

A Review of English Learners' Writing Self-efficacy

Yuting Zhang

China West Normal University, China

Abstract

English writing is a crucial skill for students to learn alongside listening, speaking, reading, writing, and viewing. It involves expressing information, ideas, thoughts, and emotions in written English form. Self-efficacy in English writing is an important factor that affects students' writing achievement and strategy use. Many scholars have researched the factors that influence it. This paper reviews recent studies on self-efficacy in English writing from both home and abroad by referring to relevant literature. Firstly, it introduces the development trend of existing research through data. Then, it analyzes and summarizes the main contents of current research on writing self-efficacy in detail. Finally, it analyzes the shortcomings of the existing research and provides suggestions. The paper concludes that writing self-efficacy research mainly focuses on five aspects: investigating the level of writing self-efficacy, the relationship between self-efficacy and writing anxiety, writing strategies and academic performance, scale development, and the influence of wisdom teaching on writing efficacy. Despite this, there are still shortcomings in the research content, research methods, and research object diversity of writing self-efficacy, so the researchers provide suggestions for future efforts.

Keywords

English Writing; Self-efficacy; Review Studies.

1. Introduction

Nowadays, more and more attention is paid to learner-centered teaching, and non-intellectual factors such as emotion have become very important factors in teaching. According to the New English Curriculum Standards for Senior High School, emotional attitude is one of the important factors affecting students' learning and development. Having a positive mental quality and maintaining a confident and optimistic attitude is the key to successful English learning (Ministry of Education, 2017). Bandura (1997) proposed that self-efficacy refers to an individual's subjective judgment or speculation on whether he or she is competent for a certain task, and is the concrete embodiment of an individual's confidence in his or her ability in a specific task. Improving self-efficacy can help students quickly enter the learning state, maintain a more positive attitude in the face of difficulties, and promote students to complete learning tasks more actively. Writing has always been a challenging task in second language learning, and it is also one of the indicators to measure the level of a learner's second language learning. It plays a crucial role in second language learning. In the process of writing, self-efficacy in English writing will affect students' ability to be selective and selective. Stick to writing assignments. If students lose confidence in their writing ability and believe that they cannot complete the writing task, then their writing behavior may be interrupted. Self-efficacy is related to an individual's expectation of their ability, rather than their actual ability, but it can have a significant impact on an individual's later behavior. Scholars at home and abroad have paid extensive attention to the concept of self-efficacy, and researchers have explored the relationship between learning self-efficacy and teaching from different perspectives. Writing self-efficacy has been defined by a group of scholars who have tried to define it. Pajares (2003)

defines writing self-efficacy as a learner's judgment on the results of a specific writing task based on their knowledge and skills. Tang and Xu (2011) point out that writing is not only a cognitive activity but also an emotional activity, and all stages of writing are affected by various emotions, so the writing process is also affected by self-efficacy. English writing self-efficacy refers to the self-efficacy judgment of the successful use of English writing skills and the successful completion of specific English writing tasks. In the process of writing, self-efficacy in English writing will affect students' ability to be selective and selective. If students lose confidence in their writing ability and believe that they cannot complete the writing task, then their writing behavior may be interrupted. Therefore, to improve students' English writing ability fundamentally, we must pay attention to the self-efficacy of English writing. There have been many studies on self-efficacy in the past 15 years, both at home and abroad. Empirical research on writing self-efficacy began in the 1980s in foreign countries but started later in China, and the topic was not paid attention to until the beginning of the 21st century. Given the relatively small number of domestic studies on self-efficacy in writing, this paper selects articles published in important journals at home and abroad in the past 20 years. It reviews the research on self-efficacy in writing and looks forward to future research trends on this basis, to promote the in-depth development of the research on self-efficacy in English writing in China.

2. Research Design

2.1. Research Questions

This paper aims to answer two questions:

- (1) What are the characteristics of research topics on writing self-efficacy at home and abroad in recent years?
- (2) In recent years, what problems exist in the research on writing self-efficacy at home and abroad, and what suggestions for further studies can be made?

2.2. Research Method

Document analysis method.

This paper aims to gather data by investigating and analyzing both domestic and foreign literature. This will help in comprehensively and correctly understanding and mastering the relevant research on writing self-efficacy. Additionally, the paper will summarize the innovative aspects and limitations of both domestic and foreign research on the topic. This will provide inspiration and assistance for future researchers who wish to study writing self-efficacy.

