INVESTIGATING STUDENTS’ ATTITUDES TOWARDS the EFFECT of FOREIGN LANGUAGE ANXIETY on ESSAY WRITING ACHIEVEMENT

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Language Sciences and Teaching English as a Foreign Language

By: Miss. Ibtisam KERROUCHE

Supervisor: Miss. Khadidja ZAIDI

Examiner: Mrs. Samira ARROUF

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DEDICATION

In the Name of God, Most Gracious, Most Merciful

All the Praise is due to God alone, the sustainer of all the World

I would like to dedicate this work to:

My beloved and precious mother because without her dua, assistance, morale-boosting, love, and sacrifices, terminating this work might be unattainable.

My idolized father who was the source of the moral support, consistent motivation, unconditional love and tenderness, I thank you dad for all your sacrifices despite your poor health.

My husband whose ongoing encouragement gave me the energy to complete my master research.

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My dear brothers Islam and Nouh.

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My grandmother for her dua.

All my family and relatives.

I thank you all for your care and fondness.
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ABSTRACT

The instant study examined students’ attitudes towards the effect of foreign language writing anxiety on essay writing achievement, with second year LMD students of English at Larbi Ben Mhidi University- Oum El Bouaghi. Likewise, it is executed for the sake of searching out the intensity of writing anxiety in dispersion through the current sample. Further, it looked for the chief originators of writing anxiety, and it aimed at figuring out its dimension (s) that was/ were exhibited by the sample’s best part (Somatic, Cognitive, Avoidance Behaviour). On account of attaining both qualitative and quantitative descriptive data, a questionnaire was used. Additionally, the participants were supplied with the Foreign Language Writing Anxiety Inventory as it assisted at answering two research questions. Actually, the ultimate findings demonstrated that second year English students exhibit a moderate degree of writing anxiety, with the greater number of them suffering from somatic writing anxiety followed by a good number of them who were detected to have cognitive writing anxiety. Meanwhile, the raised hypothesis had been confirmed through students’ responses to the questionnaire as well as through the correlational analysis between the two research variables. Chiefly, writing evaluation apprehension, low self-confidence, time pressure, knowledge deficiency, lack of practice, lack of topical knowledge, negative predispositions towards writing, teachers’ overuse of criticism, and their focus on teaching the theoretical concepts and neglecting the practical aspects had been ascertained as the main sources of writing anxiety. Respectively, and on the basis of the pre-mentioned findings, a number of pedagogical implications which can lessen writing anxiety, attenuate its detrimental effects, enhance students’ writing achievement, and maximize their attainment (grades) were enumerated.
LIST OF ABBREVIATIONS

**EFL**: English as a Foreign Language

**ESL**: English as a Second Language

**FLA**: Foreign Language Anxiety

**WA**: Writing Anxiety

**FLWA**: Foreign Language Writing Anxiety/Apprehension

**FLWAI**: Foreign Language Writing Anxiety Inventory

**EFLWA**: English as a Foreign Language Writing Anxiety/Apprehension

**LMD**: License, Master, Doctorate

**n**: Number of Students

**%**: Percentage

**M**: Mean of the Sample

**R**: Reverse of Scores

**r**: The Pearson Correlation Coefficient

**SPSS**: The Statistical Packages for Social Sciences

**P**: Probability
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Résumé
General Introduction

1. Statement of the Problem

Basically, writing has become indispensable in every single university as it signals learners’ academic success. On this account, this latter should be emphasized especially in English as foreign language (EFL) educational settings since it mirrors students’ knowledge about the language. Despite the fact that the Algerian educational system instructs that the English language should be taught starting from first year at the middle school until getting the baccalaureate diploma, English writing is exceedingly reported by the majority of EFL learners to be the hardest and the most exhausting skill in comparison to speaking, listening, and reading. Moreover, since the essay is the form of writing that students usually are asked to write, it has been remarked by most EFL teachers of writing that their students often claim that composing acceptable essays is a very challenging and an intensely demanding activity which provokes in them feelings of anxiety, nervousness, and tension about writing tasks. This type of anxiety is referred to by researchers as foreign language writing anxiety (FLWA). By extension, it is worth mentioning that this latter will inevitably have an effect on students’ performance in general and their attainment in specific. Yet, the critical question that remains unanswered is the nature of this effect, i.e. whether writing Anxiety (WA) has a debilitating or a facilitating effect on students’ essay writing achievement. Hence, this research is an attempt to scrutinize the attitudes of second year English students at Larbi Ben M’Hidi University on the effect of WA on their overall writing performance and attainment.

2. Aims of the Study

The substantial aim of this research is to inspect the attitudes of second year EFL students towards the impact of WA on their performance and attainment when they are enrolled in essay writing tasks. In addition, it aims at figuring out the level of WA,
discovering its main sources, and finding its type (s) that is/ are shared by the majority the sample’s participants (Cognitive, Somatic, Avoidance Behaviour).

3. Research Questions and Hypothesis

3.1. Research Questions

In an attempt to reach the aforementioned research aims, the present study seeks at addressing the following questions:

1. What are the students’ attitudes towards the effect of WA on their essay writing achievement?
2. What is the level of WA among EFL second year students?
3. What are the main reasons that lead to WA escalation?
4. What is/ are the most common type (s) of WA among EFL second year students?

3.2. Research Hypothesis

It is hypothesized that

Students will have negative attitudes towards the effect of WA on their essay writing achievement.

4. Means of Research

Since the major aim of the study is to examine second year students’ attitudes towards the effect of WA on their achievement with regard to essay writing, a questionnaire was designed and administered to the participants. Before administering the questionnaire, students were given an inventory which is called Foreign Language Writing Anxiety Inventory (FLWAI) developed by Cheng (2004). This latter was used in order to figure out the level of WA and its most common type (s) among the students. Then, a correlational study was carried out to examine the nature of the relationship between students’ levels of WA and their actual scores of their essays.
5. Structure of the Study

This study comprises two chapters: a theoretical part and a practical one. On the one hand, the theoretical chapter encompasses two sections. The first section is devoted to present the definitions of writing, the main approaches to teaching it, the stages of the writing process, the definition of an essay, its format, cohesion and coherence aspects, and the widely used approaches to evaluating students’ essays. On the other hand, the second section is devoted to talk about the definitions of anxiety, its types (trait anxiety, specific-situation anxiety and state anxiety), definition of FLA, and its effect on language achievement: debilitating or facilitating anxiety. The section also focuses on the main sources of WA, its types, it symptoms, and the ways that can be used to mitigate it. Finally, it is concluded by a description of FLWAI and an overview of some related studies.

The second chapter is the practical part. It provides a description, an analysis, and a discussion of the findings. The research concludes with some pedagogical implications.
# CHAPTER ONE: THEORETICAL BACKGROUND

## SECTION ONE: Essay Writing Achievement

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Introduction

Since writing is a productive skill that is indispensable in every EFL educational setting, this latter got the attentiveness of a substantial number of researchers (Byrne, 1991; Chesla, 2006; Hyland, 2003; Nunan, 2003; White & Arndt, 1991;...) who endeavoured to understand its nature. Thus, a number of studies have gone into scrutinizing its various facets, and to coming up with decent tactics for teaching it in EFL classrooms in order to foster students’ writing potentiality.

The current section presents the nature of writing, and demonstrates the widely used approaches to teaching it in FL settings. It presents also the various stages of the writing process. Then, it offers an elucidation of what an essay is. Furthermore, it tackles the essay format. The two main aspects: cohesion and coherence are tackled too in this section. Eventually, the section concludes with the most known methods that EFL teachers of writing can use when rating their students’ essays.

1.1. Definitions of Writing

Basically, writing is a means of communication and a pertinent skill that EFL learners need to become competent in for better academic achievement. In this regard, Harmer (2007) affirmed that EFL students are required to write so that they become engaged in longer thinking and systematic reasoning about language processing, as opposed to speaking where words are spontaneous. In fact, a number of definitions to writing have been introduced by different researchers.

Accordingly, Nunan (2003) asserted that writing “is the physical and a mental act…it is the mental work of inventing ideas, thinking how to express them, and organizing them into statements and paragraphs that will be clear to a reader” (p. 88). This implies that writing is a complex activity that requires a combination of both cognitive and somatic processes for intelligibly communicating conceptions to readers.
Additionally, Byrne (1991) defined it as the following:

Writing is clearly much more than the production of graphic symbols, just as speech is more than the production of sounds. The symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentences. (p. 1)

In other words, according to Byrne (1991), writing is not a mere act transcribing language through the use of written symbols, but it is a way of communicating ideas through the combination of the graphic symbols of that language to form words, and combining words to form sentences following certain specific conventions and rules underlying it.

Furthermore, White and Ardnt (1991) stated that “Writing is a thinking process in its own right. It demands conscious and intellectual effort which usually has to be sustained over a considerable effort of time” (p. 3). This implies that writing involves thinking for generating and communicating thoughts that are represented in a written form by using graphic symbols that carry meanings in that language, and it indicates also that writing is not an easy skill to be learnt, but it is a sophisticated act that requires a longitudinal continuous practice for reaching proficiency on it.

Eventually, Chesla (2006) asserted that:

What makes writing both interesting and challenging is that every writing task is unique. Writing is communication: You are expressing ideas about a subject to an audience for a purpose. Each time you sit down to write one or more of these three elements will be different, creating a unique writing situation. (p. 2)

Thus, writing is an activity through which the writer communicates certain ideas that are related to a specific topic, for an intended audience targeting a particular purpose. Hence, these three principal elements must be present at any written discourse in order to serve the function it is directed to.
1.1.2. Approaches to Teaching Writing

Since writing is required at any educational setting, researchers were eager to find the most suitable method to teaching it in EFL classrooms. Thus, the product-based approach, the process-based approach and the genre-based approach came fourth. In fact, each among these approaches viewed writing ability from a different angle, and each has its unique underlying principles. Therefore, educationists claimed that selecting which approach to implement depends on what learners need to learn, and what teacher’s philosophy of effective writing instruction is (Hyland, 2003). So, the important question that should be raised in this case is: What are the basic principles of each of the aforementioned approaches?

1.1.2.1. The Product-Based Approach

According to Hyland (2003), the major principle underlying this approach is that standard writing ability is based on the error-free use of formal linguistic features. In fact, the product-based approach has taken its principles from the structuralist view of language and the behaviourist view of language learning. In other words, teaching writing following this approach is done through fostering the learners’ formal linguistic knowledge, with an emphasis on grammatical accuracy, appropriate vocabulary use, syntactic knowledge, the use of cohesive devices, and other language aspects like spelling and punctuation (Badger & White, 2000). Correspondingly, all these language aspects will be learned through imitating models provided by teachers and course books. These models are stimuli to which learners respond. In this way, Hyland (2003) asserted that:

Capitalizing L2 writing in this way directs attention to writing as a product and encourages focus on formal text units or grammatical features of texts. In this view, learning to write in a foreign or second language mainly involves linguistic knowledge
and the vocabulary choices, syntactic pattern, and cohesive devices that comprise the essential buildings blocks of texts. (p. 4)

Moreover, according to Hyland (2003), teaching writing on the basis of this approach should incorporate the following major stages:

1.1.2.1.1. Familiarization: Basically, the major aim of this stage is to familiarize learners with certain linguistic features like vocabulary use and grammatical rules by introducing them to written texts.

1.1.2.1.2. Controlled Writing: At this stage, written texts (samples) are introduced to learners to be examined and manipulated.

1.1.2.1.3. Guided Pattern: During this stage, teachers supply learners with a text, and ask them to imitate the model.

1.1.2.1.4. Free Writing: It is the final stage where learners become capable to use the writing skill creatively, for instance, they write a letter, an essay, a report… etc.

1.1.2.2. The Process-Based Approach

The process-based approach to writing instruction views writing as a non-linear, recursive, and cognitive process which incorporates a variety of stages that the learner should go through in order to produce acceptable pieces of writings. Therefore, Flower and Hayes (1981) asserted that “the process of writing is best understood as a set of distinctive thinking processes which writers orchestrate or organize during the act of composing” (p. 366). Thus, following this approach to teaching writing requires the teacher to help students develop essential linguistic skills and strategies needed to write effectively, and to facilitate the composing process rather than focusing on giving instructions and evaluating the final product, since the major principle underlying this approach is that writing is learned not taught (Badger & White, 2000). Accordingly, Murray (1992) defined the process-based approach as the following:
The process-oriented approach refers to a teaching approach that focuses on the process a writer engage in when constructing meaning. This teaching approach concludes with editing as a final stage in text creation, rather than an initial one as a product-oriented approach. The process-oriented approach may include identified stages of the writing process such as: pre-writing, writing, and rewriting. Once the rough draft has been created, it is polished into subsequent drafts with the assistance of peer and teacher conferencing. (p. 16)

So, unlike the product-based approach that emphasizes the final product, the process-based approach views writing as a series of non-linear stages which begins by drafting and ends by editing with teachers’ guidance, and peers’ help.

In an attempt to figure out the stages of the writing process, each researcher came with a model, which mirrors the way he/she perceives the number of stages of this latter. According to Tribble (1996), one of the most widely accepted models of L2 writing should include the following stages:

1.1.2.2.1. **Prewriting:** It is an essential step in which learners begin by selecting a specific topic, and start brainstorming to generate the most significant ideas preparing for the next stage. Signaling the importance of this stage, Flower and Hayes (1981) asserted that “Without doubt, the wide acceptance of pre-writing has helped improve the teaching of composition by calling attention to planning and discovery as legitimate parts of the writing process” (p. 367). In this matter, Starkey (2004) stated six main techniques of prewriting:

1.1.2.2.1.1. **Free-Writing:** This technique is widely used by students in order to generate the maximum number of ideas in relation to the topic in hand. Accordingly, Grenville (2001) wrote that “Free-writing is just thinking on papers. It’s a good way to let the
unconscious give you ideas because it lets you access your memory, your experiences, your knowledge, …things you didn’t even know you had stored in your head” (p. 16).

1.1.2.1.2. Listing: It is similar to free-writing; however, this technique requires students to write ideas and thoughts in a form of a list.

1.1.2.1.3. Concept Mapping/ Webbing: When defining this technique, Starkey (2004) asserted that “mapping and webbing are graphic (visual) organizers that allow you to investigate the relationship between a number of diverse ideas” (p. 4). Therefore, concept mapping/ webbing usage requires the use of circles, for instance, to express the topic. Then, the use of arrows and other circles to write in it the related ideas…etc.

1.1.2.1.4. Taking Stock with the 5 WS: It is about asking who, why, when, where, and what. This is mainly done for two purposes. Firstly, it helps learners to manage selecting a good essay topic. Secondly, it assists them to narrow it down after making the choice (Starkey, 2004).

1.1.2.1.5. Reading Good Writings: It refers to doing extra readings about the same topic before starting the composing process because it is believed that reading extensively improves writing performance. Accordingly, Daud and Abu Kassim (2005) asserted that “teaching reading and writing, concurrently should be used as this has been found to reduce students’…errors and provides them with good writing models” (p. 16).

1.1.2.2. Drafting: During this stage, learners start getting essential ideas on the rough paper, and begin elaborating these ideas through providing details with giving no attention to the possibility of making errors in mechanics, grammar, word choice…etc. On this matter, Galko (2001) wrote:

Drafting means writing a rough, or scratch, form of your paper. It’s a time to really focus on the main ideas you want to get across in your paper. When drafting, you might skip sections or make notes to yourself to come back and add more examples in certain
spots or to check your facts later. As you draft, you don’t need to worry about grammar, spelling, or punctuation. You will have time to refine these mechanical parts of your paper at a later stage. (p. 49)

1.1.2.2.3. Revising: During the revision stage, the student looks at his writing with the readers’ eyes. Accordingly, he/ she can decide to change the organization of information, as he/ she can decide to adjust, delete or add some details.

In this matter, Galko (2001) asserted that the revision process should be done at the following three levels:

1.1.2.2.3.1. Revising for Audience: In this type of revision, the student should take into account the criteria of clarity and logical organization of ideas in order to guarantee readers’ understanding.

1.1.2.2.3.2. Revising for Purpose: The student must make sure that he/ she has stated his purpose clearly to the reader.

1.1.2.2.3.3. Revising for Form: Students must take into account the form of the final product, the length of paragraphs, and the provision of the topic and the concluding sentences.

1.1.2.2.4. Editing: During the editing stage, the writer focuses on grammar accuracy, word choice, capitalization, punctuation, sentence structure, and citation accuracy. In this matter, Starkey (2004) wrote “when you edit, you read through each paragraph of your essay a number of times paying attention to your sentences and the words that comprise them” (p. 57).

1.1.2.2.5. Publishing: It is the last stage of the writing process in which the student presents his/ her work in its final form to be read. In the case of the classroom, the reader may be either the teacher or the learners’ peers. Accordingly, William (as cited in Azziou, 2009) defined it as “Sharing your finished text with its intended audience, publishing is not
limited to getting the text printed in a journal. It includes turning a paper in to a teacher, a boss, or agency” (p. 44).

According to Hyland (2003), implementing the process-based approach requires the consistent teachers’ guidance, claiming that EFL teachers’ responsibility lies on selecting suitable topics, and providing feedback not correction concerning the style, the form, and the layout of the final product. In the same matter, Harmer (2007) stated “When students are actually involved in the writing process, correction will not help them learn to edit their own work, whereas responding...will” (p. 121). This implies that between the product and the process based approaches to teaching writing, there is a remarkable shift of the teacher’s role from an evaluator to a facilitator.

1.1.2.3. The Genre-Based Approach

The genre-based approach considers writing ability as mainly about having the required linguistic knowledge, and the competency to reproduce certain genres of texts depending on given social purposes taking into consideration the readers’ expectations. This approach is based on imitating the models provided by teachers (Yi, 2009, p. 61). Following this approach, Learners are exposed to certain genres, for instance, letters or reports. Then, they manipulate the models, and analyze it deeply to detect the major characteristics of the genre in hand. Finally, they would produce their own texts reflecting the social context and the language used in the original model provided by the teacher (Hyland, 2003).

According to Badger and White (2000), this approach was an extension to the product-based approach, but with an emphasis on the social context effect. In this matter, they asserted that:

The genre-based approach to teaching writing sees writing as essentially concerned with
Knowledge of language, and as being tied closely to a social purpose, while the
development of writing is largely viewed as the analysis and imitation of input in the
form of texts provided by the teacher. (Badger & White, 2000, p. 156)

1.1.3. Definition of an Essay

An essay is a piece of writing on a single topic that is used as an instrument of
communicating thoughts. In educational settings, essays are the major formats students
usually are asked to answer questions through. Moreover, an essay is a form of academic
writing which requires the student to follow a standard form, and to organize his/ her ideas
in a logical, readable, and in a systematic way. As a definition to this latter, Chesla (2006)
asserted that “Essays are one of many different forms, or genres, of writing. While there
are many different kinds of essays, general skills and strategies apply to all of them” (p. 2).
This implies that essay writing is a skill that students need to master. Therefore, they
should know its basic parts, and how each of these parts is constructed.

1.1.4. The Essay Format

Basically, writing essays in English requires the learner to know about its standard
structure in order to manage producing it. Thus, following the required format is the first
step towards an organized and a systematic final written product. In fact, the most
conventional essays are made up of three major sections which are: an introduction, a
body, and a conclusion.

1.1.4.1. The Introduction

Writing an introduction should be done attentively as it constitutes the first part that
gives the general impression to readers about what is coming up in the whole essay. Thus,
it affects their decisions to continue reading or to stop. Correspondingly, and defining this
latter, Bailey (2006) asserted that “An introduction is crucial, not just for what it says about
the topic, but for what it tells the reader about the writer’s style. Unless you can introduce the subject clearly the reader may not wish to continue” (p. 52).

As a crucial element of any essay introduction, the thesis statement is usually one, two, or even three precise sentences which answer the assignment question, and provide a road map of what is coming next in the whole paper. Correspondingly, Galko (2001) claimed that:

A thesis statement is a statement that tells you and your reader what you plan to write about. It is usually one sentence in the introduction to your paper. It tells the main idea of your paper. It might also give the reader an idea of the type of organization and the tone that you plan to use in your paper. Often a thesis statement is an answer to a question. Often it is a statement that you set out to prove. A thesis does not have to be only one sentence long. In some papers, it is appropriate to have a two or three-sentence thesis. (p. 33)

1.1.4.2. The Body

The body of an essay should be composed of at least two body paragraphs. The order of the paragraphs should reflect the order of the points outlined in the thesis statement. Principally, each paragraph begins with a topic sentence, proceeds with supporting details, and ends with a concluding sentence.

Firstly, the function of the topic sentence is to introduce the major idea of the paragraph, and it is not a necessity that this latter should appear as the first sentence of the paragraph, as it can be implicit (Galko, 2001).

