

SELF-EFFICACY AND WRITTEN COMMUNICATION APPREHENSION: A STUDY OF LIBYAN POSTGRADUATE STUDENTS IN MALAYSIAN UNIVERSITIES

AUTO-EFICÁCIA E APREENSÃO DA COMUNICAÇÃO ESCRITA: UM ESTUDO DE ESTUDANTES DE PÓS-GRADUAÇÃO LÍBIA EM UNIVERSIDADES MALAIAS*

AHMAD TAUFIK HIDAYAH ABDULLAH
FACULTY OF LANGUAGES AND COMMUNICATION
UNIVERSITI SULTAN ZAINAL ABIDIN, MALAYSIA
taufikhidayah@unisza.edu.my

KHARIMA SALEH ISSA ALSOHBO
FACULTY OF LANGUAGES AND COMMUNICATION
UNIVERSITI SULTAN ZAINAL ABIDIN, MALAYSIA
mareroze1978@gmail.com

ISYAKU HASSAN
FACULTY OF LANGUAGES AND COMMUNICATION
UNIVERSITI SULTAN ZAINAL ABIDIN, MALAYSIA
isyaku87@gmail.com

Abstract: Written communication represents a critical language skill. Nevertheless, apprehension often hinders students' confidence in written communication. In Libya, for instance, students tend to face challenges in English written communication, possibly, as a result of Foreign Language Apprehension (FLA) which ultimately affects their writing performance. This study, therefore, sought to examine perceived self-efficacy and its correlation with writing apprehension amongst Libyan postgraduate students in Malaysian universities. To achieve this objective, the study adopted a descriptive survey method where self-distributed questionnaires were used to collect data. The data were analyzed using descriptive statistics, involving the mean, standard deviation, and Pearson correlation. The findings revealed moderate levels of perceived self-efficacy and written communication apprehension among the postgraduate students. According to the findings, there is a slightly significant correlation between the postgraduate students' perceived self-efficacy and their written communication apprehension. This study is expected to offer valuable information that could be considered by instructors to help learners develop self-efficacy and overcome English writing anxiety.

Keywords: Foreign language apprehension. Libyan postgraduates. Malaysian institutions. Written communication abilities.

* Artigo recebido em 09/06/2022 e aprovado para publicação pelo Conselho Editorial em 29/07/2022.

Resumo: A comunicação escrita representa uma habilidade lingüística crítica. No entanto, a apreensão muitas vezes dificulta a confiança dos estudantes na comunicação escrita. Na Líbia, por exemplo, os estudantes tendem a enfrentar desafios na comunicação escrita em inglês, possivelmente, como resultado do Apreensão da Língua Estrangeira (FLA) que, em última instância, afeta seu desempenho na escrita. Este estudo, portanto, procurou examinar a percepção de auto-eficácia e sua correlação com a apreensão da escrita entre os estudantes líbios de pós-graduação em universidades malaias. Para atingir este objetivo, o estudo adotou um método de pesquisa descritiva onde questionários autodistribuídos foram usados para coletar dados. Os dados foram analisados utilizando a estatística descritiva, envolvendo a média, o desvio padrão e a correlação de Pearson. Os resultados revelaram níveis moderados de auto-eficácia percebida e apreensão da comunicação escrita entre os estudantes de pós-graduação. De acordo com os resultados, há uma correlação ligeiramente significativa entre a percepção de auto-eficácia dos estudantes de pós-graduação e sua apreensão de comunicação escrita. Espera-se que este estudo ofereça informações valiosas que poderiam ser consideradas pelos instrutores para ajudar os alunos a desenvolver a auto-eficácia e superar a ansiedade da escrita em inglês.

Palavras-chave: Apreensão da língua estrangeira. Pós-graduados líbios. Instituições malaias. Habilidades de comunicação escrita.

