, instructional practices, and fear of criticism.

### 3.2 Writing self-efficacy

According to Bandura's (1986) social cognitive theory, writing self-efficacy influences academic writing performance of students because self-efficacy beliefs influence their choices, efforts and determination in writing process. According to Bandura (ibid) people usually try things they think they can accomplish and do not try things they think they won't succeed. Bandura asserts that people with a strong belief in their abilities will try even difficult tasks; however, those having low

senses of self-efficacy will result in depression and anxiety (1994).

The review of literature shows that there is a correlation between self-efficacy beliefs and other variables such as writing anxiety and depth of processing and writing performance (e.g. McCarthy et al., 1985; Shell et al., 1989). According to Hull and Rose (1989), it has become evident that "the more researchers learned about the relationship between cognition and writing, the more complex the relationship seemed to be". Some researches attempted to address this complexity to discover the impact of the affective factors on writing performance (e.g., Beach, 1989).

A number of researches have been conducted to investigate the relationship between learners' self-efficacy about writing and other affective factors related to writing and writing performance. For example, Pajares and Johnson (1994) conducted a research to predict undergraduate students' writing performance. They utilized writing skills self-efficacy and writing tasks self-efficacy and they discovered that writing skills self-efficacy predicted their skills in writing essays. Pajares and Valiante (1997) conducted a study to explore the impact of self-efficacy on elementary students' writing. The results of the study revealed that self-efficacy beliefs of the students predicted their writing performance and it also influenced their writing apprehension, essay writing and utility of writing. In another study by (Pajares & Johnson, 1996) which investigated the writing self-efficacy of the ninth graders, the study revealed that self-efficacy perception were strong predictors of the students' writing performance.

### 3.3 Writing motivation

Cohen & Dornyei (2002) see language motivation as the primary learner variable in doing everything and without it, pedagogical strategies can rarely succeed. Gupta and Woldemariam's (2011) study exploring the influence of motivation and attitude on the writing strategies used by undergraduate EFL students showed that highly motivated students used more writing strategies and had higher perceived ability than did students who were less motivated.

Bandura (1986) maintains that people's behaviour can be predicted by their beliefs about their own abilities rather than by their real abilities to do something. According to Bandura (1994) people with a strong belief in their ability attempt difficult tasks and take them as challenges to face rather than to avoid them. Pajares (2003) states that students' beliefs about their abilities are an important part of their academic motivation, and this based on the assumption that the beliefs they hold regarding their abilities play an important role in their success or failure.

L2 Writing performance, moreover, has been subjected to further detailed investigation in numerous academic writing genres. The two Nigerian researchers, Ayodele & Kinlana, conducted a large scaled research in 2012 studying the link between writing apprehension & college students' interest in writing dissertation with a focus on self-efficacy, emotional intelligence, and academic optimism. Their analysis finds the divergent correlation between writing anxiety and willingness to write academic assessable piece of texts.

Having reviewed literature in this regard, no study has been done in the Iraqi Kurdistan region on the above variables and to investigate the amount of correlation among these variables and examine predictability of global L2 writing performance through the predictor variables the following research questions were posed:

1. How are L2 writing anxiety, writing self-efficacy and writing motivation related to global L2 writing performance?
2. How much do L2 writing anxiety, writing self-efficacy and writing motivation predict global L2 writing performance?

#### 4. METHODOLOGY

##### 4.1 Participants

The participants of the present study are undergraduate students of English Department at the University of Halabja. A total of 129 students aged between 18-24 years old participated in the study. The participants were amongst the sophomores, juniors and seniors of a bachelor of Basic Education program, and were randomly selected to participate in this study. These students were selected because they are taking paragraph writing, essay writing and research writing courses and are practically involved in writing process.

