Examining THE Association Between EFL Students' and Teachers' Perceptions of Students as Writers and Students' Writing Performance

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Abstract

The aim of this research was to examine the association between tertiary level students' and teachers' perceptions of students as writers and students' writing performance. A mixed methods approach and a descriptive-correlational research strategy were employed. The data for the study was gathered through questionnaire, interview and test. Simple random and purposive sampling techniques were used to select the participants. Pearson correlations, multiple regressions and coding were employed for the analysis of the data. The results of the research show that a positive and a statistically significant association were indicated in relation to students' views of themselves as writers and their writing performances. Additionally, the results of the analysis display that the student respondents have shown average to low perceptions of themselves as writers, but they have shown low writing performances. Besides, teachers have shown negative or low perception for students as writers. The research results also indicated a similarity concerning teachers' views of students as writers and students' own views as writers. The findings of the study have implication for the teaching and learning of writing because identifying students' problems of writing

considering the current study's point ignites an argument among language scholars on why students at different educational levels are unable to write effectively in English.

Introduction

English language plays a key role in the Ethiopian educational settings. For instance, as the Ethiopian Education and Training Policy (1994) and the reports of Ethiopian National Agency for UNESCO (2001, p. 14) show, it is using as a medium of instruction and a very vital means of communication starting from the secondary schools up to the tertiary levels. In addition, Hailom (1993) explains that English is used for educational, international relations, and business purposes in Ethiopia. For example, the language is serving as a working language in the universities. As a result, the Ethiopian university students' English proficiency is expected to be strong since they have studied the language for more than twelve years. Nevertheless, the current researcher's experience in teaching English language at higher institution has shown that these students have insufficient ability of English language skills and they are unable to construct meaningful texts in English writing. Besides, the English language deficiency of Ethiopian students at university level is a point of debate among scholars, especially the students' problems of writing. For example, Alamirew (2005) claims that in the Ethiopian context, students' ability to use English is declining. This problem is especially manifest in students' inability to express themselves in writing. Therefore, the current research aims at investigating the Dire Dawa University students' problems of writing by asking the research question: how EFL students' and teachers' perceptions of students as writers relate to and/or influence students' writing performances in an EFL setting, focusing on the undergraduate fresh man students.

Though in the Ethiopian educational system students have a chance to study English language from lower level to higher education, it is claimed that majority of these students encounter English language skills in general and writing skills in particular as challenging tasks (Mesfin, 2013; Niguse, 2013). Moreover, English language teachers have been frequently heard complaining about the students' problems of writing. Most of the time, students' English language deficiency is attributed to external factors. However, studies show that researchers have also shown an interest in investigating how internal factors influence students' academic performance. As per Anissa (2011, p.

1), "Though academic failure can be attributed to a multitude of external factors, there is no doubt about the importance of internal factors in shaping academic achievement." But, on the subject of the understanding of the connection concerning students' and teachers' views of students as writers and students' writing performances in Ethiopian higher education context, much has not been done to the extent that the readings of the current researchers shown. Thus, the current researchers thought that how EFL students' and teachers' views of students as writers relate with students' writing performances in Ethiopian tertiary level requires special attention.

Hence, when the issue of students' English proficiency is raised, both students' and teachers' perceptions of students as writers attract attention. For example, Ur (1991, p. 167) discusses that, "it is sometimes difficult to decide what form of teacher intervention is most important when teaching composition." According to this writer, examining the way people compose a text such as in what way he/she considers, perceives, and performs in different phases of writing texts is so helpful. Thus, teachers' perceptions, behaviors and outlooks are vital for realizing and enhancing the teaching and learning system. This process helps to positively influence the learners' learning settings such as their interest as well as their accomplishment. Moreover, Moser (2014) explains that whenever students are recognized by their teachers that they are writers, this is one motivating factor for students so as to enhance their self-confidence as writers that by any means increases their writing self-perceptions.

