



Self-Efficacy and Writing Anxiety in Second Language Acquisition: in English

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Abstract

Affective factors, such as writing anxiety and self-efficacy are significant factors to consider in L2 writing, especially for secondary schools' high-stakes-examination-driven environment. This investigation aims to explore EWA and writing self-efficacy of Iraqi secondary school students and how it relates to one another. The methodology used was a quantitative design based on Social Cognitive Theory, the participants were 90 (6th-grade) students of secondary schools from Iraq in the academic year 2023 to whom structured questionnaire was applied; and 84 assessments were valid for further analysis. The scale measured three dimensions of writing anxiety (somatic, avoidant and cognitive) and two dimensions of writing self-efficacy (task and skill). Descriptive statistics and Pearson correlation coefficients were used for data analysis. The results show that the writing anxiety and self-efficacy perceptions of participants are middling. There were strong inverse relationships of somatic and cognitive anxiety with writing self-efficacy, but not for avoidance behavior. The findings underscore the significance of enhancing students' writing self-efficacy in alleviating anxious feelings in written English.

Keywords:

writing anxiety; self-efficacy; somatic anxiety; avoidance behavior; cognitive anxiety.



الكفاءة الذاتية وقلق الكتابة في اكتساب اللغة الثانية: في اللغة الانكليزية

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المستخلص

تُعدّ العوامل العاطفية، مثل قلق الكتابة والكفاءة الذاتية، من العوامل المهمة التي يجب مراعاتها في الكتابة باللغة الانكليزية، لا سيما في بيئة المدارس الثانوية التي تُركّز على الامتحانات المصيرية. تهدف هذه الدراسة إلى استكشاف قلق الكتابة العاطفية والكفاءة الذاتية في الكتابة لدى طلاب المدارس الثانوية العراقية، وكيفية ارتباطهما ببعضهما. اعتمدت الدراسة على منهجية كمية قائمة على نظرية التعلم الاجتماعي المعرفي، وشملت عينة الدراسة ٩٠ طالباً من طلاب الصف السادس الاعدادي من المدارس الثانوية الحكومية العراقية خلال العام الدراسي ٢٠٢٣، حيث طُبّق عليهم الاستبيان، وكانت ٨٤ استبانة صالحة للتحليل. قاس هذا المقياس ثلاثة أبعاد لقلق الكتابة (الجسدي، والتجنبي، والمعرفي) وُبعدين للكفاءة الذاتية في الكتابة (المهمة والمهارة). استُخدمت الإحصاءات الوصفية ومعاملات ارتباط بيرسون لتحليل البيانات. تُشير النتائج إلى أن تصورات المشاركين لقلق الكتابة والكفاءة الذاتية متوسطة. وُجدت علاقات عكسية قوية بين القلق الجسدي والمعرفي وكفاءة الكتابة الذاتية، ولكن لم تُلاحظ هذه العلاقة بالنسبة لسلوك التجنب. وتؤكد هذه النتائج على أهمية تعزيز كفاءة الطلاب الذاتية في الكتابة لتخفيف مشاعر القلق لديهم عند الكتابة باللغة الإنجليزية.

الكلمات المفتاحية:

قلق الكتابة؛ الكفاءة الذاتية؛ القلق الجسدي؛ سلوك التجنب؛ القلق المعرفي.



1. Introduction

Writing is one of the four indispensable skills in English learning and it has been highly valued by most people. But in a lot of high schools, English writing doesn't get the attention it deserves. Since very little writing carries weight in the exams and it forms part of an overall understanding, a language writes itself according to teachers and students. Therefore, writing is of high quality. In addition, the amount of writing lessons is significantly less than listening, reading and speaking ones. In addition to this, many teachers only teach "common sentence patterns," and teach students to memorize set writing templates. It is difficult to write creatively with a common formula, due to which many students get low grades in their academic assignments and papers.

High school students go through a period of time that is sensitive and stressful, not the least because they are under the pressure to take college exams. They're bound to feel anxious and high on one moment, low on the next during this time. Under these conditions, it is of primary importance to draw attention to English major students' anxiety in writing in English and to their sense of confidence or self-efficacy as writers (writing self-efficacy).

The present study is intended to delve into the extent of anxiety that high school students experience in writing in English, their confidence level in writing and how they are related. The idea is to emphasize the social and learning psychology of learning to write in English-and in general; as well, schools might be coaxed to concentrate on academic achievement.