1. INTRODUCTION

Foreign Language Apprehension (FLA) is viewed as a significant hindrance to the learning of English as a Foreign Language (EFL). FLA refers to “the fear, resistance and tension in the process of foreign language learning” (Zhao, 2022, p. 63). According to Horwitz, Horwitz, and Cope (1986), language apprehension refers to “a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). Writing skills, in particular, play an essential role in both academic and professional domains, and consequently, represent essential language abilities in the EFL context (Almatarneh, Ab Rashid, & Yunus, 2018; Casanave, 2003; Hassan, Abdul Rahman, & Azmi, 2021; Jahin, 2012). Nonetheless, apprehension is often a hindrance to learners’ effective writing skills (Al-Ahmad, 2003; Horwitz et al., 1986). It is often a matter of concern for students to compose a piece of writing and get it assessed by others. In this regard, Wang (2021) stated that apprehension could greatly influence EFL learners’ creative writing abilities, suggesting that learners who feel less nervous tend to accomplish better outcomes in written communication compared with those with a high level of apprehension.

Moreover, Bandura (1997) proved that self-efficacy affects a person’s feeling when engaging in a certain activity. According to Bandura, self-efficacy represents “the belief in one’s capabilities to organize and execute a course of action required to produce given attainments” (p. 3). In particular, research indicates a strong positive correlation between

students' perceived self-efficacy and their English language achievement (Saleem, Ali, & Ab Rashid, 2018). Sometimes, "nervousness, frustration, self-doubt, and fears are associated with a person's tendencies to approach or avoid situations" (Daly & Wilson, 1983, p. 327). As a result, learners' self-efficacy may become low, which might cause poor writing achievement (Erkan & Saban, 2011). In essence, both self-efficacy and writing anxiety can influence the acquisition of English language skills, including listening, speaking, reading, and writing (Fareed, Khan, & Akhtar, 2021; Shehzadi, Shoukat, & Kharal, 2021). As such, previous research indicates the need to further investigate the correlation between self-efficacy and anxiety (Sabti, Rashid, & Hummadi, 2019). Thus, as point out by Huerta, Goodson, Beigi, and Chlup (2017), scholars "interested in psychological factors affecting writers in higher education institutions, or academic writers, are concerned with internal variables affecting writing productivity" (p. 716), for example, self-efficacy and anxiety.

In Libya, English is considered as a foreign language and develops gradually to become a livelier language for the residents. However, research indicates that Libyan students are faced with many English writing issues attributable to factors such as high levels of FLA and self-efficacy, which tends to influence their written communication achievement (Elkali, 2018). Traditionally, from 1969 to 1996, EFL education suffered nonchalant attitudes by the government (Maghur, 2010; Mohammed, 2005). As a result, most Libyan students tend to have a low level of English proficiency even after their graduation from universities (Gadour, 2018). Another issue, as mentioned by Gadour, is the students' inadequate practice or usage of the English language outside of the school environment. Considering this situation, investigation into the factors that influence Libyan students' English proficiency, such as self-efficacy and language apprehension, becomes necessary. Based on our preliminary search, previous studies have not focused on self-efficacy and written communication apprehension among Libyan international students. According to Klassen and Marx (2020), students "who study abroad are expected to express themselves in a foreign language in an unfamiliar place" (p. 208). Therefore, this study focuses on the correlation between self-efficacy and written communication apprehension among Libyan postgraduate students in Malaysian universities. The study, specifically, sought to achieve the following objectives.

- To ascertain the levels of self-efficacy and written communication apprehension among Libyan postgraduate students in Malaysian universities.

- To determine whether there is a statistically significant correlation between self-efficacy and written communication apprehension among the postgraduate students.

2. LITERATURE REVIEW

As a product-based skill, writing tends to cause more apprehension than other language skills and is considered stressful for students as they have to maximally use their own ideas and thoughts in the writing process (Qadir, Bostanci, & Kurt, 2021). As such, previous studies investigated self-efficacy and communication anxiety as factors that possibly affect the level of writing anxiety among English language learners. Although both self-efficacy and writing anxiety have been individually studied, not many studies have focused on how these two factors are related. Generally, previous studies revealed both direct and indirect effects of self-efficacy on language anxiety (Cheng, 2004; Schunk & DiBenedetto, 2020; Wardani & Mbato, 2022; Zhao, 2022). For example, Cheng (2004) found that self-efficacy correlates with writing anxiety, which in turn, determines writing performance. In other words, students with a low level of self-efficacy tend to have writing apprehension and are unlikely to commit language errors. Likewise, Li (2022) revealed that a high level of English writing self-efficacy can reduce the level of psychological anxiety, which could eventually enhance students' writing ability.