Similarly, Richards and Renandya (2002) state that the mastery of writing skills is a challenging task for EFL students since the nature of writing needs the processes of producing and forming thoughts so as to produce comprehensible prose. In addition to the challenges of creating own ideas and conveying these ideas into effective composition, writing may create a problem at the time the writer develops negative perception for him/herself as a writer. For example, different language educators (Chai, 2012; Moser, 2014; Rushidi, 2012) point out that self-perception gives students a sense of commitment and focused as well as encouraging environment for writing situation. This self-perception is defined as the relationship of one's recognition of the ability to carry out certain tasks, amount of effort that people put forth to do an activity, influences

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that one's attitude consider on the involvement and total participation of the task (Bandura, 1989, & Klassen, 2002, as quoted in Barone et al., 2014). Chai (2012) also discusses that the way students perceive themselves as a writer plays a great role for their accomplishment as writers.

Moser (2014) also describes that students can write as effective as possible if they believe in themselves as writers. However, different studies (Animaw, 2011; Bekele, 2011; Haregewain, 2008; Zewdu, 2012) show that, many students are facing difficulties while expressing their ideas in English writing although it is offered at every educational level in Ethiopia. Moreover, Dela et al. (2018, p. 195), citing Bjork and Raisanen (1997: 8) argue that writing is very useful at university because it is a means for language improvement and for the advancement of knowledge in all fields of study. As a result, the academic success of EFL students at colleges or universities depends on their ability to organize and write proficiently. Thus, the present researchers reviewed some related studies so as to identify the research gap. For example, Chai (2012) explored the correlation of young female students and their involvement and inspiration to participate in different writing activities and their self-perceptions of writing and found out that reluctant writers generally have low writing self-perception and lack motivation and engagement. Additionally, Teshome and Sree (2016) study about the connection among tertiary students' writing self-efficacy, apprehension, and performance and found out that students performed poorly as well as they perceived that their writing performance is strongly related to their writing apprehension and writing self-efficacy. And Bekele (2011) studied the effects of encouraging self-regulated learning in writing courses and its influences on one's own-belief and performance and identified that encouraging self-regulated learning in writing classrooms significantly influences students' performances and self-beliefs.

However, the focus of the aforementioned studies differs from the purpose and the context of the current research. Consequently, it was thought that there was a gap which needs to be discovered yet. Therefore, the current researchers' argument is how EFL students' and teachers' views of students as writers relate with and influence students' writing performances did not get due attention when the issue of students'

problems of writing is raised, especially at Ethiopian higher education. Thus, based on the study's objective, this investigation plans to give response for the next questions:

- Is there a significant association among students' perceptions of themselves as writers and their writing performances?
- Are there any connections between students writing performance and teachers' views of students as writers?
- Is there any correlation regarding students' writing self-perceptions and teachers' perceptions of students as writers?

Literature Review

The Meaning and Thought of Writing

It is clear that writing plays a great role in human's daily life. For example, Cotton (2001) defines writing as a continuing process of discovering how to find the most effective language for communicating one's thoughts and feelings. Moreover, people usually write in order to communicate facts, feelings, attitudes, and ideas clearly and effectively. It is also a powerful instrument of thinking because it provides students with a way of gaining control over their thoughts. Sakurai (2017) also suggested that in this time of advanced technology, writing seems to be a remarkable means of communication. Moreover, Daly and Miller (1975) added that this time requires proficiency in the skill, therefore, finding a profession in which writing is not a necessity is rare. However, Oqab (2018, p. 1) states that, "Writing has always been seen as the most difficult and challenging area of language learning for all students without exception, especially if it is to be done in a foreign language. Most of these students fail to meet the expectations of their instructors both communicatively and linguistically." Thus, at higher education the difficulty level of writing skill causes to increase levels of confusion among students who are learning writing subjects. In the same token, Erkan and Saban (2011, p. 168) maintained, "success with writing in a foreign language may be related to attitudes towards writing, apprehension about writing, and self-efficacy in writing."