Three primary questions direct the study: (1) How anxious are high school students in English writing? (2) How competent do they feel as writers? (3) Are they anxious and confident in any particular way? And if so, what sort of relationship is there? From these questions, accordingly, the following hypotheses are suggested: (1) High school students have a moderate level of writing anxiety; (2) Hackers' writing self-efficacy is rated at a moderate level; and (3) The correlation between writing anxiety and writing self-efficacy is negatively significant.

Although the association of writing anxiety with self-efficacy is well documented among college students (Kong et al., 2023; Chen et al., 2019), few studies have focused on such dynamics at secondary level, particularly in public high schools in exams-driven schooling systems. This research narrows this gap by examining Iraqi high school students in a curriculum that is largely college entrance exam oriented. In contrast to previous studies of college writers in more stable learning contexts, these high school students are exposed simultaneously to cognitive and emotional development and their anxieties as writers developed not only within classroom practices but also against the backdrop of systemic assessment pressures. The documentation of these psychological factors in a non-Western, test-oriented context is likely to enrich the knowledge base for educators who are interested in developing writing pedagogical practices at high schools similar to the one in this study.



1.1. Problem Statement

Writing in English is an essential skill for second language learners; however, it is perhaps one of the most difficult tasks for high school students especially under examination oriented educational set-ups. Writing in English at most Iraqi public secondary schools suffers from poor attention (duration and quality), as students are coached only on how to memorize, follow a specific template, and write for tests rather than meaningful writing practice. This means many students have trouble formulating clear and well-supported thoughts in written English.

On the one hand, against this instructional constraint, high school students are also confronted with a heavy academic burden which is brought mainly by high-stakes examination expectation (Adel & Erman, 2012) that might enhance negative emotional responses like writing anxiety. At the same time, students' confidence to do writing referred to as writing self-efficacy is likely to be paramount in influencing not only motivation to write and persist but performance. Despite the extensive literature exploring the association of writing anxiety and self-efficacy among undergraduates, little research exists at the high school level in general and specifically in Iraq. This dearth of studies results in a gap of knowledge on the psychological motivating factors which influence English writing among secondary school students; thus, impeding the formulation of appropriate instructional interventions.

1.2. Research Hypotheses

Drawing on social cognitive theory and relevant empirical literature, the current study makes the following hypotheses:

1. High school students have a moderate level of English writing anxiety.
2. High school students have moderate level of English writing self-efficacy.
3. There is a significant negative relationship between English writing anxiety and writing self-efficacy in high school students.

These hypotheses have been developed to explore these issues in relation to the secondary school learners' emotional and cognitive perceptual understandings of English writing, and clarify the nature of possible relationships that may exist between anxiety and perceived self-efficacy among secondary school students.

1.3. Significance of the Research

Theoretical and practical implications of this study are discussed. In theory, the study contributes to existing L2 writing studies by discussing students at high school level who are a less researched group compared to university students. Considering English writing anxiety and self-efficacy in a non-Western, test-based but Asian context, the study contributes to expanding theoretical understanding of affective factors in secondary school English as a foreign language (EFL) writing.

In a practical sense, the results have significant implications for English language teachers, curriculum developers and educational policy makers. More accurate measures of students' anxiety and self-efficacy can help teachers foster more supportive instructional strategies that treat both language development issues and psychology. The study may also assist schools with penning instruction to strike the balance between exam needs and confidence-motivated approaches that result in improved students' writing performance and learning.



2. Literature Review

Most of the studies on English writing anxiety published focused on investigated how different teaching modes influence students' English writing anxiety at college level. A number of researchers have found that the "long writing style", with praise-based feedback, numerical scoring on the basis of percentage and many chances for learners to produce language, reduces writing anxiety among non-English major undergraduates and promotes their writing improvement (Shi, 2024). Gibriel (2019) also found that cooperative learning can significantly decrease both general English writing anxiety and the subcategories of somatic and evaluation anxieties in non-English major college students. Other researchers (Jiang, 2016, p.174 & Dong, 2025; Chen et al., 2019) have also confirmed that cooperative learning helps college students overcome writing difficulties and alleviate writing anxiety.

