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An Investigation of the Relationships Among Thai EFL Learners' Writing Performance, Self-Efficacy, and Anxiety

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Abstract: The objective of this study with first- and second-year undergraduate Thai English as a Foreign Language (EFL) students (N = 813) was to explore the relationships among English writing performance, writing self-efficacy, and writing anxiety. The students wrote an opinion-essay by hand and completed writing self-efficacy and anxiety questionnaires. Their texts were evaluated by EFL instructors using an analytic rubric. Pearson correlations indicated that there was a positive correlation between writing performance and self-efficacy and a negative correlation between writing performance and anxiety. There was also a negative correlation between self-efficacy and anxiety. Implications are recommended for further pedagogic research that take learners' variables into an account when examining writing performance.

Keywords: EFL writing, opinion paragraph, writing anxiety, writing self-efficacy.

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Introduction

In Thailand, the study of English writing with Thai learners has been ongoing in the classroom contexts (Anuyahong, 2014; Chaisiri, 2010; Chansri & Wasanasomsithi, 2016; Dokchandra, 2018; Dueraman, 2012; Honsa et al., 2007; Ka-Kan-Dee, 2015; Kansopon, 2012; Kaweera, 2013; Kohsamut & Sucaromana, 2017; Lanumteang & Chuenchaichon, 2014; Malakul & Bowering, 2006; Malathong, 2015; Singchai & Jaturapitakkul, (2016); Tangpermpoon, 2008; Tangkiengsiririn, 2010; Watcharapunyawong & Usaha, 2013). Most studies focus on writing errors and written discourse analysis. For example, Thai students' English writing performance has been analyzed in terms of language use errors such as vocabulary use and connecting words (Lanumteang & Chuenchaichon, 2014). Many different methods of teaching English writing have been applied to improve learners' writing performance. However, many learners still face difficulties. Moreover, most previous studies of writing performance in English were conducted with several groups of English language learners, but they have not shed light on the writing performance of Thai EFL students.

Previous studies of English writing skills among learners of EFL found that English writing is the most difficult skill for EFL learners (Negari, 2011; Sabti et al., 2019; Shehzadi et al., 2021). The difficulty in writing English for these learners is not the influence of the first language on the second language, but it is from differences in the complexity of sentence structure, grammar, word usage, the overall meaning of the sentence, accuracy, fluency, the complexity of the written language, and consistency in the use of language (Rongworapong, 2014). The complicated writing skill that students must master may hinder their writing performance. Insufficient writing experience may also inhibit students' writing skills (Shehzadi et al., 2021). In addition, writing is an advanced cognitive process in demonstrating writing content, elements of thought, and correct structure, grammar, and writing mechanisms. This productive skill requires a perception of self-efficacy and critical thinking skills. Many learners of English as a foreign language or as a second language have difficulty writing in English. As a result, these learners often have anxiety that negatively affects their motivation and writing attitude (Dörnyei, 2001).

English writing researchers have related writing performance to task achievement. Schunk and Mullen (2012) defined task achievement as achievement goals that motivate learners to perform activities, such as writing an essay. Theoretically, individual learners should focus on goal orientation to accomplish a task. To do this, they should have the purpose in mind and engage themselves in achievement of activities. Nie et al. (2011, p. 737) referred task achievement

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to “task importance which is generally regarded as a significant motivator of engaged behaviors.” Nie clarified that students tend to be motivated when they accept the importance and usefulness of the task. According to Ames and Archer (1988), an individual learner should value task achievement as a mastery goal orientation because this is the development of new skills. With mastery goals, learners satisfy the task even though it is difficult and demanding. Mistakes are not obstacles in the learning process because they benefit the improvement of learners’ performance. However, lack of task achievement in a particular writing task could affect the learners’ performance. Furthermore, studies of English writing stated that task achievement is related to learners’ anxiety and self-efficacy.

According to Dörnyei (2001, p. 91), anxiety has an influence on language learning because the classroom is believed to be “inherently face threatening environments” in which demands are placed on the learner to learn and implement “severely restricted language code.” Self-efficacy is also believed to have an effect on English writing performance and language learning. Self-efficacy is defined as beliefs of an individual to realize their capability in performing an assigned task as an important activity (Wilby, 2020). Such beliefs, referred to as self-efficacy beliefs, are defined as the conviction that one can successfully execute the behavior required to produce the outcomes. Self-efficacy derives from four different sources, including mastery experience, vicarious experience, social persuasion, and physiological and affective states (Bandura, 1977). Learners’ anxiety with their perception of their self-efficacy is a prominent factor related to task accomplishment and written performance according to the concept of cognitive linguistics that language, communication, and cognitive processes are related to language learning (Robinson & Ellis, 2008). Interest in the role of writing anxiety and self-efficacy in EFL has recently grown (Atay & Kurt, 2007; Cheng, 2004; Cheng et al., 1999; Hassan, 2001). A study by Bottomley et al. (1997) indicated that learners with higher levels of self-efficacy find more opportunities to produce writing. Similarly, Ho (2015) revealed that learners with more writing experience had a higher perception of their writing competence than those with less writing experience. Moreover, self-efficacy can give learners confidence in completing writing tasks with improved content, uniqueness, and correct mechanics. Abdel Latif (2015) suggests that to reduce writing anxiety, students should first work to increase their linguistic literacy and writing prowess. This will lead to a favorable shift in how they perceive their own language and writing skills.