An Overview of English Language Teaching in Ethiopia

In Ethiopia, English language has been taught for different purposes; especially it plays a key role in the educational system, equally as it has also been taught for various purposes internationally. Hence, for higher education students the mastery of all language skills is very recommendable so as to succeed academically. As Alkodimi and Al-Ahdal (2021) argue, communicating efficiently in writing skills is very essential in several professions whether or not the skill is related to such particular field. Although English language is mandatory in the Ethiopian educational contexts, poor English language proficiency and communication skills have been reported at different times. For example, Niguse (2013) complained that regardless of an attempt made to help students competent in English language skills both at secondary schools and tertiary levels, students are found with insufficient abilities in all language skills. Similarly, Alamirew (2005) and Zewdu (2012) claim that the quality of English in Ethiopia is decreasing and the declining ability of students' to use English at different educational levels is a concern for both teachers and researchers. This problem is especially evident in the students' incapability to express themselves in writing. Accordingly, at this time many English language teachers at Ethiopian tertiary levels argue that students do not have the necessary language ability even at the time they join higher institution.

Students' Writing Self-Perceptions and Performance

It is stated that emotions and other internal factors cause the feelings of one's self-perception (Bem, 1972). This kind of self-perception to effectively accomplish a literacy activity, like a written piece, perhaps relates positively or negatively to influence one's production and language structure. For example, as studies show when students have poor self-perceptions of themselves as writers, that stands as one factor that makes writing a challenging activity. Moreover, Moser (2014) explains that in the process of writing, changing ideas into text by itself is a difficult experience, and one also encounters additional difficulty in perceiving him/herself as a writer and developing self-confidence in their writing capabilities. In his notion of perceived self-efficacy, Bandura (1989) deals with the writer self-perception scale conception. The concept envisages

that one's own views of writing ability will influence the overall writing progress such as general progress, specific progress, observational comparison, social feedback and physiological state. For example, as Bottomley et al. (1997/98) write, when student writers perceive that they are proficient at writing, this view benefits them in writing since this kind of writing self-perception makes them invest much of their time while participating in writing activities and it helps them to show good interest so as to be competent writers. On the contrary, if students perceive themselves as unskilled writers, they are less willing to involve completely in writing activities. Furthermore, Hetthong and Teo (2013, p. 159) state that, "If learners believe they can do a writing task, whether they are excellent or poor writers, it is likely that they will try harder to cope with challenges that may rise during the time they practice or perform the task." That is, how students perceive themselves as writers determines their engagement and motivation to write in writing classes (Chai, 2012). Besides, Hughes (2011, p. 32) states that "Self-perceptions can have indirect effects on performance and behavior through perseverance and motivation, and positive self-perceptions might help to make an individual more motivated, which in turn might help them to learn better and try harder on different activities."

Moser (2014) also added that developing good enthusiasm towards writing is valuable in one's own writing experience since it helps writers to struggle to write. In addition, Mesfin (2013, p. 39) comments that, "learners who view themselves as skilled writers are possibly develop their writing capability and be successful and vice-versa." Moreover, it is thought that (Bottomley et al., 1997/98) developing positive writing self-perception is helpful for students to be good writers since students be motivated to take part in writing activities and devote their proper time when writing. Hence, discussing students' own views as writers as well as teachers' perceptions of students as writers is an essential point when arguing about students' problems of writing.

Teachers' Views Regarding Students' Writing Performance Level

Although English is the most extensively used language globally, the mastery of writing skill is often not an easy experience for students learning ESL/EFL (Moses & Mohamad,

2019). Hence, improving the writing ability of learners' is the main difficulties that EFL instructors encounter in several educational levels currently. Additionally, Blazar (2016) points out that some teachers' characteristics such as, their classroom organizational skills and interactions with students ensure significant influences on the students' educational success as well as on the rest of their life career. But understanding regarding the relationships and influences of teachers' perceptions of students as writers and students writing performance in Ethiopian tertiary levels is very inadequate.