Domestic research on English writing self-efficacy mainly focuses on college students, and many scholars combine self-efficacy with other variables related to second language learning for correlation and influence studies. For instance, Zheng (2024, p.397) showed that there is a strong relationship between English majors' writing self-efficacy and the use of the different writing strategies (Hannoon, 2022). Cheng (2014, p315) and Kong et al., (2023) examined the effects of motivational variables on English writing, which revealed that overall performance is significantly related to writing self-efficacy but not to motivation while in writing (Kong & Teng, 2023). Some researchers investigate writing self-efficacy empirically based on teaching styles and methodologies. Shen and Bai (2024) and Wright et al. (2019) believed multimedia, internet resources and classroom-based teaching combination drastically boost students' writing competence and have positive implications on the way their writing self-efficacy evolve. Moreover, peer review has been found to effectively enhance English writing self-efficacy of non-English major college students (Chen, 2023; Haryanti et al., 2022).

While the majority of research is conducted with university students¹, a few researchers have studied younger populations and highlighted important contextual disparities. Sabti et al. (2019) revealed that junior high school students used diverse writing strategies even if in relatively low frequency. Additionally, imperfect positive correlations can be found among junior high school students in usage of writing strategies and writing self-efficacy (Jasim, 2024; Sheng, 2023). These studies have also pointed toward the possibility that lower strategy use and somewhat weaker self-efficacy may characterize secondary students more generally than university students; however, little is known about why this might be the case-i.e., whether developing, instructional or systemic. High school student writing, however, has arguably been even less researched, despite the fact that this population experiences a specific set of stresses-from college entrance exams and subject tests-and limited opportunities for authentic writing practice.

From this literature review, it is clear that English writing anxiety and self-efficacy research in the context of domestic has been relatively limited with regard to participant demographics. High school students Those students who have developed their writing skills to some extent (i.e., gained experience as well as carried out using English both inside and outside the class) but do not have full fluency in writing. (Ali & Nasser, 2025; Nie, 2023). As adolescents, who are in the process of becoming adults, they are also developing cognitively and emotionally. Their values



are becoming more adult, but they still lack a strong sense of self that may leave them vulnerable to psychological problems such as anxiety or depression.

Thus the investigation of English writing anxiety and writing self-efficacy in high school students is not only necessary to promote their writing performance, but also to take care of their psychological health and WHD. The purpose of the present study is to examine English writing anxiety and self-efficacy levels of high school students, and to determine the correlation between these variables. This research could help educators, school students and their parents as well as the whole society be more aware of the psychological influence on high school students' English writing, so that they would adopt some better ways to improve their writing level(quality), helping them grow up healthily in both psychological and other aspects.





3. Research Methods

The present study adopts a "quantitative research design" to investigate English writing anxiety and writing self-efficacy among Iraqi high school students and to examine the relationship between these two variables. A questionnaire-based survey approach was used because it is most suitable for collecting data on learners' psychological perceptions, belief system and attitude towards second language writing in a natural educational context. The sample schools were public secondary examination-oriented ones and students undertook an ordinary high school curriculum.

This approach to methodology allows for the organization and statistical analysis of numerical data, as well as patterns, levels, and interrelationships among research variables. Selection of a quantitative design also allows for objectivity, and replications to compare the present study to previous work in second language acquisition as well as educational psychology.

3.1 Methodology

3.1.1 Participants

The participants in this study were second-grade high school students enrolled in three public secondary schools in Iraq: Dijla Secondary School, Al-Batoul Secondary School, and Sinai Secondary School. The study was conducted during the academic year 2023. A total of 90 students were invited to participate, with equal representation from each school. After screening for incomplete or inconsistent responses, 84 valid questionnaires were retained for analysis, resulting in an effective response rate of 93.5%.

The selection of participants from public schools was intentional, as these institutions typically operate under large class sizes and exam-driven instructional practices, which are relevant to the investigation of writing anxiety and self-efficacy.

3.1.2 Research Instrument

A structured questionnaire was employed to gather data, which was adapted from already-validated instruments relating to English writing anxiety and writing self-efficacy. Revisions were also conducted to ensure relevance for high-school-level situation, especially in the task self-efficacy subscale replaced by common writing genres per formed in secondary school English classes (narrative, expository, argumentative essays and letter).

