

The Effect of Strategy-Based Instruction on Writing Self-Efficacy and Writing Anxiety of Iranian EFL Learners

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Abstract

Research has consistently revealed that the employment of language learning strategies (LLSs) produces a significant share of variance in language achievement in general and writing strategy training on L2 writing performance, in particular. However, very few studies have been conducted in the Iranian context, so the present study aimed to investigate the effects of strategy-based instruction (SBI) in an English as a Foreign Language (EFL) writing course on enhancing writing self-efficacy and writing anxiety. In so doing, a sample of 49 Iranian EFL students were recruited. The participants were the students of two intact classes doing their BA in the field of English Language Literature. For the purpose of the current study, a twelve-week metacognition training program was integrated into the writing course of the experimental group (n=26). The students in the control group (n=23) received the regular, traditional writing instruction. The data were collected through administration of the two scales measuring second language writing self-efficacy, and anxiety. The findings indicated significant differences in favor of the experimental students in the writing self-efficacy. Besides, it was revealed that writing strategy instruction significantly reduced the writing anxiety of the participants. The findings offer significant implications for both EFL researchers and practitioners.

Keywords: Writing self-efficacy, Writing anxiety, Strategy-based instruction, EFL

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