**Fluctuations in Sense of Self-Efficacy in Academic Writing:**

**Differences between Students with Varying Levels of Language Skills**

Studies of writing and related skills indicate a positive relationship between a sense of self-efficacy and achievement in writing. However, few studies examine stability or variability in the sense of self-efficacy. Studies that test academic writing find an improvement at the beginning of a teaching program, which is later moderated. The present study examines sense of self-efficacy at various points in time, while distinguishing between those with high and mediocre-low language skills. The study was conducted during a six-week course for teaching writing. Due to limited assessment times, among some groups sense of self-efficacy was measured before the program and at mid-program (N = 27), while among others it was measured before and after the program (N = 40). The groups were similar in terms of age and level of achievement in mother tongue. Those with mediocre-low skills showed no change mid-program, but by the end of the program their sense of self-efficacy increased. In contrast, those with high language skills improved at mid-program, but this moderated by the end. We examine three dimensions of self-efficacy: content, accuracy, and self-regulation. The mid-program improvement among the moderately skilled was in the content and self-regulation dimensions, but not in accuracy. Improvement at the end of the program among those with the lowest skills was only in the self-regulation dimension, with no change in content or accuracy. The course improved their sense of resource management, but not the essential elements of writing (content and accuracy). To further explore these findings, some respondents answered an open-ended questionnaire about possible reasons for their improvement or non-improvement. They indicated the formal style of academic writing as a factor inhibiting their sense of self-efficacy. However, the many exercises and opportunities to correct errors improved this.