##### 4.2 Instrumentations

Three existing scales (writing self-efficacy scale to measure students' beliefs about their ability in writing, writing anxiety scale to measure their level of anxiety in writing, and emotional intelligence scale) altogether in the form of a questionnaire were utilized by the researchers to investigate relationships between L2 writing anxiety, writing self-efficacy, writing motivation and global L2 writing performance, and to investigate the predictability of global L2 writing performance through L2 writing anxiety, writing self-efficacy and writing motivation. Part one of the questionnaire was to collect personal information about the participants. Part two consisted of 40 items with 6 point Likert scale (strongly agree- strongly disagree).

Paragraph samples in the form of an essay consisting of at least 300 words were also taken from the same participants as another instrument of collecting data.

The paragraphs were scored to assess participants' performance and how it is predicted through L2 writing anxiety, writing self-efficacy and writing motivation.

##### 4.3 Data Collection Procedure

In order to collect the data, all three above mentioned questionnaires were combined to make one questionnaire consisting of the items of all for the purpose of making the participants just focusing attentively on answering the items and forget about the purposes of each separate questionnaire a kind anxiety for them. To collect demographic information one part of the questionnaire was specified to collect that part of information. A total of 150 copies of the questionnaire were distributed amongst the undergraduate students of English department. 129 copies were completed and returned. The participants were informed about the aim of the study and difficult items were clarified to them.

To collect the information on the writing samples, the participants who answered the questionnaires were given two topics to choose one of them to write about. All the writing samples were collected in one session which lasted for 95 minutes although this amount of time had not been allotted to the writing performance as the time limit. Not specifying time was done intentionally not to make the writing performance an anxious experience and to make them as efficacious and motivated as possible to write without thinking about time in their writing performances. Their writing samples were then collected and finally scored by two scorers to increase the inter-rater reliability.

##### 4.4 Design and Data Analysis

This is a quantitative descriptive correlational study in which convenience sampling has been applied to collect the data. Due to the nature of the interval scales, Spearman correlation and linear regression analysis were run to investigate the correlation between the variables and predictability of the dependent variables through independent variables.

#### 5. RESULTS

The objectives of the present study were twofold. First, it aimed at exploring any significant relationships between L2 writing anxiety, writing self-efficacy, writing motivation and global L2 writing performance, and second, investigating the predictability of global L2 writing performance through L2 writing anxiety, writing self-efficacy and writing motivation. The following research questions were formulated to address the above mentioned objectives;

How are L2 writing anxiety, writing self-efficacy and writing motivation related to global L2 writing performance?



How much do L2 writing anxiety, writing self-efficacy and writing motivation predict global L2 writing performance?

**5.1 Preliminary Analyses**

The data were examined to check for univariate and multivariate outliers. As displayed in Table 1 the data include no outliers. The standardized scores (Z-scores) were computed for global L2 writing performance, writing self-efficacy, writing motivation and writing anxiety. Table 1 indicating the Z-scores of the variables shows that none of the variables had a Z-scores higher than +/- 3. That is to say, the data did not have any univariate outliers.

**TABLE 1**  
Descriptive Statistics and Z-Scores for Global L2 Writing Performance, Writing Self-efficacy, Writing Anxiety, and Writing Motivation

	N	Minimum	Maximum	Mean	Std. Deviation
Zscore (L2 global Writing)	129	-1.818	2.353	.000	1.000
Zscore (Writing Self-Efficacy)	129	-2.135	1.806	.000	1.000
Zscore (Writing Anxiety)	129	-1.755	2.285	.000	1.000
Zscore (Writing Motivation)	129	-1.645	1.861	.000	1.000

To check multivariate outliers, the Mahalanobis Distances were also computed. The Mahalanobis Distances were compared with the chi-square critical value of 18.46 at .001 levels of significance for four dependent variables (Tabachnick and Fidell 2014). Table 2 displays the descriptive statistics for the Mahalanobis Distances. The maximum observed value of 16.403 was lower than 18.46 indicating that the present data did not have any multivariate outliers.