Secondly, writing supporting sentences which are related to the topic sentence, and in which the student gives details, evidence, or examples is the second step towards writing body paragraphs. On this account, Galko (2001) asserted that “Supporting details include anecdotes, examples, facts, opinions, quotations, and/or statistics that back up the
paragraph’s main idea” (p. 38). Thus, the student can rely on one or more of the aforementioned types to elaborate the paragraph’s main idea.

Thirdly, the closing sentence essentiality lies in two main reasons: Firstly, it maintains the link between the current and the next paragraph which leads inevitably to essay cohesion. In this situation it is referred to as a transition sentence. Secondly, it provides a summary of the points that the student presented in the entire paragraph (Schwerin, 2007).

1.1.4.3. The Conclusion

The conclusion is the last paragraph in which the student through keeping the key terms starts with a restatement of the thesis, and draws everything that has been tackled in the whole body together. Correspondingly, Grenville (2001) claimed that the conclusion of an essay should be composed of the subsequent three elements “A recap of your main points, to jog the readers’ memories, a summing-up that points out the larger significance or meaning of the main points, a powerful image or quote that sums up the points you’ve been making” (p. 87).

1.1.5. Cohesion in Essay Writing

According to Halliday and Hasan (1976), the notion of cohesion means maintaining the relation of meanings in discourse writing. Hence, they claimed that cohesion is present only if “the interpretation of some elements in the discourse is dependent on that of another” (Halliday & Hasan, 1976, p. 4). In addition, they proposed the term cohesion tie that refers to the presence of a couple of items that are cohesively related. Thus, Halliday and Hasan (1976) claimed that within any written discourse, there must be two types of cohesive ties which are: grammatical and lexical cohesion.

1.1.5.1. Grammatical Cohesion

Grammatical cohesion refers to the structural content in which the student must know and apply the rules of constructing clauses, phrases…etc in order to maintain cohesion
between the elements of the essay. Accordingly, grammatical cohesion is subdivided into four major types which are: reference, substitution, ellipsis, and conjunction.

1.1.5.1.1. Reference

Reference is to be considered as a cohesive tie when two or more enunciations in an essay refer to the same person, thing, or conception. In this matter, Halliday and Hasan (1976) distinguished two types of reference which are: endophoric and exophoric reference.

On the one hand, endophoric reference is text-bound. Therefore, it is maintained through the reference to a word or a phrase which is present within the text. This latter is subdivided into two types which are: cataphoric and anaphoric reference. Cataphoric reference is the forward reference to something mentioned later usually through the use of pronouns, for example, *She has a native-like accent. The lucky Miriam now will get the best mark on the oral exam*. Whereas, the anaphoric one refers to the backward reference to a word or a phrase that is mentioned earlier in order to avoid repetition, for instance, *Miriam has a native-like accent. She will get the best mark on the oral exam*. On the other hand, exophoric reference is situation-bound. Thus, it is a reference to a linguistic item which is not present in the text, and it needs a context for the interpretation, for example, *Look at her!*

1.1.5.1.2. Substitution

Substitution is used in order to avoid the repetition of a certain linguistic item by replacing it by another one. For example, in a conversation between two A and B: *A says: Which colour do you prefer, B replies: The red one*. In this example, the word *one* is used instead of repeating the word *colour*. In fact, there are three main types of substitutions which are:
a. **Nominal Substitution**: It occurs when the intended element is a noun or a noun phrase. The substitution is made through the use of *one, ones, and the same*, like in the following example:

a. Which films do you prefer?

b. I prefer action ones.

b. **Verbal Substitution**: It occurs when the intended element is a verb or a verb phrase. The substitution is made through the use of *do, does, and did*, like in this example: *All my friends went to the cinema, and I think I will do too.*

c. **Clausal Substitution**: It occurs when the assumed element is the whole clause. This kind of substitution is made through the use of *so and not*, for instance, *Everyone will write an argumentative essay. The teacher of written expression said so.*

1.1.5.1.3. **Ellipsis**

Ellipsis refers to the omission of a linguistic element whose presence is obligatory in a grammatically well-formed utterance. Halliday and Hasan (1976) mentioned three types of ellipsis which are:

a. **Nominal Ellipsis**: It occurs when the assumed element is a noun or a noun phrase, for instance, *These are the shirts I told you about, I will purchase one.* The word *shirt* is omitted and the meaning of *one* can be understood easily from context.

b. **Verbal Ellipsis**: It occurs when the assumed element is a verb or a verb phrase as in the following example:

a. Did you write your name?

b. Yes, I did.

c. **Clausal Ellipsis**: It occurs when the entire clause is omitted. This is very common in dialogs with responding through Yes/ No, like in the example below:

a. Will you submit your work tomorrow?
b. Yes.

1.1.5.1.4. Conjunctions

According to Halliday and Hasan (1976), conjunctions are “cohesive not in themselves but indirectly, by virtue of their specific meaning; they are not primarily devices for reaching out into the preceding or following text, but they express certain meanings which presuppose other components in discourse” (p. 222). Thus, in academic writing, conjunctions are not simply words for connection, but they carry meanings which assume the presence of certain elements in the discourse. Hence, conjunctions are used in order to maintain the logical order of textual elements, and to specify the type of the connection between them by means of which coherence is maintained. In fact, Halliday and Hasan (1976) classified conjunctions into two categories: the grammatical category (coordinators, subordinators and adverbials) and the semantic category (additive, adversative, causal, and temporal).

1.1.5.1.4.1. Grammatical Category

a. Coordinators: They are used in order to join words and equal phrases in a sentence. There are coordinators for joining equal ideas (and, both…and), for joining alternative ideas (or, either…or), for contrasting ideas (but, yet), and others for expressing reason (for, so)…etc. Coordinators’ position is stable in sentences.

b. Subordinators: They are words used in order to subordinate a sub-clause to another main clause. There are subordinating conjunctions of time (when, while, since, until, after, before…etc.), of contrast and concession (although, even though, though, despite, whereas, while…etc), of reason (because, since, due to…etc), of purpose (in order to, in order that, in case…etc), and others for expressing condition (unless, (even) if, as long as…etc).

c. Conjunctive Adverbs: They are adverbs that act like conjunctions by means of connecting information of two clauses or sentences. They may be one word, such as,
nevertheless, moreover, furthermore, therefore, however, similarly, finally, likewise, thus, meanwhile, and nonetheless, or short phrases; for instance, as a matter of fact, even so, for example, and in other words. Conjunctive adverbs may appear at the beginning, in the middle, or at the end of a sentence. A conjunctive adverb between two sentences or within a clause needs a comma or two, and a conjunctive adverb between two clauses needs a semicolon.

1.1.5.1.4.2. Semantic Category

a. Additives: According to Halliday and Hasan (1976), additives like and, likewise, and furthermore are used in order to introduce an expression, that stresses the same notion or to add a relevant new focal point.

b. Adversatives: According to Halliday and Hasan (1976), adversative conjunctions like but, however, and on the contrary signal expressions that hold the opposite of what is expected in relation to the information mentioned previously.

c. Casuals: The connectives in this case are used for the sake of expressing the reason-result, and purpose semantic relation. As an illustration, casuals are: thus, hence, therefore, consequently, so, as a result, to…etc.

d. Temporal: Those connectives are used in order to express the semantic relation of chronology of time of events’ occurrence. Some temporal conjunctives are: before, then, previously, next, after, while, meanwhile etc.

1.1.5.2. Lexical Cohesion

It refers to the appropriate selection and the meaningful connection of lexical items. In this matter, Halliday and Hasan (1976) asserted that lexical cohesion is “the cohesive effect achieved by the selection of vocabulary” (p. 274). In fact, there are two categories of lexical cohesion: collocations and reiterations.
a. Collocations

Tanskanen and Benjamins (2006) defined collocations as “an associative meaning relationship between regularly co-occurring lexical items. The latter is more intuitive and dependent on inter subjective understandings” (p. 1072). In other words, collocations refer to a sequence of words that co-occur more frequently together; as an illustration; the expressions: “means and ends” (noun-noun collocation), “blind confidence” (adjective-noun collocation), “brain drain” (noun-noun collocation), “pay attention” (verb-noun collocation), “as swift as an arrow” (collocations of similes) and “long for” (verb-preposition collocation)… etc.

b. Reiterations

According to Halliday and Hasan (1979), reiterations “is a form of lexical cohesion which involves the repetition of a lexical item, at one end of scale; the use of general word to refer back to lexical item, at the other end of scale; and a number of things in between-the use of synonym or near-synonym, super-ordinate” (p. 278). That is to say, reiteration is saying things in another way through the use of repetition, synonyms, or near synonyms (lie/ falsehood/ untruth), antonyms, super-ordinate ( to refer to a word which has the general properties not the specific ones: young people/ children), and general words (people for humans, creatures for animal).

1.1.6. Coherence in Essay Writing

When writing essays, coherence is a pertinent component that should be regarded by students. According to Lee (2002), coherence is “the relationships that link the ideas in a text to create meaning for the readers” (p. 32). This implies that in order to guarantee writing an effective essay, EFL learners should maintain the link as well as the logical organization of their ideas in relation to the topic in hand. Hence, Lee (2002) defined coherence in terms of the following five main features:
1-“A macrostructure that provides a pattern characteristic and appropriate to its communicative purpose” (Lee, 2002, p. 33). That is to say, students should be knowledgeable about how texts for different communicative purposes are outlined. As an example, a narrative essay requires the writer to use a chronological pattern of organization. Yet, for an argumentative essay, the writer should tackle the two viewpoints neutrally. Then, he can add his standing point in the conclusion (Lee, 2002).

3- As a second feature of coherence, Lee (2002) added “connectivity of the underlying content evidenced by relations between propositions” (p. 33). This implies that when writing essays, EFL learners should link the assertions they make in a clear, systematic, and logical way. Furthermore, these propositions should be elaborated sufficiently through explanations and illustrations.

3- As a third feature of coherence, Lee (2002) asserted that coherent texts should include “an information structure that guides the reader in understanding how information is organized and how the topic of text is developed” (p. 33). In other words, there should be an explicit organization of information within the text by moving from the most to the least significant information or vice versa. The student can also begin by introducing the old information until reaching the new ones.

4- The fourth aspect of coherence is cohesion. Accordingly, Lee (2002) claimed that the use of cohesive devices is obligatory for maintaining the “connectivity of the surface text” (p. 33).

5- As a final feature of coherence, Lee (2002) asserted that texts should include “metadiscourse features” (p. 33). In other words, students must use certain metadiscourse markers for guiding the reader and aid him/ her to understand, interprets, organizes, and evaluates the content. Metalinguistic markers include hedges (can, may…etc), sequencers
(firstly, secondly…etc), pronouns (he, she, it, these, and that…etc), probability markers (may be, probably…etc), and certainty markers (surely, certainly…etc) (Lee, 2002).

1.1.7. Approaches of Evaluating Essays

For the sake of evaluating students’ essays, EFL teachers of writing can rely on one of the following approaches depending on their views of how essay writing should be.

1.1.7.1. The Analytic Approach

The analytic scoring is an instrument used by EFL teachers of writing for evaluating students’ writing performance, and for rating their proficiency and readiness to pass to more advanced levels. Accordingly, Bacha (2001) asserted that “Analytic evaluation instruments are considered more appropriate to base decisions concerning the extent to which the students are ready to begin more advanced writing courses” (p. 375). As its name indicates, the analytic scoring is conducted through assessing each of the essays’ features in isolation. Thus, following this method involves evaluating cohesion, coherence, vocabulary, content, organization, format, and grammar as separate elements (Lee, Gentile, & Kantor, 2008).

1.1.7.2. The Holistic/ Impression Approach

According to Finson (as cited in Cetin, 2011), the holistic approach to assessment “differs from the use of the analytic rubric in that the body of work is assessed as a whole and not by breaking up various parts of a work to be scored individually” (p. 473). Hence, in an explanation to this method, Bacha (2001) claimed that following the holistic method to scoring essays requires the teacher to give grades on the basis of his overall impression on the entire essay. Thus, it is highly depending on the raters’ personal judgment. Using this method demands the writing product to be rated at least by two teachers before giving the final grade. Each of the two raters gives a mark without allowing the other to know it (blind evaluation). However, in certain situations, a large difference in grades is found
between the two raters. Therefore, a third and even a fourth reader will be required to evaluate the essay again, and the final score is the average of the closest scores.

1.1.7.3. The Error-Counts Approach

Following this approach to scoring essays requires the teacher to take for every committed error certain number of points. Thus, when scoring, each type of error requires the deduction of a number of points. In other words, committing an error in punctuation will not be rated the same as committing a syntactic error (Chelli & Khouni, 2013). Thus, with reference to these types of errors, Carlisle (as cited in Polio, 1997) referred to six types of errors which are “mechanical errors (punctuation and capitalization), spelling errors, word choice errors, agreement errors, syntactic errors, and tense shifts” (p. 107).

Conclusion

On the light of what has been brought up ahead, it is axiomatic that writing is a! cognitive, a recursive, an elaborated, and a complicated process which encompasses a number of non-linear stages (prewriting, rafting, revising, editing, and publishing), and which necessitates both learners’ hard working and teachers’ adoption of the most suitable approach (the product, the process or the genre approaches) to teach it in EFL classrooms. Moreover, students should know that an essay comprises an introduction, a body, and a conclusion, and each of these elements is structured according to some standard English rules (Thesis statement, topic and concluding sentences…). Meanwhile, the usage of cohesive devices (maintaining cohesion) and relating ideas (maintaining coherence) in essay writing are essential aspects of writing that should be regarded by every EFL learner. Lastly, teachers of writing can rely on the analytic approach where each writing aspect is evaluated in isolation. The instructor can depend on the holistic method where scoring is based on his/ her overall impression. Ultimately, they can adopt the error-counts approach where each time they put a minus for every error committed by the student.
CHAPTER ONE: THEORETICAL BACKGROUND

SECTION TWO: FOREIGN LANGUAGE WRITING ANXIETY

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Introduction

Throughout the latest decades, anxiety was spotlighted by a tremendous number of researchers (Cheng, 2004; Dally & Miller, 1975; Hassan, 2001; Horwitz, Horwitz, & cope, 1986; Spielberger, 1983…). This latter was considered to be an affective factor which intervenes with EFL learning. Fundamentally, they acknowledged that any EFL learner is expected to be anxious as he/she is engaged in any activity that requires EFL usage. Additionally, researchers have drawn in their conclusions that EFL four skill-based activities are by no exception anxiety-provoking. It is a matter of fact that at the very inception, most studies have gone into understanding EFL speaking anxiety. Yet, currently, the target becomes the investigation of EFL writing anxiety.

The present part offers the various definitions of anxiety, its main types and theories. Then, it presents the definition of FLA, and its effects on language achievement. Furthermore, it provides the definitions of FLWA as a specific type of FLA. Thereafter, it highlights the three components of FLWA: cognitive anxiety, somatic anxiety, and avoidance behaviour. Besides, it lists the chief causes that lead to FLWA, its symptoms, and a number of solutions to alleviate it. Finally, the part provides a description of FLWAI in terms its internal consistency, its validity, and its reliability. At the end, it presents an overview of some related studies.

1.2.1. Definitions of Anxiety

Providing one agreed upon definition of anxiety has been the focal challenge for researchers. Consequently, a considerable number of determinations to the term came forth (MacIntyre & Gardner, 1993). Firstly, Spielberger (1983) stated that anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic system” (p. 7). Namely, anxiety is an emotional state that is based on individuals’ inner experiences of stress, disquietude, fear, and uneasiness which deeply
affects their nervous systems. Yet, Chastain (1988) asserted that anxiety is characterized by feelings of uneasiness and worry by cause of predicting threat and danger in the close future. In contrary to Chastain’s definition, MacIntyre (1999) asserted that anxiety is not a mere fear from future but it is “a self-related cognition: thought of failure, worry over how one is performing in the situation, and self-deprecating thoughts” (p. 35). In other words, from MacIntyre’s viewpoint, anxiety emanates from the person’s negative self-perception, expecting the inevitable failure on any occasion, doubting in his own capacities when engaged in any activity, and belittling himself. Thus, it is apparently clear that each researcher was endeavored to provide a definition according to his reasoning and perception of what exactly anxiety is. As a conclusion, anxiety is one of the psychological problems and the controversial concepts that elevated the interest and curiosity of psychologists.

1.2.2. Types of Anxiety

Basically, anxiety in its broad meaning has been divided by psychologists on the basis of its occurrence into the three following types:

1.2.2.1. State Anxiety

In essence, state anxiety is a situational and a temporal sensation of apprehension that arises due to encountering a certain threatening situation. Once the person is removed from this latter, he/ she feels secure, and anxiety diminishes (MacIntyre & Gardner, 1991). Additionally, Spielberger (1972) defined it as “a transmitting emotional state or condition of the human organism that varies in intensity and fluctuates” (p. 33). In other words, state anxiety arises momentarily due to confronting a threat. However, its severity and effects on the person alter depending on the situation.

With reference to educational settings, state anxiety arises, for example, when the teacher calls unpredictably someone to speak publically, the student becomes momentarily
anxious. When speech is over, anxiety vanishes. In a nutshell, state anxiety “is an emotional reaction to a current stimulus” (Dornyei, 2005, p. 198).

1.2.2. Trait Anxiety

Contrary to state anxiety, trait anxiety is innate, very intensive, and occurs in unlimited number of situations. Moreover, it is considered to be a permanent feature of personality. Accordingly, Zheng (2008) designated it as “a generally stable predisposition to be nervous in a wide range of situations” (p. 2). To explain, people who suffer from trait anxiety tend to be apprehensive even in normal situations. Similarly, Spielberger (as cited in Benezzar, 2011, p. 6) defined it as “an acquired behavioural disposition that predisposes an individual to perceive a wide range of objectively nondangerous circumstances as threatening”. This implies that people who suffer from trait anxiety differ from the rest in their tendency to perceive situations as dangerous and threatening. All in all, trait anxiety is a personality characteristic, and a permanent feeling of apprehension which arises in a variety of situations.

1.2.2.3. Situation-Specific Anxiety

Situation-specific anxiety arises due to encountering a well-defined situation. That is to say, each time the same situation occurs, the person feels anxious as if it was the inceptive time. As a matter of fact, situation-specific anxiety takes place widely in educational settings. On this matter, Horwitz et al. (1986) asserted that studying SL/FL is the fundamental creator of situation-specific anxiety. Moreover, the authors claimed that studying math, taking tests and passing exams, undertaking SL/FL writing tasks, and speaking publically in schools are further illustrations of situations that engender situation-specific anxiety. As a conclusion, as its name indicates, situation-specific anxiety takes place repeatedly under a well-defined condition.
1.2.3. Theories Related to Anxiety

Previously, an abundant number of researches (Freud (as cited in Strongman, 1995); Eysen, 1979…) have been executed for the sake of demonstrating what anxiety is. Hence, each assembly of theorists viewed anxiety from a distinct perspective. Therefore, a number of theories of anxiety have been introduced, and each among them brought its unique assumptions.

1.2.3.1. The Existential Theory

Mainly, the existential theory regards anxiety as a natural and an unavoidable feeling of apprehension. On this account, Strongman (1995) asserted that anxiety results from reaching maturity and taking the responsibility of making choices in life. Furthermore, with reference to this theory, Kirkggaard (as cited in Strongman, 1995) made a distinction between the two notions: fear and anxiety. Hence, he asserted that fear is related to a particular object, it is experienced in a specific moment, and it goes away by removing the person from that context. Yet, anxiety emerges after possessing self-awareness, and it arises because of internal conflicts and uncertainty about the results when life obliges people to make choices. In a nutshell, the existential theory of anxiety considers it as a natural phenomenon that arises when reaching maturity, which requires people to be responsible in making life choices.

1.2.3.2. The Learning/ Behavioural Theory

The learning/ behavioural theory of anxiety is based on the foundations of the behaviourist theories. According to this latter, organisms learn to avoid stimuli that engender punishments through mediating mechanisms. Strongman (1995) asserted that this last-mentioned represents anxiety. Namely, being exposed to a conditioned stimulus paired with an unconditioned one (stimuli rewarding in nature paired with one that results in pain and punishment respectively), and with several attempts will lead inevitably to a
conditioned response due to establishing primary anxiety. Hence, once this last is established, it acts as a secondary drive, and it reinforces new habits through drive reduction (Strongman, 1995). Correspondingly, anxiety is learned, and it leads to the adaptation as well as the reinforcement of new behaviours for fear from penalty.

Eysenck (1979) is another theorist whose view was extremely influential under the umbrella of the learning/behavioural theory. According to him, humans’ personalities are by classification of three kinds: extrovert, introvert, and neurotic personalities. Therefore, with reference to introvert people, Eysenck (1979) claimed that they exhibited introversion because of social learning. This implies that introverts have been socialized to be shy and reticent from the early stages in their lives. By consequence, they are highly noticed to have a tendency to be anxious from social insertion. Hence, this proves that anxiety is learned.

To sum up, according to the learning/behavioural theory anxiety learned through stimulus-response and reinforcement of behaviours.

