Anxiety and Self-efficacy in Foreign Language Writing: The Case in Turkey

Yabancı Dilde Yazmada Özyeterlik ve Kaygı: Türkiye'de Bir Durum Çalışması

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Abstract

This study investigates two affective factors, anxiety and self-efficacy, in foreign language writing in an EFL context. The participants included 240 students from eight universities in Turkey. Both qualitative and quantitative research methods were utilized to examine the anxiety and self efficacy levels of participants. According to the findings, participants demonstrated a moderate level of foreign language writing anxiety and self-efficacy. Besides, these two phenomena were found to be negatively correlated in a moderate level. The qualitative data revealed that lack of vocabulary knowledge, inability to generate and organize ideas, fear of negative evaluation and topic unfamiliarity were the major sources of foreign language writing anxiety. It was also found that linguistic knowledge, writing competence and teachers are the determining factors on foreign language writing self-efficacy level of students.

Keywords: Foreign language writing anxiety, writing self-efficacy, Turkish EFL students

Öz

Bu çalışma İngilizcenin yabancı dil olarak öğretildiği bir ortamda öğrencilerin yabancı dilde yazma kaygılarını ve öz yeterliklerini araştırmaktadır. Çalışmaya Türkiye'de sekiz üniversiteden toplam 240 öğrenci katılmış, veriler nitel ve nicel araştırma teknikleriyle elde edilmiştir. Nicel verilerin sonuçları, öğrencilerin orta seviyede yazma kaygısı ve öz yeterliğe sahip olduğunu ve bu iki olgunun ters yönde bir korelasyona sahip olduğunu göstermiştir. Nitel verilerin sonuçları ise kelime bilgisi eksikliği, olumsuz değerlendirmeye maruz kalma korkusu ve konulara aşina olmamanın yabancı dilde yazma kaygısının başlıca sebepleri olduğunu; dilbilgisinin, yazma becerisinin ve öğretmenlerin yabancı dilde yazma öz yeterliğini belirleyen başlıca faktörler olduğunu ortaya koymuştur.

Anahtar kelimeler: Yabancı dilde yazma kaygısı, yazma yeterliği, Türk öğrenciler.

1. Introduction

   Foreign language learning is a process in which emotional and particularly psychological factors play a dominant role. There are numerous studies (Young, 1990; Samimy & Tabuse, 1992; Gardner & MacIntyre,

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1993; Horwitz, Horwitz & Cope, 1986) in literature which demonstrate the impact of affective factors on this process. Depending on the context, these affective factors may have some positive or negative effects which may promote or hinder the language learning process. One of these factors is anxiety which has been the focus of many research studies in different contexts.

Foreign language learning anxiety was first studied as a separate phenomenon by Horwitz et al (1986). They define it as "a distinct complex of self perceptions, feelings and behaviors related to classroom language learning process (p. 127)." Since the framework constructed by Horwitz et al. (1986) mainly had components related to the speaking skill, literature generally focuses on the negative correlations between language anxiety and students' performance in speaking (Horwitz et al, 1986; Phillips, 1992). However, some researchers began to question the adequacy of using this framework to measure anxiety aroused in performing language skills other than speaking (Cheng, 2004), and as a result, they started to search for skill-specific anxiety constructs, which resulted in the investigation of each language skill in terms of anxiety. As a productive skill, writing has also been examined by many researchers in terms of anxiety.

Cheng, Horwitz and Schallert (1999) indicate that foreign language anxiety and writing anxiety are two related but independent constructs. It is suggested in their study that foreign language classroom anxiety is a more general type of anxiety related to learning a second language with a strong speaking anxiety element, whereas foreign language writing anxiety is a language-skill-specific anxiety. Due to its unique inherent nature, there have been several studies focusing on writing anxiety (Cheng, 2002; Atay & Kurt, 2006; Erkan & Saban, 2011). According to Hassan (2001), foreign language writing anxiety involves avoiding writing and its evaluation. Cheng (2004: 319), on the other hand, maintains that "L2 writing anxiety is a relatively stable anxiety disposition associated with L2 writing, which involves a variety of dysfunctional thoughts, increased physiological arousal, and maladaptive behaviors." As writing anxiety may significantly affect writing performance of learners (Pajares & Johnson, 1994; Smith, 1984), foreign language writing anxiety has gained more significance as a field of study.