The last version of the questionnaire included 35 questions in three parts. The first part was demographic data. The second part consisted of 18 items of English writing anxiety on a 5-point Likert scale classified into three factors: somatic anxiety, avoidance behavior, cognitive anxiety. The third section included 15 items to measure writing self-efficacy, which was clustered into task self-efficacy and skill self-efficacy. Responses to all items were based on a five-point Likert scale from "strongly disagree" to "strongly agree."

3.1.3 Data Collection Procedures

The survey was administered electronically using an internet-based survey panel, and distributed to students through their schools. Participation was voluntary and students were told the academic nature of the study. To ensure data quality, a few reverse-coded items were added



to catch inattentive or non-coherent answers. After a defined period collected and screened questionnaires were sent for analysis.

3.1.4 Reliability and Validity

Statistical tests with SPSS were done to examine the reliability and validity of the instrument. The questionnaire had good internal consistency reliability, and its Cronbach's alpha coefficient was 0.933, suggestive of high reliability. The construct validity was assessed with the Kaiser-Meyer-Olkin (KMO) test for sampling adequacy, resulting in a value of 0.881. Both indices are above the conventional limit of 0.80, which means that the instrument was suitable for continued statistical procedures.

3.2 Data Analysis Procedures

Data obtained were subjected to statistical analyses using the SPSS Software. Descriptive statistics (means and standard deviations) were calculated for all items prior to analysing mean differences between levels of anxiety and self-efficacy.

Independent t-tests were used to investigate possible gender differences in writing anxiety and self-efficacy, following homogeneity of variance. The relationship between the components of writing anxiety and writing self-efficacy was then examined by using Pearson product moment correlation. A value of $p < 0.05$ was considered as statistically significant.

These analytical procedures were selected to ensure methodological rigor in the analysis process and, at the same time, render relatively unambiguously interpretable findings in relation to study research questions and hypotheses.



4. Results and Discussion

The English writing scores (out of 25 points) of the high school students participating in the study are shown in Figure (1), following a normal distribution, which is suitable for subsequent data analysis.

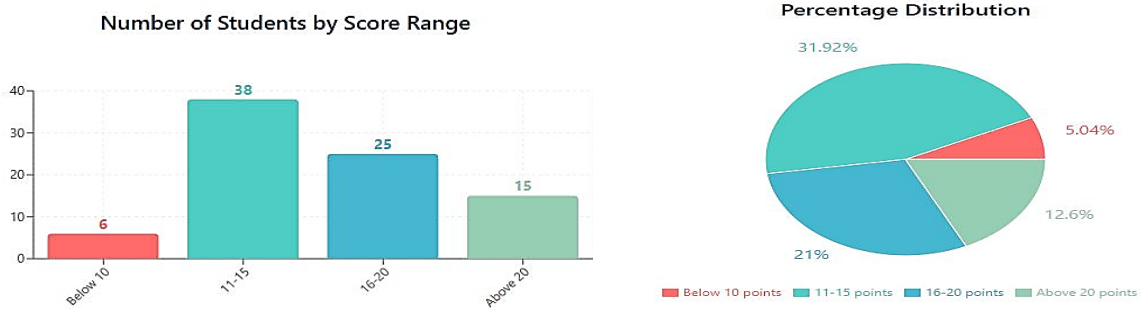


Figure1: Descriptive Statistics of High School Students' English Writing Scores

4.1 High School Students' English Writing Anxiety Level

As indicated in Figure 2, the dimension of English writing anxiety for which high school students scored had an average score higher than others was avoidance behavior ($M=2.62$, $SD=0.92$). It is, that they feel most uncomfortable about avoiding English writing entirely. In contrast, the dimension of 'cognitive anxiety' obtained the lowest mean ($M=2.45$, $SD=0.87$), which means students worry less about it. By avoidance behavior, I do not necessarily mean a lack of practice-here that students will go to great lengths to avoid writing in English unless they have no other option. This was made clear by the students in this survey-they hate writing in English and will only do so when pushed into a corner such as, during exams. They do little writing of their own accord in English during their daily lives-it's probable they are conditioned by the environment of their native language and don't take time to write in English as a part of daily life. If English writing is being done only as a drill, then imitation and template methods inevitably lead to mechanical or formulaic language; the activity becomes just that: an activity rather than a method of expressing thoughts. Thus, shaking off such avoiding behavior and promoting more active English writing in the daily life of students are necessary. It help the children to express themselves in English better and gain self-confidence.