When the students' deficiency of writing skills is examined, different issues like why writing is challenging, what are the approaches to teaching writing skills, how students perceive themselves as writers, how teachers' perceive their students as writers, etc., require due attention. Evidences show that teachers have a valuable part in encouraging students and enhancing their writing skills. For example, Moser (2014) points out that students' self-confidence for writing will increase if their teachers perceive them that they are good writers.

Methodology

The research methods and design can be decided by the nature of the research objectives (Cohen et al., 2007). Therefore, to accomplish this study's purpose, a mixed methods research approach and a descriptive-correlational research design were employed in the current research.

Research Setting and Participants

Dire Dawa University was purposively selected for the current research purpose by thinking that the researcher may get support from the participants of the study and from the university's community during data collection since the researcher himself is teaching at the university. The sample populations of this study were selected from undergraduate first-year EFL students and English language teachers. Purposive and simple random sampling techniques were employed for the purpose of selecting the setting, colleges, and student and teacher participants. Thus, students were selected

from the Colleges of Social Sciences and Humanities, Natural and Computational Sciences, and Law for the 2021/22 academic year. The total sample of students selected from each college is 78 (43 male and 35 female), 52 (28 male and 24 female), and 20 (12 male and 8 female), respectively. Also, among 29 English language teachers (25 male and 4 female), 5 male teachers, who were delivering the Communicative English Language Skills II Course, were included in the study. Accordingly, 150 undergraduate first-year EFL students who gave responses to questionnaires and writing tests were randomly selected via lottery method. Thus, after writing the numbers on slips of paper that has the same size and color, the odd numbers were selected by chance for study sample; while 5 teachers and 6 students (who were selected from the student's total sample size) with whom an interview was conducted were purposively selected.

Data Collecting Tools

The required data was collected using three data gathering tools: questionnaires, interviews, and writing tests. According to Zohrabi (2013), employing different techniques of data collection in a study is helpful since the tools can support each other and increase the data's strength and dependability.

Students' Questionnaire

The main purpose of using writer self-perception scale questionnaire of thirty eight items (adapted from Bottomley et al., 1997/98) was to examine students' writing self-perceptions. The questionnaire is considered a convenient data collecting tool as it helps to collect numerical data from a large number of populations (Cohen et al., 2007; Mackey & Gass, 2005). Thus, this questionnaire gives an opportunity for students to respond about their views of their writing progress. Accordingly, researchers gave a code number (01-150) on both students' questionnaires and writing tests papers so as to associate the tools they have completed and to facilitate further data analysis. As a result, respondents are requested to specify how they agree or disagree with each

statement using a 5-point Likert scale from Strongly Agree-5 to Strongly Disagree-1. In addition, the validity of the tool was checked by taking remarks of two professionals, and the reliability of the tool was calculated by using Cronbach's alpha using the SPSS version 24, and revealed 0.871 which shows that the tool is reliable. For example, Chan and Idris (2017) point, in quantitative research, reliability is about the uniformity of the given data collection instrument.

Students' Interview

For the purpose of the current research, semi-structured interviews were prepared and done with the six selected student respondents. And the researcher checked the validity of the tool by discussing with his PhD supervisor, and with his two volunteer PhD classmates. Then, they critically read the interview questions for clarity, language use, word choice, etc., and their suggestions were properly combined. Accordingly, six questions were prepared and conducted with students for about 35 minutes. Student informants were identified by code numbers of Student Key Informant (SKI 01-06). The purpose for conducting interviews is to examine student's views regarding their self-perceptions as writers, and their writing performances. For example, evidences show that interviews have the advantage to permit the investigators to examine concepts that are difficult to observe directly (Mackey & Gass, 2005). When the interview was going on, the researchers used an interview guide, which could help as an outline in collecting the required data.

Students' Essay Writing Test

In the current study, essay writing test was prepared and given to student respondents for the purpose of identifying students' actual performances of writing, and it was assumed that test is helpful to examine the relationship of students' writing self-perceptions and their actual performances in English writing. Therefore, students' essay

writing test was used to check whether there are gaps between what students score on their writing performances, and how they perceive themselves as writers, and how teachers' perceive their students as writers, and how students' writing performance could be influenced by these perceptions. For example, Hughes (2011) suggests, one way of identifying one's writing ability is by engaging him/her to write.