Another significant factor affecting language learning is self-efficacy. Bandura's self-efficacy component of social cognitive theory describes how self-perceptions regarding the capability to perform specific tasks strongly influence one's engagement in and successful completion of a task (Klassen, 2002). According to the self-efficacy theory, those who do not believe in their skills and capacities avoid engaging in tasks which require those skills, while people who believe in their abilities do not give up in the face of difficulties (Nazzal, 2008). According to Bandura, "If self-efficacy is lacking, people tend to behave ineffectually, even though they know what to do" (1986, p. 425).

As far as writing self-efficacy beliefs are concerned, Pajares (2003) argues that if learners have positive beliefs about their writing skills, they feel less anxious when writing since those positive beliefs lead to increased interest in writing, constant effort, and greater perseverance when difficulties are encountered. Particularly during the past two decades, researchers focused on self-efficacy as an effective predictor of students' motivation and learning (Zimmerman, 2000). As one of those researchers, Bandura (1997) states that academic self-beliefs strongly predict academic performance. Thus, if learners believe they have the ability to write, their writing performance will increase (McCarthy et al., 1985).

There have been numerous studies which explored the relationship between second language writing self-efficacy beliefs and foreign language writing anxiety. For instance, Hassan's (2001) study showed negative correlation between these two variables. Also, Cheng (2004) found a significant negative correlation between foreign language writing anxiety and second language writing self-efficacy beliefs. Moreover, Trylong (1987) maintained that there is a negative relationship between students' anxiety levels and their self-ratings of language proficiency (as cited in Çubukçu, 2008). Similarly, Daly and Wilson (1983), Onwuegbuzie (1999), and Pajares and Johnson (1993) found that writing anxiety level is indirectly correlated with self-efficacy beliefs (as cited in Erkan & Saban, 2011).

As stated above, though there are a substantial number of studies in literature carried out to reveal the relationship between second language writing self-efficacy beliefs and foreign language writing anxiety, there are few studies undertaken in Turkish context to examine this relationship. Considering the scarcity of the studies investigating the relationship in Turkey, an EFL context, and in order to present a better understanding of these two phenomena, the objectives of the current study are to examine the relationship between these two constructs, and to investigate the influence of background variables (gender and

proficiency level) on foreign language (EFL, hereafter) writing anxiety of a sample of Turkish prep-school students.

Based on the discussions in literature review and based on the objectives of the current study, the following research questions will be addressed:
1) To what extent do Turkish university students experience EFL writing anxiety?
    a) Does gender play a role in this anxiety?
    b) Does the proficiency level of students affect the level of this anxiety?
2) What are the sources of EFL writing anxiety experienced by Turkish university students?
3) What are the determining factors on Turkish students' L2 writing self-efficacy beliefs?
4) Is there a relationship between foreign language writing anxiety and L2 writing self-efficacy beliefs of Turkish university students?

2. Methodology

2.1. Setting

In Turkey, English preparatory schools at universities offer students one-year intensive language teaching program prior to their departmental studies. Each university has its own curriculum and students are taught general English according to their level. At the end of an academic year, students have to take an English proficiency exam. If they receive the necessary grade in this exam, they gain the right to go to their departments. Otherwise, they have to study one more year at preparatory school.

2.2. Participants

The researchers randomly chose a university from each region of Turkey (two from Aegean region) as the sample, so the participants of the study were comprised of English preparatory school students from eight universities in Turkey. Although they had different language learning background, they started a compulsory language learning program according to their level in their first year at university. In the selection of the participants, random sampling was employed. Ten students from each level (elementary, pre-intermediate and intermediate) and from eight different universities were randomly selected. The other levels (beginner, upper-intermediate and advanced) were not included in the current study since only the levels selected were common to all eight universities in the study. A total of 240 students, 109 male and 131 female, from these universities participated in the study during the spring semester of 2013-2014 academic year. The age of the students ranged from 18 to 22. A similar selection method was followed for the interview stage, and a total of 24 students from three universities, which were the most convenient to reach and arrange interviews among eight universities, were randomly chosen as well.