This paper conducted an advanced search in Web of SCI, and CNKI databases in China using 'self-efficacy' and 'English writing' as search terms. A total of 130 foreign literatures and 250 domestic literatures were obtained. After excluding non-empirical studies, conference abstracts, and dissertations, 50 foreign and 50 domestic empirical studies were finally identified. The number of articles is described according to the year of publication, with descriptive statistics including the frequency and distribution characteristics of hot topics. This paper also adopts a qualitative method to encode the research topic, construct the analysis framework, and summarize the literature content.

3. Review of Relevant Studies on Self-efficacy in English Writing

The term 'self-efficacy' was proposed by Bandura in 1977. Self-efficacy refers to an individual's subjective judgment or speculation on whether he or she is competent for a certain task, and it is the concrete embodiment of an individual's confidence in his or her ability in a specific task. It is related to an individual's expectation of his or her ability, rather than referring to his or her

ability. But it can have a significant impact on an individual's later behavior. Once the concept of self-efficacy has been put forward, scholars at home and abroad have paid extensive attention to it. Researchers have explored the relationship between learning self-efficacy and teaching from different perspectives and achieved many important results. Tang and Xu (2011) point out that writing is not only a cognitive activity but also an emotional activity, and all stages of writing are affected by various emotions, so the writing process is also affected by self-efficacy. Domestic and foreign scholars have different views on the research of writing self-efficacy. This section will review the definition of writing self-efficacy and related studies on writing self-efficacy.

3.1. Definition of English Self-efficacy

Beach (1989) introduced self-efficacy into the teaching of English writing for the first time and then attracted the attention of many scholars. Slowly, a group of scholars tried to define writing self-efficacy. McCarthy et al. (1985) defined students' writing assessment of themselves in writing activities as students' writing self-concept. Graham & Harris (1989) defined writing self-concept as students' judgment of their writing ability in meaningful writing activities. Pajares (1996) proposed that writing self-concept is students' confidence in whether they can complete English learning or a specific task. Woodrow (2011) put forward the same view, but the difference is that he narrowed the writing activity and judged it to be students' self-judgment in completing a specific writing task. Wang (2005) Writing self-efficacy refers to one's perception of one's ability to plan and carry out the actions necessary to obtain the desired composition quality on specific tasks. When the writer is convinced that he is capable of writing, he will have a high sense of 'self-efficacy' and will go all out to write. Meng (2011) defined writing self-efficacy as one's perception of one's ability to plan and implement the necessary actions to obtain the desired composition quality on specific tasks. Guo (2018) Students' confidence or subjective judgment in completing specific writing tasks. Wang and Du (2019) Writing self-efficacy, derived from self-efficacy, is a key motivational factor in the writing process. It is one of the best predictors of writing performance as people's specific judgment on whether they can complete writing tasks and use writing skills.

3.2. Writing Self-efficacy Classification

There are different views on the structure of writing self-efficacy at home and abroad. Some scholars have proposed that writing self-efficacy can be divided into writing task self-efficacy and writing skill self-efficacy. (Pajares & Johnson 1994, Shell et al. 1995) Writing task self-efficacy refers to an individual's perception of their ability to complete writing tasks based on different genres, such as writing a letter, writing an essay, and so on. In addition, writing skills self-efficacy refers to a person's ability to use various writing skills in the writing process, such as expressing their ideas, organizing paragraphs, etc. Based on this classification, more and more researchers have designed different scales in an attempt to confirm the structure of writing self-efficacy. According to Bruning et al. (2013), they set up the structure of self-efficacy in three types of writing. The first category is ideation, which requires the writer's ability to generate ideas about the content and organization of the composition. The second category is conventions, accepted standards by which students express ideas when performing writing tasks. The third is self-regulation, which is reflected in the writer's confidence in knowing that they have completed their writing task. In addition, Golparvar et al. (2021) pointed out that writing self-efficacy consists of three parts: language, self-regulation, and self-efficacy performance.