Since the aim of this test is to identify the writing ability of the respondents only for the given research purpose, the researchers believe that the vocabulary and the concepts presented in the writing topic (write on 'how to reduce the noise pollution in Ethiopia in order to live in a quiet environment') are not difficult to all of them to comprehend it immediately. Accordingly, student respondents were informed to develop an essay with at least three paragraphs within one hour. Then, the researcher and co-rater corrected all the test papers individually (100%) using the composition evaluation rubrics (Jacobs et al., 1981; Bekele, 2011; Klimova, 2011). Then, the students writing performance gained from their essay writing test was categorized as high, average and low achievers depending on the experience of fixed grading system done at the Ethiopian tertiary level particularly after the harmonization of the curriculum. According to this grading system, students who scored 75-100 are high achievers, whereas students who scored 74-50 were categorized as average achievers, and students who scored $\leq$ 49 were put in the low achiever categories. And the data analysis was done by taking the cumulative average of both raters.

Teachers' Interview

For the accomplishment of this research, English language teachers were also asked to provide additional information about EFL students' writing performances, and teachers' perceptions of students as writers. Thus, five teachers who were teaching Communicative English Language Skills II (during the data collection) participated in the study, and six interview questions were conducted with them within 12-23 minutes. And teachers were also set code numbers by Teacher Key Informant (TKI 01-05). Furthermore, the teachers' interview was intended to elicit information on how they perceive their students as writers in the English writing classes and if these perceptions

in any way influence the ways in which they encourage their students in writing classes. Regarding this view, Moser (2014) argues that, it is one motivating factor when students get a recognition from their teachers that they are good at writing. Accordingly, the interview data of both teachers and students was obtained (by the researchers) in the form of tape recordings for future analysis and the recorded interview data was first transcribed verbatim before the analysis. Then, the collected data using interviews was examined qualitatively by the data coding system: open, axial and selective coding in which the data was broken up into chunks and assigned conceptual categories identified interrelationships between these categories; and explained the formed relationships at a higher level of abstraction, respectively. Thus, the process appears to be sequential, moving from the descriptive to the abstract (Dornyei, 2007).

Procedures of Data Collection

While collecting data, the researchers first clarified about the main purpose of the research to the respondents. After that, the required data was collected through distributing questionnaire, conducting interview and giving test. In addition, the researchers explained the details and procedures to students regarding how to answer the questionnaire. Next, the researchers conducted a face-to-face interview with both students and teachers. Finally, the essay writing test was delivered to students, and they were told to do their writing on the extra paper attached to the question paper. In this case, students' questionnaires and tests were distributed and collected in their regular classrooms just at the end of their daily lessons through negotiating with the classroom teachers, and the interview was conducted in staff office.

Data Analysis

In the current investigation, the collected data were examined quantitatively and qualitatively. Hence, the information gained from the questionnaire was presented and analyzed along with the interview and test. The questionnaire and test data were analyzed with descriptive (frequency and percentage), and inferential (Pearson Correlation and regression using SPSS version 24) statistics, while, the interview data

were analyzed qualitatively. Muijs (2004, p. 143) states that Pearson's r correlation coefficient analysis technique can be used to identify the association of two continuous variables, and we can use a regression correlation coefficient when we are working with independent and dependent variables. Thus, the current research objectives require data to be examined in both Pearson correlations: to examine the relationship between variables, and regressions analysis: for the sake of investigating the extent of independent variables influence on the dependent one. Moreover, interview was coded first then examined by content analysis- a technique used to reduce the written interview data in different ways to manageable and comprehensible ways (Saldana, 2009).

Findings

This study was undertaken to investigate the correlation among EFL students' and teachers' views of students as writers and students' level of writing performances. Thus, this part discusses the results of the research following the steps of the questions of the research supported by tables to elucidate the findings clearly. Hence, a positive (r=.194) and a significant (.018) relationship was indicated between students' perceptions of themselves as writers and their writing performances for research question # 1 (Is there a significant association among students' perceptions of themselves as writers and their writing performances?), as the correlation is calculated in the following table.