2.3. Data Collection Tools and Analysis

In the present study, both quantitative and qualitative methods were used to gather data on students' EFL writing anxiety and L2 writing self-efficacy beliefs. In the quantitative part of the study, two instruments were used: The Second Language Writing Anxiety Instrument (SLWAI, Cheng, 2004) (see Appendix, A) and English Writing Self-efficacy Scale (EWSS, Cheng, 2004) (see Appendix, A). SLWAI includes 22 items, while EWSS includes 9 items. The items in both instruments were scored on a five point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). These questionnaires were first translated into Turkish, and then back-translated into English to check for the consistency with the original version. Finally, they were administered to the prep-school students at the universities during regular class hours. In addition to their common usage and satisfactory reliability scores demonstrated in the literature, the reliability coefficients of the instruments in the current study were found to be .89 for the SLWAI and .86 for EWSS.

In the qualitative part of the study, on the other hand, semi-structured interviews were conducted with 24 students to obtain in-depth data regarding Turkish university students' perception of EFL writing anxiety and their L2 writing self-efficacy, and to triangulate the study. The interviews were conducted at the locations and time that students chose for their convenience. The interviews were carried out in Turkish. They were recorded, transcribed and then translated into English.

The quantitative data were analyzed using the computer program SPSS 17.0 as shown below:

1. Descriptive statistics: Frequencies and means were obtained and negatively worded statements were reverse-coded in the analysis.

2. The Pearson correlation was used to measure the relationship between EFL writing anxiety and students' L2 writing self-efficacy beliefs.

3. t test for gender and ANOVA for language proficiency were used to investigate the effect of these variables on EFL writing anxiety.

The qualitative data obtained via face to face interviews were analyzed through content analysis. The common and significant points, themes and patterns were identified in the data. Then, these coherent terms were grouped, and their frequencies were calculated for each question.

3. Results

3.1. Results of the Quantitative Data

3.1.1. EFL Writing Anxiety Level of Students

The first research question investigated the level of EFL writing anxiety experienced by students and whether it is affected by the variables such as gender and proficiency level. In order to determine the level of anxiety, the calculation model proposed by Atay and Kurt (2006) was utilized. Since the instrument has 22 items rated on a Likert scale, the mean score may change from 22 to 110. Students having a total score equal or smaller than 58 were judged to be low-anxious, and those who had a score equal or higher than 83 were thought to be highly-anxious students. Students having a score between these values demonstrated a moderate level of EFL writing anxiety.

Table 1
Anxiety level of participants

Level	Number of Participants	Percentage (rounded)	Mean
Low anxiety	35	14	46.5
Moderate Anxiety	124	52	72.1
High Anxiety	81	34	93.2
Total	240	100	70.6

As the results in Table 1 demonstrate, students, in the current study, generally experience a moderate level of EFL writing anxiety. Moreover, about a third of the students were found to be highly anxious, whereas only 14 percent of the students were identified as low-anxious students in terms of EFL writing anxiety.

The first research question also tried to reveal the effect of gender and proficiency level on EFL writing anxiety experienced by Turkish university students. To this end, independent samples t-test for gender and ANOVA for the proficiency levels were utilized to reveal the difference between the variables. The results were presented in Table 2.

Table 2
EFL writing anxiety according to gender and proficiency level

Variable	Number	Mean		Sig. value ($p < 0.05$)
Gender	109	Male	64.9	
	131	Female	76.3	.018
Proficiency level	80	Beginner	72.3	
	80	Elementary	68.4	.36
	80	Intermediate	71.1	

As seen in Table 2, there is a significant difference between male and female students in terms of EFL writing anxiety, and female students demonstrated a higher level of anxiety than their male counterparts. On the other hand, it is also seen that although the mean scores are slightly different, there is not a statistically

significant difference among the proficiency levels. In other words, proficiency level of students seems to have no impact on their EFL writing anxiety.

