Structural Model of the Relationships between Writing Anxiety, Writing Perceived Self Efficacy, Writing Strategies and Writing Performance of EFL among Faculty of Education Students

Abstract :

The current study aimed at examining the differences between students of high and low writing performance in writing anxiety, writing perceived self efficacy, and writing strategies among university students. In addition, the study aimed at examining the direct and indirect effects between the variables of the study (writing anxiety,writing perceived self efficacy, writing strategies and writing performance of English as a Foreign Language) through structural equating modeling (SEM) and modeling the causal relationships between the study variables.

The participants of the pilot study consisted of (٦٧١) students , and the main study sample included (٣٩٤) students of English Language Department at the Faculty of Education , Fayoum University. The researcher prepared three scales for writing anxiety,writing perceived self efficacy and writing strategies.

The research results indicated that there are statistically significant differences between students of high and low writing performance in writing anxiety and its factors in favor of the low group. Besides, there are statistically significant differences between students of high and low writing performance in writing perceived self efficacy,its factors , writing strategies and its factors in favor of the high group . In addition , the results indicated that there are direct and indirect effects between the variables of the study in writing performance of EFL through structural equating modeling . Moreover, the causal model explained (٣٠%) of the total variance of writing performance.

Key Words : Writing Anxiety - Writing Perceived Self Efficacy- Writing Strategies - Writing Performance - Path Analysis.