Many EFL and ESL learners have experienced anxiety when writing in English. This negatively affects their motivation and attitude while writing. Previous research about writing focuses on anxiety (Atay & Kurt, 2007; Cheng, 2004; Cheng et al., 1999; Hassan, 2001), along with self-efficacy. These studies have shown the negative relationship among writing performance, anxiety, and self-efficacy. Students’ writing anxiety caused them to write short, simple sentence structures instead of complex sentence structures (Kırmızı & Kırmızı, 2015), while learners with low anxiety performed better than students with high anxiety (Cheng, 2002; Hassan, 2001). It was found that writing English essays in the classroom context was one of the factors causing learners’ anxiety. This anxiety decreased when learners worked collaboratively (Jawas, 2019). Moreover, learners with higher levels of self-efficacy are good writers and always find opportunities to produce writing. They will also plan in the writing process. Also, learners with more writing experience had a higher perception of their writing competency (Ho, 2015) and produced more complex sentence structures and lexical features than those with less writing experience (McDonough & De Vleeschauwer, 2021). However, a study from Payant et al. (2019) found a positive relationship between anxiety and performance which differs from previous studies in which negative relationships were reported. They also reported that self-efficacy was not a significant predictor of L2 written performance.

The forementioned reasons have given a relative framework to the research to date in studying the correlation of internal and external factors, namely writing performance, self-efficacy, and anxiety. The role of anxiety and self-efficacy in English writing focusing on an opinion essay genre in EFL learners need to be explored. The objective of this current study is to examine the correlation of writing performance, self-efficacy, and anxiety of EFL learners studying Fundamental English (FE) courses in the first two years at a tertiary level. The research question was as follows: What are the relationships among writing performance, self-efficacy, and anxiety for Thai EFL learners?

Methodology

Research Design and Participants

This research used an associational design to explore the relationships among writing performance, self-efficacy, and anxiety. The participants were undergraduate students ($N = 813$) at a large public university in northern Thailand enrolled in four Fundamental English (FE) courses. The FE courses are compulsory for all university students and are typically taken in the students’ first two years of university study. The number of students in each class were as follows: 101 ($n = 275$), 102 ($n = 195$), 201 ($n = 285$), 202 ($n = 58$). They were all first language speakers of Thai who ranged in age from 17 to 24 with a mean age of 19.2 years ($SD = 1.2$). They studied English for a mean of 13.8 years ($SD = 2.2$). The students were enrolled in a variety of degree programs, which are presented in Table 1.

Table 1. Socio-Demographic Characteristics of the Respondents

No	Demographic Characteristics	101		102		201		202	
		Total	%	Total	%	Total	%	Total	%
Gender									
1.	Male	120	44	86	44	111	39	21	36
	Female	155	56	109	56	174	61	37	64
Age									
2.	17-18	153	56	67	35	3	1	0	0
	19-20	118	43	114	58	247	87	29	50
	21-24	2	1	13	7	34	12	29	50
University faculty									
3.	Science, Agriculture, & Engineering	64	23	17	9	18	28	5	8
	Medicine, Dentistry, Medical Sciences, Pharmacy, Nursing	97	35	127	65	29	10	7	12
	Social Science, Business, Education	74	27	20	10	115	40	36	62
	Humanities & Fine Arts	40	15	31	16	60	21	10	17

Materials

The materials consisted of an opinion writing task, an analytic rubric, a self-efficacy questionnaire, and a writing anxiety questionnaire. The opinion writing task was adapted from the English essay assessment test of the IELTS English Standard Test. The task provided a short statement about the topic and contrasting views and asked the students to write a paragraph to state and support their opinion. The instructions stated that the students should write approximately 120 words. Initially, the researcher chose 15 topics from the IELTS online test and asked 18 representative students to rank the topics based on interest from most interesting to least interesting. Based on the results, the research selected the six highest-rated topics for use in the study. Three topics concerned traditional values, family relationships and social media use, while the other three topics were about pay equity, gender inequity, and climate change (see Appendix A). Each class was randomly assigned to one of the six topics.

The analytic rubric was created by the researcher by adapting the writing task 2 band descriptors (public version) of the IELTS English Standard Test. The rubric contained five categories: content, organization, grammar, vocabulary, and mechanics that could be rated from one (problematic) to four (very good) with a total possible score of 20 (see Appendix B). The descriptors used for each category are summarized below.

- *Content*: Prompt is sufficiently addressed. Ideas are well elaborated with supporting details. Supporting details are relevant, original and separate from each other.
- *Organization*: Paragraph is structured appropriately with a topic sentence, main ideas, and a conclusion. Ideas flow in a logical order. Transition words are used appropriately to connect ideas.
- *Grammar*: Sentences are grammatically accurate*. A variety of structures are used to express ideas.
- *Vocabulary*: Lexical resources are sufficient for the task. Topic related vocabulary is used accurately (word form) and appropriately (meaning in context).
- *Mechanics*: Spelling, punctuation, and capitalization are accurate (Half scores are allowed, e.g., spelling is excellent, but punctuation is good = 3.5).