1.2.3.3. The Psychoanalytic Theory

Basically, the psychoanalytic theory was introduced by Freud, whose 1917’s and 1926’s theories were prominent, especially in applied and clinical settings (Strongman, 1995). This latter is based on the notion of the unconscious conflicts between the id, the ego, and the superego. Accordingly, Freud (as cited in Strongman, 1995), believed that anxiety arousal is engendered by these clashes. Furthermore, he classified anxiety into three main types: reality, neurotic, and moral.

Firstly, reality anxiety was described by Freud as an ego-based anxiety, and he referred to it as fear rather than anxiety. By explanation, reality anxiety is an everyday phenomenon, which is rooted in experiencing frightening situations. Therefore, according to Strongman (1995), the most rightful method to mitigate it is by removing oneself from
danger. Subsequently, Freud (as cited in Strongman, 1995) asserted that neurotic anxiety arises as unconscious fear of punishment which is an outcome of expressing ones’ desires inappropriately. Lastly, moral anxiety is the superego-based anxiety which arises for fear of deviating from the social norms, and violating the moral codes that that person was socialized to obey.

Strongman (1995) asserted that according to the Freud’s 1917 theory, anxiety results from a transformed libido. For instance, preventing a child from doing something through repression results the augmentation of anxiety. Freud (as cited in Strongman 1995) referred to this latter as primary anxiety which is an outcome of the trauma of birth, and certain events of his/ her first years. So, according to Freud’s first formulation, repression is the originator of anxiety. However, with reference to the second formulation in 1926, Freud believed that anxiety is the originator of repression. That is to say, when the ego expects a potential danger, anxiety arises and engenders repression as a rightful way to avoid it.

To sum up, the psychoanalytic theory viewed anxiety as inherited in some instances and learned in others.

1.2.4. Definition of Foreign Language Anxiety

Basically, when anxiety is bound to foreign language learning situations, it is referred to as FLA. This “L2 specific construct” (Dornyei, 2005, p. 200) results from the novelty of the learning process (Horwitz et al., 1986). This was openly explicit in the subsequent statement by Horwitz et al. (1986) who claimed that it is “a distinct complex phenomenon of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning mainly resulting from the uniqueness of language learning process” (p. 128). By extension, according to Horwitz et al. (1986), “FLA concerns performance evaluation within an academic or social context” (p. 127). Thus, the escalation of this latter is due the usage of one of the four-language skills. Hence, FLA is a specific type of anxiety which arises due
to using either the productive skills (writing and speaking) or when using the receptive ones (listening and reading). Consequently, FL speaking anxiety (FLSA), FLWA, FL listening anxiety (FLLA), and FL reading anxiety (FLRA) came into emergence as specific types of FLA.

1.2.5. The Effect of Foreign Language Anxiety on Language Achievement

Basically, it is worth mentioning that learning a SL/ FL engenders certain amounts of anxiety. In this matter, Guiora (as cited in Horwitz et al., 1986) argued that language learning is “a profoundly un-settling psychological proposition” (p. 125). Thus, anxiety has been reported by a number of scholars like (Cheng, 2004; Hassan, 2001; Horwitz et al., 1986; Scovel, 1978…) to have a remarkable effect on learners’ overall language achievement. Consequently, a pertinent number of studies have been conducted as attempts to figuring out what effect FLA has on language achievement. However, studies came out with inconsistent results and divergent conclusions. On the one hand, some of researchers claimed that anxiety has a debilitating effect (Cohent & Norst, 1989; Hashima, 2007; Zheng, 2008…). On the other hand, others’ investigations indicated this former has a facilitating impact on the latter (Kleinman, 1977, Negari & Rezzabadi, 2013…). So, the essential question that needs to be raised is: how can anxiety be facilitating for some learners and debilitating for others as far as SL/ FL learning is considered?

1.2.5.1. Facilitating Anxiety

By definition, facilitating anxiety is a type of anxiety that plays a motivational role, and stimulates SL/ FL learners to approach the learning task actively. In addition, this latter pushes learners to double their efforts for the sake of avoiding threats of failure in exams, and negative feedback of teachers and peers (Oxford, 1999). Therefore, a good level of performance is the anticipated inevitable outcome. So, facilitating anxiety is a helpful and a motivator agent that engenders best SL/ FL learning.
1.2.5.2. Debilitating Anxiety

Compared to facilitating anxiety, debilitating anxiety encourages SL/FL learners to approach the new learning tasks with reluctance and laziness for fear of facing threat. By consequence, it lowers their overall achievement in language learning, and it deeply mitigates their internal motivation of learning (Oxford, 1999). Therefore, debilitating anxiety is a detrimental factor to SL/FL learning achievement.

As a conclusion, facilitating and debilitating anxieties have a noticeable effect on SL/FL leaning. Thus, too little anxiety leads to reluctance and carelessness, and too much of it can lead to frustration, avoidance, and escape. Hence, a moderate amount of this latter is required for best language learning achievement. In this matter, MC Lellan (as cited in Hashima, 2007) provided the above quotation:

A lack of anxiety may result in an “I don’t-care” attitude that, in fact, may increase the potential for failure. Moderate levels of anxiety, however, are beneficial. They supply motivation and added energy and increase ones’ ability to focus on the task in hand. On the other hand, too much anxiety can be damaging, causing hyped-up and jittery feelings so intense that effective use of energies towards achieving a goal becomes impossible. (p. 6)

1.2.6. Definitions of Foreign Language Writing Anxiety

The term writing anxiety (WA) or writing apprehension (WA) was firstly introduced by Dally and Miller (1975) to describe WA when it is related to the native language. Accordingly, they stated that “There may be a large number of individuals who fail miserably in an environment where writing is demanded because of an apprehension or anxiety about writing…these individuals are those who find the demand for writing competency exceedingly frightening” (p. 244). In other words, WA represents a fear from getting engaged in writing processes that require possessing the ability to write. This was
stated in the following definition provided by Cheng, Horwitz, and Schallert (as cited in Kim, 2006) who claimed that “writing anxiety is a language-skill specific anxiety which is associated with writing performance” (p. 136).

Unlike the previous researchers who defined WA in relation to first language writing, Cheng (2004) defined the term in relation to FL settings claiming that FLWA “is a relatively stable anxiety disposition associated with L2 writing which involves a variety of dysfunctional thoughts, increased physiological arousal, and maladaptive behaviours” (p. 319). This implies that FLWA is the person’s constant tendency to consider writing in the target language as anxiety-provoking. This latter constitutes a major problem for language learners since it mitigates their overall academic performance. This was claimed by Lauer (as cited in Hassan, 2001) saying that “it is a problem in writing classes because it has consequences for students’ learning experiences, and for the decisions they make about engaging in productive, fulfilling writing projects” (p. 12). As a conclusion, FLWA is a language-specific anxiety that appears in FL educational settings, in which learners perceive writing in the target language to be highly anxiety-provoking. In this way, Abu Shawich and Atea (2010) described WA in the following terms:

Both L1 and L2 student writers attempt writing tasks. They encounter difficulties and get stuck gazing at the blank sheet of paper and cannot begin writing and when they do it, they do it uncomfortably and painstakingly as well. This is a common psychological phenomenon that has been known in the literature under different terms as writing apprehension, block, anxiety, and fear. (p. 2)

1.2.6.1. Types of Foreign Language Writing Anxiety

It is evident from Cheng’s (2004) definition that FLWA has three fundamental dimensions which are: cognitive anxiety, somatic/physiological anxiety, and avoidance
behaviour. Each among these types has a number of manifestations on the basis of which each student will be judged to exhibit one of these three types.

First and foremost, cognitive anxiety represents the mental manifestation which can reside in lack of concentration, negative self-perception, low self-confidence, low self-esteem, poor memory, worry and disquietude about written courses and tasks, confusion, difficulty in organizing ideas, negative expectations, preoccupation with performance and concerns about others’ perceptions (Cheng, 2004).

Subsequently, according to Cheng (2004), somatic anxiety refers to “ones’ perception of the physiological effects of anxiety experience, as reflected in increase in state of unpleasant feelings, such as nervousness and tension” (p. 316). This implies that students suffer from a number of physical disorders like: freezing up, upset stomach, mouth drying, heart palpitations, trembling, excessive sweating... etc.

Ultimately, avoidance behaviours refer to “the behavioural aspects of anxiety experience, avoidance of writing” (Cheng, 2004, p. 316). That is to say, WA resides in students’ behaviours which are characterized by escape from written sessions, withdrawal, and procrastination of doing their written assignments until the day of submission is due time.

1.2.6.2. Causes of Foreign Language Writing Anxiety

In fact, the in-depth analysis of the main causes of ESL/ EFL of WA indicated multiple causes that lead to the escalation of this latter. Consequently, each researcher came with a unique list of the major sources that mirrors the participants’ perspectives. Therefore, Cheng (2002) classified the main sources of FLWA into highly personal and procedural reasons. On the one hand, the highly personal reasons lie in: the learner’s gender, self-confidence, years of school, beliefs, and FL proficiency. On the other hand, the Procedural reasons are merely represented by teaching and evaluation procedures. Correspondingly,
and with reference to this latter, Abdel Latif (2007) mentioned that the major teaching procedures that lead to the augmentation of WA are “Teachers’ focus on teaching the theoretical concepts of writing and neglect of practical aspects; Lack of feedback given by the teachers on the essays students write; Teachers’ overuse of criticism when commenting on the essays presented at the lecture” (pp. 60-70).

On the other hand, Heaton and Pray (1982) listed three main reasons that lead to the escalation of FLWA which are: pressure of time, teachers’ negative comments on the final product, and incompetency in writing. In other words, not having enough time for planning, editing, and revising especially for writers who seek perfectionism leads them to feel apprehensive. Furthermore, receiving destructive feedback from the teacher has an immense psychological effect on the student’s self-confidence, and on his tendency to approach writing tasks. Finally, Heaton and Pray (1982) claimed that writing incompetency is due to divergent factors which are: lack of practice, the incapability of brainstorming and organizing ideas, the disability of expressing ideas appropriately, insufficient amount of vocabulary in the student’s repertoire, and not having a good command on punctuation usage.

Recently, in his study with Chinese English majors, Zhang (2011) claimed that the results of his investigation showed that linguistic difficulties, insufficient writing practice, lack of topical knowledge, lack of effective feedback, insufficient writing techniques, fear of negative evaluation, and low self-confidence in English writing achievement constitute the main sources of English WA.

For Alnufaie and Grenfell (2013), the main causes of FLWA can be classified into two major categories which lie within two theoretical frameworks “the deficit theory and the interference theory” (p. 80). On the one hand, the basic assumption of the former is that FLWA is due to linguistic deficiency which claims that WA is due to unskillfullness in
writing, and unsuccessful learning of writing basics. On the other hand, the latter’s basic principle is that anxiety arousal is due to difficulties in information retrieval (Alnufaie & Grenfell, 2013).

With reference to the main causes that lead to writing anxiety, Holladay (as cited in Hassan, 2001) claimed that in addition to poor skill development, reference should be made to other three main factors which are: lack of understanding of the composing process, and teacher-centered and product-based modes of teaching, and the predisposition towards writing. That is to say, the non-comprehension of the recursive composition process which requires going through planning, editing, drafting then, re-planning, re-drafting, and re-editing makes students feel apprehensive, nervous and confused (Harmer, 2004). The second factor implies that the other reason is the nature of the teaching process in which the teacher follows a product-based approach to writing where the focus of evaluation is on linguistic aspects like grammar and spelling mistakes. With reference to the third agent, Holladay (as cited in Hassan, 2001) asserted that:

Research also proves that predisposition toward writing positive or negative is extremely important. No matter how skilled or capable individuals are in writing, if they believe they will do poorly or if they do not want to take courses that stress writing, then their skills or capabilities matter little. (p. 4)

1.2.6.3. Symptoms of Foreign Language Writing Anxiety

Reviewing the literature, researchers claimed that there are certain common features related to FL anxious writers. On this matter, Dally and Miller (1975) asserted that apprehensive writers tend to perceive writing tasks as threatening and unrewarding, they seek to avoid those situations, and if they are obliged by certain conditions to write, they experience an abnormal amount of anxiety which becomes reflected in their final products. However, Holladay and Aikman (as cited in Hassan, 2001) asserted that fear of evaluation
and getting poor grades, and procrastination or avoidance of handing assignments due time are the main clues of FLWA.

Reeves (1997) classified the major manifestations of FLWA into three subcategories: behaviours, attitudes, and characteristics of their written products.

1.2.6.3.1. Behaviours

As far as behaviours are concerned, Reeves (1997) claimed that apprehensive writers show a variety of behavioural manifestations. Firstly, Reeves (1997) asserted that those apprehensive students-writers tend to avoid courses, tasks, and jobs in which writing constitutes a central requirement. In addition to that, the author claimed that those students may not lack motivation to write, yet they write very little outside the classroom, the fact which makes them fail in writing tasks and escalates their apprehension whenever they approach it. Besides, getting poor marks on writing assignments, reading comprehension and oral tests was also added by the author as the main symptoms of the existence of WA in students.

1.2.6.3.2. Attitudes

In terms of attitudes, Reeves (1997) claimed that highly apprehensive writers’ self-confidence and self-concept are very low. They usually have previous unsuccessful experiences in writing tasks reporting that they perceived a kind of destructive feedback by their teachers on their prior written assignments. Furthermore, they feel highly nervous when they are asked to write personal narrative essays in which they are required to express their personal emotions, attitudes, and previous experiences. However, as Reeves (1997) asserted, apprehensive writers “exhibit less apprehension when writing argumentative persuasive essays in which they are told not to inject personal feeling and not to use the first-person point of view” (p. 39). Thus, it is evident that types of essays
also matter for apprehensive writers and their attitudes towards each type can be a cause of the escalation or the decrease of FLWA.

1.2.6.3.3. Written products

Finally, Reeves (1997) listed some very focal points concerning written products. Thus, in this regard, he claimed that apprehensive writers have difficulty in generating ideas to write about the target topic, they tend to produce shorter written products with very simple sentences. In this matter, Holladay (as cited in Hassan, 2001) asserted that “When actual writing samples are examined, analyses suggest that highly apprehensive individuals, when compared with low anxious people, write less, use fewer qualifications, and opt for lower levels of language intensity” (p. 5). Additionally, Reeves (1997) claimed that apprehensive writers tend to include less information in their writings, they fail to develop their ideas as required, they produce writings of poor quality which leads them to get lower grades, and “they use less variety in sentence pattern” (Reeves, 1997, p. 39).

1.2.6.4. Mitigating Foreign Language Writing Anxiety

Throughout the latest decades, a considerable number of studies have been conducted for the sake of finding effective remedies to FLWA which can help learners overcome this problem and promote their writing achievement. Thus, the results of these studies came up with a number of pieces of advice to both EFL writing teachers and students.

First of all, Hassan (2001) claimed that “one way to counteract WA and its negative influence on the quality of writing is to improve the writing skills of students” (p. 27). The same point was made by Reeves (1997) who encouraged teachers to foster their students’ frequency of writing by encouraging them to write from five to seven minutes daily in forms of diaries, poems…etc without forcing them to do so. Accordingly, Dally and Miller (1975) claimed that “the procedure commonly used for forcing students to write is very likely the wrong choice of treatments” (p. 248).
Secondly, Abu Shawich and Atea (2009) suggested that teachers should put an end to the traditional classroom ideology which emphasizes the conventional lecturing and grades, and to create a non-threatening atmosphere where students are given the freedom of critical thinking, and the ability of expressing themselves accurately through writing. Correspondingly, Reeves (1997) addressing students asserted “We are asking them to be more reflective, to look within themselves to find meaning” (p. 39).

Thirdly, Hassan (2001) suggested for teachers to lower evaluation and to substitute it by peer or self-evaluation in order to minimize the feelings of insecurity and threat through having a sense of equality between the writer and the reader saying that “peer tutoring is often less inhibiting than working with regular class instructors who might be insensitive to student problems” (Hassan, 2001, p. 28). The same point is made by Reeves (1997) under the advice “coach peer for advanced response” (p. 41) saying “we need to take ourselves out of the role of judging our students’ work unilaterally and “create space” in our classrooms” (Reeves, 1997, p. 41).

In addition to that, Fox (1980) suggested that EFL teachers should always remind their students that making errors is a natural part of the learning process, and to help them figure out, understand, and correct some errors they make frequently in their writings. Thus, this strategy is very effective because it augment students’ self-esteem and self-confidence through fostering their ability of detecting their errors and correcting it by themselves.

Moreover, Hassan (2001) and Abu Shawich and Atea (2009) advised teachers to engage students in communicative writing tasks through the use of the current technology like exchanging E-mail messages in the Internet with native speakers. It is believed by the authors that implementing this sort of activities increases students’ self-confidence, and fosters their writing ability as they are exposed to different patterns.
By extension, Reeves (1997) suggested “listening to fearful writers” (p. 39) or “incorporating writing clinics in English departments” (Abu Shawich & Atea, 2009, p. 26) as an effective strategy for mitigating writing anxiety, in which students are encouraged by their instructors to talk about their prior writing experiences. This allows teachers to know about the sources of their students’ writing anxiety in order to help them overcome its detrimental effects on their academic success.

Hassan (2001) also claimed that teachers should not evaluate the grammatical mistakes that are committed by learner, but instead, they should focus on teaching them about the writing process itself, and using positive reinforcement. Thus, there should be a shift from a product-based to a process-based approach to teaching writing.

To conclude, FLWA should be well comprehended and carefully analyzed so that it can be mitigated to help students achieve better outcomes.

1.2.7. Second/ Foreign Language Writing Anxiety Inventories

In fact, there are two main widely spread instruments used for measuring WA. The first one is called Writing Anxiety Test (WAT) which was developed by Dally and Miller (1975) particularly to measure the level of anxiety in first language writing. This was evident in Cheng’s (2004) claim saying “WAT was originally developed with reference to first language learners, particularly native English speakers. It might not tap the most essential aspects of second language writing anxiety” (p. 314). Then Cheng (2004) offered a “multidimensional scale” (Cheng, 2004, p. 313) called SLWAI. This one, however, was developed in order assess WA in SL/ FL settings.

By reviewing the literature, the multidimensional L2-writing scale was designed by the collaboration of sixty seven undergraduate and graduate Chinese EFL university students who were asked to fill in an open-ended questionnaire with four questions about their experiences of WA. These reports were relied on for the sake of composing the scale’s
After making a series of procedures to ensure the internal consistency of the inventory, Cheng (2004) proved that the inventory had an excellent internal consistency, validity and reliability. Accordingly, he stated that “Results of this study demonstrate that the total scale and subscales of the SLWAI has good internal consistency reliability…Taken together, the results have provided evidence for the reliability and construct validity of the SLWAI total scale and subscales” (Cheng, 2004, p. 331).

1.2.8. Related Studies to the Research Variables

Firstly, one of the prominent studies that approached English as a foreign language writing anxiety (EFLWA) is that of Hassan (2001). The research aimed to examine the correlation between WA, students’ self-esteem and its impact on their writings’ quality and quantity of 132 third year university students. It took place at Mansoura University (Egypt). For the sake of carrying out the investigation, the researcher used the WAT that has been designed by Dally and Miller (1975), the Foreign Language Self-Esteem scale (FLSES), and a 40 minute writing task. The study designated that the decrease of students’ self-esteem leads to the augmentation of WA resulting in poor writings’ quality. In other words, Hassan’s (2001) results indicate that there exists a negative correlation between self-esteem and WA, and between WA and students’ writings’ quality.

Secondly, Kim (2006) studied EFLWA of 136 Korean undergraduate students majoring in English from two universities. These students were 61 males and 75 females. The researcher intended to choose participants from different levels (57 sophomores, 62
juniors, and 17 seniors). As far as the research procedure is concerned, the researcher relied on two questionnaires. Firstly, he used WAT in order to examine the level of WA. Secondly, a background questionnaire which included items concerning: gender, year of study, and self-assessed English writing proficiency was used too. In fact, the researcher’s focal aim was to investigate the effect of WA on students’ writing achievement. For this reason, he took their final grades for studying the correlation between the two variables. The instant study revealed that students’ gender and self-perception were found to be very influential. Correspondingly, it was found that female students were more apprehensive than males, and students who perceived themselves to have low writing abilities were more apprehensive than their counterparts. Eventually, Kim (2006) similarly with Hassan’s (2001) work claimed that there exists a negative correlation between WA and students’ final grades.

Thirdly, Fergussori (2011) investigated the effect of implementing interactive approach of teaching writing for minimizing 30 low-achieving Barbadian secondary learners’ WA and maximizing their writing performance following an experimental design. With reference to the research procedure, the researcher used WAT for assessing the level of WA of both the experimental and the control groups. This latter has been used twice: before and after the treatment. Then, the sample’s participants were asked to write three narrative and expository essays. The treatment period lasted for 20 weeks during which the members of the experimental group were taught using the interactive approach, while the members of the control group were taught using the traditional way of teaching writing courses. Ultimately, the researcher administered the post-test. The final results revealed that students who exhibited high WA got low final grades in their writing pre-test within both the experimental and the control groups. Furthermore, the final findings indicated that
the use of interactive strategies during the treatment period had a positive influence on mitigating WA and promoting their grades in the post-test.