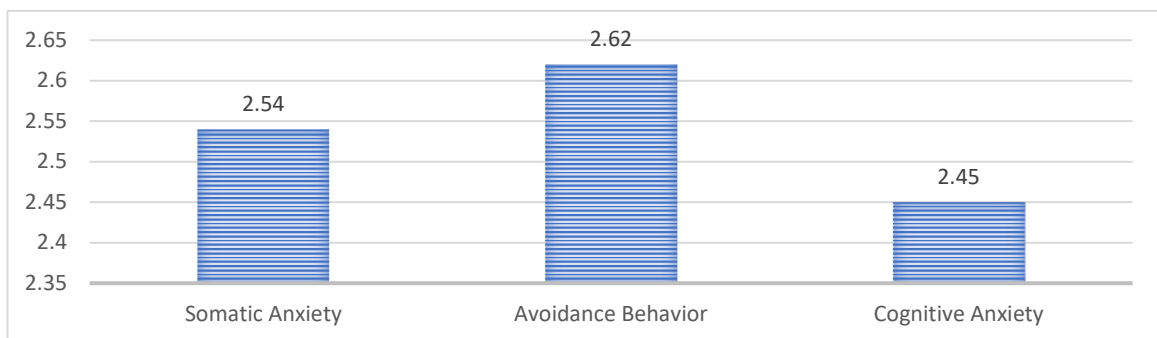


Figure 2: Average Scores of High School Students' English Writing Anxiety



For the “somatic anxiety” factor, the scoring average which was highest on an item level included, "When I start to write an English composition my mind goes blank". The students' knowledge in English is normally stored in a small stock of words, phrases, sentence patterns and language content from their life experience with which they can't recall what little remains to them or express what the world demands of them when writing in English. So, it is critical to teach students writing methods in English, that is, how to break down their topics into steps of reasoning, sequence them logically and focus on developing particular contents. In addition, language practice should be boosted to make learners memorize and use new vocabulary, phrases, and sentence patterns actively and form their view points gradually after a great deal of reading. These strategies are successful to alleviate students' English writing anxiety.

The most common fear expressed by students in the "cognitive anxiety" factor was, "I'm fearful that other classmates will tease me after reading my English composition." This is symptomatic of an issue in public high school English classes: too many students are packed in a single room, making it difficult for teachers to give one-on-one or small-group writing advice. Teachers have regularly given feedback for all to hear, and many students - particularly those with self-esteem issues-may feel intimidated in case their peers look down on them or tease them about their work. The fear of which makes them nervous while writing. To counter this, teachers need to re-evaluate the way that they review writing by establishing a positive atmosphere for learning among student writers and gradually begin to study good models. The authors also emphasize, however, that teachers should differentiate their teaching in ways that support students' capabilities and provide extra support and encouragement to those who struggle with writing.

To investigate whether there are gender differences in English writing anxiety among the surveyed students, an independent samples T-test was conducted using SPSS. The three dependent variables-somatic anxiety, avoidance behavior, and cognitive anxiety—showed significance values above 0.05 in the homogeneity of variance test, confirming their suitability for T-tests. The results, presented in Figure 3, showed that the significance values (two-tailed) for all variables were greater than 0.05, meaning the null hypothesis cannot be rejected. In other words, there is no significant difference in English writing anxiety levels between male and female high school students in this study.

