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Foreign Language Writing Anxiety: An Attitude to Change into Relish

The Case of Third Year EFL Students at Ibn Khaldoun

University of Tiaret

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Dedication

In the memory of my mother who always supported me, whatever path I took. To my beloved father and family.

Nacer

To my lovely parents, my precious sisters and friends.

Slimane

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Abstract

Writing anxiety is a psychological phenomenon that takes place in every educational setting. In the Algerian EFL classes, English Writing is affected negatively by anxiety. Thus, the purpose of this research work is to investigate the issue of writing apprehension from different perspectives taking into account its main variables. Indeed, going through this process is helpful to suggest some coping strategies that either helps the students overcome their writing anxiety and change the attitude towards writing into relish. To reach this end, a case study research has been conducted at the English Department of Ibn Khaldoun University (Tiaret) relying on a number of research instruments for data collection. A questionnaire for 30 of third-year License students of both genders (male and female) and an interview with 03 teachers were used. The data collected are analyzed quantitatively and qualitatively. The results of the study reveal that half of third-year EFL students enjoy writing but experience a certain level of writing anxiety. In addition, females are more anxious to write than male students. In this regard, students experience writing anxiety due to many reasons including fear of inability to choose a good topic, fear of inability to generate ideas, insufficient English, fear of teachers' insult, fear of peers' insult and as a result of many other personal and interpersonal causes. Accordingly, this research work emphasizes that EFL students can overcome their writing anxiety if the recommended learning and teaching strategies are put into practice by both students and teachers to improve the writing skill within the Algerian EFL classroom.

Keywords: Writing Anxiety, EFL classes, English writing, attitude, coping strategies, relish, learning strategies, teaching strategies.

ملخص:

قلق الكتابة هي ظاهرة نفسية تحدث في كلّ السّياقات التّعليمية، وهذا الأمر ينطبق على دروس اللغة الإنجليزية في الجامعة الجزائرية، فالكتابة بالإنجليزية تتأثّر سلبا بهذا القلق، وانطلاقا من هذه المشكلة فالهدف الأساسي من هذا العمل البحثيّ هو دراسة مسألة التّخوّف من الكتابة باللغة الأجنبية، وذلك من زوايا مختلفة مع مراعاة متغيّراتها الرّئيسية، والبحث في كيفية التّغلب على قلق الطلاب بشأن الكتابة حيث كانت هذه العملية فعّالة في اقتراح استراتيجيات لمواجهة هذه المواقف، وتغيير النّظرة السلبية للطلاّب تجاه هذا النوع من الكتابة. وبغية تحقيق هذا الهدف أجريت دراسة على عيّنة في قسم اللغة الإنجليزية بجامعة ابن خلدون (تيارت)، وذلك اعتمادا على عدد من الأدوات البحثية لجمع البيانات، حيث قمت باستبيان لطلاب السنة الثالثة من كلا الجنسين ومقابلة مع ثلاثة مدرّسين، ثمّ تمّ تحليل البيانات التي جُمعت من الناحية الكمية والنّوعية، حيث أسفرت نتائج هذه الدّراسة على أنّ جميع طلاّب اللغة الإنجليزية كلغة ثانية أحبّوا الكتابة ولكن لديهم بعض التّخوف والقلق، إضافة إلى هذا شعرت الفتيات بالقلق أكثر من الأولاد. ويعود شعور الطلاّب بالقلق في الكتابة لعدّة أسباب أهمها: الخوف من القدرة على اختيار موضوع جيّد، الخوف من عدم القدرة على توليد الأفكار المفيدة، تفادي الشّعور بالإهانة أمام أصدقائهم و أساتذتهم، ولأجل التّخلص من هذه الصعوبات سلّطنا في بحثنا هذا الضوء على طلاّب السنة الثالثة ، حيث بيّنا إمكانية تغلبهم على شعورهم بالقلق بشأن هذه الكتابة إذا ما وُضعت مخطّطات هادفة للارتقاء بالتّعليم والتّعلّم وذلك قصد تحسين مهارات الكتابة باللغة الإنجليزية داخل الفصل باعتبارها لغة أجنبية.

الكلمات المفتاحية: قلق الكتابة، اللغة الإنجليزية كلغة أجنبية، الكتابة باللغة الإنجليزية، موقف ، استراتيجيات المواجهة، الاستمتاع، استراتيجيات التعلم، استراتيجيات التدريس.

Résumé

L'anxiété d'écriture est un phénomène psychologique qui se produise dans tous les contextes éducatifs. Dans les cours d'anglais en Algérie, l'écriture anglaise est affectée négativement par l'anxiété. Le but de ce travail de recherche était donc d'examiner la question de l'appréhension de l'écriture sous différents angles, en tenant compte de ses principales variables. Ce processus a en effet été utile pour suggérer des stratégies d'adaptation susceptibles d'aider les étudiants en FLP à surmonter leur anxiété face à l'écriture et à changer leur attitude envers l'écriture. À cette fin, une étude de cas a été menée au département d'anglais de l'Université Ibn Khaldoun (Tiaret) en s'appuyant sur un certain nombre d'instruments de recherche pour la collecte de données. Un questionnaire a été utilisé pour 30 étudiants de licence de troisième année des deux sexes et une interview avec trois enseignants. Les données recueillies ont été analysées quantitativement et qualitativement. Les résultats de l'étude ont révélé que tous les étudiants de troisième année en anglais langue seconde aimaient écrire, mais éprouvaient un certain niveau d'anxiété. En outre, les filles étaient plus désireuses d'écrire que les garçons. À cet égard, les élèves ont ressenti de l'anxiété d'écriture pour diverses raisons, notamment: peur de ne pas pouvoir choisir un bon sujet, peur de ne pas être capable de générer des idées, anglais insuffisant, peur de l'insulte des enseignants. , peur de l'insulte des pairs et à la suite de nombreuses autres causes personnelles et interpersonnelles. En conséquence, ce travail de recherche a souligné que les élèves de la langue anglaise seconde pouvaient surmonter leur anxiété face à l'écriture si les stratégies d'apprentissage et d'enseignement recommandées étaient mises en pratique par les étudiants et les enseignants afin d'améliorer les compétences en écriture au sein de la classe d'anglais comme une langue étrangère.

Mots-clés: Anxiété face à l'écriture, cours d'anglais langue étrangère, écriture en anglais, l'attitude, stratégies d'adaptation, goût, stratégies d'apprentissage, stratégies d'enseignement.

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ELL: English Language Learners

ELT: English Language Teaching

ESL: English as a Second Language

ESP: English for Specific Purposes

EWAS: English Writing Apprehension Scale

FLA: Foreign Language Anxiety

FLWA: Foreign Language Writing Anxiety

FNE: Fear of Negative Evaluation

HA: Highly Agree

LMD: License-Master-Doctorate

MA: Master of Arts

Ph.D.: Doctor of Philosophy

SLA: Second Language Anxiety

TV: Television

WA: Writing Anxiety

General Introduction

General Introduction

The spread of the English language is often discussed in terms of three distinct groups of users where English is used respectively as a native language, a second language, or a foreign language. In Algeria, this global language is learned and taught as a foreign language. As for English Foreign Language (EFL) students who seek to accomplish proficiency in English, they need to develop their ability in writing as well as in the other skills (listening, speaking and reading) this language. Yet, developing the writing skill seems to be difficult for most EFL students because of the numerous obstacles they face while writing in the English Foreign Language. One of the obstacles is the difficulty of writing skill itself. In other words, writing is a complex intellectual task that involves many component skills, some of which students may lack completely, some of which they may have only partially mastered. These skills include, among other things: writing mechanics (grammar, sentence structure, spelling, etc.), planning a writing strategy, communicating ideas obviously and compendiously, constructing a reasoned, demonstrable argument, effectively collecting evidence and using sources appropriately and organizing ideas effectively. Academic writing also follows a specific tone. Some sort of structure is required, which includes an introduction, an essay body paragraph, and a conclusion. When students lack skills in these areas, they become anxious writers.