The self-efficacy questionnaire from Abdel Latif (2015) was used, which has two sections. The first section contains eight statements about students' English writing performance that they can indicate their level of agreement using Likert scales (1 = *strongly disagree*, 5 = *strongly agree*). The second part has 10 items about their confidence doing various writing tasks with a Likert scale ranging from 1 (*very unconfident*) to 5 (*very confident*). To ensure student comprehension, the self-efficacy questionnaire was written in both English and Thai (see Appendix C). Instrument reliability was assessed using Cronbach's alpha, which was .92.

The writing anxiety questionnaire, with English and Thai translation, consisted of the 22-anxiety items from Cheng (2004). The questionnaire contains statements related to three dimensions of anxiety: physical effects, cognitive effects, and avoidance behavior. Students can indicate their level of agreement with the statements using a Likert scale ranging from 1 (*strongly disagree*) to 5 (*strongly agree*). Instrument reliability was assessed using Cronbach's alpha, which was .93. The questionnaire in English with Thai translation is provided in Appendix D.

Procedure

The researcher attended the students' EFL classes to administer the writing task during week 10 of a 16-week semester. Each class was randomly assigned to one of the six topics, and all students in one class received the same topic. The students had 45 minutes to complete their essays. The students were informed to write a paragraph of at least 120 words, and they were not allowed to use dictionaries or any electronic devices. In the first 15 minutes, the researcher explained the research project and students completed the consent form. Next, she introduced the writing task and explained the writing prompt. Students had 30 minutes to write based on the given prompt. The questionnaires and the writing prompts were collected by the researcher for further data analysis.

Data Analysis

After collecting the data, the students' texts were typed on the computer by the research assistant for convenience in analyzing the students' writings. While typing, the research assistant corrected minor language errors, such as avoid typing words that were crossed out, but typed words with the addition symbol, correct spelling, or capitalization errors. For example, if the learner spells *transportion* and *abelity*, the research assistant will type them correctly as *transportation* and *ability*, and if learners write words with capital letters incorrectly, such as *First of all, Everyone...*, the research assistant corrected them to *First of all, everyone...* All students' texts were anonymized to avoid bias when grading.

Each essay was analyzed by two English instructors using the analytic rubric following training from the researcher. The researcher implemented training by reviewing the rubric categories, providing examples of rated texts representing different scores, collectively rating and discussing sample texts not included in the dataset. After training, the raters worked independently to rate the texts. Inter-rater reliability was assessed using intraclass correlation coefficients, which ranged from .78 to .82 for the subcategories on the rubric, and the reliability for the total score was .89, which was considered good (Table 2).

Table 2. Inter-Rater Reliability

Content	.79
Organization	.78
Grammar	.82
Vocabulary	.75
Mechanics	.75
Total score	.89

Mean scores were calculated from the two raters' scores, and the mean scores were used in the correlation analyses. The students' responses to the questionnaires were recorded on a spread sheet and all negative items were reverse scored. The total possible score was 90 for self-efficacy and 110 for anxiety. Person's correlation coefficients were used to explore the relationships among the students' writing performance, self-efficacy, and anxiety.

Findings / Results

The research question asked about the relationships among Thai EFL learners' writing performance, self-efficacy, and anxiety. The descriptive statistics are presented in Table 3. For their writing performance, the students had the highest ratings for vocabulary ($M = 2.71$) while grammar showed the lowest ratings ($M = 2.45$) with mechanics, organization, and content scores falling between them. The total score for the written texts was 13.08 out of 20. Students had higher anxiety ($M = 63.10$) compared to writing self-efficacy ($M = 50.24$).

Table 3. Descriptive Statistics for Writing Performance and Questionnaires

Writing performance	Mean	SD
Content	2.56	.74
Organization	2.66	.71
Grammar	2.45	.61
Vocabulary	2.71	.60
Mechanics	2.70	.57
Total	13.08	2.71
Learner factors	Mean	SD
Writing self-efficacy	50.24	10.51
Writing anxiety	63.10	14.80

The skewness, kurtosis, and histograms for the writing performance and questionnaire scores were checked to confirm that they followed a normal distribution, and scatterplots were examined to ensure they had linear relationships. After the data screening, to answer the research question, Pearson correlation coefficients were obtained using the total score as the measure of writing performance. There was a positive correlation ($r = .35, p < .001$) between writing performance and self-efficacy, which can be interpreted using benchmarks for applied linguistics research (Plonsky & Oswald, 2014) as approaching a medium relationship. The relationship between writing performance and anxiety was negative ($r = -.30, p < .001$). Scatterplots are provided in Figures 1 and 2 to illustrate the relationships between writing performance and self-efficacy and writing anxiety, respectively. The relationship between self-efficacy and anxiety was also negative ($r = -.67, p < .001$), which was a large relationship.