3.3. The Theoretical Basis

In the 1970s, the American psychologist Bandura proposed the social cognitive theory with self-efficacy theory as the core. He believes that self-efficacy is the central mechanism of human

agency, and its status and importance are self-evident. Self-efficacy is an individual's belief in their ability to achieve a set goal. Bandura points out that 'self-efficacy is people's judgment of their ability to organize and execute the course of action needed to achieve a given type of performance.' (Bandura, 1986). The belief in self-efficacy affects how people feel, think, self-motivate, and behave. The cognitive process, motivational process, emotional process, and selection process are the four basic processes of self-efficacy. In other words, self-efficacy can regulate an individual's motivation by influencing his choice, effort, anxiety, and perseverance when facing challenges and new tasks (Bandura, 1997). The greater people's sense of belief in their abilities, the greater their efforts and the longer they persist. (Bandura, 1988).

Self-efficacy emphasizes that when people feel capable of completing a task, they will take action and invest more time and energy in it. Therefore, self-efficacy plays an important role in the process of students' English writing.

The current research on writing self-efficacy is divided into five aspects: (1) the overall level of writing self-efficacy; (2) the relationship between writing self-efficacy and other factors such as writing anxiety, academic performance, and writing strategies; (3) the impact of evaluation feedback on writing self-efficacy; (4) the combination of writing self-efficacy and wisdom teaching; and (5) research on the writing self-efficacy scale.

3.4. The Relevant Studies on Self-efficacy in English Writing

① Overall level of writing self-Efficacy

The strength of self-efficacy in English writing affects students' interest and motivation in English writing, their writing ability and level, their entire English learning, and even their attitude towards work and life after entering society. Therefore, writing self-efficacy is an essential condition for success in English writing. Tang and Xu (2011) studied the writing self-efficacy of non-English major freshmen using the English self-efficacy scale adapted from Shell (1989) and the Writing Self-rating scale in the annex of College English Course Requirements. The study found that the students' writing self-efficacy of the freshmen was at a medium level, and the boys' overall writing self-efficacy and writing skill self-efficacy were lower than the girls'. However, there was no difference between men and women in writing task efficacy. Wang (2018) conducted a questionnaire survey on the English writing self-efficacy of college English majors and found that the writing self-efficacy of English majors was generally at an above-average level, which was significantly positively correlated with their English writing scores. Gu and Li (2018) took ninth-grade junior middle school students as research objects. Through a questionnaire survey on junior middle school students' writing self-efficacy, they found that junior middle school students' self-efficacy was at a moderate level. Scholars use quantitative and qualitative methods such as questionnaire surveys and semi-structured interviews to understand students' self-efficacy in English writing and analyze its influencing factors. Such research has a positive significance in improving students' self-efficacy in writing.

② Studies on the relationship between writing self-efficacy and other factors

Writing is an essential skill in English learning, but individual emotional factors can influence it. Writing anxiety is a hot topic among scholars, and recent studies have shown that writing self-efficacy is related to writing anxiety. Many scholars have conducted empirical studies on this topic. Domestic and foreign scholars have found that there is a correlation between writing self-efficacy and writing anxiety, writing strategies, and gender. There is always a negative correlation between writing self-efficacy and writing anxiety. Students with high writing self-efficacy have lower classroom anxiety and ideation anxiety, but the dynamic change and causal relationship between the two have not been explored. Writing self-efficacy is positively correlated with writing strategies, and has different predictive effects on metacognitive, cognitive, and affective writing strategies. There is no consensus on the relationship between writing self-efficacy and gender, and most scholars believe that there is no obvious relationship

between the two. For instance, Li and Liu (2013) researched non-English major first-year college students. They used the Second Language Writing Anxiety Scale by Guo Yan and Qin Xiaoqing and the self-designed Foreign Language Writing Self-Efficacy Scale for college students. They discovered that students' writing anxiety levels were significantly negatively correlated with their self-efficacy level. This means that the higher the level of writing anxiety, the lower the sense of writing self-efficacy. The study also found that writing self-efficacy played a mediating role in the effect of anxiety on grades. Woodrow (2011) analyzed quantitative data related to self-efficacy and anxiety using structural equation modeling for different subjects. The study found that the relationship between writing and anxiety was mediated by self-efficacy. Anxiety and self-efficacy were negatively correlated, and writing self-efficacy was an important predictor of writing anxiety. Similarly, Margarita et al. (2016) investigated writing anxiety, self-efficacy, and emotional intelligence (EI) in a large number of graduate students. Three regression models were run to determine which variables were most predictive of writing anxiety. The study found that self-efficacy was statistically significant and a significant predictor of writing anxiety, while emotional intelligence was not. These studies have found that writing self-efficacy is negatively correlated with writing anxiety, and the higher the level of self-efficacy, the lower the level of writing anxiety. Self-efficacy can also provide a predictive effect on students' writing anxiety. These findings can be significant in helping teachers improve their writing teaching methods.