Anxiety is one of the remarkable obstacles that prevent students from being proficient when being engaged in written products. In this vein, the majority of foreign language students seem to be more apprehensive when dealing with writing assignments. Thus, writing anxiety (WA) is the issue that is raised and better refers to the impact of anxiety on the writing skill. Whenever talking about the major factors that impact foreign language writing skills, anxiety is first highlighted. Writing anxiety is often linked to negative impacts. Therefore, it is crucial to indirectly shed light on the negative and positive impacts of writing anxiety as well as its levels. Importantly, there are types of writing anxiety that distinguish one student from another. These types can hold different physical, psychological, and behavioral symptoms. Indeed, they are due

to various reasons in different writing situations. Effectively, knowing the levels, types and sources of writing anxiety will help to find strategies to cope with it and may assist in enhancing students' writing performance. The interrelation between these variables makes this research work significant to be studied.

Within the Algerian EFL context, for instance, many graduate students can experience exceptional degrees of English writing anxiety when they are engaged in English language writing compositions. Algerian EFL graduate students' weak point in writing has long been attributed, among different things, to lack of practice to put in writing, no mastery of the writing process and the difficulty of the writing skill itself. Even though researches exploring FLWA are considerable, this trouble has notably been underestimated for the Algerian EFL university students

This in-depth study, thus, tends to address the level; types, causes of writing anxiety as well as some strategies to overcome it. Changing Algerian EFL graduate students' attitudes towards writing into a relish attitude by providing useful insights and implications for researchers and practitioners in this field is the main concern of the study. The current study has been conducted in order to provide a fuller picture of writing anxiety in the Algerian EFL context of the academic writing practice. The aim is to help learners to go beyond their anxiety and improve their writing skills and better reach their proficiency level. The present study is considered as important because, up to the knowledge gained, it may be among the fewest studies which investigate writing anxiety in the Algerian ELT context.

This research work attempts to achieve two objectives. First, it aims to understand the variables that are related to writing anxiety (WA). Then, it targets to come out with some strategies that help the students to overcome their writing anxiety and relish what they write and at the same time to enhance their writing abilities for better achievements.

General Introduction

This extended essay is based on the following general research question:

• What strategies can be suggested for Algerian EFL graduate students to overcome their writing anxiety and change attitude into a relish?

Therefore, the general research question branches out into five sub-questions:

1- What are third-year EFL students' attitudes towards writing at the English Department of Ibn Khaldoun University?

2- What types and levels of writing anxiety do they suffer from?

3- Where does this anxiety come from?

4- What strategies can be proposed to overcome this anxiety?

5- Would students relish writing one day and when would that happen?

This would lead to suggest the following hypotheses:

1- The majority of the third year EFL students may enjoy writing whereas few of them may have negative attitudes towards it.

2- EFL Third-year students may experience all types and levels of anxiety

3- Writing anxiety can be related to various sources from students' past to present academic experiences.

4- Freewriting , extensive writing sessions, reading , improve grammar, practice and other strategies may help students overcome their anxiety and make writing a relish.

5- Yes, students would relish writing one day when they change negative attitudes into positive ones.

The three hypotheses lead to a general hypothesis that states that students can enjoy writing when they study further and make peace with academic writing. Students should be familiar with the idea that essay writing is an art not a challenging or risky task. They can make academic writing funny through some simple shifts. The key to academic success is to become efficient and learn to love the process.

General Introduction

In fact, the ambition to accomplish the previously set objectives pushes the researcher to design an exploratory case study research dealing with third-year license EFL students at Ibn Khaldoun University (Tiaret). Qualitative and quantitative data are collected from different sources relying on a mixed method of research instruments: a questionnaire for students and an interview with teachers. The results will be analyzed quantitatively and qualitatively.

To determine the aims of this case study research, the present work is divided into three chapters. The first one reviews the literature on foreign language writing apprehension (WA) by providing a theoretical background on. It seeks to draw a clear understanding of the phenomenon and it's relating concepts.

The second chapter deals with the research design and methodology including the sampling and the research informants as well as the research instruments.

The third chapter concludes with some suggestions and recommendations which are provided for helping students overcome their writing anxiety and change attitude into a relish.

Chapter One

Theoretical Background

1.1 Introduction

This chapter is a review of literature that attempts to clarify key concepts including Anxiety, Debilitating Anxiety, Facilitating Anxiety, and Foreign Language Anxiety from two approaches and Writing Anxiety. In addition, the different types and sources of Writing Anxiety that EFL graduate students may experience when writing in a foreign language are defined and described by pioneers in the field. Moreover, the impact of Writing Anxiety on students' performance is stated. The first part of this chapter defines Anxiety in general and Writing Anxiety in particular, and explains the different types, of Writing Anxiety by focusing on the limitations of the previous studies conducted by outstanding experts in the field of Writing Anxiety and describing analytically the gap in those studies. The second part deals with the different sources of writing anxiety, consequences of Writing Anxiety on students' achievement and provides a list of strategies for overcoming it.

1.2 Anxiety

Spielberger in Hortwiz, Elaine & Cope (1986) defines anxiousness as a subjective feeling of tension, apprehension, nervousness, and fear associated with an arousal of the automatic fearful system. The Oxford Advanced Learner's Dictionary (1995, p.44) defines anxiety as a nervous feeling brought on through concern that something bad is going to happen. Anxiety is in a position to block and interfere with the technique of learning.

Anxiety can be defined as an intellectual and physical country characterized through particular emotional, physical, cognitive and behavioral symptoms. It is an adaptive reaction that mobilizes the organism and helps it defend, confront or avoid an anxiousness stimulus. The stimulus can be a preceding exterior or interior antecedent or trigger. Spielberger (1972, p.482) states that anxiety is *"an unpleasant emotional state or condition which is featured by subjective feelings of tension, apprehension, nervousness, and worry"*.

Scovel (1991, p.18) states, that *"anxiety is a psychological construct, many times described by means of psychologists as a state of Apprehension, an indistinct worry that is only not directly related with an object"*.

1.2.1 Types of Anxiety

Three methods to the study of anxiousness have been recognized as the trait, country and situation precise views (MacIntyre & Gardner, 1991a). According to every other classification, two types of nervousness have been presented: facilitating and debilitating anxiety.