Table 1. Shows Pearson correlations between writing self-perceptions and Performances of students

Correlations			
		Aggregated Perception	Performance from writing test
Aggregated Perception	Pearson Correlation	1	.194[*]
	Sig. (2-tailed)		.018
	N	150	150
Performance from	Pearson	.194[*]	1

essay writing	Correlation		
	Sig. (2-tailed)	.018	
	N	150	150

* Correlation is significant at the .05 (2-tailed).

Besides, an attempt was made to find out how EFL students perceive themselves as writers (whether high, average or low) when writing in English. Hence, the data from the questionnaire which is intended to measure students writing self-perceptions was calculated by using the SPSS-to identify students aggregated perceptions, and also using the simple formula of Bottomley et al. (1997/98). As the study's result shows, students have shown an average to low perceptions of themselves as writers. That means, the aggregated perceptions of students revealed 3.4 which is an average (since the highest Likert scale point is 5). Additionally, as illustrated below, students perceptions of themselves as writers is average to low since their GPR-general progress (i.e., 28.658/40) is low, SPR-specific progress (25.771/35) is low, OC-observational comparison (30.518/45) is average, SF-social feedback (24.85/35) is low and PS-physiological state (19.098/30) average.

Accordingly, the above cut off point regarding the students writing self-perception which was indicated by Bottomley et al. (1997/98) implies that when the scores fall more than one standard deviation below the mean, they are considered to be in the low range (i.e., GPR < 30, SPR < 24, OC < 23, SF < 22, and PS < 16). In the same way, scores that exceed the mean by more than one standard deviation would indicate very desirable writer self-perceptions (i.e., GPR > 39, SPR > 34, OC > 37, SF > 32, and PS > 28). Each scale is interpreted in relation to its total possible score. Because the WSPS uses a 5-point scale and the General Progress (GPR) scale consists of 8 items, the highest total score is 40 (8 X 5 = 40). Therefore, a score that would fall approximately at the average or mean score (35) would indicate that the student's perception of her/himself as a writer falls in the average range with respect to General Progress. And each remaining scale has a different possible maximum raw score (Specific Progress = 35,

Observation Comparison = 45, Social Feedback = 35, and Physiological State = 30) and should be interpreted accordingly using the high, average, and low labels.

In this case, regression has also been computed to realize whether or not writing performances of students can be influenced by their writing self-perceptions. From table 2 below, the statistical computation shows that students' perceptions of themselves as writers can influence (Beta=.194) their writing performances positively with weak effect size.

Table 2. Regression Analyses of writing self-perceptions and performances

	Correlations		
Model	Standardized Correlations	t	Sig.
	Beta		
1 (Constant)		7.737	.000
Aggregated Perception	.194	-2.394	.018

* Correlation is significant at the 0.05 level (2-tailed).

Moreover, in this study, an endeavor was made to come up with the student respondents' level of writing ability. Accordingly, students average points from their essay writing tests were divided into high achievers, average achievers, and low achievers. In this case, results of the students' essay writing test show that majority of the students 118 (78.66%) are low achievers, whereas only 32 (21.33%) of them were average achievers. Thus, from these results we can realize that students have shown low writing performances. Besides, teachers in their interview questions forwarded the idea which supports the results of student's essay writing. That is, all of the teacher respondents commented that the writing ability of tertiary level students is found low. For example, TKI 03 and 04 confirmed that since writing by itself is a challenging activity and students lack the strong background knowledge of writing skills, they are unable to construct a single effective sentence. Thus, teachers claimed that they are totally not satisfied with their students writing performances (TKI 01 and 05).