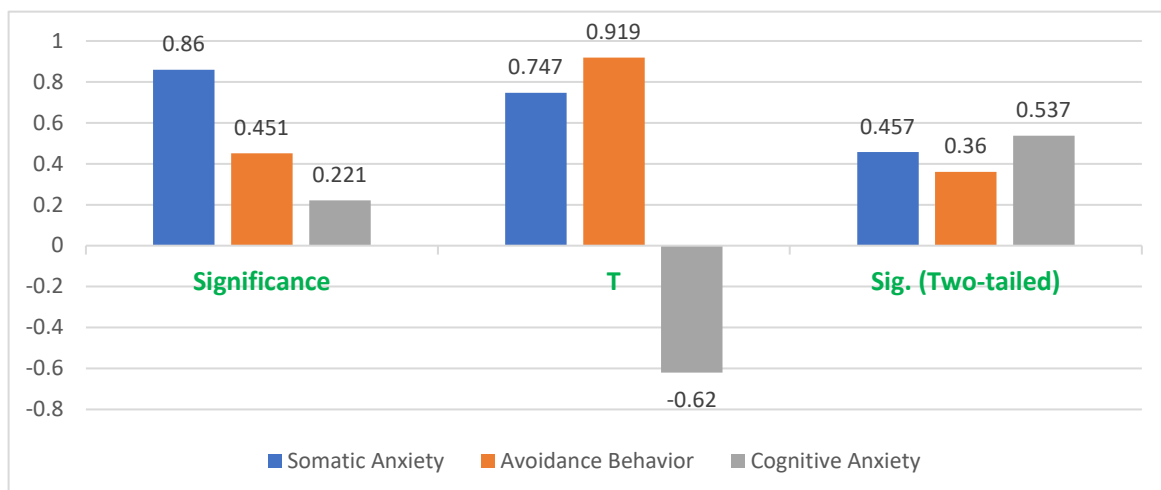


Figure 3: Independent Samples T-test for English Writing Anxiety



4.2 High School Students' English Writing Self-Efficacy Level

The high school students in this survey scored slightly less on average in the "skill self-efficacy" dimension of English writing ($M=3.40$, $SD=0.78$) compared to the "task self-efficacy" dimension ($M=3.45$, $SD=0.81$). This suggests that students feel more confident using specific language skills (such as choosing words and forming sentences) than in completing larger writing tasks (such as constructing entire essays or specific genres).

In the "task self-efficacy" dimension, the highest-scoring item was, "I can write a relatively fluent narrative essay in English with plot and character action descriptions." Since students have been practicing narrative writing through picture-based exercises in their native language since childhood, and narrative writing is also common in early English learning, they tend to find this type of writing easier and more connected to daily life. The item with the lowest score was "I can complete the corresponding writing task according to the requirement and reflect my own writing style." That is a reflection of the fact that in high school English writing, you are thinking almost entirely about testing (and particularly the college entrance test). As a result, students' writings are largely centred on test content with little creative input or natural persona formation that should be cultivated in their writing. For this reason, it becomes a challenging task for high schools when they have to come up with ways of compensating exam-based and personalization practices while teaching writing in English.

Under the "skill self-efficacy" dimension, student's ego-positive reasoning range was from highest ("I can accurately use singular and plurals in English compositions of writing") to lowest ("I can use appropriate connecting words in English compositions to improve the coherence of paragraphs or texts"). This would indicate that, even though students are fine on rudimentary grammar, they have more difficulties connecting ideas and effectively constructing paragraphs. This implies that instruction should concentrate on the global structure and coherence of the text, to assist students in producing coherent and whole discourses from a more macro point-of-view.

To investigate the gender differences in writing self-efficacy in English, SPSS was utilized to run a test of homogeneity of variance on two DVs-the task self-efficacy and skill self-efficacy. Both the effects were > 0.05 and hence suitable for independent samples T-tests. Results of the T-test as illustrated in Figure 4, two-tailed significance for both factors is greater than 0.05, suggesting no unequal English writing self-efficacy between boys and girls in this study.