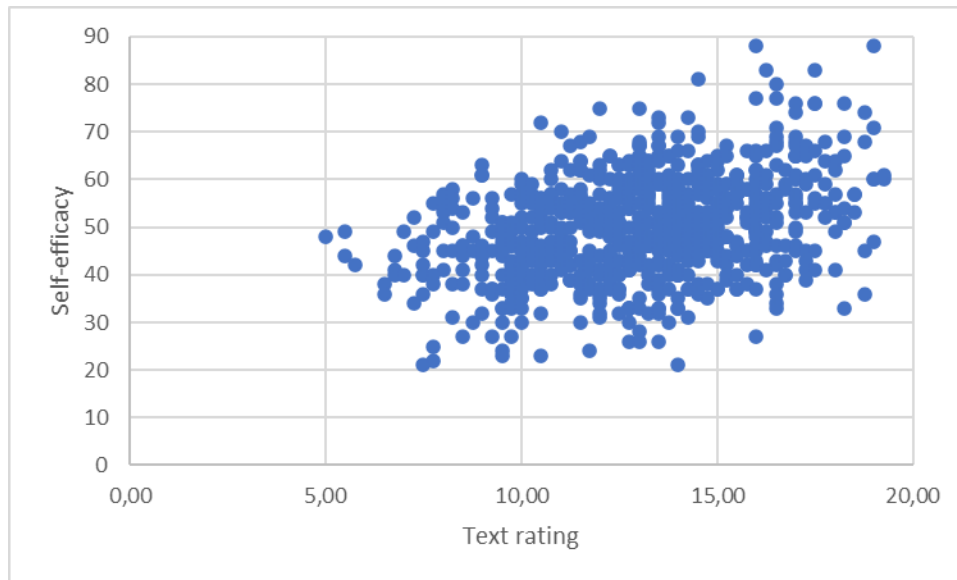


Figure 1. Scatterplot of Text Ratings and Self-efficacy Scores

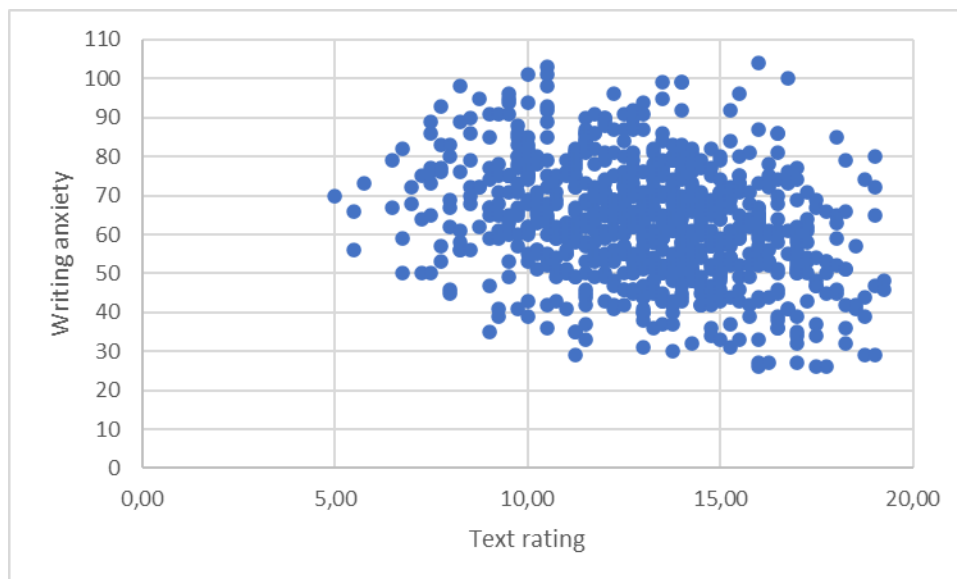


Figure 2. Scatterplot of Text Ratings and Writing Anxiety Scores

Discussion

The purpose of this study was to examine the relationships among English writing performance, self-efficacy, and anxiety among the students in the Fundamental English (FE) courses at a public university located in the north of Thailand. The results indicated the students have relatively high anxiety when writing in English, which negatively related to their writing performance. In contrast, there was a positive relationship between their self-efficacy and writing performance. If the student's self-efficacy was high, their anxiety was low. These results confirmed what Bottomley et al. (1997) and Kirmızı and Kirmızı (2015) have found that when students' self-efficacy is high, anxiety is low, with the inverse. The examples of student texts provided in Table 4 illustrate the positive relationship between writing performance and self-efficacy along with its negative relationship with anxiety. The student with high self-

efficacy (88/90) wrote a text that was rated 19/20. In contrast, the student with high anxiety (77/110) wrote a text that was rated only 6.5/20. Clearly, a high performance/high self-efficacy example addressed the writing prompt in a lengthening, well-organized paragraph with appropriate language use. The concepts were also well-developed and linked with pertinent and unique supporting information. However, a case of low writing performance and high anxiety showed a divergent outcome.

Table 4. Examples of Student Texts

High performance/high self-efficacy	Low performance/high anxiety
I disagree with the statement. Modern children do not receive any less attention from their parents than in the past. Parents love their children. They give their children all the attention in the world. For instance, you would rarely see a mother and a father chatting and laughing when their newborn is crying in the stroller. They would instead be so worried, canceling everything they had planned, just to make sure their child is all right. Furthermore, even their children have grown up to be teenagers, or even adults, parents still give them their attention. A relatable example would be that whenever you become sick, the first people to yell at you to take medicine are your parents. However, with modern technology becoming more accessible, children are neglecting their parents' attention more, sometimes causing the parents to feel sad and eventually distance themselves from their moody children. Even though children feel like their parents do not give them attention, it is absolutely not true. Parents make time for their children, but it depends on how the children chose to receive the attention.	I agree with this opinion, because modern lifestyles spend with, everything is competition, so many parents have little time for their children. But they forget that the best important is quality of their children. Attention from their parents make children grow up to become quality person so we should have time for us children

In sum, as shown by the correlation results and illustrated by the sample texts, the findings confirmed those of previous research that reported a learner with a high level of writing anxiety frequently struggles and performs poorly, while those with a low level are thought to perform better on writing tests (Atay & Kurt, 2007; Cheng, 2004; Cheng et al., 1999; Hassan, 2001).