3.1.2. The Relationship between EFL Writing Anxiety and L2 writing Self-efficacy

Another focus of this study was to investigate the relationship between students' EFL writing anxiety and their L2 writing self-efficacy. The Pearson correlation was used to determine the level of this relationship. The result is shown in Table 3.

Table 3
EFL writing anxiety and L2 writing self-efficacy

	EFL writing anxiety	L2 writing self-efficacy
EFL writing anxiety	N = 240	-.564*
L2 writing self-efficacy	-.564*	N=240

N: Number of students * Correlation is significant at 0.01 level

The result of the analysis demonstrated that there is a negative correlation between EFL writing anxiety and L2 writing self-efficacy of Turkish university prep-school students and the level of this correlation is moderate, meaning that if the anxiety level of students in writing increases, their self-efficacy decreases in a moderate level, or vice versa.

3.2. Results of the Interviews

In order to acquire in-depth data on EFL writing anxiety and L2 writing efficacy, and to triangulate the quantitative data, an interview protocol was prepared by the researchers, and 24 students were interviewed through semi-structured interviews. The data were analyzed through content analysis, and the results were presented under each interview question.

3.2.1. Interview Question 1

The first question in the interviews asked students whether they experience anxiety while writing in English and if so to what degree. Table 4 presents the results of this question.

Table 4
Anxiety level of interviewees

Level	Gender Female	Male	Number of Participants	Percentage
Low anxiety	0	3	3	13
Moderate Anxiety	10	6	16	67
High Anxiety	4	1	5	20
Total	14	10	24	100

The answers to the first interview question revealed a parallelism with the quantitative results, and they put forward that students experience anxiety to some extent while writing in English. The majority of the students reported a moderate level of EFL writing anxiety. Five students were found to be highly anxious, whereas only three students thought that they were low-anxious students in writing in English. In addition, the results of the first question on gender supported the statistical results, revealing that female students get more anxious than their male counterparts in EFL writing.

3.2.2. Interview Question 2

The second question in the interview aimed to identify whether the proficiency level of participants has an effect on EFL writing anxiety. The students were asked to report their ideas on this issue. Their answers

demonstrated that no matter what their proficiency level is, students experience EFL writing anxiety, and there is not a concrete result regarding whether proficiency level has an effect on it. However, it is seen in Table 5 that while low anxious students do not perceive proficiency level as an influential factor on EFL writing anxiety, most of the highly anxious students attribute their anxiety to proficiency level.

Table 5
Proficiency level and EFL writing anxiety

Level	Proficiency level			Effect of Proficiency	
	Elem.	Pre-int.	Inter.	Yes	No
Low anxiety	0	1	2	0	3
Moderate Anxiety	6	6	4	10	6
High Anxiety	2	1	2	4	1
Total	8	8	8	14	10

3.2.3. Interview Question 3

The third question of the interview investigated the reasons behind students' feeling anxious while writing in English. These reasons were grouped under several significant and coherent themes, and presented in Table 6 with their frequencies.

Table 6
Causes of writing anxiety

Reasons	Frequency (n)
Fear of negative evaluation	8
Inability to generate ideas	12
Inability to organize ideas	11
Lack of vocabulary knowledge	16
Wishing to write perfectly	2
Topic unfamiliarity	6

The results show that there are several factors unique to EFL writing anxiety that cause students to feel anxious while writing. It is obvious that most of the students (n: 16) suffer from lack of vocabulary knowledge. Inabilities to generate and organize ideas are other important factors that make students (n: 23) anxious while writing in English. Furthermore, several students (n: 8) indicated that they feel anxious due to the fear of being negatively evaluated by their teacher. The other reasons reported by the students are; wishing to write perfectly (n: 2), and topic unfamiliarity (n: 6).