Furthermore, Daud and Abu-Kassim (2005) attempted to investigate WA of 186 third year university students. The researchers aimed at figuring out how WA was related to the deficit hypothesis, and to investigate its effect on students’ writing performance. The researchers used a correlational research design, and they relied on WAT in order to measure their level of WA as well as on the final exam essay marks. The results indicated that writing anxiety is by all means due to the unskillfullness in writing and lack of vocabulary, which revealed that the deficit theory is true for the instant population. Moreover, the study showed the existence of an inverse correlation between WA and students’ writings’ quality.

Unlike the previous studies, Negari and Rezaabadi’s (2013) results were inconsistent with all other findings. The research aimed at examining the relationship between 75 EFL Iranian learners’ WA and their writing performance under two different conditions. Firstly, the students were asked to write essays which will be rated on by their teacher. Secondly, they were asked to write essays not for having grades. As instruments, the researcher used: the FLWAI designed by Cheng (2004), an open ended questionnaire, and the writing performance test. The final findings suggested that students’ writing performance was better in the first situation. Hence, Negari and Rezzabadi (2013) asserted that this study showed the facilitative side of WA as it motivated students to work better to have good grades.

Conclusion

All in all, anxiety is a complex construct and a psychological problem that is typified by feelings of uneasiness and frustration. This latter can be a permanent characteristic, a temporal worry under certain threatening situations or a context-bound sensation.
Furthermore, a distinction is made between anxieties in general and FLA, which is a situation-specific anxiety that arises in educational settings where an additional language is being learnt. Correspondingly, this latter can be either motivational (facilitative), or demotivational (debilitative) to language learning. In this regard, FLWA is a type of FLA that stems from engaging FL learners in writing tasks. By extension, this latter has three dimensions. Firstly, it can be caused by learners’ negative expectations and fear from evaluation (cognitive). Secondly, it can be characterized by certain physical traits like trembling and heart palpitations (Somatic). Finally, procrastinating written assignments, withdrawal and escape are indicators of avoidance anxiety. Moreover, the literature has also provided some sources that provoke FLWA which are: lack of practice, writing evaluation apprehension, language knowledge deficiency, and time pressure…etc. This made apprehensive students exhibit certain characteristics like getting poor grades, having negative attitudes towards writing tasks, using less language intensity, and incorporating less information in their essays…etc. Thereafter, researchers advocated that teachers should assist their students to overcome this problem for better academic achievement.

This inquest is a new attempt to investigate students’ attitudes toward the effect WA on their achievement in terms of both their performance and attainment in essay writing tasks. Thus, the following chapter represents the practical part, through which the nature of the effect of WA on students’ essays will be discovered via the use of the FLWAI, the learners’ questionnaire, and the correlational study.
# CHAPTER TWO: PRACTICAL FRAMEWORK

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Introduction

The current study seeks to investigate the impact of WA on students’ essay writing achievement. Since our intent is to accumulate both qualitative and qualitative data on the basis of students’ responses, all the desired information have been gathered through the usage of a questionnaire and the FLWAI designed by Cheng (2004) and a correlational analysis. The questionnaire and the inventory have been administered to students at the English Department - Larbi Ben M’Hidi University- Oum El Bouaghi during the academic year 2015-2016. Since WA manifestations are undoubtedly unnoticed by teachers, unlike speaking anxiety which can be easily identified by them, we thought that designing a questionnaire for students only will be more efficacious for executing the research.

The chapter embodies the practical part for the present research, it presents the chosen population, the choice of method, the administration of the learners’ questionnaire and the inventory, and the descriptions and the analyses of both the inventory and the students’ questionnaire.

1. Choice of the Method

For the sake of confirming or rejecting the aforementioned hypothesis and reaching the research aims, the learners’ questionnaire was designed for gathering as much qualitative and quantitative data as possible to answer the first and the third research questions. It consists of four main sections: the background section, the essay writing section, the WA section, and the section that is devoted to scrutinize the effect of WA on students’ essay writing achievement. Before that, the FLWAI designed by Cheng (2004) was executed to all the participants in order to answer both the second and the fourth research questions. Lastly, the correlation between students’ current level of WA and their actual essays’ scores was carried out for the sake of supporting the hypothesis.
2. The Sample

204 LMD second year students at the English Department at Larbi Ben M’Hidi University for the academic year 2015-2016 were meant to be the population under investigation for the instant study. Thus, 56 participants (more than one fifth) were picked out randomly as a sample. Our principle behind choosing this population is that the novelty of the essay writing activity during this year makes them more likely to exhibit a high level of WA, since in their first year at the university, they were only dealing with paragraph writing, and they used to write no more than that level of discourse.

3. The Instruments

3.1. Foreign Language Writing Anxiety Inventory (FLWAI)

Cheng’s (2004) Chinese version scale is made up of 22 items which are introduced to be answered in a five-point likert scale, ranging from (5) strongly agree to (1) strongly disagree. Basically, according to cheng (2004), seven of the items (21, 22, 18, 17, 7, 4, and 1) need to be reversed (if the respondent answered agree, he should be given 1 instead of 5) before summing up all the scores because these items are negatively worded. The FLWAI encompasses three subscales that measure the three dimensions of anxiety (Cheng, 2004). Namely, eight items seek to measure cognitive anxiety (Items 1, 3, 7, 9, 14, 17, 20, 21), seven items for somatic anxiety (items 2, 6, 8, 11, 13, 15, 19), and seven ones to avoidance behaviour (items 4, 5, 10, 12, 16, 18, and 22). The basic rule of the inventory’s usage indicates that if the total score is above 65 points, it indicates a high level of WA. A total score below 50 points indicates a low level of WA, and a total score in between indicates a moderate level of WA (Cheng, 2004).

3.2. The Students’ Questionnaire

This questionnaire is an attempt to investigate students’ perceptions towards the nature of the impact of WA on different aspects of their essays. It encloses four main sections.
Section 1: Background Information

The background information section comprises a couple of questions. The first one was an inspection about students’ Baccalaureate streams. The second enquiry was about whether students’ commitment to study English at the university was a personal choice or imposed by others including parents and the ministry of education as well.

Section 2: Essay Writing Achievement

This section encloses ten queries. It seeks to scrutinize students’ attitudes towards the likeliness of writing, its hardiness, and to find out how do students perceive their levels in English writing. Besides, it looks at knowing students’ preferences concerning the method they wish their teachers of written expression module to use in teaching them writing courses. Then, it involves an enquiry about students’ attitudes towards the most important stage (s) of the writing process (prewriting, drafting, revising, and editing). Moreover, it seeks at discovering the most frequently prewriting strategy that is used by students. It also endeavors at the discovery of types of the errors that students find in their writings when editing them. Furthermore, it looks at figuring out the level at which students generally focus on when revising their essays. Additionally, the section embodies a question concerning students’ attitudes towards the most difficult essay part to write, and further questions concerning the difficulty of writing thesis statements, topic sentences, supporting details, concluding sentences as well as maintaining coherence and cohesion aspects throughout the whole essay. By extension, it encompasses an inquiry concerning students’ attitudes towards the most preferable method of scoring their essays.

Section 3: Foreign Language Writing Anxiety

The instant section intends at figuring out the levels of trait, situation-specific, and state anxiety among the participants because those who suffer from trait anxiety tend to have both state and situation-specific anxiety, and state anxiety becomes a situation-specific
anxiety by time (Horwitz et al., 1986). Since FLA falls within situation-specific anxiety type, we thought that including this question would be effective. Besides, it seeks to scrutinize students’ attitudes towards the conception of whether anxiety is a natural phenomenon, a learned behaviour, or both inherited and learned. Meanwhile, it plans at figuring out whether students think that FLA plays a facilitating or a debilitating effect in language achievement. Additionally, it endeavors to find out the manifestations of the three types of WA. It also seeks to find the main sources of WA, its symptoms, and the ways to alleviate it according to students’ attitudes.

**Section 4: The Effect of Foreign Language Writing Anxiety on Students Essay Writing Achievement**

This section embodies six major questions. It seeks to inspect the various dimensions of essays that WA affects. On this account, it aims at discovering the effect of WA on vocabulary choice, cohesion, coherence, grammar, mechanics, syntax, organization, students’ creativity and critical thinking, their writing style, the essay format, the content…etc. Within this section, an enquiry was also devoted to shed light on the effect of WA on students’ writing performance during exams and tests. Ultimately, it involves a question about the effect of this latter on the divergent stages of the writing process.

**4. The Administration of the Inventory and the Questionnaire**

First of all, we have administered the inventory to three groups of second year (1, 3, and 7) during the first month of the second semester. All the participants answered and gave back the 56 inventories. Then, in the middle of April, the same groups of the students were given the questionnaire. Similarly, all the given questionnaires were given back by the respondents. In order to ensure the perception of valid data, students have been given more than half of an hour answer the questionnaire and give it back during the same session. For conducting the correlational study, the essays of students from the same groups have been
gathered and corrected. The students were given the choice to write an illustration essay about misbehaviours in the classroom or reading difficulties.

5. The Analysis of the Inventory’s Results

5.1. Levels of Writing Anxiety (High, Moderate, Low)

After administering the inventory, each of the participants was judged to exhibit high, moderate or low WA. This is mainly done through summing up the score given to each statement. Then if the final score is below 50, the person has a low level. If it is above 65, it indicates a high level. If the final score ranged between 65 and 50, the person has a moderate level of WA.

**Table 1:** The Distribution of Writing Anxiety Levels

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Moderate</th>
<th>Low</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>24</td>
<td>19</td>
<td>13</td>
<td>56</td>
</tr>
<tr>
<td>Minimum</td>
<td>66</td>
<td>50</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>Maximum</td>
<td>90</td>
<td>65</td>
<td>49</td>
<td>90</td>
</tr>
<tr>
<td>Mean (M)</td>
<td>73.08</td>
<td>57.53</td>
<td>43.38</td>
<td>57.99</td>
</tr>
<tr>
<td>Percentage (%)</td>
<td>43</td>
<td>34</td>
<td>23</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 1 exhibits students’ sufferance from WA. As the attained data reveal, the larger part of the participants (n=24, %=43, M=73.08) hold a high level of WA. Their scores ranged from 66 to 90 points. Moreover, the findings show that nearly the third of them (n=19, %= 34, M=57.53) demonstrated their suffering from a moderate level of WA. Their scores extended from 50 to 65. Eventually, 13 students (%)=23.21, M=43.38) have been detected to have a low level of WA. Their scores ranged from 30 to 49. Correspondingly, as the table displays, the minimum and the maximum participants’ scores ranged from 30 to 90 points.
In the scope of attempting to answer back the second research question (what is the level of WA among second year students?), the means of the three levels of WA have been summed up, and the result is 57.99 < 65. This denotes that the participants under study exhibit a moderate degree of WA.

5. 2. Types of Foreign Language Writing Anxiety

Actually, the inventory comprises three dimensions of WA that portray its three elemental types: cognitive anxiety, somatic anxiety, and avoidance behaviour. The informants’ responses to the subscales appear in the subsequent tabulations (2, 3 and 4). Each table is subdivided into five columns: the first column displays the number of the statement in the original inventory, the second is devoted for the statement, the third one represents the number of students who agreed on the statement, the fourth one is the number of the respondents who were uncertain about their answers, the fifth one is the number of those who rejected the items.
Table 2: Cognitive Anxiety

<table>
<thead>
<tr>
<th>Item</th>
<th>The statement</th>
<th>Strongly Agree/ Agree</th>
<th>Undecided</th>
<th>Strongly Disagree/ Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>1</td>
<td>While writing in English, I’m not nervous at all. (Reverse)</td>
<td>38</td>
<td>68</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>While writing English essays, I feel worried and uneasy if I know they will be evaluated</td>
<td>38</td>
<td>68</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>I don’t worry that my English essays are a lot worse than others’. (R)</td>
<td>29</td>
<td>52</td>
<td>3</td>
</tr>
<tr>
<td>9</td>
<td>If my English essay is to be evaluated, I would worry about getting a very poor grade</td>
<td>34</td>
<td>61</td>
<td>9</td>
</tr>
<tr>
<td>14</td>
<td>I’m afraid that other students would deride my English essay if they read it.</td>
<td>15</td>
<td>27</td>
<td>9</td>
</tr>
<tr>
<td>17</td>
<td>I don’t worry at all about what other people would think of my English essays.(R)</td>
<td>33</td>
<td>59</td>
<td>5</td>
</tr>
<tr>
<td>20</td>
<td>I’m afraid of my English essay being chosen as a sample to be discussed class.</td>
<td>19</td>
<td>34</td>
<td>5</td>
</tr>
<tr>
<td>21</td>
<td>I’m not afraid at all that my English essays would be rated as very poor.(R)</td>
<td>23</td>
<td>41</td>
<td>7</td>
</tr>
</tbody>
</table>

It is evident from the table below that the majority of the students are not aware of the existence of WA inside them. This was exactly remarkable in the controversies of their replies.

With reference to the first item within the category of cognitive anxiety, the majority of them (n = 38, % = 68) asserted that writing in English does not frustrate them, and only 11 students (20%) agreed on the item.

However, moving to the second item, the majority of the informants (n = 38, % =68) maintained that writing essays which will be evaluated makes them very apprehensive.
Hence, this result indicates that the first factor that provokes WA is *fearfulness from assessment and evaluation.*

Moving to the third item in which the question was about whether students do not care if their essays are a lot worse than their peers’ ones. Accordingly, the data displayed in the above table designate that 29 students (52%) agreed, and 24 of them (43%) disagreed. Thus, from our viewpoint, for those who disagreed (they care), it is clear that the other factor that promotes in them WA is *fear from being looked at as inferiors in class, or their ambition to be like students who write in a good manner.* However, for students who agreed that they do not worry if their peers’ essays are better than their ones, it seems that they do not consider failure in writing as an indicator of their peers’ success or their own failure.

Coming to the fourth and the eighth items which were about fear from getting a poor grade, the majority of students (61%, 46%) agreed on the items. Hence, the third originator of WA is *the negative expectations related to fear from being rated poorly.*

Moving to the fifth, the sixth, and the seventh items, more than half of the participants (57%, 59%, 57% respectively) asserted that they do not care about others’ opinions (their classmates) in case their essays are chosen as samples to be written on the board, or whether their classmates laugh at their mistakes. This can be explained in two different points: The first one is that they possess a high level of self-confidence in their writing capacities to the extent that letting others’ read their writings makes them feel comfortable, and the second point is perhaps because they know that they are all at the same level and no one can judge the other.

Thus, from the analysis of the first subscale, it can be deduced from the participants’ responses that they their conscience about the existence of WA in them was very low since at the first item they disagreed that writing makes them nervous. Yet, moving from item to
item, they indicated that they have negative thoughts and expectations about writing tasks, they fear teachers’ evaluation, and they worry about getting poor grades, and these are indicators of cognitive anxiety which constitutes the first type of WA.

**Table 3: Avoidance Behaviour**

<table>
<thead>
<tr>
<th>Item</th>
<th>The statement</th>
<th>Strongly agree/ Agree</th>
<th>Undecided</th>
<th>Strongly disagree/ Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>4</td>
<td>I often choose to write down my thoughts in English.(R)</td>
<td>37</td>
<td>66</td>
<td>13</td>
</tr>
<tr>
<td>5</td>
<td>I usually do my best to avoid writing English essays.</td>
<td>12</td>
<td>22</td>
<td>3</td>
</tr>
<tr>
<td>10</td>
<td>I do my best to avoid situations in which I have to write in English</td>
<td>8</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>12</td>
<td>Unless I have no choice, I would not use English to write essays</td>
<td>5</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>16</td>
<td>I would do my best to excuse myself if asked to write English essays</td>
<td>10</td>
<td>18</td>
<td>8</td>
</tr>
<tr>
<td>18</td>
<td>I usually seek every possible chance to write English essay outside of class.(R)</td>
<td>29</td>
<td>52</td>
<td>12</td>
</tr>
<tr>
<td>22</td>
<td>Whenever possible, I would use English to write essays.(R)</td>
<td>39</td>
<td>69</td>
<td>11</td>
</tr>
</tbody>
</table>

Table 3 notifies that relatively the best part of the informants disagreed upon and rejected the subscale’s items that serve to measure the second type of WA which is referred to as avoidance behaviour. As the table signifies, each item is directed to inspect the extent to which each of the sample’s participants tend to escape from and withdraw English writing situations, and finds excuses to avoid or procrastinate doing his/ her writing assignments. In this matter, as the data show, with reference to each item, more than half of the informants reported that they do no exhibit those manifestations of WA.
As an elucidation, the denial of the items can be justified with a single point which is that the participants are completely aware that since the English is the language they are in the process of learning, the escape, the avoidance, the withdrawal, and the procrastination serve for nothing. Thus, it can be concluded from the results that the informants do not exhibit avoidance behaviour WA.

**Table 4: Somatic Anxiety**

<table>
<thead>
<tr>
<th>Item</th>
<th>The statement</th>
<th>Strongly agree/Agree</th>
<th>Undecided</th>
<th>Strongly disagree/Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>2</td>
<td>I feel my heart pounding when I write English essays under time constraint</td>
<td>39</td>
<td>69</td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>My mind often goes blank when I start to work on an English essay</td>
<td>30</td>
<td>54</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>I tremble or perspire when I write English essays under time pressure</td>
<td>39</td>
<td>70</td>
<td>9</td>
</tr>
<tr>
<td>11</td>
<td>My thoughts become jumbled when I write English essays under time constraints</td>
<td>40</td>
<td>71</td>
<td>6</td>
</tr>
<tr>
<td>13</td>
<td>I often feel panic when I write English essays under time constraint</td>
<td>29</td>
<td>52</td>
<td>6</td>
</tr>
<tr>
<td>15</td>
<td>I freeze up when unexpectedly asked to write English essays</td>
<td>18</td>
<td>32</td>
<td>7</td>
</tr>
<tr>
<td>19</td>
<td>I usually feel my whole body rigid and tense when I write English essays</td>
<td>13</td>
<td>23</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 4 demonstrates the seven items that serve to measure somatic anxiety or the physical manifestations that apprehensive writers suffer from. Starting from the first and the fifth items which ask students whether they suffer from heart palpitations or panic respectively in case they write under time pressure. In this matter, 69% of participants
agreed about the first item, and 52% of them were for the second one. Hence, it can be deduced that one of the reasons that lead to WA arousal is writing under time constraint fearing from the disability to miss one of indispensible features that an acceptable essay should involve such as: content, structure, writing conventions, cohesion and coherence… etc.

Moving to the second item which serves to ask students about how many times they feel that their minds are empty of information at the beginning of the writing process. Accordingly, more than half of the respondents (54%) agreed on the item. This indicates that they strongly suffer from generating ideas and recalling information at the point they start writing which is referred to by researchers as the writing block (Cheng, 2004; Daly & Miller 1975; Hassan, 2001). This highly proves that more than half of the students suffer from WA despite the fact that they are not aware of it since at the first subscale, when they were asked directly whether they feel nervous when writing, the majority rejected the item. Yet, when moving from one item to another, the manifestations of WA began to appear.

Going to the next item in which students were asked whether they tremble or suffer from heavy sweat when writing, 70% of the students agreed on the item. Hence, trembling and heavy sweat are other physical manifestations of WA which are exhibited by the students.

Moving to the fourth item, 40 students out of 56 agreed that the ideas become unorganized in their minds, and only 10 of them disagreed. This item also is an indicator of the existence of WA inside EFL classrooms because when the ideas become jumbled in students’ minds, this signals their frustration and nervousness about the activity in hand.

The next item asks students whether being asked to write in English unexpectedly makes them freeze up, and the last one asks them if they feel rigid when writing. The
majority of the informants rejected the items. This fact indicates that the respondents did not experience such physical traits of WA.

Hence, it is evident that the majority of the subscale’s items have been agreed upon by the majority of the students. Thus, the results indicate that students exhibit a high level of somatic WA.

5.3. The Distribution of the Three Levels of writing anxiety

Table 5: The Distribution of the Three Levels of writing anxiety

<table>
<thead>
<tr>
<th></th>
<th>Cognitive anxiety</th>
<th>Avoidance behaviour</th>
<th>Somatic anxiety</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>26</td>
<td>3</td>
<td>32</td>
</tr>
<tr>
<td>Percentage (%)</td>
<td>43</td>
<td>5</td>
<td>52</td>
</tr>
</tbody>
</table>

After scoring the three subscales, each respondent has been judged to have cognitive anxiety, somatic anxiety or avoidance behaviour through comparing the scores they got at each single subscale, and deciding the type of WA they exhibit through taking the highest score they obtained.