English writing ability is a crucial aspect of students' English language skills. It is not only a cognitive activity, but also an emotional one. Self-efficacy and individual emotional factors play a significant role at each stage of the writing process. Writing self-efficacy, which is the self-perceived ability to use various writing knowledge and skills to complete different writing tasks, has been proposed based on Bandura's self-efficacy theory. Researchers have explored the relationship between students' writing efficacy and writing performance and have found a significant positive correlation between the two. Teng et al. (2017) confirmed the scale of self-efficacy in English writing through structural equation modeling and found that writing self-efficacy was significantly correlated with motivational beliefs such as task value, intrinsic goal orientation, and external goal orientation. This confirms that the interaction between behavior, individual factors, and environmental conditions is a crucial factor in writing success. Li (2013) conducted the Writing Self-efficacy Scale test, qualitative interview, and performance tracking for non-English major college students. Through cross-temporal lag design, it was concluded that students' self-efficacy is an essential factor affecting their writing performance. Li's research data shows that students' task efficacy has the most significant improvement. In conclusion, there is a positive correlation between students' self-efficacy in English writing and their English learning performance. These studies show that writing self-efficacy is positively correlated with writing achievement, and learners' writing performance depends on different levels of writing self-efficacy. Writing self-efficacy has a significant interaction effect on foreign language writing accuracy. However, a few scholars believe that there is no significant relationship between EFL learners' writing self-efficacy and writing performance. Therefore, teachers should focus on students' writing efficacy to improve their writing performance.

English writing is a complex and non-linear cognitive process that requires a lot of cognitive load from learners. To make the process more manageable, learners need to use self-regulation strategies. The use of self-regulation strategies stimulates, regulates, and maintains learners' learning. To use self-regulation strategies effectively, learners need to judge their self-regulation learning ability, which is known as self-efficacy. Learners with a higher sense of self-efficacy can use multiple strategies more actively to maintain their learning. Gu and Li (2018) conducted a questionnaire survey on the writing strategies and writing self-efficacy of ninth-grade junior middle school students. They divided the strategies into conceptual organization, linguistic means, remedial strategies, resource management strategies, social/emotional

strategies, and dictionary search strategies. The survey revealed that the overall level of writing strategies used by junior middle school students was not high. Language means strategy scored the highest, while resource management strategy was used the least. Wang (2020) explored the relationship between self-efficacy and learning strategies. The scale examined students' self-efficacy in listening, speaking, reading, and writing skills. Wang (2020) divided the strategy into direct strategy and indirect strategy. Raofie et al. (2017) conducted a study on the relationship between self-efficacy, task value, strategy use, and performance in second-language writing. The study involved 304 undergraduate English as a second language students in Malaysia. The study found that self-efficacy and task value are significantly correlated with the use of writing strategies. In conclusion, scholars have found that self-efficacy is positively correlated with writing strategies. Teachers can improve their teaching mode of English writing, build up students' writing self-confidence, and strengthen the training of writing strategies to improve students' ability to effectively use various writing strategies.