3.2.4. Interview Question 4

In order to obtain in-depth data regarding participants' L2 writing self-efficacy, the last interview question examined how confident students feel while writing in English. Students were asked to classify their self-efficacy as low, moderate or high, and elaborate on their ideas by explaining the determining factors behind their level of self-efficacy. Their answers were grouped under coherent themes, and the results are presented in Table 7 and 8.

Table 7
L2 Self-efficacy and EFL writing anxiety

Anxiety-Level	Self-efficacy Level		
	Low efficacy	Moderate Efficacy	High efficacy
Low anxiety	0	1	2
Moderate Anxiety	2	8	6
High Anxiety	4	1	0
Total	6	10	8

Table 8
Determining factors of L2 self-efficacy

Reasons	Frequency (n)
Linguistic knowledge	25
Writing Competence	16
Teachers	8

The results in Table 7 support the quantitative data of the study and indicate a relationship between EFL writing anxiety and L2 self-efficacy. It is seen that high-anxious students have low levels of L2 writing self-efficacy, while the ones with low anxiety levels have high self-efficacy. Moreover, the data derived from students' explanation of factors that determine their self-efficacy level are presented in Table 8. Students (n: 25) reported that their linguistic knowledge is the most important factor that determines their L2 self-efficacy level. Besides, students' writing competence (n: 16) was found to be an influential factor. Finally, some of the participants (n: 8) argued that teachers also had an important role in their L2 writing self-efficacy level.

4. Discussion

4.1. EFL Writing Anxiety Level of Turkish Students

The results of the first research question indicate that Turkish university students have a moderate level EFL writing anxiety. This finding was triangulated with the results of the first interview question in which most of the students reported a moderate level of anxiety. Supporting the results of previous studies (Atay & Kurt, 2006; Erkan & Saban, 2011) which put forward moderate and high levels of EFL writing anxiety experienced by learners in Turkish EFL context, this study demonstrates that EFL writing anxiety is an existing phenomena in Turkish university EFL setting. Based on the results, it is obvious that Turkish university students suffer from writing anxiety in their English classes.

The first research question also focused on the impact of gender on EFL writing anxiety. The results of the qualitative and quantitative data indicate that female students experience a significantly higher level of writing anxiety than male students. In addition to showing parallelism with the results of several studies (Balemir, 2009; Dalkılıç, 2001) which investigated various types of anxiety in Turkish EFL context, this result also indicated that Turkish female students get more anxious compared to male students while engaging in EFL writing tasks.

The effect of proficiency level on EFL writing anxiety was the last point investigated by the first research question. The statistical results put forward that there is not a significant difference among elementary, pre-intermediate and intermediate level students in terms of EFL writing anxiety. The results of the interviews supported the qualitative results and did not provide certain evidence regarding the effect of proficiency level. However, it was found that highly anxious students perceive their proficiency level as a determining factor on their anxiety. Utterances of a highly anxious participant illustrate the issue better:

> "I think the reason for my writing anxiety is definitely my proficiency level. If I had better English, I mean, if I knew more vocabulary items or if I knew how to write longer sentences with better grammar, I am sure I would feel less anxious, or I would feel no anxiety. Why should I get anxious if I have the ability to write?"

According to the findings, proficiency does not statistically have an impact on the level of EFL writing anxiety, and no matter what their proficiency level is, students get anxious while writing in English. Though this result provides statistically contrary evidence to the study conducted by Daud et al. (2005) which put forward that proficiency may influence the level of EFL writing anxiety, the current study qualitatively supports the result of the same study; that is, students with low proficiency are more anxious. On the other hand, the results of the current study show parallelism with the ones revealed by Atay and Kurt (2006), who also found no certain impact of proficiency on EFL writing anxiety. For this reason, it can be concluded that the finding of the current study about proficiency is a contribution to the fact that proficiency level of students may not be the only factor (Atay & Kurt, 2006) influencing the level of EFL writing anxiety.