Corresponding to the above discussions, the interviewed student respondents responded that [SKI 03 and 04] it is impossible to do different activities in the academic career without developing strong background knowledge of English language. However, majority of them argued that they lack self-confidence while writing and they do not perceive themselves as good writers. For example, four of them [SKI 02, 04, 05 and 06] responded that they are not good in English writing. They further explained that writing is difficult for them because it needs mastery of the skill which they think they lack. SKI 04, by herself said that, "I…I do not trust and…I do not believe I am a good writer. There is a shortage of…words in my mind…and difficult to write down." In a similar way, SKI 02 reported that he does not consider himself as a good writer. Similarly, SKI 05 also shown that he has negative perception for himself when the issue of writing is raised. By his own words, he said that,"…I am not a good writer because…I have shortage of vocabulary, grammar, etc." Though significant number of students (48.0% and 40.0%) agrees that they feel good when they write in English and they get positive response from their English language teacher and classmates that they are good writer, majority of them replied by their own voice that they are not good writers yet. In addition, above 38% students replied that they are not sure about the views of their teachers regarding their writing performance level, while 20.7% of students shown that they need help to write an effective text even at tertiary level. Equally, another respondent [SKI 06] revealed that he does not think himself as a good writer because writing requires many things. This indicates to us that students do not have positive perceptions for themselves as writers.

Similarly, the responses of SKI 02 and 04 strengthens the above point because they argue that if students perceive themselves that they can write effectively, they will develop the sense of open mindedness which increases their self-perception to do writing effectively. Likewise, teachers [TKI 03, 04 and 05] explained that writing self-perception is a key point of motivation for students just to improve their writing skills. Furthermore, interview was conducted with students with the aim of identifying how students judge the influence of teachers' perceptions of students as writers when writing in English. Concerning this question, all of the respondents have forwarded their views that teachers' perceptions of students as writers has either positive or negative

influence on students writing performance. According to SKI 01 and 04, if teachers have positive perception for students as writers, this can motivate students to participate in writing, express their ideas in English writing, but when teachers develop negative perception for students as writers, they pay no attention for students writing and students may afraid to struggle to write.

In this study, the second research question also sought an answer to examine if there are any connections between students' writing performances and teachers' views of students as writers? Accordingly, teachers were interviewed to identify how they perceive their students as writers and its influence on students writing performances. Hence, the results of the research indicate that for students to write effectively, teachers' perceptions of students as writers matters more. In this case, two respondents [TKI 01 & 02] further reasoned out that the perception that teachers have for the students as writers has its own influence on the students' writing performance. This is because how the classroom teachers perceive their students as writers can bring positive or negative outcome on students' writing activity. TKI 03, in his side, further remarked that, "Of course yes, definitely, because… the teachers by themselves should have positive attitude or perception about the course even about his student. If the teacher does not have positive perception, it has negative consequence normally." Additionally, TKI 05, on his part comments that, teachers' perceptions of students as writers matters on students writing performance. Similarly, TKI 04 reported that teachers can engage students in different writing activities if they have positive perceptions of their students as writers. On the other hand, all teacher respondents complained that students are unwilling to learn writing skills and to participate in different writing activities.

Furthermore, teachers were interviewed whether they think that EFL students fit the considerations as writers at tertiary level or not. For this question, all of the respondents emphasized that students do not construct an effective sentence even at tertiary level. They replied that majority of EFL students write below the expected one and they completely do not fit as a writer of this level. This result is supported with the scores of

students' writing test which shows majority of them (78.66%) performed poorly. Similarly, one teacher respondent (TKI 01) justified that students at tertiary level are not in a right position to write effectively as their teacher or the academic level expect from them. He also added that, "I may say most of the students do not fit, they are not knowledgeable to…write, most of the students are not in a position to …write as is expected from them." Additionally, TKI 02, 03 and 05, strongly argued that majority of the students are below the level that people expect from them at this level. Hence, they concluded that the EFL students do not fit as the university writer. TKI 04, in his part, also claimed that, "I do not think students perform what is expected of them at at tertiary level in writing." As a result, from the above results, we can deduce that teachers have negative/low views of students writing self-perceptions.