Similarly, Chen and Lin (2009) found that self-efficacy was negatively associated with writing anxiety among 120 Taiwanese university students. According to Chung and Nam (2007), "self-efficacy as a form of self-evaluation has a significant and effective role in controlling individual behavior" (p. 216). Equally, students with a high level of self-efficacy tend to be highly motivated toward completing a writing task (Schunk & DiBenedetto, 2020). High self-efficacy can enhance students' ability to perform a writing task. Wardani and Mbato (2022) examined students' writing anxiety and how they view their writing self-efficacy. The findings indicated that the students with good writing self-efficacy consider anxiety as a prospect to nurture a positive attitude toward improving their writing performance. Klassen and Marx (2020) used an experimental method in which pre-test and post-test to examine the correlations between self-efficacy and FLA among university students who study abroad. The findings revealed negative correlations between self-efficacy and FLA across both tests. Additionally, significant outcomes from the tests were

obtained before and after studying abroad. According to the study, studying abroad may affect the levels of students' anxiety and self-efficacy.

Likewise, Li (2022) employed a survey method to determine the correlation between English writing self-efficacy and psychological anxiety among 595 students at a university in China. According to the findings, the students had moderate levels of English writing self-efficacy and psychological anxiety. In particular, the study revealed a significant negative correlation between English writing self-efficacy and psychological anxiety. Some studies focused on the relationship between self-efficacy and English speaking anxiety (Tahsildar & Kabiri, 2019; Yeo & Tiw, 2019). For instance, Tahsildar and Kabiri (2019) investigated the correlation between self-efficacy beliefs and speaking anxiety among 202 EFL students at an Afghanistan public university. The findings showed high levels of self-efficacy beliefs and speaking anxiety among the students. Additionally, the study found a significant positive correlation between the students' self-efficacy beliefs and their speaking anxiety. Also, a recent study conducted by Zhao (2022) found a significant negative correlation between self-efficacy and FLA anxiety.

Specifically, a recent study conducted to examine the correlation between self-efficacy and communication anxiety among 258 Libyan bank employees revealed a “negative path from communication apprehension to frequency of English communication” (Agwel, Rashid, Nimehchisalem, & Jalaluddin, 2022, p. 8227). However, there has been scarce, if any, systematic investigation into the correlation between self-efficacy and FLA among Libyan postgraduate students in Malaysia. To the best of our knowledge, only one study focused on the relationship between self-efficacy and communication anxiety among Libyans (Agwel et al., 2022). This study, however, focused on general communication aspects and did not consider international students as participants. Therefore, this investigation pays attention to self-efficacy and FLA among Libyan postgraduate students in Malaysian universities. The research can be a key step to provide useful information that could help international EFL students to overcome FLA.

Theoretical Perspective

This study is guided by the theory of FLA advanced by Horwitz et al. (1986). This theory, as mentioned by Trang, Moni, and Baldauf (2013), is broadly accepted and has a substantial impact on communication anxiety research. One of the explicit theoretical facets of this theory proposes that FLA is context-specific apprehension that arises from learners' difficulty to use a foreign language instead of nervousness and could impact their

achievement negatively (Horwitz et al., 1986; Tran, 2012). Hence, according to Zheng (2008), FLA is regarded as “a distinct form of anxiety related to foreign language acquisition” (p. 2). Also, apprehension concerning foreign language communication is described by Horwitz et al. (1986) as distinctive complex self-responsiveness, views, attitudes, and outlooks connected with the learning of a particular foreign language. These components, according to Horwitz et al. (2001), arise from the distinctiveness of the process of learning a foreign language with a significant connection to the learning context. Considering this supposition, the current research is envisioned to examine self-efficacy and FLA and their correlations.