**TABLE 2**  
Descriptive Statistics of Mahalanobis Distances

	N	Minimum	Maximum	Mean	Std. Deviation
Mahalanobis Distance	129	.048	16.403	3.968	2.482

The normality of the data was also probed by computing the skewness and kurtosis indices (Table 3). The absolute values of skewness and kurtosis were lower than 2 (Bachman 2005, and Bae & Bachman 2010), hence normality of the present data.

**TABLE 3**  
Descriptive Statistics; Testing Normality of Data

	N	Skewness		Kurtosis	
		Statistic	Std. Error	Statistic	Std. Error
Writing	129	.367	.213	-.576	.423
Self-Efficacy	129	-.177	.213	-1.036	.423
Anxiety	129	.006	.213	.871	.423

It should be also noted that the reliability indices of the instruments employed in this study are reported in Table 4 which displays the Cronbach's alpha reliability indices for writing self-efficacy, writing anxiety and writing motivation. The reliability indices for these instruments were .862, .549 and .955 respectively.

**TABLE 4**  
Reliability Statistics of the Questioners

	Cronbach's Alpha	N of Items
Writing Self-efficacy	.862	7
Writing Anxiety	.549	8
Writing Motivation	.955	25

Table 5 displays the inter-rater reliability for the writing test. The results ( $r(127) = .548$ , representing a large effect size,  $p = .000$ ) indicated that there was a significant agreement between the raters.

**TABLE 5**  
Inter-Rater Reliability of Writing Test

		WRR2
WRR1	Pearson Correlation	.548**
	Sig. (2-tailed)	.000
	N	129

\*\* . Correlation is significant at the 0.01 level (2-tailed).

WRR1: Writing Rater 1; WRR2: Writing Rater 2

**5.2 Exploring First Research Question**

Table 6 shows the results of the Pearson correlation between L2 writing anxiety, writing self-efficacy and writing motivation and global L2 writing performance. The results indicated that global L2 writing performance had significant correlations with self-efficacy ( $r(127) = .711$  representing a large effect size,  $p = .000$ ) and motivation ( $r(127) = .767$  representing a large effect size,  $p = .000$ ). However, it had a negative and significant correlation with writing anxiety ( $r(127) = -.514$  representing a large effect size,  $p = .000$ ).

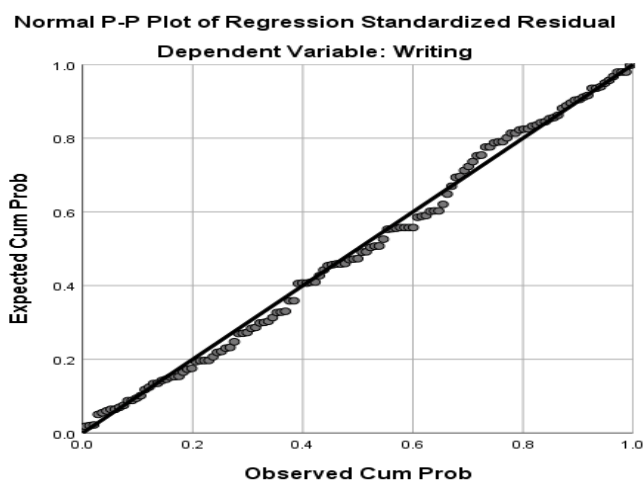
**TABLE 6**  
Pearson Correlations; Global L2 Writing with Writing Self-Efficacy, Writing Anxiety and Writing Motivation

		Global L2 Writing
Writing Self-Efficacy	Pearson Correlation	.711**
	Sig. (2-tailed)	.000
	N	129

Since a single statistical analysis was run three times to explore a single research question and in order to avoid inflated error rate, the Bonferroni correction was applied (Napierala, 2012). That is to say, the significance level .05 was divided into three; i.e. the new alpha level was  $.05 / 3 = .016$ . Since all probabilities displayed in Table 5 were lower than .016, it can be concluded that there is not any relationship between global L2 writing performance, writing self-efficacy, writing motivation and writing anxiety.