③ The effect of evaluation feedback on writing self-efficacy

There is no agreement among scholars regarding the impact of feedback evaluation on writing self-efficacy. While some researchers suggest that teacher feedback is more effective in improving writing self-efficacy, others believe that peer evaluation can also be beneficial. Some studies indicate that female students may benefit more from peer review than male students. An empirical study conducted by Wu (2013) found that peer evaluation can significantly enhance the writing self-efficacy of non-English major college students. Furthermore, the study demonstrated that low-level students benefit more from peer review than high-level students, and the impact of peer evaluation on girls is greater than on boys. According to Mo (2007), peer assessment not only helps students improve their writing skills but also enhances their self-assessment abilities. In a recent empirical study conducted by Yang et al. (2023), an English writing self-efficacy scale and an English writing test were used to collect data. The study focused on teacher evaluation, peer evaluation, and student self-evaluation of English writing to explore the correlation between self-efficacy and students' writing skills in college. The study also examined the correlation between teacher evaluation, student self-evaluation, and peer evaluation. The results showed that peer evaluation and student self-evaluation strongly correlated with teacher evaluation, indicating their reliability and consistency. Gender did not have a significant effect on self-efficacy, writing achievement, student mutual evaluation, and peer self-evaluation. Thus, the study concludes that it is both feasible and necessary to implement peer assessment and student self-assessment in college English writing teaching. However, in a study conducted by Jochem (2022), it was found that self-efficacy in writing is not related to the absorption of peer feedback. Meanwhile, a comparative study was carried out by Dong et al. (2019) to investigate the impact of teacher feedback and peer feedback on students' writing self-efficacy. The study concluded that teacher feedback is more effective than peer feedback in improving students' writing self-efficacy. Furthermore, teacher feedback has a greater impact on improving the writing self-efficacy of intermediate and advanced-level learners compared to peer feedback. Kim (2020) conducted a study to explore the relationship between junior high school teachers' perspectives on feedback exercises and students' views on self-regulation, self-efficacy, and language skills in the context of teaching English as a foreign language. The researcher analyzed data from 10 individual interviews using the constant comparison method. The majority of teachers believe that feedback is essential for enhancing students' self-efficacy. However, teachers' unrealistic expectations and grading practices are perceived as obstacles to student learning, which can negatively affect students' writing self-efficacy. Lin & Yang (2022) conducted a study on the influence of teacher-student collaborative assessment on the writing self-efficacy of English majors. The results revealed that the overall level of writing self-efficacy did not significantly differ. However, the student's proficiency in text organization, grammar, spelling, and task efficacy exhibited a significant

improvement. The research indicated that various feedback types have different impacts on the students' writing self-efficacy. Researchers have conducted a study using a combination of methods to examine the impact of feedback on students' self-efficacy in English writing. They conducted an experimental procedure to test the effect of teacher feedback by comparing pre-test and post-test results. However, most of the studies have only explored the self-efficacy of English writing from two perspectives, that is, writing task and writing skill, without considering other dimensions of writing self-efficacy. Moreover, researchers have only focused on college students, ignoring middle and high school students. Therefore, future research should take all three aspects into account to obtain a more comprehensive understanding of the topic. In general, most college and middle school students have a moderate level of writing self-efficacy in terms of writing skills and ability to write content. In terms of influencing factors, correlation studies are the most commonly used method to verify the relationship between self-efficacy and other variables. Writing strategy and feedback have been a hot topic in recent years. At the same time, the influence of teacher feedback on the external performance of students' English writing has been verified by qualitative and quantitative methods, and the differences between different groups of students' responses to teacher feedback have been verified by qualitative methods, including attitudes and behaviors.

④ The influence of wisdom teaching on writing efficacy

The combination of traditional classroom teaching and online teaching is a great way to enhance the role of teachers in guiding and supervising students, while also improving students' self-learning ability and emotional experience. Writing self-efficacy is a key emotional factor that can influence students' writing behavior. Some researchers have conducted studies on the effect of blended teaching mode on students' writing self-efficacy. For instance, Meng (2011) proposed a training mode for college English writing self-efficacy based on blended teaching, which combines traditional teaching methods with digital E-Learning. Meng (2011) demonstrated the teaching mode of blended college English writing courses through case teaching. The study showed that blended teaching can improve students' writing self-efficacy, leading to an improvement in students' writing ability and achievement. Although there have been few empirical studies on self-efficacy and blended teaching, many scholars have conducted qualitative studies to explore how blended teaching can be used to enhance students' self-efficacy in writing. Many scholars have conducted qualitative studies to explore how to improve students' self-efficacy in writing from the perspective of blended teaching. In the form of case teaching, some scholars take a writing class as an example to integrate the strategies to improve self-efficacy into specific writing steps, to more clearly show how to graft the elements of writing self-efficacy into writing teaching and provide references for relevant teachers and scholars teaching college English writing courses.

⑤ The development of writing self-efficacy scale

The number of studies conducted on writing self-efficacy scales is on the rise. Shell(1989) and Murphy & Bruning developed a Writing Self-efficacy scale that measures learners' use of grammar, punctuation, and other writing skills. This scale also evaluates the impact of writing self-efficacy on learners' writing achievement. Scholars have since continued to test the reliability and validity of the scale while improving its design. The foreign scale has a wider audience and more targeted questionnaire content, with the measurement design based on the age, major, and cultural background of the research subject. However, there are only two domestic scales, both of which target non-English majors, and only one study has examined middle school students, which has its limitations.