For question number 3 (Is there any correlation regarding students' writing self-perceptions and teachers' perceptions of students as writers?), mainly the result was deduced from an interview. Hence, the study's result revealed that many of EFL students responded that they do not have self-confidence in their writing ability, and they do not perceive themselves as good writers. For example, as could be understood from their responses, [SKI 02, 04, 05 and 06] perceived that they are not good in English writing. Similarly, SKI 02 and 04 further explained that they do not perceive themselves as good writers because they thought that they do not have a power of words in their minds by which they can express their ideas in English. In the same way, SKI 05 also shown that he has negative perception for himself when the issue of writing is raised. By his own words, he said that,"…I am not a good writer because…I have shortage of vocabulary, grammar, etc." In the same way, another respondent [SKI 06] replied that he does not think himself as a good writer because for him writing requires many things. Similarly, majority of teachers [TKI 02, 03 & 05] argued that even at tertiary level majority of the students writing ability is below what is expected from them. Accordingly, they concluded that the EFL students do not fit as the university writer. Generally, the results of the study indicated that there is a similarity between teachers' perceptions of students as writers (they perceive that students are unable to write effectively in English and unwilling to do writing activities) and students' perceptions of

themselves as writers (they also perceive themselves as low writers) and they encounter difficulty when writing.

Conclusion

Based on the findings of the study, the following conclusions were made:

There is a positive and a statistically significant (at $p<0.05$) correlation between students' perceptions of themselves as writers and their writing performances. However, students have shown an average to low writing self-perceptions. Similarly, students also hold the perception that they do not have self-confidence in their writing ability and they perceive themselves as poor writers. In relation to these findings, previous researchers such as Hughes's (2011), Chai (2012) and Slater (2013) explained that positive self-perceptions might help to make an individual more motivated, and unwilling writers manifest average to low writing self-perception. Teacher respondents also commented that they are not satisfied with their students writing performances at tertiary level. Furthermore, the results gained from students writing test indicated that students have shown low writing performances since majority of them (78.66%) performed poorly. Regarding the students English language deficiency, Zewdu (2012) states that EFL students do not have the language ability even to express their thoughts at tertiary level. It was also found out that the perception that teachers have for the students as writers has its own influence on students' performances. This is because how the classroom teachers perceive their students as writers can bring positive or negative outcome on students' writing activity. The teachers also claimed that majority of students are not willing even to write a given exercise let alone an extended text. In addition, they justified that students at tertiary level are not in a right position to write effectively as their teacher or the academic level expect from them. Therefore, the above discussion shows that teachers have low/negative perception of students as writers.

In addition, the study's result revealed that both EFL students and ELT teachers share the perceptions that students' perceptions of themselves as writers is helpful to take part in writing activities in order to write effectively. However, the respondents argued

that even at tertiary level EFL students do not have self-confidence in their writing ability and they do not perceive themselves as good writers. Most of the students expressed their belief that they do not perceive themselves as good writers. By the same token, teacher respondents claimed that students are not happy to participate in any writing activities. In addition, teacher participants reported that even at tertiary level students are not capable to write a meaningful text. Therefore, students completely do not fit as a writer of this level. Generally, according to the results of the research, one can deduce that students writing performance is related to and influenced by their writing self-perceptions and teachers' perceptions of students as writers in writing classes.

Thus, the results of this study are expected to be useful for EFL students, ELT teachers and future researchers in the field. Therefore, students' perceptions of themselves as writers and teachers' perceptions of students as writers should be given due attention in English writing classes. In addition, EFL students should consider the relationship and influence of their self-perceptions as writers on their writing performances. Also, English language teachers of tertiary level should pay attention for the internal factors (like students writing self-perceptions) while dealing with students writing deficiency. Moreover, researchers in the field should examine various ways to deal with students' English language skills deficiency. The result of the study implies that students, teachers and researchers in the field should pay attention to the relationship and influence of internal factors while dealing with students' problems of writing. Thus, the current researchers thought that further investigation of the features of students writing self-perception in other contexts, using various educational levels and heterogeneous participants can give a chance for more investigation and understanding about the area of this study.

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