### 5.3 Exploring Second Research Question

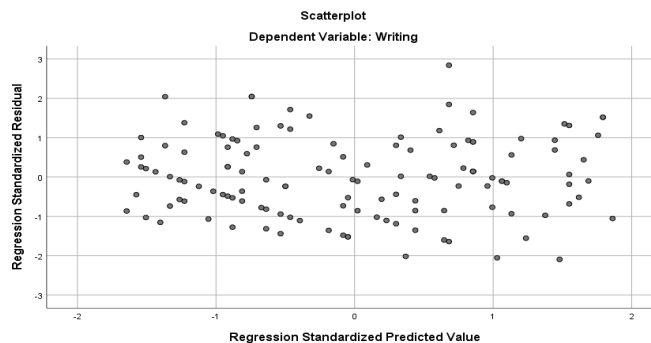
A linear regression through backward method was run to predict global L2 writing performance using writing anxiety, writing self-efficacy and writing motivation. Before discussing the results, it should be noted that the assumptions of normality, homoscedasticity and linearity were retained. As displayed in Normal P-P Plot 1, the spread of dots clustered around the diagonal, hence normality of the regression model.



Normal P-P Plot 1. Testing normality of regression model

The assumptions of linearity and homoscedasticity were examined through Scatter Plot 2. Since the spread of dots did not form neither a funnel nor a curve pattern,

it can be concluded that these assumptions were also retained.



Scatter Plot 2. Testing linearity and homoscedasticity assumptions

As displayed in Table 7, the regression model converged in three steps. All three predictors; i.e. writing anxiety, motivation and self-efficacy entered the regression model on the first step to significantly predict 59.1 percent of global L2 writing ( $R = .769, R^2 = .591, F(3, 125) = 60.276, p = .000$ ). Anxiety was excluded from the regression model on the second step. The removal of anxiety did not change percent of prediction significantly ( $R = .769, R^2 = .591, F(1, 125) = .045, p = .832$ ). And finally, self-efficacy was excluded on the third step. The removal of self-efficacy did not alter the regression model significantly ( $R = .767, R^2 = .588, F(1, 126) = .890, p = .347$ ). As it will be discussed under Table 8, motivation was the sole significant predictor of global L2 writing at all three steps.

TABLE 7  
Model Summary<sup>d</sup>

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.769 <sup>a</sup>	.591	.581	2.016	.591	60.276	3	125	.000
2	.769 <sup>b</sup>	.591	.585	2.009	.000	.045	1	125	.832
3	.767 <sup>c</sup>	.588	.585	2.008	-.003	.890	1	126	.347

a. Predictors: (Constant), Motivation, Anxiety, Self-Efficacy

b. Predictors: (Constant), Motivation, Self-Efficacy

c. Predictors: (Constant), Motivation

d. Dependent Variable: Writing

The results displayed in Table 8 further support the conclusions reached above. Writing self-efficacy ( $B = .045, Beta = .125, t = .962, p = .338$ ) and writing anxiety ( $B = -.008, Beta = -.017, t = -.213, p = .832$ ) indicated that these two variables did not significantly contribute to the regression model on the first step, of which writing anxiety was excluded on the first step because its contribution was lower than that of self-efficacy. Writing self-efficacy was excluded on the second step due to its non-significant contribution to the regression model ( $B = .044, Beta = .121, t = .944, p = .347$ ). The results indicated that the writing motivation was the only

variable which showed significant contribution to the regression model on all three steps.

TABLE 8  
Regression Coefficients<sup>a</sup>

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.196	1.263		.155	.877
1 Writing Self-Efficacy	.045	.047	.125	.962	.338
1 Writing Anxiety	-.008	.038	-.017	-.213	.832
1 Writing Motivation	.070	.016	.643	4.388	.000
(Constant)	-.055	.460		-.119	.905
2 Writing Self-Efficacy	.044	.046	.121	.944	.347
2 Writing Motivation	.071	.014	.658	5.129	.000
(Constant)	-.008	.457		-.018	.986
3 Writing Motivation	.083	.006	.767	13.470	.000

a Dependent variable: L2 writing performance

Table 8 displays both unstandardized (B) and standardized (Beta) regression coefficients. Unstandardized regression coefficients show amount of change in dependent variable for a unite change in predictors. For example, the unstandardized regression coefficient for Motivation is .083. That is to say, if motivation increases one-unit, global L2 writing will increase .083 units.