Moreover, the patterns in the data also confirm the results from Ames and Archer (1988) and Dörnyei (2001) that self-efficacy and anxiety are related to language use. Also, referring to Nie et al., (2011), if the students were not motivated or did not value the writing task and were afraid of doing mistakes in writing, they would see no benefits for improving their writing performance. Such self-efficacy belief impedes the students' capabilities in accomplishing an assigned task as an important activity. In other words, lack of task achievement in the writing task may have an effect on the students' writing performance as the students may see the writing task as a threatening environment instead of opportunities to improve their language learning and ability in English language (Dörnyei, 2001). According to the idea of cognitive linguistics, which holds that language, communication, and cognitive processes are related to language learning, learners' anxiety with their perception of their own competency in terms of self-efficacy is a significant factor related to task accomplishment and language learning (Robinson & Ellis, 2008). Another point to take into account is that the findings of this study are similar to those of Ho (2015), who found that students' self-efficacy can increase their confidence in completing writing tasks and that learners with more writing experience had a higher perception of their writing competency than those with less writing experience. In addition to anxiety, even though this study, which identified the negative relationship between writing performance and anxiety, showed the opposite findings to Payant et al. (2019) that anxiety and writing performance had a positive relationship, Payant stated that L2 writing anxiety is an important predictor of L2 written performance.

Conclusion

The findings concerning the correlations among writing performance, self-efficacy, and anxiety of the Fundamental English students confirmed previous findings about the relationship between learner factors and L2 performance. Self-efficacy is a crucial factor affecting the learners' anxiety and English writing performance. The findings provide pedagogical implications for the teaching of English writing in the Fundamental English courses. These FE courses should take into account the learners' anxiety level along with their self-efficacy when teaching writing in FE courses. It is crucial that students become acclimated to writing prompts so they can better manage their anxiety and believe they have what it takes to achieve their learning objectives and develop into lifelong learners.

Recommendations

Previously, the students enrolled in the FE courses at this university have not focused strongly on teaching English writing due to different factors e.g., the teachers' burden in grading, the focus of the objectives in each course. If possible, writing should be taught to those students to provide more experiences in English writing (Ho, 2015) and enhance self-efficacy so that the students' anxiety will lessen according to the concept of cognitive linguistic (Robinson & Ellis, 2008). To clarify this point, once the students gain self-efficacy which derives from mastery experience, vicarious

experience, social persuasion, and physiological and affective states (Bandura, 1977), they are likely to have writing achievement motivation and lower anxiety. To accomplish the course objectives together with the consideration to the learners' cognitive and affective factors, the course management team should also recognize the differences of the students. They can introduce the FE students to writing through scaffolded stages. For example, FE students in the first course may start writing at a sentence level that emphasizes writing different types of sentences and using correct punctuation. Then, they begin to write at the paragraph level that determines the number of words on the topic of their interest and from their own thoughts without citations. Later, they should practice writing with a variety of topics using their own thoughts. The selected topics must be related to the content of the lesson so that they can understand and use academic terminology. This writing practice would help students develop their skills of organizing information by paragraph elements, and cohesive devices. Other courses that enhance higher English writing skills are suggested to focus on teaching academic writing skills, such as quoting, summarizing, and paraphrasing. At the same time, students should also practice writing more complex structures as a key feature of academic writing. Collaborative writing tasks are recommended for learners to reduce anxiety, while establishing self-efficacy in terms of providing learners with confidence in completing writing tasks with improved writing skills.

Limitations

The first limitation is that the current study controlled the format of writing to be an opinion paragraph, which is a type of writing frequently assigned to university students. Future studies should focus on additional writing tasks at the paragraph and essay level.

Secondly, the students who participated in this research had a wide range of proficiency levels in English language skills. The emphasis on English language in the students' fields of study also differs. Therefore, comparative studies of low proficiency and high proficiency students are needed to gain a more nuanced view of their writing performance over time and how it evolves along with their self-efficacy and anxiety.

Thirdly, the students who participated in this research may not have been wholly cooperative because the written tasks were done for a research purpose and were not graded as in quizzes or other types of exams. As a result, students may have been less concerned about their texts.

Fourthly, this study examines the text as a produce without considering students' writing process or perceptions about their texts and their writing process.

Lastly, a comparison of students in different years should be conducted to look at how texts written by students change over time in both language features and other aspects of writing, while they are studying at the university.

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Appendix A

Writing diagnostic A

Student No. _____

Statement: A person's worth nowadays seems to be judged according to social status, salary, and material possessions. Traditional values, such as honour, honesty, kindness, and trust, no longer seem important in contemporary society. To what extent do you agree or disagree with this opinion?