1.2.1.1 Trait Anxiety

It is viewed to be a stable persona characteristic so that a man or woman with trait anxiousness can be anxious in any situation. Spielberger (1983) defines it as an individual's likelihood of becoming anxious in any situation (MacIntyre & amp; Gardner, 1991, p.87). Yet, this strategy to nervousness has been criticized in that the interpretation of trait nervousness would be meaningless barring being regarded in interplay with scenario because a particular situation can also be perceived as anxiety-provoking with the aid of some however now not through others even though those humans can also have comparable trait anxiousness scores (Ibid, p.88).

1.2.1.2 State Anxiety

In contrast, kingdom anxiousness is a non-permanent characteristic of an individual's characteristics. Spielberger (1983) considers it as an apprehension skilled at a particular moment in time, for example, prior to taking the examination (MacIntyre & amp; Gardner, 1991, p.90). In this regard, the higher the stage of trait nervousness a man or woman possesses, the greater the level of state nervousness he/she may additionally experience; Macintyre & amp; Gardner (Ibid) assist this idea by pronouncing *that "Individuals who are susceptible to experience anxiousness in ordinary (i.e., who have high stages of trait anxiety) exhibit larger elevations of state anxiety".*

In fact, the country nervousness approach to nervousness research has been criticized for asking the question 'are you frightened now?' instead of asking 'did this scenario make you nervous?' (Ibid).

1.2.1.3 Situation-Specific Anxiety

A kind of anxiousness is called the state of affairs unique anxiety, which refers to anxiousness experienced in a well-defined scenario (MacIntyre & amp; Gardner, 1991a). Situation precise studies can provide extra to the grasp of anxiety because various elements of the scenario can be queried. A key difference is that topics are examined for their anxieties in restricted occasions such as taking a test, speaking in public, writing examinations, performing math or taking part in a language class. Situation unique constructs can be considered as trait nervousness measures restrained to a given context (MacIntyre & amp; Gardner, 1991b).

1.2.1.4 Facilitating vs. Debilitating Anxiety

1.2.1.4.1 Debilitating Anxiety

Some stress can have damaging impacts inflicting students to forget records and emerge as very fearful earlier than and all through exams. This horrific kind of anxiety is referred to as debilitating anxiety. Debilitating Anxiety has a terrible effect and has an impact on a student's test instruction and test-taking abilities. When any person has tried out anxiety, they are feeling the influences of debilitating anxiety. Here are some examples of debilitating anxiety: ready until the final minute to study for a large test and feeling frightened and unprepared. Arriving at a check late and having to rush through the questions to reply to them in time. Being pulled over for speeding with the know-how that the student's insurance plan is going to go up as an end result of the ticket (Alpert, R. & amp; Haber, R. N, 1960).

1.2.1.4.2 Facilitating Anxiety

According to Alpert, R. & Haber, R. N. (1960), some stress is the right to have. It can preserve the students alert, attentive, and supply them with the motivation to succeed. This type of anxiety does now not avert take a look at the guidance and check taking abilities. In fact, this kind of anxiousness may additionally help to enhance performance. Here are some examples

of facilitating anxiety: an adrenaline rush before a huge recreation or fine strength before a date. In the career world, it could be a rush of adrenaline before conducting an interview or butterflies earlier than a large presentation.

Facilitating nervousness improves mastering and performance, while debilitating anxiety is related to terrible studying and performance. Agreeing to Scovel (1978, cited in Tanveer, 2007, p.10) anxiety, in its debilitating and facilitating shapes, serves "Simultaneously to spur and to warn" the learner. Facilitating nervousness occurs when the challenge level of the mission triggers the desirable quantity of nervousness (Scovel, 1978, cited in Zheng, 2008, p. 02). In such case, facilitating anxiousness *"Motivates the learner to 'fight' the new gaining knowledge of task; it gears the learner emotionally for strategy behavior"* (Scovel, 1991, cited in Tanveer, 2007, p.11). However, although a positive stage of anxiety may be beneficial, too an awful lot anxiousness can end up debilitating: it motivates the learner to "flee" the new mastering task; and stimulates the individual emotionally to adopt avoidance behavior which may additionally lead to avoidance of work and inefficient work performance (Scovel, 1978, mentioned in Zheng, 2008, p.02; Scovel, 1991, mentioned in Tanveer, 2007, p.11). Such a phenomenon can be greatly described with the aid of the Yerkes-Dodson Law, which suggests a curvilinear association between arousal and overall performance (Wilson, 2006, p.45). When represented graphically on an inverted U-shaped curve, the Yerkes-Dodson Law shows that too little arousal produces minimal performance; reasonable arousal enhances overall performance and reaches a peak at the pinnacle of the curve; after that, too good deal arousal will again restrict overall performance (MacIntyre, 1995, p.92).

To discover a possible interaction of checking out approach with anxiety, Alpert and Haber's Achievement Anxiety Test was once administered to 103 male and 94 woman undergraduates in biology publications that used regular or mastery-based trying out systems. As predicted, college students high in debilitating nervousness attained lower grades than college

students low in debilitating anxiety; especially facilitating nervousness was associated with higher grades than used to be low facilitating anxiety, especially in the traditionally taught sections.

The consequences guide the Alpert-Haber concept of test anxiousness and advise an inverted-U relationship between grades and take a look at anxiety. Further analysis confirmed that, though check anxiousness did no longer affect effort in study, ladies studied more in the mastery-based course than in the common course. Males' effort used to be no longer affected by means of trying out methods. For the identical purpose, Ahmed A.Kader (2016) carried out some other find out about In the Principles of Microeconomics class, 126 college students participated in the completion of five questionnaires, with one describing scholar characteristics. The other 4 questionnaires covered a 29 object Locus of Control Scale; a 19-item Test Anxiety Scale, with 10 gadgets describing debilitating check nervousness and 9 items describing facilitating test anxiety; a 16-item delaying Scale; and a 5-item Fear of lack of success Scale. Using the Test Anxiety Scale, the category was once divided into two groups of college students with the aid of a median split of 2.8 for debilitating take a look at nervousness and 2.56 for facilitating take a look at anxiety.

The consequences of this learn confirmed that students who suffered extra from debilitating test nervousness (higher than the 2.8 median splits) scored decrease average take a look at scores, were non-white, procrastinated more, and skilled decrease facilitating take a look at anxiety. Students who experienced more facilitating take a look at anxiousness (higher than the 2.56 median split), scored higher average test scores, had been adult males, had been internally oriented and suffered less from debilitating check anxiety. Regression outcomes show that debilitating take a look at anxiousness has a huge and bad effect on pupil performance as mirrored via the average class score for the semester.

1.3 Definition of Foreign Language Anxiety

Anxiety, when related to learning a foreign language, is termed as "second/foreign language anxiety" related to the poor emotional reactions of the rookies in the direction of foreign language acquisition (Horwitz, 2001 FLA is generally viewed as a complex and multi dimensional phenomenon of self-perceptions, beliefs, feelings and behaviors related to foreign language learning (Horwitz, & Cope, 1986). Two Anxiety bobbing up whilst getting to know a foreign language in lecture room conditions was once defined by means of MacIntyre and Gardner (1994, p.284) *as "The feeling of pressure and apprehension particularly related with second language contexts, involving speaking, listening and learning"*. Lightbrown and Spada (2006) defined language anxiousness as *"Feelings of worry, nervousness, and stress that many college students experience while getting to know a second language"* (p.61).

According to this definition, it can be argued that students who journey nervousness may also sense stressed, and they may decide not to participate in their category discussions, or may additionally no longer do their homework on time.