The standardized regression coefficients express the same through standard deviations. For example, the standardized regression coefficient for Motivation is .767. That is to say, if motivation increases one standard deviation, global L2 writing will increase .767 standard deviations. These results can be used to build the regression equation as:

$$\text{Predicted Global L2 Writing} = \text{Constant} + (B * \text{Motivation})$$

$$\text{Predicted Global L2 Writing} = -.008 + (.083 * \text{Motivation})$$

## 6. DISCUSSION

This study examined the correlation among three important affective variables—writing self-efficacy, writing motivation and writing anxiety and the predictability of the above mentioned variables on global L2 writing performance. The correlations of writing self- efficacy and writing motivation with global L2 writing performance were reported to be relatively high and significance representing a large effect size while the correlation between writing anxiety and Global L2 writing performance represented a significant but negative correlation although the effect size was

large. This indicates that as anxiety increases in the writers, their writing abilities decreases significantly. This finding is in line with many other researchers working on this type of correlation in 1990s including (Onwuegbuzie, 1999; Pajares & Johnson, 1993; Phinney, 1991; Shell, Colvin, & Bruning, 1995).

More recently this study's findings is supporting what Jui-Jung Tsao, Wen-Ta Tseng, and Chaochang Wang (2017) have done who reported that their participants had medium to high levels of anxiety with regard to learning to write English. The findings of this part of the study also corroborate the study done by Rezaei and Jafari(2014) in which they showed a high level of writing anxiety whose sub category the cognitive anxiety as its main type caused L2 writing performance to be affected significantly. Therefore, it is necessary to consider measures in order to reduce students' anxiety in L2 writing and help them improve their writing skills significantly.

Nevertheless, considering all the variables together, the results show that although apparently anxiety may be assumed to be the only negative factor to effect global L2 writing and though writing self-efficacy may seem to be a very effective factor in writing, the sole contributing variable to global L2 writing performance is observed to be writing motivation which is the sole and significant predictor of L2 writing performance according to the data collected for the purpose of the study.

Writing self-efficacy is not a significant predictor of global L2 writing performance as displayed by the data taken for this study.

## 7. CONCLUSION

As mentioned above, this study examined learners L2 writing anxiety, L2 writing self-efficacy, l2 writing motivation as predictors of global L2 writing performance among Iraqi-Kurdistan EFL learners.

Theoretically, writing anxiety is a hindering factor for L2 writing performance and those with low levels of writing anxiety are supposed to have a better performance on writing skill. The results of the present study for this part held the theory to be true.

If, as our research shows, writing anxiety has a negative correlation with writing performance and if it is a predictor of learners' competence in the writing skill, then teachers should do their best to minimize writing anxiety through different activities promoting writing skill development by focusing on writing as a process way of teaching in which learners have the opportunity of brainstorming, drafting reviewing and so on.

However, both writing self-efficacy and writing motivation are facilitative and contributing factors in writing skill. Nevertheless, the findings of this study are supportive of just the motivation to be a significant predictor of writing performance. Therefore, although

writing self-efficacy was not seen to be a significant predictor of global L2 writing performance, the role of this affective variable affecting any other cognitive variable is undeniable and writing trainers are recommended to work on this variable too.