To sum up, over the last 20 years, there has been a gradual increase in research regarding self-efficacy in writing among students across various fields and areas. Studies on writing self-efficacy and its correlation with achievement, strategies, evaluation and feedback, and classroom teaching have been on the rise. This research has significantly contributed to

enhancing students' writing self-efficacy and improving their writing skills. However, some issues have been identified in the literature and research stage that require addressing to ensure that subsequent research is comprehensive, objective, fair, innovative, and cutting-edge.

4. Existing Deficiencies and Suggestions

As for the problems existing in the current research on self-efficacy in English writing, the following is an analysis from three aspects: research object, research method, and research content.

a. Research objects: The research on English writing self-efficacy encompasses a broad range of foreign research objects, including preschool, primary school, middle and high school, undergraduate and doctoral students, and other groups. However, domestic research mainly focuses on non-English majors in lower grades, with little attention given to primary and secondary school students, master and doctoral students, vocational students, and English majors. Additionally, very few scholars have explored the writing self-efficacy of different gender groups. Most studies on self-efficacy in English writing are conducted by non-English majors in junior colleges and universities, and the research on students in colleges and universities is limited. Xu and Nie (2016) took a thorough and meticulous approach to selecting and determining the research subjects for their study titled "Comprehensive Investigation and Analysis of the English Ability of Freshmen in Key Universities in China." They selected eight representative key universities from different regions and school types across the country. They also chose students from various departments to participate in the survey. In addition, the length of time students learn English, the level of English education they receive, and the different places of origin of students may affect the level of students' self-efficacy in writing. For more diverse and innovative research on English writing self-efficacy, it is recommended to avoid interference from some variables according to the research purpose or consider some factors as variables to better understand their impact on students' self-efficacy in English writing.

b. Research methods: Common research tools used in domestic studies on writing self-efficacy are literature reviews and questionnaire surveys. Sometimes, qualitative interviews are also included. Si (2000) suggested that students' self-efficacy in writing may vary across different periods, hence it is important to conduct longitudinal research on students' self-efficacy. On the other hand, foreign scholars mostly employ mixed methods, which combine different tools such as questionnaire surveys, writing tests, interviews, classroom observations, reflection journals, and action research reports, to make the research more rigorous. Case studies and diachronic follow-up studies can also provide new insights into students' writing self-efficacy, which can be used as a direction for future research. As for the use of research measures, foreign scholars designed writing self-efficacy questionnaires with different dimensions and high reliability and validity according to learner group characteristics, context, and different types of writing. Most domestic scholars reuse existing questionnaires, and rarely adapt them or design their research measures. There is a phenomenon of mismatch between questionnaires and research objects.

c. Research content: Many studies on English writing self-efficacy focus on investigating the current state of writing efficacy and its relationship with achievement, strategy, anxiety, and other factors. However, too many repetitive studies lack diversity and innovation. Abroad, research on the writing self-efficacy of Internet-assisted instruction has become a new field, but domestic research is still in the initial stages. Most domestic studies are limited in scope. First, many studies are focusing on the correlation between writing self-efficacy and other factors, but there are not enough studies on improving writing self-efficacy, and there are few innovative studies. Second, there is research on the design of writing self-efficacy scales in China. Third, domestic researchers seldom pay attention to the comparative study of learners

with different characteristics, such as gender, age, family background, writing self-efficacy level, and other factors; Fourthly, the research on writing self-efficacy in Internet-assisted teaching has become a new field of foreign research, but the domestic research is still in the initial stage. On the other hand, the domestic research content needs to be deepened. Most studies focus on overall writing self-efficacy, and there are few studies on the differentiation of its different dimensions. The research on the correlation between writing self-efficacy and writing strategy, writing anxiety, and writing achievement future studies on English writing self-efficacy can be carried out from the following perspectives: (1) Analyzing the levels of writing self-efficacy of different types of learners using the multiple intelligences theory proposed by Howard Gardner (1999) and exploring ways to improve the writing self-efficacy of different types of learners. (2) Using existing intelligent teaching platforms, such as Kuku.com, E-learning, We Learn, Iwrite, etc., to improve students' writing self-efficacy. (3) Enriching research fields - while most research on self-efficacy focuses on writing, research on listening, speaking, reading, and reading are few and far between. However, these skills are essential for English learners, and improving their self-efficacy in these areas plays a crucial role in boosting their English scores. The above aspects can be taken as the direction of writing self-efficacy in the research content. Researchers can try to break the conventional, multi-angle, and multi-directional research and exploration, to enrich and innovate the research on writing self-efficacy.