There are two methods for identifying overseas language anxiousness (Horwitz, & amp; Young, 1991), the first method is the switch approach-where FLA is seen as a manifestation of other forms of anxiety- and the 2nd method is the unique approach– the place overseas language success is connected with FLA but not with different sorts of anxiety. FLA can be considered both as a stable attribute trait and the temporary country precipitated through a number of factors. The classical find out about of Horwitz, & amp; Cope (1986) added a construct of FLA as a scenario particular anxiety affected by a precise kind of scenario or match (MacIntyre, & Gardner, 1991). Z.Klarova (2016) posted a book on Foreign Language Anxiety. The purpose used to be to summarize the most applicable data and research findings on FLA from the very beginning of its study in the Seventies up to 2016 and to introduce FLA to a typical target audience of researchers, beginners, and teachers who are interested in this multi-

faceted phenomenon. She concluded that first, foreign language mastering is a life-long commitment (Horwitz, 1996), so it must be the most important objective of foreign language methodologists to discover the most environmentally friendly techniques for overseas language mastering and teaching. However, that book has brought greater systematized records to the find out about of nervousness amongst foreign language rookies which could show to be of interest for foreign language instructing methodology. Second, the multi-factorial nature of FLA and the demand for communication in cutting-edge language gaining knowledge of pose a venture to researchers to assist overseas language learners. Third, they need to take into consideration the real needs of foreign language students and teachers, consequently making the acquisition of foreign language extra effective, exciting and less frustrating. Finally, certainly, the facts presented above are neither exhaustive nor exact to understand the entire phenomenon of foreign language anxiety (Horwitz, 1996).

1.3.1 Types of Foreign Language Anxiety

Foreign language anxiousness can be related to three distinct anxieties that are associated with educational and social evaluation situations. Those are communication apprehension, the concern of terrible evaluation, take a look at nervousness (Hortwiz, et al. 1986) and writing anxiousness (Daly and Miller, 1975).

1.3.1.1 Communication Apprehension

Communication apprehension seems whilst actual or predicted interplay with others. As a result, students might also keep away from situations in which they are supposed to speak to someone. Horwitz et al. (1986, p.128) define verbal exchange apprehension as *"A kind of shyness characterized through concern or anxiousness about speaking with people"*.

Communication apprehension for sure plays a massive role in FLA/SLA. People who are fearful speak men and women or groups are likely to be in even more hassle when doing so

in a second/foreign language class, the place *"In expansion to feeling less in control of the communicative circumstance, they too may feel that their endeavors at verbal work are always being monitored"* (Horwitz, et al., 1986, p.127). Learners will sense uncomfortable, shy and concern when they need to enter actual communication, even in fact they have ample their ideas and thought. The freshmen who certainly frequently journey anxiousness will more and more get greater difficulties when they have to communicate with another language that is no longer their first language, because they may additionally sense that their attempts at oral work are constantly being monitored. Therefore, verbal exchange apprehension possesses an influential role in disturbing the process of studying FLA/SLA due to the fact the freshmen will face more anxiety when they have to talk in overseas languages.

1.3.1.2 Fear of Negative Evaluation

Fear of poor social contrast is provoked by using students' challenge that someone else would consider their performance, that contrast would be bad or that every other individual would structure a negative opinion about them. As a result, they additionally turn to avoidance conduct which is to escape events in which any form of judgment could appear. Fear of terrible assessment is apprehension about others' evaluation, avoidance of assessment situations and the expectation that others would consider one negatively. Fear of poor contrast is not limited to test-taking situations; as a substitute, it may additionally appear in any social, evaluative situation, such as interviewing for a job or speaking in the 2nd or foreign language class. Fear of negative evaluation is an extension of the other elements (test anxiety) of FLA/SLA, due to the fact it is not limited to test-taking situations (Horwitz et al., 1986, p.127). It is additionally broader in the feel that it pertains no longer only to the teacher's comparison of the students but also to the perceived reaction of other students.

1.3.1.3 Test Anxiety

Horwitz et al. (1986), defined test anxiety as *"A type of performance apprehension due to a fear of failure"*.

Test anxiousness is pretty pervasive in language school rooms due to the fact of its non-stop performance evaluative nature. Test anxiety refers to a kind of overall performance nervousness stemming from failure. Fear of failure happens because the beginners have thoughts in their mind that the solely proper overall performance refers to a check that they can answer perfectly. If they cannot do the test perfectly, it skills that they fail the test. Test anxiety has a necessary role in influencing students learning outcomes, several feelings such as the concern of failure or unpleasant ride are types of test anxiety that usually happen in students' minds. Test anxiousness is skilled due to students' worry that they will function poorly at some point of an examination or that they will fail any form of a test. Its most common consequence, as the lookup published (e.g. Horwitz et al. 1986, Kitano 2001, Herwitt & amp; Stephenson 2011), is that the fantastic of students' performance is poorer and they get worse grades than non-anxious examinees.

1.3.1.4 Writing Anxiety

The thinking of writing anxiety also called writing apprehension has been first brought by Daly and Miller in 1975. The time period "writing apprehension" refers to writing-specific nervousness (Daly, J. A., & Miller, M. D, 1975, p.242-249). The definition given by means of Daly and Miller related to writing apprehension is that it is a

> Situation and situation-specific character differences associated with a person's dispositions to strategy or avoid scenario perceived to doubtlessly require writing accompanied by some amount of perceived evaluation.

Writing nervousness is extra of concern of the writing system that outweighs the projected reap from the capability to write (Takahashi, A., 2009, 14, p.39-48). According to (Al-Sawalha, A. M. S, & Chow, T. V. V. 2012). Writing apprehension is characterized as

A name for one or a combination of sentiments, convictions, or behaviors

that meddled with a person's capacity to begin, work on or wrap up a

given composing assignment that he or she is competent of doing.

Writing is an enjoyable recreation for some students, and they see it as exciting exercising when they put their thought or thoughts on paper. For these students who have subjects putting their thoughts into written words, the writing recreation will be a very uncomfortable, and even anxious experience each time they face a written task. When students discover difficulties in writing, they would possibly have faced writing anxiety.

Writing anxiety is an end result of lacking information or appreciation quintessential to entire the writing assignment and the students' faith that writing is tough work (Clark, 2005). One of the causes, why writing apprehension appears, is that because writing requires know-how how to produce excellent writing. Besides understanding expertise in writing but training writing is additionally important, how regularly training writing will affect to the writing itself. Because the more exercise in writing, the less difficult writing will be.

1.4 Types of Writing Anxiety

Similar to foreign language anxiety, writing anxiety is also divided into some sorts. According to Cheng (2004), writing nervousness is divided into three types: Cognitive anxiety, somatic anxiety, and avoidance anxiety.

1.4.1 Cognitive Anxiety

Cognitive anxiety refers to the cognitive issue of nervousness experience, which includes poor expectations, preoccupation with performance and concern about others' perception. How the college students make their writing can be particularly influenced by way of expectation from other students or teachers. For instance, the teacher gives excessive expectation and the students have to gain the excessive preferred from the teacher. It can have an effect on the students' writing because they will focus more on others' expectations alternatively than their personal writing.