4.2. Major Sources of EFL writing anxiety

"Being aware of the fact that my teacher will evaluate my writing makes me anxious."

"For example, one day our teacher wanted us to write about cars, but I don't have any idea about them. If I don't know anything about a topic, how can I write about it?"

"I have a big problem with the organization of my writing assignments. I write whatever comes to my mind. When I try to organize them, I get confused. I don't know what to do about it."

"Whenever I start to write in English, I feel as if I had an empty mind."

"The only problem for me is vocabulary. Because of this problem, I cannot write exactly what I want, and that is the main source of my anxiety"

The utterances above were taken from the answers to the third question in the interview which investigated the major sources of EFL writing anxiety. The results indicated that there are several unique reasons which make students feel anxious while writing in English. Students reported that lack of vocabulary knowledge is an important source of EFL writing anxiety, and they feel anxious when they cannot write exactly what they want due to this deficiency. That finding was supported by several studies in the literature (Daud et al, 2005; Latif, 2012; Zhang, 2011) which also demonstrated that lack of vocabulary or linguistic knowledge is a main source of foreign language writing anxiety.

Additionally, inability to generate and organize ideas was found to be a major source of EFL writing anxiety. Students reported that having difficulty in generating ideas on a given topic or organizing the ideas they generated make them feel anxious while writing. These issues are unique to writing skill and are directly related to writing competence of students. The finding indicates that writing competence of students is a major source of anxiety and shows parallelism with the studies conducted by Daud et al. (2005), Latif (2012), and Atay and Kurt (2006). These studies also revealed that writing competence of students is an important source of foreign language writing anxiety. For this reason, it can be concluded that improving learners' writing competence is crucial for their writing achievement (Cheng, 2002).

The results also demonstrate that while writing, students are afraid of being negatively evaluated by their teachers, which is a source of anxiety for them. In their studies, Latif (2012), Negari and Rezaabadi (2012), and Lin and Ho (2009) also found that the fear of criticism and negative evaluation is a main source of foreign language writing anxiety. Based on these results, it can be argued that teachers may have an indirect effect on students' writing anxiety level, and for this reason, they should be careful about the way they give feedback on the writing performance of their students.

The last point which was found to be a major source of EFL writing anxiety is topic unfamiliarity. Students reported that they could not write on a topic about which they do not have any background information, which makes them feel anxious while writing in English. Supported by several studies (Zhang, 2011; Lin & Ho, 2009) with similar findings, the results of the current indicate that students feel more comfortable when they are asked to write on a topic with which they are familiar. Therefore, teachers should identify the topics that their students know about or make them familiar with the topic through some warm-up activities to organize better writing tasks and have less anxious students in their writing classes.

4.3. Determining factors of L2 self-efficacy

The third research question investigated L2 writing self-efficacy level of the participants and the major factors that have an impact on it. The interviewees were asked to report their level of efficacy, and the results revealed that participants have generally a moderate level of L2 writing self-efficacy. Moreover, they reported the factors underlying their self-efficacy level. The findings derived from students' utterances indicate that linguistic knowledge is the most remarkable factor affecting L2 writing self-efficacy. It was found that the level of linguistic knowledge may have a determining role on their L2 writing self-efficacy. The utterances of two interviewees illustrate the issue:

"In fact, it is (self-efficacy) not so much. I mean, I do not trust myself so much (prompt). I think the main factor is my level of English. I am sure that if my English were better, I would have more confidence in writing."

"I can say that it is (self-efficacy) high (prompt). Because my English is good and I am one of the best students in my class. So, I believe in myself in writing and I write well."

As it is seen, linguistic knowledge has a direct influence on L2 writing self-efficacy. This confirms the results of the study by Latif (2007) who demonstrated that linguistic knowledge is one of the important factors accounting for L2 writing self-efficacy. Both results lead to the conclusion that a high level of vocabulary and grammar knowledge helps students write better and feel more confident in their writing performances.