5. Future Expectations

For the shortcomings of the above domestic and foreign studies, the following suggestions are put forward. In the future, domestic research can broaden the scope of research content, such as exploring ways to improve writing self-efficacy, tracking the dynamic changes of learners' writing self-efficacy, expanding the localization research of writing self-efficacy scale, and exploring how different factors affect writing self-efficacy. In terms of research methods, scholars can also try to combine quantitative methods with other research methods, such as case analysis, thinking aloud, reflective journal, etc., or carry out diachronic tracking research to achieve a research method that combines quantitative and qualitative research. In terms of research objects, scholars can expand the scope of research objects and select students from different family backgrounds, regions, learning levels, and genders as research objects, to make the research results more universal and representative. It is hoped that scholars will study writing self-efficacy in the future and take this as a reference.

6. Summary

EFL writing teaching should pay attention to both the cognitive factors and the affective factors of EFL learners. Writing self-efficacy promotes students' engagement and interest in the writing task and manages their writing process. Students' writing self-efficacy is high, and their writing ability is also high. Writing self-efficacy promotes students' engagement and interest in the writing task and manages their writing process. Students' writing self-efficacy is high, and their writing ability is also high. As one of the learners' emotional factors, the importance of writing self-efficacy is self-evident. This paper analyzes and summarizes the main contents of current research on self-efficacy in English writing, analyzes the shortcomings of existing research, and puts forward suggestions for future research, to provide reference for future research on self-efficacy in English writing.

Acknowledgments

I would like to express my heartfelt thanks to all those who helped me write my paper. First of all, I will sincerely thank my mentor, Miss Yang. She gave heartfelt guidance and help to this

paper, which could not be submitted without her help and valuable opinions. Finally, I would like to thank my family for their support and encouragement in my study and to thank my roommates and my friends for their tolerance and understanding while I wrote this paper.

References

- [1] Bandura, A: (1977). Self-efficacy. Toward a Unifying Theory of Behavior Change. *Psychological Review*, Vol. 84 (1977), p191-215.
- [2] Bates, L., Lane, J., & Lange, E. *Writing Clearly: Responding to ESL Compositions* (Heinle & Heinle, Boston, 1993).
- [3] Bruning, R., Michael, D., Douglas F., Courtney, M., & Sharon, Z.: Examining Dimensions of Self-efficacy for Writing. *Journal of Educational Psychology*, Vol. 105(2013), p25–38.
- [4] Dong, Z.H., Nan C. & Liu Y.Y. A Comparative Study on the Influence of Teacher Feedback and Peer Feedback on English Majors' Writing Self-efficacy. *Journal of Hubei Normal University (Philosophy and Social Sciences Edition)*, (2017) p127-133.
- [5] Gardner, H. *Intelligence Reframed: Multiple Intelligences for the 21st Century*. (Basic Books, New York, 1999) p44-52.
- [6] Golparvar, S. E., Khafi, A. The Role of L2 Writing Self-efficacy in Integrated Writing Strategy Use and Performance. *Assessing Writing*, Vol. 46(2021), p21-30.
- [7] Graham, S., Harris, K, R. Components analysis of Cognitive Strategy Instruction: Effects on Learning Disabled Students' Compositions and Self-efficacy. *Journal of Educational Psychology*, Vol. 81(1989), p353–361.
- [8] Gu, S.M. & Li L.P. The Correlation between English Writing Strategies and Writing Self-efficacy: An Empirical Study Based on Data Analysis. *Foreign. Language Audio-visual Teaching*, (2018), p25-31+90.
- [9] Guo, C.H. & Qin X. Q. A Study on Written Essay Feedback of Foreign Second Language learners: Perspectives and Implications for College English Essay Assessment. *Journal of Foreign Languages Institute of PLA*. Vol.05(2006), p59-63.
- [10] Huerta, M., Goodson, P., Beigi, M. & Chlup, D. Graduate Students As Academic Writers: Writing Anxiety, Self-efficacy, and Emotional Intelligence. *Higher Education Research & Development*, Vol. 36 (2016), p1–14.
- [11] Jochem, A., Anneke C., Timmermans, F. D. & Mayra M. L. What Influences Students' Peer-feedback Uptake? Relations between Error Tolerance, Feedback Tolerance, Writing Self-efficacy, Perceived Language Skills, and Peer-feedback Processing. *Learning and Individual Differences*. Vol.97(2022), p102175.
- [12] Kim, D. V. Teachers' Beliefs About Feedback Practice As Related to Student Self-Regulation, Self-efficacy, and Language Skills in Teaching English as A Foreign Language. *Educational evaluation*, Vol. 64(2020), p100828.
- [13] Li H. & Liu R. The Relationship between Foreign Language Writing Anxiety and Writing Self-efficacy of College Students and Its Prediction on Writing Performance. *Foreign Language Studies*, Vol. 02(2013), p48-54+112.
- [14] Lin, L. & Yang, Y. X. The Impact of Teacher-student Cooperation Evaluation on Self-efficacy in English Writing. *Frontiers in Foreign Language Education Research*. Vol. 04 (2022), p18-26+91.
- [15] Meng, Y. L. A Study on the Cultivation of Self-efficacy in College English Writing Based on Blended Teaching. *Research on audio-visual Education*, Vol.05(2011)), p96-101.
- [16] Ministry of Education of the People's Republic of China. *English Curriculum Standards for Senior High Schools*. (Beijing Normal University Press, China, 2017).
- [17] Mo, J. H. Peer review: Improving College Students' Writing Autonomy. *Journal of Foreign Languages Institute of PLA*. Vol. 03 (2007), p35-39.
- [18] Pajares, F. Self-efficacy Beliefs, Motivation, and Achievement in Writing: A Review of the Literature. *Reading and Writing Quarterly*, Vol. 19(2003), p139-158.