Writing diagnostic B

Student No. _____

Statement: Some people feel that workers like nurses and teachers should be paid more, especially when film actors, company bosses, and athletes are paid huge sums of money for less important work. To what extent do you agree or disagree with this opinion?

Writing diagnostic C

Student No. _____

Statement: Social media is becoming increasingly popular amongst all age groups, especially the young. However, sharing personal information through social media can create too many problems that put young people at risk. To what extent do you agree or disagree with this opinion?

Writing diagnostic D

Student No. _____

Statement: Many high-level positions in companies are filled by men even if the workforce is more than 50 per cent female. Companies should be required to allocate a certain percentage of these positions to women. To what extent do you agree or disagree with this opinion?

Writing diagnostic E

Student No. _____

Statement: Some people think that individuals can help prevent global climate change by recycling, conserving water, and using public transportation. However, others insist that only governments and large businesses can make real changes. To what extent do you agree or disagree with this opinion?

Writing diagnostic F

Student No. _____

Statement: Modern lifestyles mean that many parents have little time for their children. Many children suffer because they do not get as much attention from their parents as children did in the past. To what extent do you agree or disagree with this opinion?

Appendix B

Criteria	Descriptors	4 Very good	3 Acceptable	2 Needs Improvement	1 Problematic	Score
Content	Prompt is sufficiently addressed. Ideas are well elaborated with supporting details. Supporting details are relevant, original and separate from each other.	4	3	2	1	
Organization	Paragraph is structured appropriately with a topic sentence, main ideas, and a conclusion. Ideas flow in a logical order. Transition words are used appropriately to connect ideas.	4	3	2	1	
Grammar	Sentences are grammatically accurate*. A variety of structures are used to express ideas.	4	3	2	1	
Vocabulary	Lexical resources are sufficient for the task. Topic related vocabulary is used accurately (word form) and appropriately (meaning in context).	4	3	2	1	
Mechanics	Spelling, punctuation**, and capitalization are accurate.	4	3	2	1	

Notes: Only texts with a minimum length of 50-words can be scored.

TOTAL: _____/20

Half scores are allowed, e.g., spelling is excellent, but punctuation is good = 3.5

*Subject-verb agreement, plural, articles, sentence fragments, and word order.

** Run-ons are included as part of punctuation.

Appendix C

SELF EFFICACY QUESTIONNAIRE (Abdel-Latif, 2015)

Instructions: Below are some statements about your English writing. There are no right or wrong answers to these statements. Please indicate the degree to which each statement applies to you by ticking (✓) to what extent you strongly agree (5) or strongly disagree (1).

การรู้จักสมรรถนะของตนเอง

คำชี้แจง: กรุณาทำเครื่องหมาย (✓) ลงในตารางระดับความคิดเห็นเกี่ยวกับการเขียนภาษาอังกฤษที่ตรงกับความคิดเห็นของท่านมากที่สุด ระดับความคิดเห็นที่ท่านเลือก ไม่มีถูกหรือผิด ขอให้ท่านตอบระดับความ

คิดเห็นของท่านมากที่สุด ระดับความคิดเห็นที่ท่านเลือก ไม่มีถูกหรือผิด ขอให้ท่านตอบระดับความ

คิดเห็นที่ตรงกับความคิดเห็นของท่านมากที่สุด จากระดับต่อไปนี้

5	หมายถึง	Strongly Agree	(เห็นด้วยอย่างยิ่ง)
4	หมายถึง	Agree	(เห็นด้วย)
3	หมายถึง	Neutral	(เห็นด้วยปานกลาง)
2	หมายถึง	Disagree	(ไม่เห็นด้วย)
1	หมายถึง	Strongly Disagree	(ไม่เห็นด้วยอย่างยิ่ง)

Self-Efficacy: English writing สมรรถนะด้านการเขียนภาษาอังกฤษของตนเอง	Your Opinions (ระดับความคิดเห็น)				
	5	4	3	2	1
1. I am not good at writing in English. (ฉันไม่สามารถเขียนภาษาอังกฤษได้)					
2. It is easy for me to write good essays in English. (มันง่ายสำหรับฉันที่จะ เขียนเรียงความที่ดีเป็นภาษาอังกฤษ)					
3. When I hand in an English essay, I know I am going to do poorly. (เมื่อฉันส่งงานเขียนเรียงความฉันรู้ว่าฉันจะได้คะแนนน้อย)					
4. I expect to do poorly in English writing classes even before I enter them. (ฉันคาดหวังว่าฉันจะเขียนภาษาอังกฤษได้ไม่ดีในห้องเรียนการเขียนก่อนที่ฉันจะได้เริ่มเรียน จริง)					
5. I feel confident in my ability to clearly express my ideas when writing in English. (ฉันมั่นใจในความสามารถของฉันที่จะการแสดงความคิดเห็นของฉันได้อย่างชัดเจนเมื่อฉันเขียนเป็นภาษาอังกฤษ)					
6. People seem to like what I write in English. (คนอื่นๆ ดูเหมือนจะชอบงาน เขียนเป็นภาษาอังกฤษของฉัน)					
7. I do not think I write in English as well as my classmates. (ฉันไม่คิดว่าฉันเขียนเป็นภาษาอังกฤษได้ดีเท่ากับเพื่อนร่วมชั้นเรียนของฉัน)					
8. When my class is asked to write an essay, mine is one of the best. (เมื่อห้องเรียนฉันถูกมอบหมายงานเขียนเรียงความ งานเขียนของฉันดีที่สุดในห้องเรียน)					

Instructions: On a scale from 5 (very confident) to 1 (very unconfident), how confident are you that you can perform each of the following English writing skills?