Cognitive Anxiety is nervousness which deals with other's (teacher and classmates) understanding and poor expectation. Furthermore, it can be concluded that there are two points of view that can reason anxiousness for the students. The first one is the expectation of the writing teacher. The second one is the grasp of another friend in writing class. The expectation from the writing trainer is the most worrying for the writing students. It can be stated that the students are afraid of their writing teacher expectations. In this context, the instructor expectation is in terms of the content, for example, whether the way of quoting is splendid with what is expected. This scholar admits to worry now not to be able to fulfill the widespread and for this reason, get terrible marks. Besides the teacher's expectation, students additionally experience anxious with their friends' expectations. Somatic Anxiety is anxiety which deals with disagreeable feelings, such as anxiousness and tension. From the interview, it is found that the deadline, teacher's pressure, and have no longer ride writing class before are the essential troubles that reason the students to experience anxiousness in writing a class (Karmi Tuppang, 2014).

1.4.2 Somatic Anxiety

According to Cheng (2004, p.316), Somatic Anxiety refers to one's understanding of the physiological outcomes of the anxiousness experience, as reflected in extending in the country of unpleasant feelings such as anxiety and tension. Sometimes college students are feeling apprehensive in excessive anxiety when they are below time-limited and they have no longer observed any idea. For instance, the students are requested to write something on one web page and they have to end it in classification in 10 minutes. Maybe they are not feeling nervous in the beginning however they will feel anxious when have no longer finished and some of their friends have completed their writing.

Somatic anxiousness is the physical signs and symptoms of anxiety, such as butterflies in the stomach. It is also known as somatization. It is commonly contrasted with cognitive anxiety, which is the mental manifestations of anxiety, or the specific thinking strategies that occur at some stage in anxiety, such as difficulty or worry. These unique aspects of anxiousness are in particular studied in academic psychology, especially bearing on to how the anxiousness signs have an effect on the writing performance.

According to Karmi Tuppang (2014), Somatic Anxiety is a nervousness which deals with unpleasant feelings, such as nervousness and tension. It is determined that the deadline, teacher's pressure, and have no longer journey writing type earlier than are the major troubles that motive the college students to feel nervousness in writing class. Studies published that there are some elements that reason the students to experience anxiousness in writing class. They are anxious because first, they have never skilled writing type before. Second, college students are afraid of their personal writing skills. They admit admits that even they have regarded what they choose to write but when the teacher offers them a time constraint, their idea becomes jumbled and their writing will become incoherent. Consequently, all they have in thought is gone.

1.4.3 Avoidance Anxiety

Avoidance Behavior refers to the behavioral aspect of the anxiety experience, avoidance of writing (Cheng, 2004, p.316). Avoidance nervousness is a kind of anxiety where college students keep away from writing. This is a behavior component of the anxiousness experience. For instance, college students do not come to the writing class or do no longer do their writing task. This is the most unsafe kind of writing nervousness because the students will keep away from writing. They will no longer do whatever in writing class. The college students cannot get any results in their writing. (Cheng, Y. S. 2004).

Avoidance Behavior is an anxiousness which deals with the students' conduct in keeping off writing in English. Studies exhibit that the most important cause for them to avoid writing is their nervousness on Grammar. The students suppose that their problem with writing English is grammar. There are precise teachers who really center of attention on assessing students' grammar. Students attempt to keep away from that type of instructor by now not taking these teachers' classes. By so doing, they hence avoid writing course (Karmi Tuppang, 2014).

1.5 Causes of Writing Anxiety

Tuppang's find out (2014) that cognitive nervousness used to be the most common kind of writing anxiety, and there are 4 essential factors of writing anxiety; those are that the students in no way skilled writing classification before, afraid of their very own writing, pressure from instructor and writing below time constraint. Furthermore, Ningsih's study (2015) discovered that cognitive anxiety was the dominant type of writing anxiety. The three primary issues of writing nervousness amongst the students are inadequate practice and inadequate writing technique, and three major factors of writing anxiousness amongst the first semester are language difficulties, time pressure, and inadequate writing practice.

Some researchers postulate that anxiety even exists amongst superior grownup students of foreign languages (see Ewald, 2007; Mar-cos-Llinas & Garau, 2009). For example, Ewald (2007), Marcos-Llinas & Garau (2009) pointed out that overseas language anxiety is frequent amongst advanced newcomers and it increases when their language and linguistic capacity are now not improved. Gregersen and Horwitz (2002) discovered that college students suffer from excessive levels of foreign language anxiousness that is typical for clever college students as well, because, they begin to make excellent expectations of them-selves and underestimate towards presenting. This indicates that those students are overly worried about others' opinions and they will pay too excellent interest to mistakes that will harm their attention to their lessons.

In any other study, Erkan and Saban (2011) tried to become aware of whether writing overall performance in EFL college students is associated with writing anxiety, self-efficacy in writing, and/or attitudes closer to writing. Participants had been 188 college students, whose mother tongue was once Turkish. They found that writing nervousness and writing performance are negatively correlated. In addition, the relation between writing anxiousness and writing self-efficacy is negative. In his investigation performed in order to explore the sources of writing anxiety in 57 Egyptian college college students of English, Latif (2012) adapted the English Writing Apprehension Scale (EWAS), consisting of 12 items, each with 5 Likert-type responses (from 1 "strongly agree" to 5 "strongly disagree"). Reactions to EWAS survey and in interviews uncovered that there six sources of the students' English writing anxiety: phonetic information level, seen dialect competence, writing performance level, perceived writing competence, academic practices and worry of criticism. Kara (2013), in an investigation about writing anxiety involving a hundred and fifty Turkish university students of English, used a 20-item writing nervousness scale. The results validated that they have high tiers of writing anxiousness while writing a composition. Susoy and Tanyer (2013) studied the L2 writing

nervousness ranges of Turkish pre-service instructors of EFL and the relationship between their writing anxiety and writing performance. The findings showed that the relation between writing anxiety and writing performance is drastically negative. Based on the findings, 19% of the contributors are found to be highly anxious while 21% are labeled to be low anxious and the rest (60%) are classified as reasonable anxious. Aljafran (2013) tried to become aware of whether or not Saudi EFL students trip nervousness in their educational writing in the science faculties and where these troubles come from. The effects printed that contributors share the same reasonable feeling of English writing anxiety. Furthermore, the analysis of the open-ended questionnaire uncovered the sources of writing nervousness such as the weak point of students' past English education, lack of confidence in writing and inappropriate evaluation.

Writing nervousness occurs due to some causes, based totally on preceding researches there are some feasible motives of writing anxiety. The reasons will be explained as follows:

1.5.1 Fear of Negative Evaluation and Fear of Test

Most college students sense anxious when their writing would be evaluated. They feel anxious when their writing is not as excellent as their teachers' hope, and as a result, their teacher offers a terrible comparison of their writing. Most of the college students subject extra on teachers' assessment than their writing. It makes them feel uncomfortable when writing, as an end result they face writing anxiety. Students experience anxiety when their writing will be evaluated, and fear of test is very pervasive due to the fact writing take a look at is viewed as a productive endeavor that is influenced by time stress strongly (Zhang, 2011). The students will feel anxious when their writing is no longer as precise as their teachers' hope, and as a result, their instructor will provide a bad comparison of their writing. Fear of negative assessment (FNE) can be defined as *"Anxiety about others' evaluations, trouble over negative assessments by others, and the anticipation that others would consider one badly".*

The assemble and a psychological take a look at to measure it has been described by using David Watson and Ronald Friend in 1969. FNE is related to specific persona dimensions, such as anxiousness, submissiveness, and social avoidance. People who score high on the FNE scale are rather involved within the search of social approval or avoiding disapproval by means of others, and may additionally tend to avoid conditions the place they have to undergo evaluations.