3. METHODOLOGY

This research uses a descriptive survey method to examine self-efficacy and English written communication apprehension and determine their correlations. The descriptive survey method applies to a large sample size, occurs in representative settings, and allows researchers to draw general conclusions regarding the phenomenon under study (Allen, Titsworth, & Hunt, 2009). Additionally, Wimmer and Diminick (2003) mentioned that the survey method enables researchers to satisfactorily classify variables and could be employed to investigate respondents' behaviors, attitudes, and characteristics. A comprehensive account for the practical approach used in this research is offered in the following subsections.

Population, Sample Size, and Data Gathering Process

The population of this study comprises Libyan postgraduate students of Malaysian universities located in Kuala Lumpur. Based on data obtained from the Libyan embassy in Malaysia, there are a total of 568 Libyan postgraduates studying in universities within the area of Kuala Lumpur. From this population, a sample of 384 postgraduates was drawn using Cochran's (1977) formula for sample size estimation: Population ($N = 568$), target proportion (50% - $p = 0.5$); sample size (n_1), level of confidence (95% - $CI = 0.95$), margin of error (5% - $e = 0.05$). All the respondents utilize the English language in their thesis writing and correspondence with their respective supervisors and university management staff.

The respondents were selected using the simple random sampling technique, which suggests that postgraduate student from Libya studying in the area of Kuala Lumpur has

an equal chance of being chosen to participate in the current study. The simple random sampling technique has several advantages, including its ability to collect data within a short time and characterize a large population (Teddlie & Yu, 2007). Accordingly, the data were gathered using online structured questionnaires. The reliability of the research instrument was determined using the Cronbach Alpha formula (Cronbach, 1951). To guarantee validity, the items were assessed by experts, and consequently, modifications were made based on their observations.

Procedure of Data Analysis

The data analysis was accomplished using descriptive statistics, comprising the mean, standard deviations, and Pearson correlation. Particularly, the mean and standard deviations were utilized to determine the levels of perceived self-efficacy and written communication apprehension among the postgraduate students. Whereas, the Pearson correlation test was utilized to ascertain the correlation between self-efficacy and written communication apprehension. To accomplish the analysis, inferences were set at an alpha of ≤ 0.05 with the aid of the SPSS Version 26.0.

4. FINDINGS

Overall, 384 copies of the questionnaire were distributed to the postgraduate students, out of which 250 copies were returned, signifying a high rate (65.1%) of response. All the returned questionnaires were found valid for analysis. According to the demographic data, most of the students (48.8%) are 31-40 years of age, while almost one-third (29.2%) of them are beyond 40 years. Only 22.0% of the students are 25-30 years of age. In addition, over half (52.0%) of the students are males, whereas 48.0% of them are females. Likewise, more than half (52.8%) of the students pursue Master's degrees, while 47.2% study for PhD degrees. The first objective of this study was to determine the levels of perceived self-efficacy and written communication apprehension among Libyan postgraduate students in Malaysian universities. These outcomes are presented as follows.

Table 1: Level of perceived self-efficacy

SN	Items	Mean	Std. Deviation
1	I can continually manage problematic situations when I put enough efforts	3.1212	0.96039

2	In difficult situations, I can discover the ways and means of achieving my goal	3.2121	0.69631
3	I feel that adhering to my goals is stress-free	3.2424	0.66287
4	I feel confident to contend with unforeseen occasions adeptly	3.0303	0.76994
5	I am satisfied with my knowledge of handling unanticipated circumstances	2.8788	0.73983
6	I have the ability to resolve most issues when I put the required efforts	3.2424	0.75126
7	I have the ability to remain composed when faced with problems	3.0909	0.72300
8	I can usually discovery different solutions to my problems	3.0606	0.65857
9	I mostly think of varying solutions when in trouble	3.2121	0.78093
10	I can typically deal with whatever trouble I face	2.7879	0.92728
	Total	3.0879	0.76738