The statistical analysis led to some important results discussed in the discussion section. However, due to the nature of the sampling which was convenience sampling, the study has some limitations. The data were collected from junior EFL learners of University of Halabja in Iraqi Kurdistan who have passed some writing courses that might be an affective variable for them to raise L2 writing self-efficacy and motivation and decrease the L2 writing anxiety that other EFL learners might have otherwise. Therefore, generalization of the results should be done cautiously. We did the study merely on a quantitative basis and other studies could be done qualitatively to deepen understanding regarding the cognitive and affective processes involved in L2 writing performance.

Regarding the only variable contributing significantly to global L2 writing performance, it should be noted that educators and teachers are highly recommended to involve more motivating activities related to teaching writing because if learners are motivated they can even plan for their own learning of the materials.

Teachers are also recommended to put efforts to help learners understand how their affective processes make an influence on their EFL writing performance. Competence through confidence is what they should strive for.

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Please read each statement carefully and express your degree of agreement/disagreement by checking (✓) the appropriate column.

No	Items	Strongly agree	agree	Neutral	Disagree	Strongly disagree
1.	I feel confident about writing in English					
2.	I know how to write well in English					
3.	I write in English with an underlying logical organization					
4.	If I put in the needed effort I am sure I can become a good write in English					
5.	I can write essay that are relevant and appropriate to the assignment					
6.	I present my point of view or argument accurately and effectively when writing in English					
7.	I am sure I can do well on writing courses even if they are difficult.					
8.	Just thinking about writing in English makes me feel nervous.					
9.	I get too nervous to concentrate when I start writing in English.					
10.	I get really upright right before the writing class begins					
11.	When learning writing in English, I get so nervous I forget thins I know.					
12.	I am afraid that other students might make fun of my English essay if I ask them to review it.					
13.	I get a sinking feeling when I think of trying to complete a difficult writing assignment.					
14.	I feel more tense and nervous in writing class than in other classes.					
15.	My mind goes blank and I am unable to think clearly when writing in English.					
16.	I have to learn to write in English because I will need it for my career.					
17.	I have to learn to write in English because it will be useful for getting a good job.					
18.	I have to learn to write in English so that I can communicate with other professionals in my field.					
19.	I need to learn to write in English for my area of studies.					
20.	I want to learn to write in English so that I can earn more money.					
21.	I learn to write in English because I want to be accepted by native speakers of English.					
22.	I learn to write in English because I want to communicate with native speakers of English.					
23.	I want to learn to write in English because I want to know more about the culture where English is spoken.					
24.	I want people to think I write like a native speaker of English.					
25.	I want to learn to write in English because I want to be like a native speaker of English.					

**Appendix: The Questionnaire**

**Questionnaire**

Dear participants,

Thank you so much for your participation in completing the questionnaire. This questionnaire is designed to investigate L2 writing anxiety, writing self-efficacy, and writing motivation as correlates of global L2 writing performance. The data will be used for research purposes only. Your responses will be kept confidential. Please try to be accurate in your responses to produce true results.

**PART ONE**

Personal information

1. Name.....
2. Gender male female
3. What is your age group? 18-20, 21-23, over 23
4. Stage: .....
5. The university where you study .....

**PART TWO**

26.	I want to learn to write in English so that I can function in the culture.						
27.	Writing well in English is not important to me.						
28.	I want to take the time to study so that I'll be able to write English fluently.						
29.	I would like to be able to write perfect English.						
30.	It doesn't matter to me if I make a lot of mistakes in my English writing so long as people can understand what I write.						
31.	It's not important for me to write perfect English because there are other things I do well.						
32.	I want to learn to write in English really well.						
33.	I write my compositions/papers in English very carefully, making sure I write everything correctly.						
34.	I try as hard as I can when I have to learn to write in English.						
35.	I take time to review what I have learned about English writing.						
36.	I do not put as much effort into my English writing assignment.						
37.	I leave a certain amount of time every day to study English writing.						
38.	I spend as much time as possible trying to learn to write in English.						
39.	I write my composition/papers in English quickly even though I know I could do better if I tried harder When I study writing in English, I do just enough work to get by.						
40.	I take time to find out what mistakes I make in my English compositions/papers so that I can correct them.						