1.5.2 Time Pressure / Factor

According to Rezai and Jafari (2014), time stress is one of the fundamental reasons for writing. Writing in English for college students is wanted extra time than writing in their mom tongue or first language. They want extra time to plan, write and revise in order to make sure that their writing in English can be as right as writing in their first language. The college students will experience anxiety when they have to write beneath time strain because they cannot pay attention to their writing, and focus extra on limited time.

1.5.3 Lack of Self-Confidence

Self-confidence is extremely essential in finding out the response of the students towards writing tasks. Students with good capabilities and competencies in writing will encounter anxiety when they trust that they will do poorly (Hassan, 2001). Even if the students who have high 2nd language writing capacity anticipate that they are now not equipped in writing something which is ordered, then they additionally cannot avoid writing anxiety (Cheng, 2004).

1.5.4 Insufficient Writing Techniques

Studies in writing exhibit that the students have a pretty precise perception of composing procedures and accurate skill improvement (Hassan, 2001). Students who experience writing anxiety are those who have poor talent improvement and lack of grasp of the writing procedure which skills the anxious students are not skillful writers.

1.5.5 Language Difficulties

Language challenge is a common trouble faced by means of overseas language freshmen when they write composition in English. Linguistic difficulties make them hesitant or lazy to write composition in English due to the fact the situation in expressing thoughts thru right and diverse clauses which must be written in accordance with grammar rules. In addition, the amount of vocabulary of college students is nevertheless extraordinarily negative (Zhang, 2011).

1.5.6 Lack of Topical Knowledge

According to Zhang (2011), the low level of topical understanding leads the college students to experience anxiety. For instance, when the inexperienced persons are delivered by way of the lecturer to write an essay about civics, whereas they only have a little understanding of civics, they will be fearful and afraid to write down their ideas. They have to think of something which is bizarre and challenging for them. Therefore, its ability that lack of understanding considerably affects the prevalence of writing anxiety amongst the students.

1.5.7 Lack of Experience or Insufficient Writing Practice

One of the motives why students sense anxious when writing English compositions is due to the lack of exercise in expressing something the use of English. The college students who rarely exercise when they are writing will provide excessive awareness of the varieties that they write, not on the content material of the essay. While the extra center of attention is given to the form, the more writing apprehension will be presented. Writing exercise is very essential in growing writing ability, the students who frequently practice their writing will be better in writing. Writing is a language that solely can be attained by events practice. The students who hardly ever practice writing my journey writing nervousness due to the fact they have lack experience of writing in English composition. The college students who often practice writing will get easier to end a writing challenge due to the fact they have a journey in writing

composition. The steps of writing manner would information the college students in writing practices.

1.5.8 Pressure for Perfect Work

Anxiety may additionally show up due to the fact the rookie's sense in the strain for perfect work. They accept it as true that the best writing work is that which needs work and has more tough widespread (Bloom, 1981). This self-imposed pressure for perfect work which commonly makes the students experience writing nervousness and cause the scholar to be reluctant to write. They have to attain high popular of writing, and it makes the college students journey writing anxiety.

1.5.9 Fear of Lacking Bright Ideas

Many college students fear that they might no longer have super ideas to work on. That's why writing essays becomes an undertaking that a lot of students discover dreadful. This concern is brought about by means of inadequate reading and deficient researching. Bright ideas do not just come alongside besides sufficient gaining knowledge of means. Essay writing requires ideas that are sparkling and innovative. When writing as a skill is considered, freshmen assume that they lack critical techniques like organizing ideas, gathering information, combining ideas. Moreover, the idea that their English is now not ample to express themselves surely (Selma Kara, 2013).

1.5.10 Fear of Inability to Choose a Good Topic

This concern is the end result of having a concept block out. Having an appropriate theme says a lot about the essay writing quality. The inability to come up with an interesting and relevant subject matter weakens the cost of the essay. This worry is fantastic battled through in-depth discovering and keen observing. Having an indistinct theme in searching for plausible arguments can be irritating and time-consuming.

1.5.11 Fear of Inability to Gather Relevant Evidence

Gathering relevant proof in essay writing is quintessential because it determines how susceptible or how sturdy the aiding arguments are. This fear of a lack of ability to gather relevant sources is due to a lack of knowledge about where and how to get lookup materials. A student wishes to be uncovered to the extraordinary research techniques and resources.

1.5.12 Fear of Inability to Formulate a Sound Thesis Question

The basis of appropriate essay writing is a clear grasp of what it tries to achieve. The thesis question embodies the statement that the essay desires to achieve. The lack of ability to formulate a sound thesis question originates in lookup deficiency.

1.5.13 Fear of Inability to Write in a Logical Manner

This nervousness comes out from the lack of organization of thoughts. It is skilled through lack of doing an outline, lack of drafting. A set of thoughts and lots of details need to be organized logically to produce a cohesive piece of writing.

1.5.14 Fear of Inability to Analyze and Interpret Results

Essay writing needs a skillful evaluation and interpretation of the gathered evidence. Without this skill, all the tough work invested in statistics gathering stays futile. Students fear

facts analysis due to the fact of trip inadequacy. Results are fine interpreted if the creator has a correct draw close of what the subject matter is and is exposed ample to similar data.

1.5.15 Fear of Having Grammatical Errors and Poorly Constructed Sentences

It is frequent for essay writers to be aware of the applicable grammar and accurate sentence construction. It is hard for college students when it comes to the fundamental policies of composition however fearing to commit such blunders is unnecessary. This worry is normal and excellent battled through studying reference books. Essay writing is a pretty challenging exercise that stimulates the intellectual abilities and hones research skills. Although there are difficulties to encounter alongside the process, fearing them is certainly now not needed.

1.5.16 Fear of Success

EFL college students may additionally worry about success because they do not understand if they can live up to their writing achievements. They might also feel they are no longer right adequate or smart enough to keep writing, hold getting published, and keep satisfying editors, publishers, agents, and readers. Writers can also assume they don't have what it takes to rise to the challenge, and they don't know if they can maintain their writing success. Sometimes writers worry success due to the fact it assessments their limits and makes them inclined to new situations. Even worse, success can expose weaknesses and force writers not just to face, however, to deal with their flaws (Jacob Olsen, 2017).

1.5.17 Fear of Failure

Failure in higher education is described in a wide feel refers to a grade under a passing level, or virtually to performance under expectations (Lambert, 1969). Failure is regularly perceived as a poor match (Orlando, 2011). Often those who experience failure view it as a "setback" or "hold-up" to progress. Educators and students can also view failure differently; however, the stigma of failure is seen to both. In educational writing, when students take part in

a writing task, success and productivity are believed to relate to motivation. When college students fail at writing activities, motivation to whole such duties may additionally falter. Motivation is a very essential determinant of our conduct (Heimerdinger & Hinsz, 2008). Failure in writing means unique matters to one of a kind people and the definition will change as it is moved via the writer's journey. Fears are generally about the author him/her self or about how others will acquire the work (Stephen King, 2016).