Note: Level indicator: low=0.1-2.99, moderate=3.0-3.49, high=3.5-5

Table 1 reveals a moderate level (Mean=3.09) of perceived self-efficacy with a standard deviation of 0.77 among Libyan postgraduate students in Malaysian universities. To a moderate extent, the students believe that they can always manage difficult situations when they put enough efforts (Mean=3.12). Also, they can find the ways and means of achieving their goals in problematic situations (Mean=3.21). They also find it stress-free to adhere to their goals (Mean=3.24). Additionally, the students are moderately confident to deal efficiently with unexpected events (Mean=3.03) and solve problems if they invest necessary efforts (Mean=3.24). Equally, the students believe that they have the ability to remain composed when faced with problems (Mean=3.09), and when confronted with a problem or in trouble, they can usually discover different solutions (Mean=3.06) or think of solutions (Mean=3.21). However, the students tend to have low efficacies in knowing how to handle unforeseen situations (Mean=2.88) or whatever trouble that comes their way (Mean=2.79).

Table 2: Level of written communication apprehension

SN	Items	Mean	Std. Deviation
1	I have no nervousness in accomplishing my English writing tasks	2.7400	1.32946
2	I always think about composing my ideas in the English language	3.1400	1.21255
3	I have no anxiety of my written English essay being assessed	3.7720	1.18220
4	I feel comfortable while performing English writing tasks	3.1400	1.27708
5	I have no anxiety of submitting my English written papers for publication	2.7320	1.14955
6	I have the ability to write down my ideas in English confidently	2.8200	1.25295
7	I always like my colleagues to read my English writing	2.7040	1.29890
8	It is an pleasant experience to discuss my English writing with others	3.0000	1.10856

9	Organizing my idea in an English writing course is a wonderful experience	3.7760	1.13622
10	I think writing good English composition is not a worrying experience	2.5480	1.17867
	Total	3.0372	1.212614

Note: Level indicator: low=0.1-2.99, moderate=3.0-3.49, high=3.5-5

Table 2 also reveals a moderate level (Mean=3.04) of written communication apprehension with a standard deviation of 1.21 among Libyan postgraduate students in Malaysian universities. To a moderate extent, the students think about composing their ideas in English (Mean=3.14) and have no anxiety of their written English essay being assessed (Mean=3.77). Also, they feel comfortable while performing English writing tasks (Mean=3.14) and believe that discussing their English writing with others is an pleasant experience (Mean=3.00). Additionally, the students believe that organizing their ideas in an English writing course is a wonderful experience (Mean=3.78). However, the students do not seem to believe that they have no nervousness in accomplishing their English writing tasks (Mean=2.74) and fear of submitting my English writing to a journal for publication (Mean=2.73). Equally, they do not seem to have the ability to write down their ideas in English confidently (Mean=2.82) or invite their colleagues to read their English writing (Mean=2.70). They also tend to think that writing good English composition is a worrying experience (Mean=2.54).

Table 3: Correlation between self-efficacy and writing apprehension

Variables		Self-efficacy	Writing apprehension
Self-efficacy	Pearson Correlation	1	.626
	Sig. (2-tailed)		.053
	N	250	250
Writing apprehension	Pearson Correlation	.626**	1
	Sig. (2-tailed)	.053	
	N	250	250

Note: Inferences set at an alpha of ≤ 0.05

The second objective of this study sought to determine whether there is a statistically significant correlation between the students' self-efficacy and their written communication apprehension. As mentioned earlier in the methodology section, the connection is ascertained using Pearson's correlation coefficient by comparing the mean values presented in tables 1 and 2. Specifically, Table 3 reveals a p-value of 0.053, which is slightly greater than 0.05. This outcome suggests that the correlation between self-efficacy

and written communication apprehension among Libyan postgraduate students in Malaysian universities is close to being statistically significant ($p=0.053 > 0.05$). Thus, it is reasonable to assume that Libyan postgraduate students tend to form written communication apprehension based on their self-efficacy.