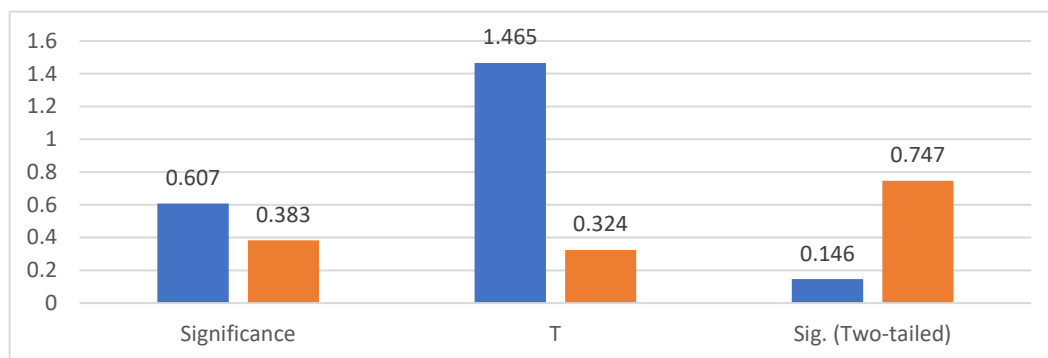


Figure 4: Independent Samples T-test for English Writing Self-efficacy

4.3 Relationship Between High School Students' English Writing Anxiety and Self-efficacy

As Table 5 presents, Pearson correlation analysis indicated that there was a significant positive association between the various dimensions of writing anxiety and writing self-efficacy. A significant negative relationship between somatic anxiety and writing self-efficacy ($r = -0.52$, $p < 0.01$), revealing that self-efficacy decreases with the increase of somatic anxiety. Cognitive anxiety $r = -0.14$, $p < 0.05$ also significantly was negatively related to self-efficacy. 48, $p < 0.01$). Avoidance behavior, however, was not significantly associated with self-efficacy ($r = -0.18$, $p = 0.09$), which indicates that avoidance is a possible behavior expression of anxiety, different from the other physiological and cognitive expressions.

These results are consistent with those of previous studies on college students (Kong et al., 2023; Chen et al., 2019) and expand our knowledge to public high school student samples. Of note, the stronger relationships found between cognitive and somatic anxiety and self-efficacy on one hand versus avoidance behavior on the other, imply different mediating processes. Cognitive and somatic anxiety seem to directly lower confidence in writing, whereas avoidance may not represent an anxiety dimension as much as a coping strategy.

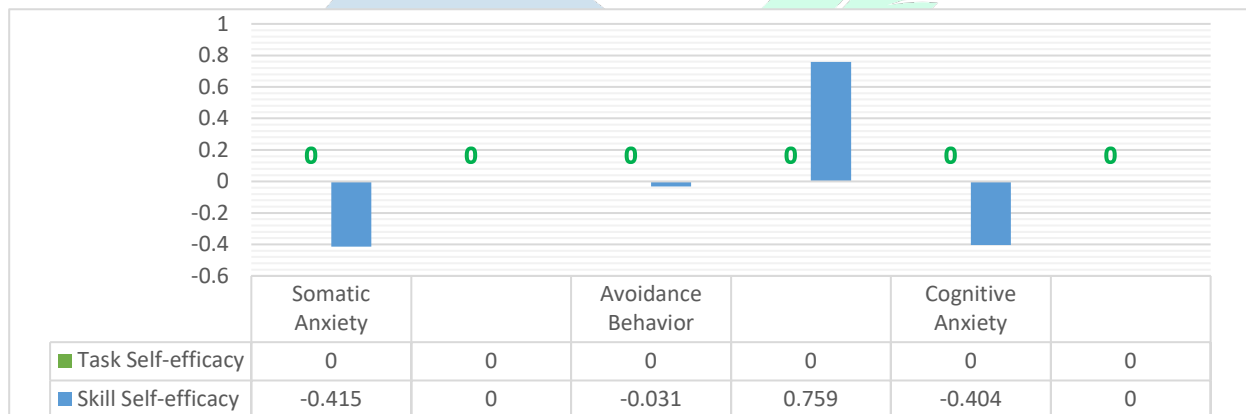


Figure 5: Correlation Between English Writing Anxiety and Self-efficacy

4.4. Limitations and Future Research

Several limitations should be noted. First, students were from three schools in Iraq and only one academic year (2023) was targeted limiting the generalizability of findings to various educational settings. Second, the cross-sectional study design does not allow for making causal inferences on the relationship between anxiety and self-efficacy; longitudinal studies are needed to disentangle whether anxiety reduction results in enhanced self-efficacy or vice versa. Third, the analysis is based only on self-reported from questionnaires, which can be influenced by response bias and social desirability; in particular for anxiety disclosure. Fourth, the questionnaire was adapted from instruments designed for university students, and while the task self-efficacy dimension was modified for high school contexts, comprehensive validation of the instrument specifically for this population would strengthen confidence in the results.



4.5. Implications for English Writing Instruction

Educational implications of the findings have some relevance to high school English writing teaching. Instead of only emphasizing language skills, teachers should be sensitive to the psychological status for students in writing classes. Evidence-based practices are: (1) the use of positive feedback systems in order to thwart public criticism;(2) the implementation of transparent rubrics that promote predictability and structure as well as diminish peer anxiety, (3) support through prewriting scaffolds (e.g., brainstorming or outlining) to address blanks and blank-mind anxiety, and (4) a balance shaped between preparing for exams with authentic occasions for independent writing providing students opportunities to handwrite their voice. Appropriate writing review strategies, supportive feedback, and explicit skill instruction can increase students' self-efficacy while decreasing their anxiety toward writing.