Table 5 shows the number and the percentage of students who suffer from each type in isolation. Thus, it was found that the 32 students (52%) have somatic anxiety manifestations. Then, 26 students (43%) have been reported to suffer from cognitive anxiety which is highly related to negative thoughts about writing tasks and destructive expectations about others’ opinions. Ultimately, only 3 students have been judged to have the tendency to avoid writing situation, and to procrastinate their writing assignments.

Thus, as an answer to the fourth question which is the most common type of WA that is mostly shared by the sample’s participants, the results showed that the majority of the participants suffer from somatic WA, and as the above tables designates a good number of them showed the manifestations of cognitive anxiety.
6. The Analysis of Students’ Questionnaire

Section One: Background Information (Q1-Q2)

Question 1: What was your Baccalaureate stream?

Table 6: Students’ Baccalaureate Streams

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scientific</td>
<td>23</td>
<td>41</td>
</tr>
<tr>
<td>Literary</td>
<td>33</td>
<td>59</td>
</tr>
</tbody>
</table>

Generally speaking, students at scientific streams in high schools were more biased towards studying mathematics, science, and physics. Nevertheless, languages (mainly French and English) were minor. In contrary, studying languages at the literary streams was ascendant. The distinctness between the two streams in the significance of languages was unfolded even in the coefficients and the number of hours of studying it per week. On this basis and referring to English language, literary students are presumed to have some weightier background on it.

The overhead table signifies that 59% of students belong to the literary stream. Though, 41% of them were scientific. From the earned results and on the basis of the postulations made above, it can be noted that for 23 students, being scientific during the prior years made them less interested in studying languages. Correspondingly, this shift in specialization can be the major reason for the augmentation of WA.

Question 2: Was studying English at the university?

Table 7: Students’ Determinations to Study English

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Choice</td>
<td>52</td>
<td>93</td>
</tr>
<tr>
<td>Imposed</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

58
From what has been displayed in the above table, it is highly remarkable that the majority of students (n=52, %=93) had antecedent determinations to study English at the university as a specialty. Yet, only 4 students showed negative attitudes to be specialized in it. Correspondingly, the fact that students’ negative predispositions towards studying English as a FL at the university cannot be considered as a reason that provokes language anxiety in them.

Section Two: Students’ Attitudes towards Essay Writing

Question 3: Do you like writing in English?

Table 8: Students’ Attitudes towards English Writing

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>35</td>
<td>62</td>
</tr>
<tr>
<td>No</td>
<td>21</td>
<td>38</td>
</tr>
</tbody>
</table>

From the obtained results, it has been affirmed by a portion of 35 students that they have positive attitudes towards writing in English. Unlikely, 21 students showed negative predispositions towards the aforementioned activity. Subsequently, it can be deduced that for 38% of the participants, the dislike of writing can be one of the chief determinants that lead to the evolvement of WA in them.

Actually, students were asked to justify their answers in case of abhorrence to writing. Hence, as elucidations, their replies were as the following:

1. I hate it because it requires skillful people.
2. I do not like it because I am not a good writer.
3. It is very complicated, and it needs lots of vocabulary and a lot of practice.
4. I hate it because it needs lots of effort and time.
5. It is the reason behind my poor results. For this reason, I abhor it.
Question 4: How do you rate your level in writing?

Table 9: Students’ Attitudes towards their Levels in Writing

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Good</td>
<td>12</td>
<td>21</td>
</tr>
<tr>
<td>Average</td>
<td>40</td>
<td>72</td>
</tr>
<tr>
<td>Low</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

The above table represents students’ perceptions of their writing abilities. On this matter, the collected data show that a portion of 72% of students (n= 40) described their levels in writing as ‘average’. Additionally, 3 students claimed that their levels in writing are ‘low’. On this account, a portion of 78% (average + low) of the participants had negative perceptions towards their writing capacities. In contrast, only one student (2%) considered his writing abilities as ‘excellent’ and 12 students (21%) claimed that they have a ‘good’ level in writing. Hence, 23% (excellent + good) of the participants have positive perceptions towards their writing capacities.

Respectively, the findings show that students’ negative perceptions about their writing levels can be another factor behind WA arousal.

Question 5: To what extent do you believe that writing is the hardest and the most demanding skill?

Table 10: Students’ Attitudes towards the hardness of Writing

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Believe</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>Believe</td>
<td>29</td>
<td>52</td>
</tr>
<tr>
<td>Moderately Believe</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>Disbelieve</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>
As the above table demonstrates, 84% of the students (the options ‘strongly believe’ and ‘believe’) are convinced that writing is the hardest and the most sophisticated skill. However, 9% of them were not sure, and only 4 students claimed that writing is easy. Hence, it can be assumed that this mental image that has been constructed by the majority of students about the hardiness of writing can be due to their persuasion that writing cannot be mastered but by skillful and knowledgeable people who possess a heavy background about the language. Thereupon, this can be another factor that provokes in them the feelings of nervousness and frustration about writing in English.

In this enquiry, students were requested to justify their responses. Thus, they replied using these statements:

1. For me, writing is the hardest skill because of my mother tongue interference. I think in Arabic, and I write in English, and this fact makes me very nervous.
2. It is very hard simply because we are still beginners in learning the language.
3. It is hard because it needs a sophisticated background about the language especially lexical and grammatical knowledge. Personally, when I write essays, I always think that I am out of topic. With these thoughts, I feel myself with chains. So, I cannot say what I want to say.

**Question 6: Which of the following approaches do you prefer your teacher to use in teaching writing courses?**

**Table 11: Students’ Attitudes towards the Approaches of Teaching Writing Courses**

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Product-Based Approach</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>Process-Based Approach</td>
<td>31</td>
<td>55</td>
</tr>
<tr>
<td>Genre-Based Approach</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>A Combination</td>
<td>11</td>
<td>20</td>
</tr>
</tbody>
</table>
Table 11 designates that more than half of the students (55%) prefer to be taught written expression module using the ‘process-based approach’, in which the teacher focuses on teaching them the various stages of the writing process (prewriting, drafting, revising, and editing). Then, a portion of 20% expressed their preference to be taught through a ‘combination’ of the three aforementioned approaches. Then, 14% of the participants preferred the ‘genre-based approach’, and only 11% of them have chosen the ‘product-based approach’.

On this matter, these responses can be justified as the following:

1. Students’ choice of the process-based approach signals that their weaknesses lie in the lack of knowledge about the process of writing itself. Hence, it can be deduced from this result that the insufficient knowledge about the writing process can be another source of students’ WA.

2. Students’ preference to be taught written expression module using the combination of the three approaches designates their need to enlarge their knowledge concerning writing as a process, as a product, and as a genre. This fact is an indicator of students’ awareness that writing is very sophisticated. Thus, this awareness can be another source of their WA.

3. Students’ reference to the product and the genre-based approaches shows further factors that can provoke in them WA which are respectively: lack of linguistic knowledge, and how different writing genres are constructed.

**Question 7: While composing essays, which of the following stage (s) do you consider the most important one(s)? (You can pick more than one answer)**
Table 12: Students’ Attitudes towards the Most Important Stage (s) of Writing

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prewriting</td>
<td>33</td>
<td>30</td>
</tr>
<tr>
<td>Drafting</td>
<td>32</td>
<td>29</td>
</tr>
<tr>
<td>Revising</td>
<td>20</td>
<td>18</td>
</tr>
<tr>
<td>Editing</td>
<td>26</td>
<td>23</td>
</tr>
</tbody>
</table>

The above table reveals that almost the majority of students consider the ‘prewriting’ and the ‘drafting’ stages to be the most important stages of the writing process, with percentages of 30% and 29% respectively. Then, a portion of 23% of students chooses the ‘editing’ stage. Ultimately, 18% of them claimed that the ‘revising’ stage is of a paramount pertinence.

Hence, on the basis of the aforementioned results, the following points can be deduced:

1. Students’ consideration of the prewriting ad drafting stages to be the most important ones signals their awareness of the fact that generating relevant and credible ideas and developing them constitutes the major phases of the writing process. Thus, these stages can provoke in them feeling of WA in case of their incapability of brainstorming and developing ideas.

2. Students’ choice of the editing stage affirms their awareness about the fact that their writing can contain certain errors on word choice, grammatical accuracy, mechanics, and syntax. Thus, they considered this stage to be pertinent for fear of submitting their final written products without checking its accuracy. Accordingly, since this category of students is more interested in this stage, their WA can escalate during it.
3. Students’ reference to revising as the most important stage (where the process of adjusting, deleting, and adding information takes place) is an indicator of their interest to include a credible content. Correspondingly, this stage can be the major source of WA.

**Question 8: Which of the following prewriting strategies do you most frequently use in writing essays? (You can pick more than one answer)**

**Table 13: Students’ Attitudes towards Prewriting Strategies**

<table>
<thead>
<tr>
<th>Prewriting Strategies</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rapid-Free Writing</td>
<td>29</td>
<td>33</td>
</tr>
<tr>
<td>Listing</td>
<td>25</td>
<td>29</td>
</tr>
<tr>
<td>Concept Mapping/ Webbing</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>Taking Stock with the 5Ws</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Reading Good Writings</td>
<td>15</td>
<td>17</td>
</tr>
</tbody>
</table>

Table 13 demonstrates that the most free writing strategy that is used by the majority of the students is ‘rapid-free writing’ with a frequency of 29 students. Then, 25 participants claimed that using the ‘listing’ strategy is the most fitting way that helps them in finding the maximum number of related ideas. Moreover, 15 students asserted that ‘reading good writings’ is the best method during the prewriting stage. After that, ‘concept mapping/webbing’ and ‘taking stock with the 5WS’ come at the final order with frequencies of 11 and 7 respectively. In fact, the obtained results signal that students tend to choose the most appropriate method which they perceive to be beneficial and effective in generating credible ideas. Moreover, it designates students’ awareness about the importance of this stage of the essay writing process.

As a matter of fact, the respondents were asked to give the reason behind their choices. The majority of them did not justify. The comments of those who did so were as bellow:

1. Rapid-free writing helps me to generate the maximum number of related ideas.
2. Listing assists me to organize my ideas, and then select what fit the topic.

3. Concept-Mapping/ Webbing helps me to gain more time for the other stages.

**Question 9: While editing your work, at which level among the following do you mostly find errors at? (You can pick more than one answer)**

**Table 14: Students’ Attitudes towards the Types of Errors They Find while Editing**

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td>b</td>
<td>30</td>
<td>32</td>
</tr>
<tr>
<td>c</td>
<td>24</td>
<td>26</td>
</tr>
<tr>
<td>d</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>e</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

The above table represents the types of errors that students find during the editing stage of the writing process. On this matter, the majority of students asserted that they most frequently find errors at the level of ‘grammar accuracy’ with a percentage of 32%. Moreover, 26 % of them claimed that they find errors at the level of ‘mechanics’ (punctuation usage, spelling, capitalization, and paragraphing). Furthermore, 25 % of the participants referred to ‘word choice’ option. Then, 11% of them ticked ‘syntactic errors’. Ultimately, 6% of the students have chosen the option ‘all of them’.

Correspondingly, the obtained findings show a number of the subsequent pertinent points:

1. Students’ reference to ‘grammatical errors’ as the most frequently error type they find during the editing stage signals their weakness concerning grammar command, which can be a reason behind WA evolvement when approaching writing tasks.
2. Students’ choice of the option ‘mechanics’ shows their incapability to use this writing aspect accurately during the essay writing process, which can be another factor that raises WA in them.

3. Students who refereed to ‘word choice’ errors is an indicator of their limited repertoire of vocabulary, and their incapability to find the most fitting words that go in harmony with the meaning that they are trying to convey through the written discourse. Hence, the lack of vocabulary can be another indicator of the possibility of WA escalation.

4. The options ‘syntax’ and ‘all of them’ received the minor number of choices. This signifies that students rely only on using simple structures or their management in forming correct sentences is good. Furthermore, students who were reported to find errors at all the aforementioned levels designate the category of students who are very weak in English writing.

As a conclusion, it can be deduced that the lack of command in grammar, mechanics, and vocabulary choice can be the major reasons behind students’ poor essay writing achievement as far as their performance and marks are concerned.

**Question 10:** When revising your essay, at which level among the following do you mostly focus on? (You can pick more than one answer)

**Table 15:** Students’ Attitudes towards Revising Levels

<table>
<thead>
<tr>
<th>Options</th>
<th>Number (n)</th>
<th>Percentages (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revising for Form</td>
<td>15</td>
<td>22</td>
</tr>
<tr>
<td>Revising for Audience</td>
<td>19</td>
<td>28</td>
</tr>
<tr>
<td>Revising for Purpose</td>
<td>16</td>
<td>23</td>
</tr>
<tr>
<td>All of them</td>
<td>19</td>
<td>28</td>
</tr>
</tbody>
</table>

As the above table demonstrates, the majority of students (n=19) claimed that they most frequently ‘revise for audience’. Moreover, 15 of them asserted that they revise at the level
of the ‘overall essay format’. Then, 16 students referred to ‘revising for purpose’. Ultimately, 19 students have chosen the final option which designates ‘the revision at all levels’. Accordingly, these data show:

1. Students’ concerns about their teachers’ evaluations since the majority of them selected the second option. Consequently, and in consistency with the inventory’s results, this datum shows that the further reason that augments students’ WA is fear from teachers’ evaluation.

2. Choosing the final option by an equal number of students shows their awareness about the significance of revising at all the three levels in order to maximize the number of points in case their essays are evaluated. Thus, their writing achievement would be better.

3. Referring to ‘the revision of form’ option signals students’ concerns about administering a well-structured essay that echoes the standard form of English essays.

4. Students who selected ‘revision for purpose’ signals their awareness about the pertinence of handing clear and purposeful essays that serve to convince, describe, narrate…etc.

**Question 11:** In your opinion, which of the following part (s) is/ are the most difficult to write?

**Table 16:** Students’ Attitudes toward the Most Difficult Part of the Essay to Write

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>32</td>
<td>57</td>
</tr>
<tr>
<td>Body Paragraphs</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>Conclusion</td>
<td>7</td>
<td>13</td>
</tr>
</tbody>
</table>

From the above table, it is highly apparent that more than half of the students asserted that the most exhausting essay part is ‘the introduction’ with a frequency of 32 students.
Then, 1è students claimed that writing ‘body paragraphs’ constitutes the hardest part. Ultimately, only 7 students referred to the difficulty in writing the essay ‘conclusion’.

On this account, it can be deduced that:

1. Students’ incapability to write the essays’ introductions lies in the fact that this part is the first paragraph which students begin with, and usually students find it very hard to start it accurately. Besides, the introduction is very interesting since it gives the first impression to readers. Hence, students usually seek perfectionism when attempting to write it trying as much as they can to attract their readers’ interests and curiosity to follow reading. Moreover, the introduction should comprise the thesis statement which contains the ideas that the student is going to develop in the subsequent body paragraphs. Consequently, most students find writing an introduction very tiring. Thus, this portion of students can suffer from the writing block when attempting to write this exact part.

2. For students who selected body paragraphs, the reason lies on the fact of their incapability to develop the ideas through credible supporting details as well as their disability to provide accurate topic and concluding sentences. Consequently, those students can exhibit a high level of WA because of the difficulties they face when writing this part.

3. Concerning the participants who selected the conclusion, their choice is an indicator of their disability to restate the thesis statement and to repeat all what has been mentioned in the body paragraphs. Hence, trying hardly to write this part can escalate students’ WA for fear of failing to manage writing it as required.

As justifications to their choices, the respondents asserted the following statements:

1. Usually, I spend much time writing the introduction because I find difficulties in moving from general to the very specific, and making it comprehensible is very exhausting. Then, beginnings are always the hardest.
2. The body paragraphs require lots of ideas, and that is the problem because sometimes I cannot find what to write.

3. Writing a conclusion is tiring because I could never finalize my essays with clear ends. Besides, I feel that I am only repeating my ideas.

**Question 12:** When writing an introduction, is writing an accurate thesis statement an easy step?

**Table 17:** Students’ Attitudes towards the Easiness of Writing an Accurate Thesis Statement

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>43</td>
<td>77</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>23</td>
</tr>
</tbody>
</table>

The above table reveals that more than half of the students reported that writing an accurate thesis statement is an easy step with a percentage of 77%. In contrast, a portion of 23% of the participants claimed that writing this latter is an exhausting activity. On the light of these results, it can be deduced that with reference to the students who selected the option ‘No’, the hardiness of writing a good thesis statement lies in the fact of their disability to answer the essay question in one, two or even three sentence(s) that provide(s) a roadmap of what is coming next in the whole paper. Thus, for them this fact lowers their achievement and can be a reason for the activation of WA in them.

In fact, the students were asked to explain their choice in case it was ‘No’. Unfortunately, none of them commented.

**Question 13:** In writing the body paragraphs, how often do you manage writing good topic sentences, providing supporting details, and concluding with accurate closing sentences?
Table 18: Students’ Attitudes towards the Frequency of Managing Writing Good Topic Sentences, Supporting Details, and concluding sentences

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>11</td>
<td>20</td>
</tr>
<tr>
<td>Often</td>
<td>16</td>
<td>28</td>
</tr>
<tr>
<td>Sometimes</td>
<td>28</td>
<td>50</td>
</tr>
<tr>
<td>Rarely</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

As the above table reveals, it is evident that the half number of the students (50%) reported that they only ‘sometimes’ manage providing accurate topic sentences, supporting details, and concluding sentences when writing body paragraphs. Then, 28% of the participants asserted that they are ‘often’ successful in doing so. Moreover, a portion of 20% claimed that they ‘always’ write it in a good way. Yet, only 2% of them have chosen the option ‘rarely’, and none of them selected the last option.

On this matter, the gathered data reveal that:

1. A half of the students’ number faces difficulties in providing accurate topic sentences, supporting details, and closing sentences. These difficulties lie in the fact of their incapability to provide the major idea of the paragraph in one sentence, and their disability to provide details that support this latter, and their unwillingness to sum up the all the points that have been presented in the entire paragraph. Thus, this weakness can make them apprehensive when approaching writing tasks.

2. Students who have selected the options ‘Always’ and ‘Often’ seem to have no problems in writing body paragraphs with accurate topic sentences, supporting details, and concluding sentences.
3. Students’ choice of the option ‘Rarely’ is an indicator of the high degree of the difficulty in writing body paragraphs. Thus, this major problem will inevitably lowers their achievement, and stimulate their nervousness and frustration.

**Question 14: In most situations, how do you rate your respect to cohesion aspects?**

**Table 19: Students’ Attitudes towards their Respect to Cohesion Aspects**

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Good</td>
<td>17</td>
<td>30</td>
</tr>
<tr>
<td>Average</td>
<td>34</td>
<td>61</td>
</tr>
<tr>
<td>Poor</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

Table 19 reveals, the majority of the participants (61%) asserted that their respect to cohesion aspects while writing essays is ‘average’. Then, 30% of them described their use of cohesive devices as ‘good’. In contrast, a portion of 7% of the students designated that their level of respecting cohesion is ‘poor’, and only 2% of them asserted that they are ‘excellent’ in using cohesive devices. Correspondingly, these results affirm that 68% of students face some difficulties in maintaining cohesion throughout the whole essay. Unlikely, 32% of the students are successful in producing a cohesive essay.

Thus, it can be deduced that for the majority of the students, the incapability of respecting cohesion aspects lies in their lack of knowledge about the cohesive devices’ usage, or they know it, but they do not know how to insert it in their writings. Therefore, these deficiencies can be further sources that provoke WA in them.

**Question 15: How often did you receive negative comments from you teachers concerning your incapability to maintain coherence in essay writing?**
Table 20: Students’ Attitudes towards their Respect to Coherence

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Often</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Sometimes</td>
<td>31</td>
<td>56</td>
</tr>
<tr>
<td>Rarely</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Never</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

As the table 20 demonstrates, more than half of the students (n = 31, % = 56) claimed that they ‘sometimes’ receive negative comments concerning their disability to maintain coherence in their essays. Then, 16% of them asserted that their teachers ‘often’ give them negative feedback. Furthermore, a portion of 7% of them selected the option ‘Always’. However, 14% ticked the option ‘Rarely’. 7% of the participants asserted that they have ‘never’ received negative comments concerning their unsuccessful link of ideas.

On the light of the obtained results, it can be deduced that approximately all students received negative comments concerning their unwillingness to maintain the link and the logical organization of ideas in relation to the topic in hand. Thereafter, according to Lee’s (2001) classification of the aspects of coherence, it can be assumed that the negative comments that students receive are by all means because:

1. Students’ knowledge deficiency about how different writing genres are constructed depending on their communicative purposes. In other words, for instance, students’ lack of knowledge that the ideas in a narrative essay should appear in a chronological order leads them to miss the aspect of coherence in their essays.