5. DISCUSSION

This study has revealed two significant findings. First, Libyan postgraduate students in Malaysian universities have a moderate level of self-efficacy. This outcome somewhat concurs with previous research conducted in China (Li, 2022). However, a study that focused on speaking skills demonstrated a high level of self-efficacy among Afghanistan university students (Tahsildar & Kabiri, 2019). In particular, the current study tends to contradict the argument made by Klassen and Marx (2020) that students in foreign universities are likely to have a high level of self-efficacy. These varying outcomes could be due to differences in study populations or its particular focus. Additionally, the current study found that Libyan postgraduate students in Malaysian universities have a moderate level of written communication apprehension. This outcome seems to contradict the findings reported by Elkali (2018) that a majority of students in Libya have a high level of apprehension. Equally, this inconsistency concurs with the theoretical supposition of FLA that language apprehension has a strong association with the learning setting (Horwitz et al., 1986).

The level of apprehension is a significant concern because most postgraduate students in Malaysian universities write their dissertations in English (Almatarneh et al., 2018). Also, there could be numerous reasons for Libyan students' level of apprehension. For example, in 1966, the Libyan government introduced English in the fifth grade, which was later abolished in 1969 because the administration paid attention to the teaching of standard Arabic in colleges. In 1996, nevertheless, the Ministry of Education inaugurated numerous training centers to tackle the scarcity of English instructors. For this reason, the administration hired English tutors from several nations, such as Egypt, Palestine, and Iraq (Mohammed, 2005). Afterward, there had been many private English centers that hired unqualified teachers who had no relevant qualifications, majors, or teaching experience (Maghur, 2010). Consequently, achieving a high level of proficiency in English becomes a key challenge among many graduates from Libyan institutions.

Moreover, the findings reported in this study demonstrated that there is a slightly significant correlation between self-efficacy and written communication apprehension among Libyan postgraduate students in Malaysian universities. This outcome suggests that students with a high level of self-efficacy are likely to have a low level of written communication apprehension, which could ultimately help them to improve their written communication ability (Schunk & DiBenedetto, 2020). Generally, it can be deduced from the findings that Libyan students' level of communication anxiety depends on their level of self-efficacy. Thus, self-efficacy is a slightly significant determinant of written communication apprehension among the postgraduate students, which is consistent with the findings of most previous studies in different contexts (Li, 2022; Wardani & Mbato, 2022).

6. CONCLUSION

This research focused on self-efficacy and written communication apprehension among Libyan postgraduate students in Malaysian universities. According to the findings, the postgraduate students have moderate levels of perceived self-efficacy and written communication apprehension. In addition, the findings revealed a slightly significant correlation between self-efficacy and written communication apprehension. The importance of this research lies in its provision of empirical evidence regarding Libyan students' levels of written communication apprehension and their correlations. This information is expected to be useful to educators and relevant authorities in developing a more practical approach to helping students overcome writing apprehension and enhance their English language skills. Nonetheless, this quantitative investigation is limited to perceived self-efficacy and written communication apprehension among Libyan postgraduate students in Malaysia. Therefore, further studies may specifically investigate the causes of self-efficacy and writing apprehension among the postgraduate students. Likewise, further research may consider the levels of self-efficacy and writing anxiety among Libyan undergraduates in Malaysia. Also, a qualitative investigation into this phenomenon can provide in-depth analysis that could advance our understanding of this phenomenon.