1.6 The Impact of Writing Anxiety on Students' Performance

Anxiety can play an excellent role in giving a poor or advantageous feeling for mastering progress as nicely as writing achievements of students. There is a shut relationship between the levels of nervousness and how college students operate in their language studying as Horwitz (2001) located that language anxiousness is something related to students' achievement, even anxiety can conceal students' performance. He claimed this because there is a significant poor relation between college students who are anxious and their writing achievement. In the identical vein, Ningsih & Kusumaning Putri (2015) additionally cited that when the college students score is low for their success in their writing training they have been affected negatively. This poor effect of writing anxiousness may also manifest to many students, even those who have low-level anxiety. Thus, anxiousness can affect writing students and their performance, no depend if their degree of anxiousness is excessive or low. For instance, Tanveer (2007) indicated that *"Students' feeling of stress, anxiety, and nervousness may also hinder their language getting to know and performance abilities"* (p.01).

This implies that anxiety avoids college students from doing language tasks correctly. According to the previous studies in language learning, nervousness has a fundamental role in language gaining knowledge of due to its negative relationship to learners' language studying performance (Atay & amp; Kurt, 2006, p.127). Consequently, the role of nervousness in getting to know can be in reality understood.

Writing Anxiety has a negative effect on writing skills. Its results can be pretty great as they affect students' behavior, their attitude to writing, their written products, and the manner of writing1 (Faigley et al. 1981, Rose 1980). As a long way as enormously frightened students' behavioral patterns are concerned the lookup published that they may additionally flip to keep away from situations in which they are required to produce some written discourse (Daly & Miller 1975b, Cheng 2004), they do no longer have interaction into exercise which may want to enhance their writing competencies (Daly & Miller 1975b, Cheng 2002), they do now not care to flip their compositions in due time and showcase a tendency to procrastinate, they do now not join into courses which advance writing competencies (Daly & Miller 1975b, Daly and Shamo 1978) and they may pick an occupational career which does now not require writing competencies (Daly and Shamo 1976, 1978).

Faigley et al. (1981) studied the effect on writing apprehension on students' competency which in this case intended the potential to recognize a number of patterns as correct or incorrect. The hypothesis that high fearful writers would perform worse was once proven by the study: college students received poorer consequences in six out of eight measures checking out competency.

Writing apprehension effects in a bad and pessimistic mindset to writing. It impacts students' level of pleasure from a path and from any written tasks undertaken internal and outside the lecture room (Daly & Miller 1978b, Faigley 1981). It additionally influences students' self-efficacy (Daly & Miller 1978b) and as You-show (2001) and Anyadubalu (2010) discovered self-efficacy seems to play a fundamental function in lowering language anxiousness and as a final result in performance in the course of assessments and examinations.

Referring to the product of writing Faigley et al. (1981) determined that excessive anxious produced significantly shorter essays that had been characterized by fewer complexes

and much less varied syntactic structures. They exhibited problems with fluency and they did not increase their thoughts as absolutely as low anxious students, which was vivid in the meaningful content material of T-units and clauses. Students displayed a constrained use of non-restrictive modifiers, which, in the authors' opinion, are traditional for skilled writers. It was additionally observed that high frightened college students performed worse in narrative writing than in argumentative writing. The authors hypothesized that they were greater anxious to specific their own feelings, attitudes and experiences which is critical to assemble a narrative text.

Rose (1980) analyzed the procedure of writing from a cognitive viewpoint in order to look into the patterns of behavior regular for 'blocked writers'. The learn confirmed that blocked writers lacked flexibility in the utility of writing regulations and strategies: one pupil would consist of the paragraph which did now not fit to the rest due to the fact he felt that 'you ought to constantly make three or extra factors in an essay. If the essay has less then it is now not it too strong' (Rose 1980, p.394). Some blocked writers displayed additionally nonconformity in the utility of hassle fixing strategies, they one way or the other felt 'obliged' to follow the direction their essay took and had been uneager to alternate its parts which resulted in an unwillingness to revise a composition. The lookup additionally revealed that blocked writers constructed plans; however, they treated them as 'closed systems' with no option for development. Finally, the most serious final result of writer's block was the students' resistance to feedback from instructors. They were 'isolated' from feedback and now not in a position to check pointers provided by the trainer, not like unblocked and profitable writers who had been eager to advantage from teachers' help and remarks and who were very bendy in the use of problem-solving strategies.

1.7 Strategies for Overcoming FLWA

Strategies for coping with second language writing nervousness can be explored from the Scope of newcomers as properly as the scope of teachers.

1.7.1 Learning Strategies

Oxford (2001, p.166-172) mentioned sorts of language studying strategies. Three Learning strategies, such as: meta cognitive strategies, cognitive strategies and effective strategies may also be beneficial to limit L2 writing anxiety.

1.7.1.1 Meta Cognitive Strategies

Meta cognitive techniques include figuring out one's personal interests, desires and getting to know style preferences, which help the learner to have self-knowledge about his mastering style as nicely as its blessings and disadvantages, so as to pick techniques that with no trouble healthy with his Learning fashion (Oxford, 2001, p.167). Reid's (1987) self-report survey of the perceptual Learning fashion preferences of ESL college students supplied an exact instance of getting to know style Preferences, which encompass visual, auditory, kinesthetic, tactile, team and person (Reid, 1987; Hyland, 2003, p.53). Reid (1987) made a brief rationalization to Four fundamental perceptual learning fashion preferences visual learning is centered on analyzing And reading charts; auditory learning prefers listening to lectures and audiotapes; Kinesthetic studying is experiential mastering that involves physical activities in Learning situations; tactile studying is "hands-on" learning, such as building models And doing experiments (Reid, 1987, p.89). Appendix three (Questionnaire III) in this learn about Was designed on the base of Reid's perceptual getting to know fashion preference questionnaire In order to discover out Chinese ESL learners' gaining knowledge of style preferences in English Writing class. Self-knowledge about one's gaining knowledge of style preferences will assist ESL Learners and teachers to use various and appropriate learning strategies to accommodate these preferences in an ESL writing class. For instance, as Hyland discussed, college students

with an auditory desire work higher on tasks like listening to lectures, conversations, or taped fabric as sources for writing and duties that require interaction with others, such as crew or pair work involving records transfer, reasoning, and discussion (Hyland, 2003, p.44). Visual learners, on the different hand, might also respond properly to studying source texts, writing class journals, and transferring facts from the graphic, textual, or video material. Tactile college students can also work properly with the duties that contain writing reports on trying out models. Kinesthetic college students like to participate actively in the duties like role-plays, and initiatives involving records Collection (Hyland, 2003, p.45). Knowing about the gaining knowledge of style preferences of Students will be of value to ESL educating and evaluation. The research confirmed that college students who have been taught in favored getting to know patterns scored higher in tests, Facts, attitudes and efficiency than those taught in instructional styles Different from their favored styles (Reid, 1987, p.90).