2. Students might not be able to show the reader (teacher) the way they are organizing the ideas. For instance, the teacher did not understand whether the student is moving from the most to the least important information or vice versa in case the student did not make this point clear.
3. The negative comments could be as a result of students’ incapability to maintain the link between the propositions to convey a comprehensible meaning to the teacher. It could also be their insufficient elaboration of the ideas through arguments or illustrations depending on the type of the essay they are writing.

**Question 16: Which of the following approaches do you prefer your teacher to use in scoring your essays? (You can pick more than one answer)**

**Table 21: Students’ Attitudes towards the Preferable Method to Score their Essays**

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Analytic Method</td>
<td>25</td>
<td>38</td>
</tr>
<tr>
<td>The Holistic/ Impression Method</td>
<td>31</td>
<td>47</td>
</tr>
<tr>
<td>The Error-Counts Method</td>
<td>10</td>
<td>15</td>
</tr>
</tbody>
</table>

As the above table reveals, the majority of students (n=31, % =47) expressed their preference to the ‘Holistic/ Impression Method’ in which the teacher of written expression module gives the mark on the basis of the overall impression that he/ she got from the whole essay. Then, 38% of the participants (n=25) selected the ‘Analytic Method’ in which the teacher scores each aspect in isolation (grammar, punctuation, vocabulary choice…etc). Ultimately, only 15% (n=10) have chosen the ‘Error-Counts’ Method on the basis of which the teacher uses a minus for each error committed by the students.

Hence, these results designate the following:

1. Students’ choice of the ‘Holistic Method’ can be justified by their fear from teachers’ focus on every aspect of writing. Hence, loosing marks will be the inevitable outcome. Thus, in consistency with the inventory’s results, this gives arise to a further reason of WA which is fear from getting poor grades.
2. For students who preferred the ‘Analytic Method’, their choice designates their sufficient knowledge concerning grammar accuracy, word choice, mechanics…etc. For this reason, they prefer this method to gain more marks.

3. Students’ selection of the ‘Error-Counts method’ can be justified by their preference to know their mistakes in order not to repeat them in other times and not to lose marks again for the same mistakes.

Section Two: Students’ Attitudes towards Foreign Language Writing Anxiety (Q17-Q26)

Question 17: Express your agreement or disagreement on the subsequent statements?

1. Anxiety is a permanent characteristic of my personality.
2. I feel anxious in a well-defined situation in my classroom.
3. I feel anxious only in certain threatening situations which I unexpectedly encounter.

   a. Agree  b. Disagree

Table 22: Students’ Perceptions’ of Trait, State, and Situation-Specific Anxiety

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>Trait Anxiety</td>
<td>31</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>55</td>
<td>25</td>
</tr>
<tr>
<td>State Anxiety</td>
<td>38</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>68</td>
<td>32</td>
</tr>
<tr>
<td>Situation-Specific Anxiety</td>
<td>42</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>75</td>
<td>25</td>
</tr>
</tbody>
</table>

The above table represents students’ agreement or disagreement about the three types of anxiety. Firstly, with reference to the first statements, as the obtained data indicate, the majority of students (55%) agreed on it. In contrast, 45% of the informants rejected this conception. Consequently, this datum affirms that more than half of the participants suffer from trait anxiety which leads them to feel nervous and frustrated in unlimited number of situations. Thus, writing tasks can be one of these anxiety-provoking situations.
The second column represents students’ agreement and disagreement on the notion that they feel anxious only under a well-defined situation. Accordingly, as the gathered data show, the majority of students (68%) agreed and a portion of 32% disagreed about it. Thus, it can be said that the findings reveal that the majority of the informants have situation-specific anxiety in which they feel anxious under a very specific situation that fluctuates according to each student, and FLA falls within this category. Thus, it can be deduced that the majority of them exhibit this type of anxiety.

The third column demonstrates students’ agreement and disagreement on the statement that the arousal of their anxiety depends on whether the situation they encounter is threatening or not. Thus, the findings reveal that almost all students agreed on with a frequency of 42 students and a percentage of 75%. But, only 14 students rejected the statements. Hence, this result affirms that the majority of the informants suffer from state anxiety.

**Question 18: Do you think that anxiety is?**

a. A natural phenomenon that everyone can suffer from.

b. A learned behaviour.

c. Both inherited (transformed from parents) and learned behaviour.

**Table 23: Students’ Attitudes towards the Original Source of Anxiety**

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>b</td>
<td>32</td>
<td>57</td>
</tr>
<tr>
<td>c</td>
<td>4</td>
<td>7</td>
</tr>
</tbody>
</table>

As the above table demonstrates, more than half of the students asserted that anxiety is by all means learned as a result of passing by unpleasant previous experiences with a frequency of 32 students and a percentage of 57%. Then, a portion of 20 students asserted
that anxiety is a natural sensation of uneasiness and worry that every human being can pass by. Yet, only 4 students (7%) reported that anxiety is both hereditary and learned.

Correspondingly, with reference to FLWA, it can be deduced that this latter is due to previous unpleasant writing experiences in which students:
1. Got poor grades.
2. Did not succeed in finishing their essays on time.
3. Received negative feedback from their teachers concerning writing accuracy, fluency, style…etc.
4. Found difficulties in finding ideas and developing them.
5. Found difficulties in conveying the intended meaning to the reader because of the lack of vocabulary.

**Question 19: Do you believe that learning the English language is anxiety-provoking?**

**Table 24:** Students’ Attitudes towards the Notion that learning a Foreign Language is Anxiety-Provoking

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>36</td>
<td>64</td>
</tr>
<tr>
<td>No</td>
<td>20</td>
<td>36</td>
</tr>
</tbody>
</table>

As the above table demonstrates, the greater part of students reported that learning a FL is anxiety-provoking with a frequency of 36 students and a percentage of 64%. However, 20 students (36%) claimed that this idea is not true. Accordingly, with reference to students who joined the statement, they can be judged to suffer from FLA, in which using one of the four language skill-based activities provokes feelings of apprehension in them.

Students were asked for clarification in case they agreed. Thereafter, their comments were as bellow:
1. I find it anxiety-provoking especially when I compare myself with my colleagues.
2. It is anxiety-provoking because it is simply a foreign. Thus, it is very hard to communicate using it either orally or in a written form.

3. Using it leads sometimes to forested situations.

**Question 20: Do you think that foreign language anxiety has?**

**Table 25: The Effect of Foreign Language Anxiety**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Facilitating Effect</td>
<td>19</td>
<td>34</td>
</tr>
<tr>
<td>A Debilitating Effect</td>
<td>37</td>
<td>66</td>
</tr>
</tbody>
</table>

As the above table shows, the greater number of students agreed on the point that FLA has a debilitating effect on their overall achievement with a frequency of 37 students and a percentage of 66%. Yet, 19 students claimed that this latter is beneficial.

Correspondingly, these findings can be justified as the following:

1. Students’ choice of the option ‘Facilitating’ presupposes that FLA makes them feel more motivated to study for fear from failure in exams, tests…etc.

2. Students’ selection of the option ‘Debilitative’ is an indicator that anxiety is harmful to their study because it demotivates them, and makes them afraid from approaching FL four skill-based activities.

**Question 21: While writing essays, do you? (You can pick more than one answer)**
Table 26: Students’ Attitudes towards the Manifestations of Cognitive Anxiety

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack concentration</td>
<td>20</td>
<td>15</td>
</tr>
<tr>
<td>Lack self-confidence in your writing capacities</td>
<td>23</td>
<td>17</td>
</tr>
<tr>
<td>Suffer from a difficulty in generating ideas and developing them</td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td>Feel confused</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Expect to perform poorly and have a bad mark</td>
<td>25</td>
<td>19</td>
</tr>
<tr>
<td>Fear from teachers’ evaluation</td>
<td>25</td>
<td>19</td>
</tr>
</tbody>
</table>

As far as the manifestations of cognitive anxiety are considered, the above table designates that the greater number of students claim that when writing essays they suffer from a difficulty in generating ideas and developing them with a frequency of 30 students and a percentage of 23%. Then, 25 students asserted that while writing essays, they always care about teachers’ evaluation. Similarly, a portion of 25 students expect to have a poor grade as a result of their poor essay writing performance. 23 students also claimed that they doubt in their writing abilities. Furthermore, 20 students claimed that they lack concentration while writing essays. Meanwhile, only 10 students asserted that when writing essays makes them feel confused. Accordingly, the obtained results can be justified as the following:

1. Students’ sufferance from a difficulty in generating ideas and developing them is an indicator if the writing block they suffer from at the very beginning of the writing process (prewriting and drafting stages).
2. Students’ claim about the notion that they fear their teachers’ evaluation is an indicator of the negative expectation concerning others’ opinions about their writings.
3. Expecting poor grades proves that students suffer from negative expectations concerning their writing performance.
4. Students’ lack of confidence in their abilities is an indicator of their belief that their level in writing is not as required to write acceptably.

5. Students’ lack of concentration can be a result of nervousness or an outcome of one, two or all of the previously discussed manifestations: low-self confidence, negative expectations concerning the teacher, their performance, and their grades, the difficulty in generating ideas…etc

6. Students’ confusion can be a result of their incapability to:
   a. decide which idea is more credible, convincing, and effective.
   b. find the appropriate vocabulary items to express a certain idea.
   c. construct accurate thesis statements, topic sentences, concluding sentences…etc.
   d. decide on the organization of ideas ( from the most to the least information or vice versa / from the old to the new one or vice versa).

   Students were requested to suggest other cognitive manifestations, but no one commented.

**Question 22: In case you were asked by your teacher of written expression module to write an essay on a given topic at home, do you?**

a. Do it as early as possible                              b. Procrastinate it

**Table 27: Students’ Attitudes towards the Behavioural Manifestations of Writing Anxiety**

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>44</td>
<td>81</td>
</tr>
<tr>
<td>B</td>
<td>10</td>
<td>19</td>
</tr>
</tbody>
</table>

As the above table demonstrates, the majority of students claimed that they do not tend to avoid writing essays, with a frequency of 44 students and a percentage of 81%. In contrary, only 10 students (19%) reported that they usually procrastinate doing their writing assignments until the day of submission is due time. Correspondingly, being
consistent with the inventory’s results, these data confirm that the majority of the informants do not exhibit this type of WA.

**Question Twenty Three:** If you were asked to write an essay, and you know that it will be evaluated, which of the following physical changes do you mostly suffer from? *(You can pick more than one answer)*

**Table 28:** Students’ Attitudes towards the Physical Manifestations of Writing Anxiety

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trembling</td>
<td>26</td>
<td>25</td>
</tr>
<tr>
<td>Heart Palpitation</td>
<td>38</td>
<td>37</td>
</tr>
<tr>
<td>Excessive Sweat</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>Upset Stomach</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Mouth Drying</td>
<td>15</td>
<td>14</td>
</tr>
</tbody>
</table>

As the above table indicates, in case they were asked to write an essay that will be evaluated, the greater part of students asserted that they suffer from heart palpitations with a frequency of 38 students and a percentage of 37%. Then, 26 students (25%) claimed that they tremble in such a case. 15 students (14%) mentioned that they suffer from mouth drying. 14 informants (13%) reported that they experience excessive sweat, and 11 students (10%) pointed out to upset stomach. Accordingly, as the instant findings show, the physical manifestations of WA fluctuated from one student to another. In consistency with the inventory’s results, the findings show that somatic WA is very common among the informants.

**Question 24:** Do you think that writing anxiety is due to? *(You can pick more than one reason)*

a. Time pressure

b. Lack of vocabulary
c. Lack of practice

d. Lack of topical knowledge

e. Low self-confidence in your writing abilities

f. Lack of teacher’s feedback

g. Seeking perfectionism (You want to write the best essay in the classroom)

h. Insufficient writing strategies

i. Fear of teachers’ negative evaluation

j. Not having a good command of writing conventions: punctuation, grammar, spelling, capitalization…etc.

k. Teacher’s overuse of criticism when commenting your essays

l. Teacher’s focus on teaching the theoretical concepts and neglecting the practical aspects

m. Negative predisposition towards writing

Others, please specify……………………………………………………………………

Table 29: Sources of Writing Anxiety

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>40</td>
<td>14</td>
</tr>
<tr>
<td>b</td>
<td>29</td>
<td>10</td>
</tr>
<tr>
<td>c</td>
<td>38</td>
<td>13</td>
</tr>
<tr>
<td>d</td>
<td>35</td>
<td>12</td>
</tr>
<tr>
<td>e</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>f</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>g</td>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>h</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>i</td>
<td>32</td>
<td>11</td>
</tr>
<tr>
<td>j</td>
<td>14</td>
<td>5</td>
</tr>
<tr>
<td>k</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>l</td>
<td>18</td>
<td>6</td>
</tr>
</tbody>
</table>
The above table demonstrates the main sources of WA. Accordingly, as the data indicate, the greater part of students claimed that the major causes that provoke in them feelings of WA are: time pressure with a frequency of 40 students and a percentage of 14%, lack of practice with a frequency of 38 students (13%), lack of topical knowledge with a frequency of 35 students (12%), fear of teachers’ negative evaluation with a frequency of 32 students (11%), lack of vocabulary with a frequency of 29 students (10%). Then 20 students (7%) claimed that the main reason of WA is their negative predisposition towards writing activities and courses. 18 students (6%) asserted that WA is due to teachers’ overemphasis on the theoretical concepts and neglecting of the practical aspects of writing. 17 of them (6%) asserted that WA is by cause of their lack of self-confidence in their writing abilities. Moreover, 14 students (5%) of the overall number of students justified their WA by the fact of not having a good command on writing conventions. 12 students (4%) asserted that WA is by all means because of teachers’ overuse of criticism when commenting their essays. 11 students (14%) also selected the option insufficient writing strategies, and only 8 students have chosen the option seeking perfectionism. On this account, all these findings can be justified as the following:

1. Writing under time constraints especially in the contexts of exams and tests enhances writing anxiety. This datum affirms students’ awareness that essay writing is a demanding, sophisticated, recursive, and time-consuming process.

2. Students’ selection of the option ‘lack of practice’ as the second main source of WA proves their awareness that writing needs a lot of efforts and exercises to be mastered.

3. Students’ choice of ‘lack of topical knowledge’ as the third main source is an indicator of their incapability of generating ideas and developing them in case the topic is unfamiliar. This fact makes them feel apprehensive due to the lack of information.
4. Fear of teachers’ negative feedback can be justified by students’ estimation that they will not be able to give what the teacher expects due to their weaknesses in writing.

5. Students’ selection of the option ‘lack of vocabulary’ signals their sufferance from the disability to find the appropriate words to convey a certain idea because of not having the sufficient lexical repertoire.

6. Students’ negative predisposition towards writing tasks and courses has been reported by them to be another reason of writing anxiety arousal. This result can be justified by the notion that the negative attitudes that students hold about writing lessened their interest in the frequency of approaching writing tasks, and alleviated their desire to develop their writing capacities. Consequently, whenever they are obliged to write, they experience an abnormal amount of anxiety.

7. Students’ reference to the option teachers overemphasis on theory and neglecting the practical aspects of writing is an indicator of their persuasion that teaching writing courses would be more fruitful if it is done through exploiting the majority of the sessions’ time in practising writing with the teachers’ guidance, and specifying only a short amount of time for the theoretical issues.

8. Students’ mention that the other source of WA is the lack of self-confidence in their writing abilities is an indicator of their awareness about their weaknesses with reference to writing. It signals also their negative self-perceptions.

9. Not having a good command in writing conventions designates students’ weaknesses in grammar, punctuation, capitalization…etc. This fact frustrates them because they know that as a result of all these deficiencies, a poor writing performance will be the inevitable outcome.
10. Teachers’ overuse of criticism destructs the students’ self-concept as well as their self-confidence and makes them doubt in their writing capacities. This fact makes them feel apprehensive whenever approaching writing tasks.

11. Writing strategies are mental procedures that the student uses for good writing production such as the persuasive writing strategy. Hence, a lack in this strategy makes the students unable to convince the reader. Correspondingly, his awareness about this weakness in his capability provokes in him anxiety.

12. Students who seek perfectionism want to submit the best essays in all its aspects. Thus, they write and rewrite, delete, add, adjust, and reorganize. Accordingly, they all the time feel nervous for fear of not writing in the way they expect.

With reference to other manifestations, none of the respondents commented.

**Question 25: Do you agree or disagree with the following statements?**

**Table 30: Symptoms of Writing Anxiety**

<table>
<thead>
<tr>
<th>Statements</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Agree</td>
<td>Disagree</td>
</tr>
<tr>
<td>My essays are generally short, and they include few information.</td>
<td>30</td>
<td>23</td>
</tr>
<tr>
<td>I write very little out of the classroom because I lack motivation.</td>
<td>31</td>
<td>25</td>
</tr>
<tr>
<td>I do not like to write personal narrative essays</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>While writing essays, I find difficulties in using a variety of sentence patterns</td>
<td>31</td>
<td>25</td>
</tr>
<tr>
<td>My grades in written expression are generally poor</td>
<td>29</td>
<td>27</td>
</tr>
</tbody>
</table>

As the above table demonstrates, more than half of students (55%) claimed that they suffer from a difficulty in using a variety of sentence patterns. Yet, a portion of 45%
disagreed and rejected the statement. On this account, referring to WA symptoms, more than half of the informants is reported to exhibit this symptom.

Additionally, more than half of students (57%) agreed upon statement that the essays that they write are generally short and include very few information. Conversely, 23 students (43%) disagreed. This datum proves that for 57% of students have difficulties in finding relevant and the necessary information. Correspondingly, with reference to WA symptoms, more than half of the informants claimed that this is one feature of their essays.

Moreover, as the table designates, 52% of the overall participants asserted that their grades I written expression module are generally poor. However, 48% of the students did not agree on the statement. On this matter, it can be deduced that for more than half of the informants, the third symptom of WA has been agreed upon.

Meanwhile, 55% of the whole sample claimed that they lack motivation to write outside the classroom. This datum shows a sort of a negative correlation between a couple of significant affective variables which are anxiety and motivation. That is to say, the less the students are motivated to write, the more they become anxious when approaching writing tasks. Thereupon, it can be deduced that for the best part of the instant sample, this symptom has been agreed upon.

Nevertheless, with reference to the last symptom, only 20 students agreed on the item, and more than half of students (64%) disagreed on the conception about disliking to write personal essays where the injection of their feelings and the use of the personal pronoun I is needed. Thus, the majority of students did not exhibit this symptom of WA.

Ultimately, as the attained data denote, almost all the symptoms of WA had been detected in the participants. Thus, this fact proves the existence of WA as an affective factor which can impact students input and output as well.
Question 26: In your opinion, which among the following techniques the teacher can use for mitigating (reducing) students’ writing anxiety? (You can pick more than one answer)

a. Motivating students to write more both during and outside the classroom.

b. Encouraging students to rely on self-evaluation, and adapting them to accept peer-feedback.

c. Raising students’ awareness about the fact that making errors is an essential part of the learning process.

d. Using communicative writing tasks through which students are encouraged. For example, to share e-mails with native speakers.

e. Putting an end to the traditional way of teaching writing which emphasizes grades, and creating a non-threatening atmosphere where critical thinking (questioning things) and freedom of expressing ideas take place.

f. Encouraging students to talk about the main sources that raise their writing anxiety.

g. Avoiding negative feedback and overcorrection of grammar, spelling, punctuation, capitalization, and focusing more on the writing process itself.

**Table 31: Solutions of Writing Anxiety**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>43</td>
<td>18</td>
</tr>
<tr>
<td>b</td>
<td>27</td>
<td>11</td>
</tr>
<tr>
<td>c</td>
<td>40</td>
<td>16</td>
</tr>
<tr>
<td>d</td>
<td>24</td>
<td>10</td>
</tr>
<tr>
<td>e</td>
<td>39</td>
<td>16</td>
</tr>
<tr>
<td>f</td>
<td>38</td>
<td>16</td>
</tr>
<tr>
<td>g</td>
<td>33</td>
<td>13</td>
</tr>
</tbody>
</table>
The above table shows that a great deal of students (n=43) perceived motivating them to write more both during and outside the classroom as the most appropriate solution because they need more practice in order to be develop their writing skill. Besides, most of them (n= 40) regarded the effectiveness of raising their awareness about the fact that making errors is an essential part of the learning process because it augments students’ self-esteem and self-confidence through fostering their ability of detecting their errors and correcting themselves. On the other hand 39 students emphasized the role of putting an end to the traditional way of teaching writing which emphasizes grades, and creating a non-threatening atmosphere where critical thinking and freedom of expressing ideas take place. This solution can be very efficacious because it creates a comfortable environment and fosters students’ habits to write for the sake of writing not to gain the maximum number of marks. 38 students also realized the importance of encouraging them to talk about the main sources that raise their WA because it gives them the opportunity to collaborate with their teachers to find the alternatives for mitigating their fears and to alleviate its detrimental effects on their academic success. Furthermore, 33 students consider that teachers’ avoidance of the negative feedback and overcorrection of grammar, spelling, punctuation, capitalization, and their focus more on the writing process itself can be beneficial, since it fosters their self-confidence in their writing abilities and encourages them to approach writing tasks with no feelings of anxiety. Additionally, 27 students pointed out that encouraging them to rely on self-evaluation, and adapting them to accept peer-feedback. This solution can be very effective in minimizing the students’ feelings of insecurity and threat through having a sense of equality between the writer and the reader. Then, 24 students regarded incorporating communicative writing tasks via implementing this sort of activities increases students’ self-confidence, and fosters their writing ability as they are exposed to different patterns.
Section Four: The Effect of Writing Anxiety on Essay writing Achievement

Question Twenty Seven: In most situations, does writing anxiety have an effect on?