The second factor which was found to be influential on L2 writing self-efficacy is writing competence. The participants thought that issues such as generating ideas or organizing content which can be included in writing competence play a central role in their writing self-efficacy. One of the interviewees stated that;

"…..Writing is very different. I mean, having some good ideas on a topic and writing them in an organized way are considered a skill. If you have this ability, of course you feel confident while writing. But, if you do not have it, like me, you cannot feel that confidence."

It can be understood from such utterances that some students in EFL classes perceive writing as a distinct ability requiring unique skills and performances. In their opinion, self-efficacy of that ability is determined by having the necessary skills and talents which, they think, are unique to writing. At this point, their L1 writing self-efficacy also comes to the fore. Since it is obvious that writing competence of learners is a determining factor on L2 writing self-efficacy, further research studies, like Kobayashi and Rinnert (2013), should be conducted on these phenomena by including the influence of L1 writing self-efficacy in these constructs.

The last factor having an impact on L2 writing self-efficacy was found to be teachers. The results of the interviews indicated that writing instructions given by the teachers and their way and manner of giving feedback on writing performances have a significant role in the level of L2 writing self-efficacy. The utterances below provide a good illustration of the issue:

"…. One day, he (teacher) humiliated me in front of the class because of my handwriting and the organization of the paper. I lost my confidence not only in writing but also in learning English"

"Our teacher taught a lot of things on how to write in English. Now, I can even write a two-page essay. To be honest, I have never written that much in Turkish so far."

As such utterances demonstrate, directly or indirectly, teachers have a crucial role on the level of L2 writing self-efficacy. This result provides contributing evidence to the study conducted by Nazzal (2008) who also put forward that teacher instruction and teacher feedback have a direct impact on L2 writing self-efficacy of learners. For this reason, it can be concluded that teachers should be careful about how they give both written and oral feedback to their students. They must be aware of the fact that any kind of negative behavior towards students' writing performance may result in low self-efficacy levels.

4.4. EFL Writing Anxiety and L2 Writing Self-efficacy

The fourth research question investigated the relationship between EFL writing anxiety and L2 writing self-efficacy of the participants, and it was found that these two constructs are negatively correlated at a moderate level. This finding was supported by several studies (Erkan & Saban, 2011; Latif, 2007; Nazzal, 2008) in literature which also found that there is a negative correlation between EFL writing anxiety and L2 self-efficacy, meaning that if students' L2 writing self-efficacy level increases, their anxiety level is supposed to decrease at a moderate level. In addition, as in almost all the previous studies, anxious students were also found to have low L2 writing-self efficacy in the present study. At this point, it can be concluded that several strategies and some counseling may be provided to increase the L2 writing self-efficacy level of students so that they would feel less anxious while writing in English. Such a strategy which helps students experience less anxiety while writing in English would also increase their writing performance (Erkan & Saban, 2011; Lee, 2005; Daud et. al. 2005).

The qualitative findings of the study revealed a significant point regarding the relationship of these two constructs. It was found that major sources of foreign language anxiety and determining factors of L2 writing self-efficacy have similar origins. Writing competence, linguistic competence and teachers were found to have crucial impact on the degree of these two phenomena. Thus, these two phenomena seem to have more than just a correlational relationship. Confirming the results of the study conducted by Latif (2007) on the relationship between foreign language writing anxiety and L2 writing self-efficacy, this study suggests that the relationship between these two constructs, whether it is causal or just correlational, should be investigated further through statistical research studies.

5. Conclusion

The present study investigated foreign language writing anxiety and L2 writing self-efficacy in Turkey, an EFL context, and came up with several results that could be generalized in other foreign language settings. The participants demonstrated a moderate level of EFL writing anxiety in both qualitative and quantitative analyses. Gender was found to be a significant factor in anxiety, and female students indicated a remarkably higher level of anxiety than male students. It was also found that proficiency level of students does not have an impact on EFL writing anxiety statistically. However, qualitative findings showed that students with low level of proficiency attribute their anxiety to low proficiency level.