- [19] Raoofi, S., Maroofi, Y. Relationships Among Motivation (Self-efficacy and Task Value), Strategy Use and Performance in L2 Writing. *Southern African Linguistics and Applied Language Studies*, Vol. 35(2017), p299-310.
- [20] Shell, D. F., Murphy, C. C. & Bruning, R. H. Self-efficacy and Outcome Expectancy Mechanisms in Reading and Writing Achievement. *Journal of Educational Psychology*, Vol. 54 (1989), p91-100.
- [21] Si, J. W. Research Progress on Writing Self-efficacy. *Dynamics in Psychology*, Vol. 03(2000), p50-55.
- [22] Tang, F. & Xu J. F. A Survey and Research on Self-efficacy in College English Writing. *Foreign Languages* Vol. 06(2011), p22-29.
- [23] Teng, L. S., Sun, P. P. & Xu, L.L. Conceptualizing Writing Self-Efficacy in English as a Foreign Language Contexts: Scale Validation Through Structural Equation Modeling. *TESOL Quarterly*, Vol. 52(2017), p1-32.
- [24] Teng, L. S., Sun, P. P., Xu, L. L. Conceptualizing Writing Self-efficacy in English as a Foreign Language Contexts: Scale Validation Through Structural Equation Modeling. *TESOL Quarterly*, Vol. 52(2018), p911-942.
- [25] Wang, H. J. A Survey on English Writing Self-efficacy of College English Majors. *English Teachers* Vol.16(2018), p41-45+56.
- [26] Wang, S. & Du, J. A Study on the Influence of Teacher-student Cooperative Evaluation on English Writing Self-efficacy: A Case Study of English Basic Writing Course. *English Abroad*. Vol. 12(2019), p154-155+165.
- [27] Wang, Z. An Empirical Study on Metacognition and Self-efficacy in English Writing. *Teaching and Management* Vol. 36(2005), p67-68.
- [28] Woodrow, L. College English Writing Affect: Self-efficacy and Anxiety. *System*, Vol. 39 (2011), p510-522.
- [29] Wu, Y. H. The Effect of Peer Evaluation on Self-efficacy: An Empirical Study Based on College English Writing. *Shandong Foreign Language Teaching*. Vol. 06(2013), p68-72.
- [30] Yang, C. Y., Wang, L. & Liu, C. Y. The Correlation Between Self-efficacy and Multi-Dimensional Writing Evaluation in College English Writing. *Journal of China West Normal University (Philosophy and Social Sciences Edition)*. Vol. 06(2023), p89-96.