(You can pick more than one answer)

a. Vocabulary choice.

b. Grammatical accuracy.

c. Mechanics

d. Coherence

e. Cohesion

f. Variation of syntactic patterns

g. Organization of information

Other, please specify………………………………………………………………..

Table 32: The Effects of Writing Anxiety on Essay Writing Conventions

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>37</td>
<td>16</td>
</tr>
<tr>
<td>b</td>
<td>45</td>
<td>20</td>
</tr>
<tr>
<td>c</td>
<td>40</td>
<td>18</td>
</tr>
<tr>
<td>d</td>
<td>30</td>
<td>13</td>
</tr>
<tr>
<td>e</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>f</td>
<td>16</td>
<td>7</td>
</tr>
<tr>
<td>g</td>
<td>44</td>
<td>19</td>
</tr>
</tbody>
</table>

As the above table and figure indicate, a great deal of students (n= 45, %≈ 20) claimed that WA has a significant negative effect on the ‘grammatical accuracy’ of their essays. Then, 44 students indicated that WA affects their willingness to organize the information in a systematic and logical manner. 40 students also asserted that WA affects more punctuation, capitalization, spelling, and paragraphing. Then, 37 students indicated that
anxiety impacts their choices of vocabulary items. Additionally, a portion of 30 students asserted that WA is the cause behind their incapability to maintain coherence throughout the essay. Moreover, 16 students claimed that WA has a negative influence on maintaining cohesion. Moreover, other 16 students asserted that the non capability to use a variety of sentence patterns is due to WA.

Accordingly, it can be deduced that almost the majority of students agreed on the notion that WA has a significant negative impact on their overall essay writing performance with reference to grammar, organization of information, vocabulary use, coherence, cohesion, and syntax. Hence, according to the instant results, students view that WA affects negatively the aforementioned aspects of their final products.

With reference to suggestions, the students did not reply.

**Question Twenty Eight: During exams and tests of written expression module, does writing anxiety have an effect on? (You can pick more than one answer)**

a. Time monitoring.  
   b. Decoding the topic of the assignment.  
   c. Concentration and information retrieval.  
   d. The examination mark.  

**Others, please specify………………………………………………………………..**

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>41</td>
<td>27</td>
</tr>
<tr>
<td>b</td>
<td>22</td>
<td>15</td>
</tr>
<tr>
<td>c</td>
<td>37</td>
<td>24</td>
</tr>
<tr>
<td>d</td>
<td>51</td>
<td>34</td>
</tr>
</tbody>
</table>

**Table 33: The Effect of Writing Anxiety during Exams**

**Figure 2: The Effect of Writing Anxiety during Exams**
According to the above table and figure, approximately the overall number of students (n= 51) claimed that WA impacts negatively their marks in written expression exams. Moreover, 41 students asserted that this latter impacts their capability to manage the examination time in a successful way. Then, a portion of 37 students indicated that WA has a significant negative impact on their concentration and information retrieval. In addition, 22 students agreed on the notion that WA has a detrimental effect on their ability to understand the topic of the assignments. For suggestions, none of the students commented.

On this account, these findings can be justified as the following:

1. Students’ claim about the examination mark is an indicator of their awareness that WA affects their overall performance in a negative way including every aspect of essay writing. Thus, the more they feel anxious, the more they get nervous, the more they commit errors (grammar, mechanics, lexis…etc), the less marks they gain.

2. The students’ incapability to monitor time can be justified by the fact that WA affects their efficacy in writing, and makes them unable to concentrate and incapable to recall the information leading to time wasting.

3. Students’ disability to decode the topic of the assignment represents the highest degree of WA especially in cases where students even though they understood it, they doubt in themselves.

**Question 29: Does writing anxiety have a negative effect on your creativity and critical thinking while writing essays?**
Table 34: Students’ Attitudes towards the Effect of Writing Anxiety on their Creativity Critical Thinking

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>38</td>
<td>72</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
<td>28</td>
</tr>
</tbody>
</table>

With reference to the above obtained results, a portion of 38 students (72%) agreed upon the statement that WA affects negatively their creativity and critical thinking while writing essays. This indicates that whenever they feel apprehensive, those students lose the ability to think in an effective and logical way to generate credible ideas which improves the quality of the content of their writings. Thus, nervousness impedes their thinking and creativity. On the other hand, 15 students (28%) rejected the item.

Question 30: Does writing anxiety have an impact on? (You can pick more than one answer)

a. The quantity of information. (Sometimes, you include very few information than it is required)
b. The quality of information. (Sometimes you include unnecessary or even irrelevant information)
c. The writing style (formal or informal language)
d. The format (The overall structure of the essay)
As the above obtained results show, the greater part (n=42) of students (32%) pointed out that WA impacts negatively their ‘writing style’. Meanwhile, 40 students (31%) asserted that WA has a great negative effect on the ‘content’s quality’. While 36 of them (27%) claimed that WA affects more ‘the information quantity’. Eventually, only 12 students (10%) indicated its negative influence on the ‘overall structure of the essay’. On this matter, students’ responses can be justified as the following:

1. Students’ claim that WA influences negatively their writing style is an indicator of their frustration and lack of concentration on their style while composing, and this leads them to devote their energy to find credible ideas, and guarantee accuracy rather than fluency. This result proves that WA impedes students’ creativity.

2. The impact of WA on the content quantity and quality is an indicator of students’ incapability of brainstorming by cause of lack of concentration and critical thinking which help student to generate credible ideas and develop them.

3. The influence of WA on the essay format can be justified by students’ incapability to submit an essay which involves all the necessary components (The provision of topic and

---

**Table 35:** Students’ Attitudes towards the Effect of Writing Anxiety on the Content, the Style, and the Format

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>36</td>
<td>27</td>
</tr>
<tr>
<td>b</td>
<td>40</td>
<td>31</td>
</tr>
<tr>
<td>c</td>
<td>42</td>
<td>32</td>
</tr>
<tr>
<td>d</td>
<td>12</td>
<td>10</td>
</tr>
</tbody>
</table>

---

**Figure 4:** The Effect of Writing Anxiety on the Content, the Style, and the Format
concluding sentences, thesis statements, the indentation, the equivalent length of paragraphs… etc)

**Question 31:** To what extent do you believe that writing anxiety have an effect on conveying comprehensible ideas to the reader?

a. To a great extent  

b. To some extent

<table>
<thead>
<tr>
<th>Options</th>
<th>Number</th>
<th>Percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td>b</td>
<td>34</td>
<td>63</td>
</tr>
</tbody>
</table>

As the above data reveals, the majority of students (n= 34) claimed that WA influences only ‘to some extent’ the comprehensibility of the written discourse. For this category of the students, the reason behind this assertion can be the fact that they often manage transmitting the intended meaning to their readers and these responses can be for students who exhibit a low level of WA. On the other hand, a portion of 20 students (38%) indicated that WA affects ‘to a great extent’ the transmission of the ideas. This can be justified by their unwillingness to write what they want because of nervousness and lack of concentration that are caused by WA.

**Question 32:** With reference to the four stages of writing an essay, which stage (s) do you think that writing anxiety affect more? (You can pick more than one answer)
As the results indicate, the majority of students (34%) claimed that WA influences mostly the ‘drafting stage’ of the writing process. Moreover, 27 students (32%) indicated that the ‘prewriting stage’ is the most influenced phase. Then, 17 students (14%) pointed out the ‘editing stage’. 12 students (20%) selected the ‘revising stage’.

On this account, the students’ responses can be justified as the following:

1. Students’ claim that the ‘prewriting stage’ is the most affected is because at this stage students try to find ideas in relation to the topic in hand. This stage represents the first phase of the writing process. Thus, the writing block happens at this point.

2. Students reference to the ‘drafting stage’ is because this phase is very dual since it represents students’ development of the ideas through the provision of supporting details.

3. Students’ choice of the editing stage is because during this latter they try to detect their errors and correct it. Hence, in case their WA is high, the aim of this stage will be deterred.

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prewriting</td>
<td>27</td>
<td>32</td>
</tr>
<tr>
<td>Drafting</td>
<td>29</td>
<td>34</td>
</tr>
<tr>
<td>Revising</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>Editing</td>
<td>17</td>
<td>14</td>
</tr>
</tbody>
</table>

**Table 37: The Effect of Writing Anxiety on the Stages of the Writing Process**

**Figure 6: The Effect of Writing Anxiety on the Stages of the Writing Process**
4. Students’ reference to the ‘revision stage’ is to the fact that at his phase they decide to change the organization of the information, they delete some and add others. In such a situation WA influences the efficacy of this stage.

As far as the respondents’ elucidations are concerned, the following assertions were put by them:

1. Honestly, I think that WA affects the prewriting stage because it is the most important stage where we need to find ideas.

2. WA impacts negatively the drafting stage because it hinders us from developing our ideas.

3. From my point of view, writing anxiety has a great effect on the revising stage because I find myself omitting the correct things and replacing it by erroneous replies.

7. The Correlation between the Research Variables

Table 38: SPSS Results of the Pearson Correlation between Students’ Writing Anxiety Levels and their Essays’ Scores

<table>
<thead>
<tr>
<th>The Level of Writing Anxiety</th>
<th>Scores of Essays</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Level of Writing Anxiety Pearson Correlation Sig. (2-tailed)</td>
<td>1</td>
</tr>
<tr>
<td>N</td>
<td>40</td>
</tr>
<tr>
<td>Pearson Correlation Sig. (2-tailed)</td>
<td>-.754**</td>
</tr>
<tr>
<td>N</td>
<td>.000</td>
</tr>
<tr>
<td>Scores of Essays Pearson Correlation Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>40</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

The above table shows that:

Pearson Correlation Coefficient (r) = -0.754 -0.6

Probability (p) = 0.000 0.005
Figure 7: The Correlation between the Levels of Writing Anxiety and Essays’ Scores

This part represents the correlation between students’ levels of WA and their essays’ scores. We relied on the SPSS software in order to analyze the obtained data. As the above table and figure clarifies, it has been statistically validated that there exists a strong negative correlation between WA and students’ scores as the Pearson’s r equals -0.754 which is close to -1. This datum proves the aforementioned hypothesis as well as students’ responses that have been gathered through the questionnaire. Accordingly, the prior findings are confirmed via students’ actual writing performance and attainment. Thus, all these results lead us to conclude that if WA was controlled by both learners and their instructors, it would have improved students’ levels of writing in general and their achievement in specific.

Conclusion

The current chapter represents the practical part of our research. It involved the description, the analysis, and the discussion of the data gathered through the FLWAI, the questionnaire, and the correlational analysis. The inventory denoted that the students’ level
of WA is moderate because M=57.99 < 65. Then, somatic anxiety was detected as the most common type of WA that is shared by the majority of the sample’s participants followed by a good number of students who exhibit cognitive WA. Then, the analysis of the questionnaire reveals that students agree on the negative effect of WA on their overall writing performance including: vocabulary choice, grammatical accuracy, mechanics, the organization of information, coherence, cohesion, content, essay format, the writing style, their creativity and critical thinking, as well as its impact on their marks, level of concentration, and time monitoring during tests and exams. Also, the questionnaire revealed that the main sources of WA are of two types personal and procedural. The personal reasons are: lack of practice, lack of topical knowledge, fear of teachers’ evaluation, lack of vocabulary, lack of command on writing conventions, low-self confidence, insufficient writing strategies, students’ negative predisposition towards writing, and seeking perfectionism. On the other hand, the procedural causes are: teachers’ emphasis on the theoretical concepts and neglecting the practical aspects when teaching writing courses, time pressure, and teachers’ overuse of criticism when commenting essays. Furthermore, the correlational analysis showed those students’ levels of WA and their scores are negatively correlated. In other words, WA has been confirmed to have a detrimental effect on students’ writing achievement.

Discussion of the Findings

After analyzing the data gathered through the inventory, the questionnaire, and the correlation between WA and students’ scores, the raised research hypothesis has been confirmed, and a number of focal points have been drawn as the principle results of the instant research.

1. Through analyzing the questionnaire, the greater part of students reported their sufferance from FLA. The fact which shows that using the English language with its
productive and receptive skills is a challenge for nearly every EFL learner of the current sample.

2. The inventory’s results indicate that the majority of the sample’s participants exhibit a high and a moderate level of WA. Hence, this proves the existence of WA inside the EFL classrooms, and it affirms that speaking is not the only anxiety-provoking skill, but writing in a FL is anxiety-stimulating too.

3. Students’ responses through both the inventory and the questionnaire show that they exhibit a high level of somatic anxiety, which is characterized by the aforementioned physical manifestations that accompany WA arousal.

4. A good number of students were detected through both the inventory and the questionnaire to exhibit cognitive WA which is mainly related to students’ low self-confidence in their writing abilities, English writing evaluation apprehension, lack of concentration, poor memory and difficulty information retrieval, confusion, and expecting poor grades. Thus, the inventory’s cognitive anxiety subscale signals that students’ negative thoughts concerning their performance and predicting negative feedback from their instructors constitute the main reason that leads to WA escalation.

5. The best part of students asserted that WA has a negative effect on all the dimensions of their writing including grammatical accuracy, vocabulary choice, mechanics, content, style, organization…etc. Therefore, for this sample, WA has a debilitating effect on their essay writing performances and attainment.

6. Through the analysis of the questionnaire’s data, it can deduced that WA is a consequence of students’ language deficiency and other affective variables like: students’ self-confidence in their writing abilities, their motivation to write, and their attitudes towards writing as a skill and as an activity…etc, and a cause of their poor academic
achievement due to its effect on grammar, vocabulary, style, content…etc. Thus, this WA plays a couple of roles: a cause and an effect at the same time.

7. According to students’ responses, the main causes that lead to WA can be classified onto two categories: personal and procedural reasons. First of all, the personal ones are mainly: lack of practice, the shift in specialization, lack of topical knowledge, fear of teachers’ evaluation, lack of vocabulary, lack of command on writing conventions, low-self confidence, insufficient writing strategies, students’ negative predisposition towards writing, and seeking perfectionism. On the other hand, the procedural causes are: teachers’ emphasis on the theoretical concepts and neglect the practical aspects when teaching writing courses, time pressure, and teachers’ overuse of criticism when commenting essays. Thus, all these factors should be regarded by both instructors and learners in order to overcome it and to mitigate its effect on raising students’ WA.

8. Almost all the students agreed that their WA arises especially during the prewriting and the drafting stages in which they are required to produce ideas and to develop them, and they also claimed in previous questions that lack of topical knowledge is the main factor that arises anxiety in them. Thus, students’ poor quality of ideas is bound to the unfamiliarity of topics which causes writing block when starting writing.

9. Almost all the students joined the conception that WA extensively affects negatively their grades. This is due to its effect on both the content and the form of their final written products, and this claim has been supported by the negative correlation that is found between their levels of WA and their marks.

10. Nearly all the students claimed that WA is context-bound. That is to say, it ensues especially in exams and tests where time is limited. For this reason, one of the respondents of the questionnaire commented that one hour and a half is insufficient. Thus, this particular issue should be regarded.
Pedagogical Implications

On the basis of the end results, a number of pedagogical implications for both teachers and learners should be given attention.

Firstly, written expression teachers should be persuaded that anxiety does not endure merely on oral performances, but it stands as well in writing tasks. Hence, those instructors should set up a restful classroom atmosphere in order to help students give their best to learn English as a FL with conformability and enjoinder.

Besides, teachers should be cognizant of the factors that lead to their students’ WA escalation in order to minify its effects and to assist them to find effective solutions to it in order to guarantee successful language learning.

Likewise, teachers should regard their students’ language knowledge deficiencies, and foster their self-confidence in their writing abilities for better academic achievement.

Meanwhile, since the majority of students lack motivation to write outside the classroom, and knowing that the number of hours that has been scheduled by the administration for written expression module is four hours and a half per week. Thus, in order to raise students’ frequency of writing with the assistance and guidance of the instructor, written expression teachers are requested to devote the maximum number of sessions for practice.

Additionally, teachers should cultivate their learners that committing errors is something very essential and natural if it leads to better outcomes in the future. Correspondingly, teachers should indoctrinate their learners to mitigate their traditional ideology of impressing grades, and supporting them to write for the sake of learning how to be proficient in writing.

Furthermore, teachers should as much as possible acquaint their students that facing the writing block at the first few moments when beginning the writing process does not mean
that they are failure writers. Yet, students should rely on the most suitable prewriting techniques (listing, concept mapping/webbing, taking stock with the 5WS... etc) in order to minimize their apprehension.

Learners’ negative predisposition towards writing and regarding it as a very sophisticated activity, or the activity that can be mastered but by skillful students must be also put down. Thus, they should be convinced by their teachers that writing needs practise besides the necessary language background.

By extension, learners should trust their writing abilities, and since the majority of them fear their teachers’ evaluation, the teacher in this case can adopt them to rely on self-evaluation in order to know their mistakes by themselves to learn from them.

Then, learners should practice writing outside the classroom in order to minimize their writing problems which constitute the main cause that stimulate WA in them. Besides, learners should change their attitudes towards writing, and know that writing is like other activities; it needs practice in order to be mastered.

Likewise, since students claim that one of the major sources of WA is lack of vocabulary, it is recommended to depend on reading in order to enrich their repertoire, and foster their ability to express themselves in writing tasks.
General Conclusion

The instant research examined second year LMD students’ attitudes towards the effect of FLWA on their essay writing achievement. The study has been executed in the English department at Larbi Ben M’Hidi University, Oum El Bouaghi.

Basically, WA is found to have a detrimental effect on the greater part of students’ writing performance in general and their attainment in specific. Thus, the aforementioned hypothesis is confirmed. Thereupon, this particular affective variable should be regarded in our students for at least attenuating its effects on their overall academic achievement including their defective writing performance. Thus, both students and their teachers of written expression should be acquainted with the prevailing factors that stimulate WA in a pursuance to come up with the most effectual solutions to amputate it or at least to lower its disadvantages.
Limitations of the Study

With reference to the limitations of the current research, the following points are in need to be spotlighted:

1. At the very inception, the researcher thought to rely on interviews with learners in order to answer the third research question which was about the reasons that lead to learners’ WA. However, time pressure obliged him to insert this question in the questionnaire.

2. In order to conduct the correlation between the research variables, a comparison of each of the students’ level of WA with his /her score was needed. Unfortunately, a number of students’ essays were not available, and a number of them did not write their names in the inventory. For this reason, 40 participants out of 56 were relied on.

At last, it is hope that this research will contribute to raise both students’ and teachers’ awareness about the fact that WA exists immensely in EFL classrooms because of many factors. Therefore, WA should be regarded and controlled in order to minimize it and its disadvantageous effects on students’ writing performance and attainment.

Suggestions for Further Research

On the basis of these research limitations, it is recommended for future researchers to rely on an interview especially with students who were reported to exhibit a high level of WA in order to figure out its main sources.

Moreover, since it was found through this research that despite the mean level of students’ WA was moderate, its effect on their performance and attainment when engaged in essay writing tasks was negative. Thus, future researchers are invited to carry out a research following an experimental design in which the experimental group receives a treatment which attempts to overcome one of the aforementioned causes of WA in order to minimize its level, and in the same time to provide the literature with other solutions to this latter.
Furthermore, further researches can be conducted in order to explore if there is a difference between males’ and females’ levels of WA. If so, the need to search the reasons behind this divergence appears.
References


APPENDICES

Appendix A: Foreign Language Writing Anxiety Inventory (FLWAI)

Appendix B: Students’ Questionnaire
## APPENDIX A

*Foreign Language Writing Anxiety Inventory (FLWAI) (Cheng, 2004)*

**Name:**

**Group:**

**Instruction**

Read the following statement and express your degree of agreement / disagreement by ticking (✓) for each statement one answer among the following:

SA: Strongly Agree

A: Agree

U: Uncertain

D: Disagree

SD: Strongly Disagree

<table>
<thead>
<tr>
<th>Statement</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. While writing in English, I’m not nervous at all. (R)</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. I feel my heart pounding when I write English essays under time constraint.</td>
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<tr>
<td>3. While writing English essays, I feel worried and uneasy if I know they will be evaluated.</td>
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<tr>
<td>4. I often choose to write down my thoughts in English. (R)</td>
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<tr>
<td>5. I usually do my best to avoid writing English essays.</td>
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<tr>
<td>6. My mind often goes blank when I start to work on an English essay.</td>
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<td>7. I don’t worry that my English essays are a lot worse than others’. (R)</td>
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<tr>
<td>8. I tremble or perspire when I write English essays under time pressure.</td>
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<tr>
<td>9. If my English essay is to be evaluated, I would worry about getting a very poor grade.</td>
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</tr>
<tr>
<td>10. I do my best to avoid situations in which I have to write in English.</td>
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<tr>
<td>11. My thoughts become jumbled when I write English essays under time constraints.</td>
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<tr>
<td>12. Unless I have no choice, I would not use</td>
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</table>
13. I often feel panic when I write English essays under time constraint.