The qualitative data revealed that participants suffered from writing anxiety in their English classes, and lack of vocabulary knowledge, inability to generate and organize ideas, fear of negative evaluation and topic unfamiliarity were the major sources of that anxiety. On the other hand, participants reported a moderate level of L2 writing self-efficacy in the interviews, and it was found that linguistic knowledge, writing competence and teachers are the determining factors on L2 writing self-efficacy level of students. These two constructs were found to be negatively correlated depending on the statistical findings. However, based on the qualitative data, the similarity in their sources and determining factors show that the relationship between them can be more than just correlational. For this reason, this study suggests further research which will focus on the relationship between these phenomena from both correlational and casual perspectives.

For classroom implications, this study emphasizes the importance of writing instruction in EFL classes. It is understood that if the students feel themselves proficient and confident enough in their writing classes, it is quite probable that they will feel more comfortable and perform better in writing tasks. Moreover, it is demonstrated once more that teachers' way and manner of giving feedback is vitally important in terms of learners. Having less anxious and more confident students in their classes requires paying attention to this reality.

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Appendix A
1. Sex: Male _____, Female_____.
2. Age: _____
3. Level: _____.

Second language writing apprehension instrument (SLWAI).
Directions: Each of the following statements refers to how you feel about your English writing class. Please indicate whether you (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree.

	SD	D	N	A	SA
1. While writing in English, I'm not nervous at all.	1	2	3	4	5
2 I feel my heart pounding when I write English compositions under time constraint.	1	2	3	4	5
3 While writing English Compositions, I feel worried and uneasy if I know they will be evaluated.	1	2	3	4	5
4 I often choose to write down my thoughts in English.	1	2	3	4	5
5 I usually do my best to avoid writing English Compositions.	1	2	3	4	5
6 My mind often goes blank when I start to work on an English composition.	1	2	3	4	5
7 I don't worry that my English compositions are a lot worse than others.	1	2	3	4	5
8 I tremble or perspire when I write English compositions under time pressure.	1	2	3	4	5
9 If my English composition is to be evaluated I would worry about getting a very poor	1	2	3	4	5
grade.	1	2	3	4	5
10 I do my best to avoid situations in which I have to write in English	1	2	3	4	5
11 My thoughts become jumbled when I write English compositions under time constraint.	1	2	3	4	5
12 Unless I have no choice, I would not use English to write compositions.	1	2	3	4	5
13 I often feel panic when I write English compositions under time constraint	1	2	3	4	5
14 I'm afraid that the other students would deride my English composition if they read it.	1	2	3	4	5
15 I freeze up when unexpectedly asked to write English Compositions.	1	2	3	4	5
16 I would do my best to excuse myself if asked to write English compositions.	1	2	3	4	5
17 I don't worry at all about what other people would think of my English compositions.	1	2	3	4	5
18 I usually seek every possible chance to write English compositions outside of class.	1	2	3	4	5
19 I usually feel my whole body rigid and tense when I write English compositions.	1	2	3	4	5
20 I'm afraid of my English composition being chosen as a sample for discussion in class.	1	2	3	4	5
21 I'm not afraid at all that my English compositions would be rated as very poor.	1	2	3	4	5

22 Whenever possible, I would use English to write compositions.	1	2	3	4	5

English Writing Self-Efficacy Scale
Directions: Each of the following statements refers to the belief of how confident you
feel that you can perform each of the following writing skills. Please indicate whether
you (1) strongly disagree, (2) disagree, (3) neutral, (4) agree, (5) strongly agree.

	SD	D	N	A	SA
1. I believe that without consulting dictionaries I can spell all words correctly when writing in English.	1	2	3	4	5
2. I believe that I can correctly punctuate when writing in English.	1	2	3	4	5
3. I believe that I can write English essays with correct grammar.	1	2	3	4	5
4. I believe that I can write English essays with appropriate rhetoric.	1	2	3	4	5
5. I believe that I can use accurate diction and idiomatic expressions when writing in English	1	2	3	4	5
6. I believe that when writing in English, I can use appropriate transitions to connect ideas smoothly and coherently.	1	2	3	4	5