5. Conclusion

Based on the findings, the following conclusions are acquired:

First, it is possible to generalize from this study that high school students belonging to Dijla, Al-Batoul and Sinai Secondary School generally possess moderate level of English writing anxiety where there was no significant difference perceived among boys and girls. Avoidance behavior is the most prominent of anxiety dimensions, followed by somatic and worry irritation. cognitive anxiety dimension has the least frequency among other types of anxiety.

Secondly, high school students' English writing self-efficacy level as intermediate without remarkable gender differences. Task self-efficacy is a little higher than skill self-efficacy.

Third, negative correlation is found between the somatic and cognitive elements of English writing anxiety and learners' English writing self-efficacy. But there is no association between the avoidance behavior writing anxiety and writing self-efficacy.

Fourth, the results of this study imply that high school English writing training needs to take innovative teaching models into consideration when design teaching methods. Teachers need to consider the psychological challenges students experience in writing, besides the instruction of a language. Instructional approaches should consider students' developmental characteristics, providing targeted writing guidance and psychological support to alleviate writing anxiety and enhance self-efficacy.



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Appendix A:

Sample Questionnaire

Questionnaire on English Writing Anxiety and Writing Self-Efficacy

Instructions:

This questionnaire aims to collect information about students' feelings and beliefs regarding English writing. There are no right or wrong answers. Please read each statement carefully and indicate the extent to which you agree or disagree by selecting one option.

Scale:

0 = Strongly Disagree

1 = Disagree

2 = Neutral

3 = Agree

4 = Strongly Agree

Section A: Demographic Information

1. Gender:

Male Female

2. School Name:

Dijla Secondary School

Al-Batoul Secondary School

Sinai Secondary School

3. Grade Level:

Second Grade (High School)

Section B: English Writing Anxiety

Please indicate how much you agree with the following statements regarding your experience with English writing.

B1. Somatic Anxiety

1. I feel nervous when I have to write an English composition.
2. My heart beats fast when I start writing in English.
3. My mind goes blank when I begin an English writing task.



4. I feel tense while writing in English during exams.
 5. I feel physically uncomfortable when I am asked to write in English.
 6. I feel stressed when I think about English writing assignments.
-

B2. Avoidance Behavior

7. I try to avoid English writing whenever possible.
 8. I only write in English when it is required by the teacher.
 9. I dislike English writing activities.
 10. I postpone English writing tasks until the last moment.
 11. I feel relieved when English writing is not included in exams.
 12. I prefer other English skills (reading, listening, speaking) over writing.
-

B3. Cognitive Anxiety

13. I worry about making mistakes when writing in English.
 14. I am afraid that my classmates will laugh at my English writing.
 15. I feel anxious about receiving low scores in English writing.
 16. I worry that my teacher will criticize my English writing.
 17. I lack confidence in my English writing ability.
 18. I feel worried when I compare my English writing with others.
-

Section C: English Writing Self-Efficacy

Please indicate how confident you are in your ability to perform the following English writing tasks.

C1. Task Self-Efficacy

19. I can write a narrative essay in English with clear events and ideas.
20. I can write an expository essay in English following the given topic.



21. I can write an argumentative essay expressing my opinion clearly.
 22. I can write a letter in English following the required format.
 23. I can complete English writing tasks according to exam requirements.
 24. I can organize my ideas clearly in an English composition.
 25. I can complete an English writing task within the given time.
-

C2. Skill Self-Efficacy

26. I can use correct grammar in my English writing.
 27. I can use appropriate vocabulary in English compositions.
 28. I can write correct sentences in English.
 29. I can use linking words to connect ideas in English writing.
 30. I can write coherent paragraphs in English.
 31. I can express my ideas clearly in written English.
 32. I can revise and improve my English writing after feedback.
 33. I can avoid major spelling mistakes in English writing.
 34. I can apply what I learn in class to my English writing.
 35. I am confident in my overall English writing ability.
-

End of Questionnaire

Thank you for your participation.