การรู้จักสมรรถนะของตนเอง (ต่อ)

คำชี้แจง: กรุณาทำเครื่องหมาย (✓) ลงในตารางระดับความคิดเห็นเกี่ยวกับทักษะการเขียนภาษาอังกฤษที่ตรงกับ

ความคิดเห็นของท่านมากที่สุด

5	หมายถึง	Strongly confident	(มั่นใจอย่างยิ่ง)
4	หมายถึง	Confident	(มั่นใจ)
3	หมายถึง	Neutral	(มั่นใจปานกลาง)
2	หมายถึง	Unconfident	(ไม่มั่นใจ)
1	หมายถึง	Strongly Unconfident	(ไม่มั่นใจอย่างยิ่ง)

Self-Efficacy: Confidence in English writing สมรรถนะด้านความมั่นใจในการเขียนภาษาอังกฤษของตนเอง	Your Opinions (ระดับความคิดเห็น)				
	5	4	3	2	1
1. Correctly spell all the words in a one page essay (ฉันมั่นใจในการสะกดคำทุก คำได้อย่างถูกต้องในการเขียนเรียงความ 1 หน้ากระดาษ)					
2. Correctly punctuate a one page essay (ฉันมั่นใจในการเว้นวรรคตอนได้อย่างถูกต้อง ในการเขียนเรียงความ 1 หน้ากระดาษ)					
3. Correctly use parts of speech (i.e. nouns, verbs, adjectives, etc.) (ฉันมั่นใจในการใช้คำที่เป็นส่วนของประโยค (เช่น คำนาม คำกริยา คำคุณศัพท์) ได้อย่าง ถูกต้อง)					
4. Write simple sentences with proper punctuation and grammatical structure (ฉันมั่นใจในการเขียนประโยคระดับง่ายโดยใช้เครื่องหมายวรรคตอนและ โครงสร้าง ไวยากรณ์ที่เหมาะสม)					
5. Correctly use plurals, verb tenses, prefixes and suffixes (ฉันมั่นใจในการใช้รูปพหูพจน์ กริยาตามกาล คำที่ใช้เติมเข้าข้างหน้าคำอื่นแล้วทำให้คำคำนั้นมี ความหมายผิดไปจากเดิม ได้อย่างถูกต้อง)					
6. Write an essay with appropriate vocabulary (ฉันมั่นใจในการเขียนเรียงความด้วย คำศัพท์ที่เหมาะสม)					
7. Write compound and complex sentences with proper punctuation and grammatical structure (ฉันมั่นใจในการเขียนประโยคผสม และประโยคซับซ้อน ด้วยเครื่องหมายวรรคตอนและ โครงสร้างไวยากรณ์ที่เหมาะสม)					
8. Write a strong paragraph that has a good topic sentence or main idea (ฉันมั่นใจในการเขียนย่อหน้าที่มีคุณภาพด้วยการใช้ประโยคที่บอกใจความหลักที่ดี)					
9. Organize sentences into a paragraph so as to clearly express a theme (ฉันมั่นใจในการจัดเรียงประโยคให้เป็นย่อหน้าเพื่อแสดงหัวข้อที่เขียนได้อย่างชัดเจน)					
10. Write an essay with a good overall organization (i.e. ideas in order, effective transition, etc.). (ฉันมั่นใจในการเขียนเรียงความด้วยองค์ประกอบที่ดี เช่น การ จัดเรียงความคิดและการเขียนให้มีความต่อเนื่อง)					

Appendix D

WRITING ANXIETY QUESTIONNAIRE (Cheng, 2004)

Instructions: Below are some statements about your writing anxiety. There are no right or wrong answers to these statements. Please indicate the degree to which each statement applies to you by ticking to what extent you strongly agree (5) or strongly disagree (1).

ความวิตกกังวลในการเขียน

คำชี้แจง: กรุณาทำเครื่องหมาย (✓) ลงในตารางระดับความคิดเห็นเกี่ยวกับความวิตกกังวลในการเขียน

ภาษาอังกฤษที่ตรงกับความคิดเห็นของท่านมากที่สุด

ระดับความคิดเห็นที่ท่านเลือกไม่มีถูกหรือผิด จึงขอให้ท่านตอบระดับความคิดเห็นที่ตรงกับความคิดเห็น

ของท่านมากที่สุดจากระดับต่อไปนี้

- | | | | |
|---|---------|-------------------|------------------------|
| 5 | หมายถึง | Strongly Agree | (เห็นด้วยอย่างยิ่ง) |
| 4 | หมายถึง | Agree | (เห็นด้วย) |
| 3 | หมายถึง | Neutral | (เห็นด้วยปานกลาง) |
| 2 | หมายถึง | Disagree | (ไม่เห็นด้วย) |
| 1 | หมายถึง | Strongly Disagree | (ไม่เห็นด้วยอย่างยิ่ง) |