REFERENCES

- Agwel, K. M., Rashid, S. M., Nimehchisalem, V., & Jalaluddin, I. (2022). Communication apprehension, self-efficacy, willingness to communicate and English communication frequency among Libyan bankers: A structural equation modeling approach. *Journal of Positive School Psychology*, 6(6), 8227-8238.
- Al-Ahmad, S. M. (2003). *The impact of collaborative learning on L1 and L2 college students' apprehension about and attitudes toward writing* (Doctoral dissertation). Indiana University of Pennsylvania, US.
- Allen M., Titsworth, S., & Hunt S. K. (2009). *Quantitative Research in Communication*. California: SAGE Publications, Inc.
- Almatarneh, M. A. H., Ab Rashid, R., & Yunus, K. (2018). The academic writing experience of Jordanian postgraduate students at a university in Malaysia. *Arab World English Journal (AWEJ)*, 9(3), 248-257. doi: 10.24093/awej/vol9no3.17
- Bandura A. (1997). *Self-efficacy: The Exercise of Control*. New York, NY: Freeman.
- Casanave, C. P. (2003). Looking ahead to more socio-politically-oriented case study research in L2 writing scholarship: But should it be called “post-process”? *Journal of Second Language Writing*, 12(1), 85-102.
- Chen, M. C., & Lin, H. J. (2009). Self-efficacy, foreign language anxiety as predictors of academic performance among professional program students in a general English proficiency writing test. *Perceptual and Motor Skills*, 109(2), 420-430. doi: 10.2466/pms.109.2.420-430
- Cheng, Y. S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*, 13(4), 313-335.
- Chung, D., & Nam, C. S. (2007). An analysis of the variables predicting instant messenger use. *New Media & Society*, 9(2), 212-234. doi: 10.1177/1461444807072217
- Cochran, W. G. (1977). *Sampling techniques* (3rd ed.). New York: John Wiley & Sons.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 16(3), 297-334. doi: 10.1007%252fbf02310555
- Daly, J. A., & Wilson, D. A. (1983). Writing apprehension, self-esteem, and personality. *Research in the Teaching of English*, 17(4), 327-341.
- Elkali, (2018). The effects of writing apprehension in English language on mastering the writing skill. *Sabratha University Scientific Journal*, 2(3), 1-15.
- Erkan, D. Y., & Saban, A. İ. (2011). Writing performance relative to writing apprehension, self-efficacy in writing, and attitudes towards writing: A correlational study in Turkish tertiary-level EFL. *The Asian EFL Journal Quarterly March 2011 Volume 13, Issue*, 13(1), 164-192.
- Fareed, M., Khan, I., & Akhtar, H. (2021). The Causes of English Writing Anxiety among Pakistani ESL Students: Perceptions of Teachers and Students. *Pakistan Journal of Humanities and Social Sciences*, 9(1), 21-27. doi:10.52131/pjhss.2021.0901.0109

- Gadour, A. (2018). Challenging inclusive education policy and practice in Libya. In S. Pather & R. Slee (eds). *Challenging inclusive education policy and practice in Africa* (pp. 15-30). Leiden: Brill Publishers.
- Hassan, I., Abdul Rahman, A. M., & Azmi, M. N. L. (2021). Development of English writing skills through blended learning among ESL learners in Malaysia. *Arab World English Journal*, Special Issue on CALL (July 7), 377-389. doi:10.24093/awej/call7.26
- Horwitz, E. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21(1), 112-126.
- Horwitz, E. K., Horwitz, M. B. & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125-132. doi:10.1111/j.1540-4781.1986.tb05256.x
- Huerta, M., Goodson, P., Beigi, M., & Chlup, D. (2017). Graduate students as academic writers: writing anxiety, self-efficacy, and emotional intelligence. *Higher Education Research & Development*, 36(4), 716-729. doi: 10.1080/07294360.2016.1238881
- Jahin, J. H. (2012). The effect of peer reviewing on writing apprehension and essay writing ability of prospective EFL teachers. *Australian Journal of Teacher Education*, 37(11), 65-89.
- Klassen, M., & Marx, N. (2020). Anxiety, self-efficacy, and the role of study abroad. In P. Clements, A. Krause, & R. Gentry (Eds.), *Teacher efficacy, learner agency*. Tokyo: JALT.
- Li, B. (2022). Research on correlation between English writing self-efficacy and psychological anxiety of college students. *Frontiers in Psychology*, 13(1), 1-10. doi:10.3389/fpsyg.2022.957664
- Li, X. (2007). Souls in exile: Identities of bilingual writers. *Journal of language, identity, and education*, 6(4), 259-275.
- Maghur, A. (2010). Highly-skilled migration (Libya): Legal aspects. Retrieved from: <https://cadmus.eui.eu/handle/1814/13685>
- Mohammed, Y. (2005). *An appraisal of English language learning at Libyan private English language institutes* (Unpublished Master's thesis). University of Garyounis, Benghazi, Libya.
- Qadir, S. M., Bostanci, B. H., & Kurt, M. (2021). Writing Apprehension Among English as a Foreign Language Postgraduate Students. *SAGE Open*, 11(2), 1-14. doi:10.1177/21582440211007121
- Sabti, A. A., Rashid, S. M., & Hummadi, A. S. (2019). Interrelationships between Writing Anxiety Dimensions and Writing Goal Orientation among Iraqi EFL Undergraduates. *International Journal of Instruction*, 12(4), 529-544.
- Saleem, M., Ali, M., & Ab Rashid, R. (2018). Saudi students' perceived self-efficacy and its relationship to their achievement in English language proficiency. *Arab World English Journal (AWEJ) Volume*, 9(2), 397-413. doi: 10.24093/awej/vol9no2.26
- Schunk, D. H., & DiBenedetto, M. K. (2020). Social cognitive theory, self-efficacy, and students with disabilities: Implications for students with learning disabilities, reading disabilities, and attention-deficit/hyperactivity disorder. In A. J. Martin, R. A. S. J. Kristie (eds), *Newton Handbook of Educational Psychology and Students with Special Needs* (pp. 243-261). London: Routledge.