14. I’m afraid that other students would deride my English essay if they read it.

15. I freeze up when unexpectedly asked to write English essays.

16. I would do my best to excuse myself if asked to write English essays.

17. I don’t worry at all about what other people would think of my English essays. (R)

18. I usually seek every possible chance to write English essay outside of class. (R)

19. I usually feel my whole body rigid and tense when I write English essays.

20. I’m afraid of my English composition being chosen as a sample to be discussed in class.

21. I’m not afraid at all that my English essays would be rated as very poor. (R)

22. Whenever possible, I would use English to write essays. (R)

**Glossary:**  
*Blank:* empty of thoughts, ideas, and expressions  
*Tremble:* to shake or vibrate  
*Perspire:* to sweat  
*Jumbled:* confused  
*Panic:* frightened  
*Deride:* to harshly ridicule
APPENDIX B

Students’ Questionnaire

Dear students,

This questionnaire aims at yielding the information required for the fulfillment of a master dissertation in Language Sciences. It attempts at investigating students’ attitudes towards the effect of foreign language writing anxiety on essay writing achievement. For this reason, you are kindly requested to be confidential and helpful in offering your valuable answers which would be extremely pertinent and beneficial for the validity of the instant research. We would be extremely grateful if you precisely and concisely answer the subsequent questions. Please tick (√) the appropriate answer (s) in the corresponding box (es), and give the full statement(s) where necessary.

Miss. Ibtisam KERROUCHE

Department of English

Faculty of Letters and Languages

University of Oum El Bouaghi
Section One: Background Information

Q1: What was your Baccalaureate stream?  
   a. Scientific  
   b. Literary  

Q2: Was studying English at the university  
   a. a personal choice  
   b. Imposed on you  

Section Two: Students’ Attitudes towards Essay Writing

Q3: Do you like writing in English?  
   a. Yes  
   b. No  

If no, please say why?  
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………

Q4: How do you rate your level in writing?  
   a. Excellent  
   b. Good  
   c. Average  
   d. Low  

Q5: To what extent do you believe that writing is the hardest and the most demanding skill?  
   a. Strongly believe  
   b. Believe  
   c. Disbelieve  
   d. Strongly Disbelieve  

Please, explain your choice…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………
…………………………………………………………………………………………………………………………

Q6: Which of the following approaches do you prefer your teacher to use in teaching writing courses?  
   a. The Product-Based Approach (The teacher focuses on linguistic knowledge, vocabulary, syntactic patterns, and cohesive devices)  
   b. The Process-Based Approach (The teacher focuses on teaching the various stages of the writing process: planning, drafting, revising, and editing).  
   c. The Genre-Based Approach (The teacher focuses on teaching the different genres of writing. For instance, how to write a letter, a report…etc.).
Q7: While composing essays, which of the following stages do you consider the most important one(s)? (You can pick more than one answer)

a. Prewriting (Basically, it involves brainstorming for generating ideas)

b. Drafting (It represents getting essential ideas on papers, and developing them through supporting details and organizing them using logic)

c. Revising (It represents the stage during which you can adjust delete or add information)

d. Editing (You focus on grammar accuracy, word choice, punctuation…etc)

Q8: Which of the following prewriting strategies do you most frequently use in writing essays? (You can pick more than one answer)

a. Rapid free-writing (You write any idea that comes to your mind on the rough paper)

b. Listing (You write the ideas in a form of a list on the rough paper)

c. Concept Mapping/ Webbing (For instance, you write the topic in a circle, and then you use arrows and other circles to write the relevant ideas.

d. Taking Stock with the 5Ws (You ask questions like: who, what, where, when, and how to narrow the topic down, which helps you to give more relevant and specific information)

e. Reading Good Writings (You read about the same topic before the composing process)

Whatever your answer, please justify……………………………………………………………

………………………………………………………………………………………………………

Q9: While editing your work, at which level among the following do you mostly find errors at? (You can pick more than one answer)

a. Word choice

b. Grammatical accuracy

c. Mechanics (Punctuation, Capitalization, Paragraphing)

d. Syntax (Sentence structure)
e. All of them

Q10: When revising your essay, at which level among the following do you mostly focus on? (You can pick more than one answer)

a. Revising for Form (You consider the provision of the thesis statement and the topic sentences…etc)

b. Revising for Audience (You check whether your essay is comprehensible to the reader by making sure that you maintained clarity and logical organization of ideas)

c. Revising for Purpose (You check whether you made the purpose of writing the essay clear to the reader: convincing, describing, narrating…etc)

d. All of them

Q11: In your opinion, which of the following part(s) is/ are the most difficult to write?

a. Introduction
b. Body paragraphs
c. Conclusion

Please, explain why? ........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

Q12: When writing an introduction, is writing an accurate thesis statement an easy step?

a. Yes
b. No

If no, say why? ........................................................................................................................................

Q13. In writing the body paragraphs, how often do you manage writing good topic sentences, providing supporting details, and concluding with accurate closing sentences?

a. Always
b. Often
c. Sometimes
d. Rarely
e. Never

Q14: In most situations, how do you rate your respect to cohesion aspects? (through the use of cohesive devices, such as: yet, but, neither…nor, so, although, nevertheless…etc).

a. Excellent
b. Good
c. Average
d. Poor
Q15: How often did you receive negative comments from your teachers concerning your incapability to maintain coherence in essay writing (Logical and successful link of ideas)?

a. Always □ b. Often □ c. Sometimes □

Q16: Which of the following approaches do you prefer your teacher to use in scoring your essays? (You can pick more than one answer)

a. The Analytic Method (The teacher scores grammatical accuracy in isolation, word choice in isolation, punctuation…etc) □

b. The Holistic/Impression Method (The teacher gives the mark on the basis of the overall impression that he/she got from the essay) □

c. The Error-Counts Method (Each time you commit an error, the teacher puts a minus (-)) □

Section Three: Students’ Attitudes towards Foreign Language Writing Anxiety

Q17: Express your agreement or disagreement on the subsequent statements?

1. Anxiety is a permanent characteristic of my personality.

a. Agree □ b. Disagree □

2. I feel anxious in a well-defined situation (For instance, whenever I have an oral presentation, I feel anxious as if it was the first time I present publicly)

a. Agree □ b. Disagree □

3. I feel anxious only in certain threatening situations which I unexpectedly encounter.

a. Agree □ b. Disagree □

Q18: Do you think that anxiety is?

a. A natural phenomenon that everyone can suffer from □

b. A learned behaviour (You feel anxious because of previous unpleasant experiences in life) □

c. Both inherited (transformed from parents) and learned behaviour □
Q19: Do you believe that learning the English language is anxiety-provoking?

a. Yes  
   b. No  

If yes, please say why? ………………………………………………………………………………………………………

……………………………………………………………………………………………………

.Q20: Do you think that foreign language anxiety has?

a. A facilitating effect (It motivates the learner to do extra efforts for fear from failure)  
   b. A Debilitating effect (It demotivates learners. Thus, it is harmful to language learning)  

Q21: While writing essays, do you? (You can pick more than one answer)

a. Lack concentration  
   b. Lack self-confidence in your writing capacities  
   c. Suffer from poor memory and difficult retrieval of information  
   d. Feel confused  
   e. Expect to perform poorly and have a low mark  
   f. Fear from your teacher’s evaluation  

Others, please specify……………………………………………………………………………………………………

……………………………………………………………………………………………………

Q22: In case you were asked by your teacher of written expression module to write an essay on a given topic at home, do you?

a. Do it as early as possible  
   b. Procrastinate it until the day of submission is due time  

Q23: If you were asked to write an essay, and you know that it will be evaluated, which of the following physical changes do you mostly suffer from? (You can pick more than one answer)

a. Trembling (Shaking)  
   b. Heart palpitation  
   c. Excessive sweat  
   d. Upset stomach  
   e. Mouth drying  

Others, please specify……………………………………………………………………………………………………
Q24: Do you think that writing anxiety is due to? (You can pick more than one reason)

a. Time pressure
b. Lack of vocabulary
c. Lack of practice
d. Lack of topical knowledge (You do not have enough information about the topic)
e. Low self-confidence in your writing abilities
f. Lack of teacher’s feedback
g. Seeking perfectionism (You want to write the best essay in the classroom)
h. Insufficient writing strategies
i. Fear of teachers’ negative evaluation
j. Not having a good command of writing conventions: punctuation, grammar, spelling, capitalization…etc.
k. Teacher’s overuse of criticism when commenting your essays
l. Teacher’s focus on teaching the theoretical concepts and neglecting the practical aspects
m. Negative predisposition towards writing (You expect to write poorly because you are convinced that writing a good essay is not an easy task to do)

Others, please specify…………………………………………………………………

Q25: Do you agree or disagree with the following statements?

1. My essays are generally short, and they include few information.
   a. Agree  
   b. Disagree

2. I write very little out of the classroom because I lack motivation.
   a. Agree  
   b. Disagree

3. I do not like to write personal narrative essays (essays which require the injection of personal feelings and the use of the personal pronoun I).
4. While writing essays, I find difficulties in using a variety of sentence patterns (compound, complex…etc).

a. Agree  

b. Disagree

5. My grades (marks) in written expression module are generally poor.

a. Agree  

b. Disagree

Q26: In your opinion, which among the following techniques the teacher can use for mitigating (decreasing) students’ writing anxiety? (You can pick more than one answer)

a. Motivating students to write more both during and outside the classroom.

b. Encouraging students to rely on self-evaluation, and adapting them to accept peer-feedback.

c. Raising students’ awareness about the fact that making errors is an essential part of the learning process.

d. Using communicative writing tasks through which students are encouraged. For example, to share e-mails with native speakers.

e. Putting an end to the traditional way of teaching writing which emphasizes grades, and creating a non-threatening atmosphere where critical thinking (questioning things) and freedom of expressing ideas take place.

f. Encouraging students to talk about the main sources that raise their writing anxiety.

g. Avoiding negative feedback and overcorrection of grammar, spelling, punctuation, capitalization, and focusing more on the writing process itself.

Others, please specify………………………………………………………………………...

……………………………………………………………………………………………….

Section Four: The Effect of Writing Anxiety on Essay writing Achievement

Q27: In most situations, does writing anxiety have an effect on? (You can pick more than one answer)
a. Vocabulary choice. □
b. Grammatical accuracy. □
c. Mechanics (Punctuation/ Spelling/ Capitalization/ Paragraphing) □
d. Coherence □
e. Cohesion □
f. Variation of syntactic patterns (You use only simple sentences) □
g. Organization of information □

Q28: During exams and tests of written expression module, does writing anxiety have an effect on? (You can pick more than one answer)

a. Time monitoring. (You cannot organize your time) □
b. Decoding the topic of the assignment. (You find difficulties in understanding the topic) □
c. Concentration and information retrieval. (For instance, you cannot remember certain words) □
d. The examination mark. □

Others, please specify…………………………………………………………………………………………………………………

Q29: Does writing anxiety have an effect on your creativity and critical thinking (logical and deep reasoning) while writing essays?

a. Yes □ b. No □

Q30: Does writing anxiety have an impact on? (You can pick more than one answer)

a. The quantity of information. (Sometimes, you include very few information than it is required) □
b. The quality of information. (Sometimes you include unnecessary or even irrelevant information) □
c. The writing style (formal or informal language) □
d. The format (The overall structure of the essay)  

Q31: To what extent do you believe that writing anxiety have a negative effect on conveying comprehensible ideas to the reader?

a. To a great extent  

b. To some extent  

Q32: With reference to the four stages of writing an essay, which stage(s) do you think that writing anxiety affect more? (You can pick more than one answer)

a. Prewriting  

b. Drafting  

c. Revising  

d. Editing  

Whatever you answer, please justify………………………………………………

Thank you for your collaboration
Discipline was considered as a sacred place upon which students get knowledge in order to become effective citizens in their society. Where we can observe the change in our classrooms because of many discipline problems which destabilize the current status. All things that were forbidden for a generation, such as using cell phones during the course, diverts between classmates during the course. Things that affect the discipline and choices.

As a result of a problem of discipline in our society, discipline has been affected. Cell phones during the course. When a student uses his phone during the class, the teacher is not paying attention. He will return himself and keep his attention on his phone and by the sense of leaving the lesson, and by
The description between the two models and the theme is unclear due to handwriting difficulty. It may be inferred from the information provided that the student was discussing a concept or problem related to a classroom situation involving classroom management and teacher-student interactions. The text appears to be fragmented and difficult to decipher, with possible corrections or clarifications needed for a comprehensive understanding.
To solve the problem, let's break it down into parts. The key aspects to consider are:

1. Understanding the context: What is the main question or problem?
2. Identifying key points: What are the main components or factors involved?
3. Analyzing the situation: How do these components interact?
4. Formulating a hypothesis: What could be the possible answers or solutions?

By breaking down the problem in this way, we can more easily approach it step by step.
It is therefore imperative to delve into the heart of the problem and explore its roots. The first step is identifying the symptoms and understanding their implications. This requires a thorough examination and careful analysis.

To achieve this, it is crucial to gather information from various sources. This includes consulting experts, reviewing existing literature, and conducting surveys. The data collected should be thoroughly analyzed to identify patterns and trends.

Once the data has been analyzed, the next step is to develop strategies to address the core issues. This may involve implementing new technologies, revising policies, or developing training programs. The strategies should be designed in a way that maximizes their effectiveness while minimizing any potential negative impacts.

Throughout this process, it is important to stay adaptable and open to new ideas. The situation may evolve, and it is essential to be flexible and adjust the strategies accordingly. This will ensure that the final outcome is not only effective but also sustainable in the long term.
The second problem people experience is reading in public whether in class, in front of others, or in the audience. The reason behind this is the person reading seems like an impossible thing to read. The person behind them in the audience might think about his reading and even more about his appearance and as a result, begin focusing on the subject (s) reading.

The third problem about reading is boring subjects. People read for many reasons whether education or entertainment. The subject is not interesting and tends to capture the readers' attention, soon it will become boring and eventually the person will stop reading. For example, people read stories for suspense. If the story line becomes predictable, the suspense fades away. The person stops reading.

Do not use contractions. They are informal.

The knowledge is something we acquire through a lifetime of gathering information. There are a lot of means to increase information uncontrollable knowledge and being our level of education to a high degree is one and probably the most effective way to improve oneself is reading, but as any publishing places it can, some problems for the person involved which can be categorized in three categories:

1. Unfamiliar material reads in public
2. Boring subjects
3. No motivation

The first time can be difficult for anyone. Given the fact that you don't know anything about it. For example, when reading a novel for the first time is rather hard as you're reading about complex characters for the first time. It is not only about absurds but any subject for that matter.

Do not capitalize whenever you want.
At the end, reading is an effective way to get better in all aspects, but it has some problems whether it's an unknown subject or reading in public or contrasting subjects.
This behavior process only if the criteria can be set for students. First, the process of lesson is to establish a real, meaningful classroom. The most important part of daily lessons is finding the IEP.

Room environment during instructional and meaningful tasks. Interaction and conversation with other students and daily work. Furthermore, learning is more of a meaningful task. Learning should be fun, a process of classroom discussions. Less stress in the classroom. A lack of processing.

Because of of students who have difficulty reading. Read and reread. First class. The process. It is so much easier to read.
are suffering. They feel disturbed and feel their concentration. For instance, the presence of noisy in my classroom is two girls. These girls stop learning in small modules. They converse and discuss. Thus, teachers always ask them either to keep silent or think quietly. Moreover, today they make calls or using phones to check words, also, considered as some of the arrangements and noisy. Instead of keeping silent, student talk and chat. That behavior does not do anything with their benefits.

However, the worst case of dangerous classroom discipline is using body force. Few days ago, our university witnessed an awful event. A teacher slapped a girl when the teacher saw the girl eating during her class and disturbing her explanation. The teacher moved toward her and slapped her on her face. As a result, the girl lost her conscious and fell on the ground. Another very happened when a boy pulled a chair from upstairs and threw it at a girl and she fell. As a consequence, the best view vision. Thus and classroom problem are happening all the time.

Being educated does not always equate being well-behaved. Lack of respect, making noise, and using body force are some of the discipline problems. These problems in addition to others should be solved. Education minister must pay full attention to these issues and find a solution. As an Arab poet said, "The nation are children loving peace and strong is their discipline gave, they will be approved again."
Résumé

La présente étude vise à examiner les conceptions des étudiants de 2ème année anglais à l'université Larbi Ben M'Hidi – Oum El Bouaghi autour de la question de l'impact du stress pendant l'acte de rédaction sur leur performance mais aussi sur les notes obtenues. En outre, l'étude vise également à faire la lumière sur le niveau du stress dont souffrent les étudiants constituant l'échantillon. D'autre part, l'étude essaye de dévoiler les cause qui sont à l'origine du stress réductionnel; de découvrir le point commun du stress que partagent l'ensemble des étudiants (intellectuel, physique, évitement). Vue la nature de l'étude dont l'objectif est de cumuler les données descriptive, quantitative et qualitative, nous avons opté pour le recours à un questionnaire destiné aux étudiants. Aussi, un autre questionnaire qu'a proposé Cheng (2004) car il aide à répondre à deux questions de recherche. Les résultats finaux ont révélé que les étudiants de l'échantillon étudié partagent un degré moyen de souffrance du stress réductionnelle. Ils démontrent également que les étudiants souffrent de son dimension physique avec un bon nombre des étudiants qui souffrent de du stress cognitive. Les résultats ont révélé en outre que parmi les causes principales du stress, on peut compter: l'imperfection linguistique, le manque de pratique de l'écriture, la peur du jugement des enseignants, la pression de temps pendant les examens, le manque de connaissances sur les sujets, les croyances négative sur l'écriture, la critique excessive des enseignants, et leur localisation sur l'enseignement du théorique. De ce fait, l'hypothèse émise au début de l'étude a été confirmée disant que le stress pendant la réduction a bien un impact sur la performance des étudiants. Cela a été prouvé par le questionnaire mais aussi par l'analyse de la corrélation. Au final, en se basant sur les résultats ci-dessous, certaines recommandations pédagogiques qui pourraient atténuer l'intensité du stress réductionnel sont énumérées.
ملخص

تهدف هذه الدراسة إلى سير أراء طلبة السنة الثانية، قسم اللغة الإنجليزية في جامعة العربي بن مهدي، أم البوادي. حول تأثير التوتر الكتابي عند التحرير باللغة الإنجليزية على أدائهم الكتابي وكذا علاماتهم عند تحرير مقال. علاوة على ذلك، فإن هذا البحث يهدف إلى معرفة شدة هذا الفتق الذي تعاني منه العينة الطلابية الحالية وبحث عن أهم الأسباب التي تؤدي إليه. كما تهدف إلى إيجاد أسباب التي يتشابك فيها أغلبية الطلاب (جسمي، تفكيري، أو تاجيري). نظراً إلى أن هذه الدراسة تهدف إلى جمع بيانات وصفية نوعية وكمية على حد سواء، فإننا اختارنا استخدام استبيان للطلبة وكذلك تم توزيعهم باستبان أخر صمم من قبل تشانغ (2004) من أجل الإجابة عن سؤالين مدرجين في البحث. أكدت النتائج النهائية أن طلاب هذه العينة يحملون درجة متوسطة من التوتر الكتابي كما تبين أن أغلبيتهم يعانون من آثارها الجسدية والمرضية على حد سواء. و تظهر النتائج كذلك أن نقص المعرفة اللغوية، عدم ممارسة الكتابة، التخوف من تقييم الأساتذة، ضغط الوقت في الامتحانات، الافتقار إلى المعرفة الموضوعية الاعتقادات السلبية حول الكتابة، استخدام الأساتذة للاقتناص المفرط والتركيز على تدريس المفاهيم النظرية، إهمال الجانب التطبيقي من أهم الأسباب التي تبعث على التوتر الكتابي وتبقي من تأثيراته على أداء الطلاب و علاماتهم. ومنه فقد تم تأكيد فرضية البحث حول التأثير السلبي للقلق عند الكتابة باللغة الأجنبية على كتابة مقال من خلال استبان الطلاب والتحليل التاليمي أيضاً. وفي الأخير وعلى أساس النتائج المذكورة سلماً نقم مجموعة من النصائح التربوية التي من شأنها أن تخفف هذا الفتق وتقلل من أثاره السلبية على المسيرة الدراسية للطالب في الجامعة تم تعدادها.