Writing Anxiety ความวิตกกังวลในการเขียนภาษาอังกฤษของตนเอง	Your Opinions (ระดับความคิดเห็น)				
	5	4	3	2	1
1. While writing in English, I'm not nervous at all. (ขณะที่ฉัน เขียนภาษาอังกฤษ ฉันไม่มีความวิตกใด ๆ)					
2. I feel my heart pounding when I write English compositions under time constraint. (ฉันรู้สึกหัวใจฉันเต้นแรงเมื่อ ฉันเขียนงานภาษาอังกฤษภายใต้เวลาที่จำกัด)					
3. While writing English compositions, I feel worried and uneasy if I know they will be evaluated. (ขณะที่ฉันเขียน ภาษาอังกฤษ ฉันรู้สึกกังวลและไม่สบายใจหากฉันรู้ว่างานเขียนของฉันจะถูกประเมินผล ให้คะแนน)					
4. I often choose to write down my thoughts in English. (บ่อยครั้งฉันเลือกที่จะเขียนความคิดของฉันเป็นภาษาอังกฤษ)					
5. I usually do my best to avoid writing English compositions. (ฉันจะพยายามให้ถึงที่สุดเสมอเพื่อหลีกเลี่ยงการเขียน ภาษาอังกฤษ)					
6. My mind often goes blank when I start to work on an English composition. (บ่อยครั้งจิตใจฉันเลื่อนลอยว่างเปล่าเมื่อฉันเริ่มที่จะ เขียนงานภาษาอังกฤษ)					
7. I don't worry that my English compositions are a lot worse than others. (ฉันไม่ตกใจว่างานเขียนภาษาอังกฤษของฉันจะแย่กว่า คนอื่น ๆ)					
8. I tremble or perspire when I write English compositions under time pressure. (ฉันสั่นและเหงื่อแตกด้วยความกลัวเมื่อฉันเขียนงาน ภาษาอังกฤษภายใต้เวลาที่จำกัด)					
9. If my English composition is to be evaluated, I would worry about getting a very poor grade. (หากงานเขียนภาษาอังกฤษ ของฉันจะได้รับการประเมินผลให้คะแนน ฉันจะวิตกกังวลที่จะได้เกรดที่แย่)					
10. I do my best to avoid situations in which I have to write in English. (ฉันจะพยายามให้ถึงที่สุดเพื่อที่จะหลีกเลี่ยงสถานการณ์ที่ต้องเขียน ภาษาอังกฤษ)					
11. My thoughts become jumbled when I write English compositions under time constraint. (ความคิดของฉัน กระเจิดกระเจิง สับสน เมื่อฉันเขียนงานภาษาอังกฤษภายใต้เวลาที่จำกัด)					
12. Unless I have no choice, I would not use English to write compositions. (ถ้าเลือกได้ ฉันจะไม่ใช้ภาษาอังกฤษในงานเขียน)					
13. I often feel panic when I write English compositions under time constraint. (บ่อยครั้งฉันรู้สึกตื่นกลัว รุนแรง เมื่อฉันเขียนงาน ภาษาอังกฤษภายใต้เวลาที่จำกัด)					
14. I'm afraid that the other students would deride my English composition if they read it. (ฉันกลัวว่าคนอื่นจะหัวเราะเยาะ งานเขียนภาษาอังกฤษของฉันหากเขาได้อ่านมัน)					

15. I freeze up when unexpectedly asked to write English compositions. (ฉันตกใจเมื่อถูกกำหนดให้เขียนงานภาษาอังกฤษโดยไม่ได้แจ้ง ล่วงหน้า)					
16. I would do my best to excuse myself if asked to write English compositions. (ฉันจะพยายามให้ถึงที่สุดที่จะหาข้อแก้ตัวไม่ทำงาน หากถูกมอบหมายให้เขียนงานภาษาอังกฤษ)					
17. I don't worry at all about what other people would think of my English compositions. (ฉันไม่วิตกกังวลใด ๆ ว่าคนอื่นจะคิด อย่างไรต่องานเขียนภาษาอังกฤษของฉัน)					
18. I usually seek every possible chance to write English compositions outside of class. (ฉันพยายามหาโอกาสที่เป็นไปได้ทุก ทางเพื่อที่จะเขียนงานภาษาอังกฤษนอกห้องเรียน)					
19. I usually feel my whole body rigid and tense when I write English compositions. (ฉันรู้สึกเกร็งและเครียดเสมอเมื่อฉันเขียน งานภาษาอังกฤษ)					
20. I'm afraid of my English composition being chosen as a sample for discussion in class. (ฉันกลัวว่างานเขียนภาษาอังกฤษของ ฉันจะถูกนำไปเป็นตัวอย่างเพื่ออภิปรายในห้องเรียน)					
21. I'm not afraid at all that my English compositions would be rated as very poor. (ฉันไม่เกรงกลัวใด ๆ เลขที่งานเขียนภาษาอังกฤษ ของฉันจะถูกจัดอันดับที่แย่มา ก ๆ)					
22. Whenever possible, I would use English to write compositions. (ฉันจะใช้ภาษาอังกฤษเขียนงานเมื่อไรก็ตามที่มีความเป็นไปได้)					