- Shehzadi, K., Shoukat, B., & Kharal, A. A. (2021). Effect of English Writing Anxiety and Self-efficacy on English Writing Performance with Moderating Role of English Writing Achievement Motivation: Evidence from Pakistani ESL learners. *Journal of Languages, Culture and Civilization*, 3(4), 293-309. doi: 10.47067/jlcc.v3i4.79
- Tahsildar, N., & Kabiri, A. (2019). The relationship between Afghanistan EFL students' academic self-efficacy and English language speaking anxiety. *Academy Journal of Educational Sciences*, 3(2), 190-202.
- Teddlie, C., & Yu, F. (2007). Mixed methods sampling: A typology with examples. *Journal of Mixed Methods Research*, 1(1), 77-100. doi: 10.1177/1558689806292430
- Tran, T. T. T. (2012). A review of Horwitz, Horwitz and Cope's Theory of Foreign Language Anxiety and the challenges to the theory. *English Language Teaching*, 5(1), 69-75. doi:10.5539/elt.v5n1p69
- Trang, T. T. T., Moni, K., & Baldauf Jr, R. B. (2013). Foreign language anxiety: understanding its sources and effects from insiders' perspectives. *Journal of Asia TEFL*, 10(1), 95-131.
- Wang, H. C. (2021). Exploring the relationships of achievement motivation and state anxiety to creative writing performance in English as a foreign language. *Thinking Skills and Creativity*, 42(1), 48-60. doi: 10.1016/j.tsc.2021.100948
- Wardani, F. R. W., & Mbato, C. L. (2022). A comparative study between Indonesian undergraduate and graduate students' perceived anxiety and self-efficacy in critical writing. *Magister Scientiae*, 49(2), 90-103.
- Wimmer, R. D., & Dominick, J. R. (2003). Mass media research. Belmont, CA: Wadsworth.
- Yeo, K. J., & Tiw, S. L. (2019). Relationship between speaking anxiety and self-efficacy among elementary students in second language classrooms in Malaysia. *Indian Journal of Public Health Research & Development*, 10(11), 3301-3304.
- Zhao, H. (2022). A study on the correlation between psychological anxiety, self-efficacy and foreign language learning achievement. *International Journal of Neuropsychopharmacology*, 25(1), 63-64. doi:10.1093/ijnp/pyac032.087
- Zheng, Y. (2008). Anxiety and second/foreign language learning revisited. *Canadian Journal for New Scholars in Education*, 1(1), 1-12.