1.7.1.2 Cognitive Strategies

Cognitive techniques contain interactions with the fabric to be discovered (O' Malley & amp; Chamot, 1990, p.138). According to the research of O'Malley & amp ; Chamot (1990) , Cognitive strategies, such as repetition (repeating a chunk of language, such as a word or a phrase, in the direction of performing a language task), rehearsal (rehearsing the Language needed, with interest to meaning, for a written task), translation (using the First language as a base for grasp and / or producing the second language) and Transfer (using formerly obtained linguistic expertise to facilitate a language task) Might be beneficial for lowering ESL writing anxiety triggered by means of linguistic difficulties. Oxford (1990, p.70-79) claimed that practice is the first and most necessary set of cognitive strategies, which include five strategies such as repeating, formally training with sounds and writing system, recognizing and the usage of formulation and patterns, recombining, and practicing naturalistically. He additionally pointed out that imitation of native users of the language is every other repeating technique used for L2

writing. Learners can enhance their use of structures, vocabulary, idioms, and patterns in writing via imitation. Teachers should assist college students by means of presenting distinctive examples of goal language writing for them to imitate. In writing, revising is some other use of repeating technique, that is, going via a written draft (usually extra than once) in order to right or amend it (Oxford, 1990, p.71). Teachers should assist students in presenting ample and superb remarks for them to improve their writing. Studies show that ESL writers decide on instructor written remarks (F. Hyland, 1998; Hyland, 2003, p.179), and many beginners specially choose remarks on their grammar (Leki, 1990; Hyland, 2003, p. 179), or content-specific comments with unique strategies for revising (Zamel, 1985, p.86; Hyland, 2003, p.178).

1.7.1.3 Affective Strategies

Affective strategies encompass figuring out one's feelings, anxiety or contentment, and becoming conscious of the learning situations or tasks that evoke them (Oxford, 2001, p.168; Arnold, 1999), which helps inexperienced persons deal with nervousness successfully. Using a diary to file emotions about language getting to know was counseled as a very helpful strategy. Chamot, Kupper, and Impink Hernandez (Chamot, Kupper, & amp ; Impink-Hernandez ,1988, p.17-19; O'Malley & amp; Chamot, 1990 , p.139) also offered some effective strategies, such as questioning for clarification (asking for clarification or verification about the mission), cooperation (working collectively with peers to remedy a problem, pool information, take a look at a mastering tasks, model a language activity, or get feedback on written performance), self-talk (lowering nervousness via using intellectual strategies that make one experience ready to do the getting to know tasks), and self-reinforcement (providing private motivation by way of arranging rewards for oneself when a language learning exercise has been successfully completed). Oxford (1990, p.163-168) additionally presented some precise effective techniques that can be applied to L2 writing, such as decreasing writing nervousness through the use of revolutionary relaxation, deep breathing, or meditation, encouraging oneself via making high-

quality statements or self-rewarding and taking one's emotional temperature via writing a language getting to know diary, the use of a guidelines of their very own emotional state, or discussing one's feelings with any person else. All these techniques could be used flexibly in coping with ESL writing anxiety.

1.7.2 Teaching Strategies

During reading and taking writing courses, students may trip writing anxiety. Therefore, they need to think about some approaches that can help them put off or at least reduce that anxiety. Based on some scholars, there are some techniques that can assist college students to stop and minimize such anxiousness from their academic performance. As Rezaei, Jafari, & Younas (2014) said, instructors should guide their college students to decrease their writing errors. They said that via high-quality reinforcement writing anxiousness can be diminished as properly (p.07). Thus, when students face writing nervousness in writing classes, the writing trainer ought to think about college students and take steps to prevent writing anxiety. Furthermore, Tsai and Cheng (2004) counseled that instructors should pay greater interest to help and exhibit their college students an advantageous and sensible understanding of their writing overall performance for the development of their writing skills; they must help students analyze to face difficulties, even screw-ups except dropping confidence. As the end result of these ideas, writing teachers are recommended to assess students' writing performance in accordance with the requirements they use whilst assessing their students' writing performance. In admire to that, teachers must recognize that some students may additionally turn out to be rather anxious about 2nd language writing, and this is associated with the category environment. For instance, Negari & amp; Rezaabadi (2012) suggested that it is imperative for teachers to appear for fantastic methods to limit writing anxiousness in a way which does now not make college students so carefree that they do no longer pay attention to their tasks, mainly in the case of L2 writing. Also, Alico (2016) made it clear that to make English writing successful, English

instructors have to explore first the writing anxiousness of novices as well as their language learning motivation to serve as the measure for better instructing and gaining knowledge of English composition writing. Besides, Alico stated that instructors are encouraged to follow writing duties frequently due to the fact it forces the students to take part in the studying technique more. This can be another way to amplify the students' writing overall performance and minimize their anxiety in addition to writing. Beside the mentioned strategies and ways of overcoming writing.

Horwitz claimed that educators, in general, have two alternatives when dealing with anxious students; one is to assist them to cope with the existing anxiety-provoking situation, and the other is to make the learning contexts less traumatic (Horwitz et al, 1986). Specific methods for the trainer to reduce students' 2nd language anxiety include rest exercises, recommendation on nice language mastering strategies, behavioral contracting, and journal preserving (Horwitz et al, 1986). All these methods swimsuit the idea of a Process-oriented Approach in L2 writing, which focuses more on the number of school room things to do that are believed to promote the development of knowledgeable language use (Nunan, 1995, p.86). For instance, when making use of the Process-oriented approach, teachers of writing become a whole lot more interested in the strategies that writers go via in composing texts instead than the end result of the leaning technique two whether or not the writer ought to do as a fluent and capable consumer of the language. Some studies indicated that even college students of high L2 competence may not necessarily become aware of themselves as in a position language and may also now not be free from nervousness in the usage of that L2 (Cheng, 2002). Accordingly, writing teachers are suggested to assess students' writing confidence in accordance with the standards they use when assessing their students' writing competence. Cheng cautioned that the instructor needs to pay as lots attention to instilling in their college students a positive and sensible understanding of their writing competence as to the development of their writing skills; they should assist students to

analyze to face difficulties, even failures besides losing self-assurance (Cheng, 2002, p.652). Actually, decreasing second language writing nervousness by means of altering the context of studying is the most essential and significantly the most challenging task. Teachers may reveal a positive, learner-centered study room local weather in order to become aware of specific sources of students' L2 writing nervousness (Aoki, 1999, p.149-154; Horwitz et al. 1986, p.131; Hassan, 2001), to build self assurance in their L2 writing competencies because inaccurate self-evaluation of writing competence, instead than lack of writing skill, is identified as accountable for students' experience of L2 writing anxiety (Cheng, 2002). To decrease L2 writing anxiousness in the Learner-centered classroom, certain instructing methods were recommended, such as write more; discuss about previous writing experience; 19 find patterns in students' writing errors; conference for the duration of drafting stages; collaborate with students for evaluation criteria; motivate tremendous self-talk; fluctuate writing modes; reveal attitudes; etc…(Reeves, 1997, p.38-45; Hassan, 2001,p.28).

Cheng (2002) cautioned that it is imperative to set up a mastering environment the place students can write in their mistaken L2 except for embarrassment, where every scholar writer's contribution is effectively valued, the place things to do and writing duties lead to emotions of achievement, no longer failure, and where self-confidence is built up. Teachers may additionally need to provide more encouragement and positive feedback, center of attention more on contents as an alternative of forms, such as giving honest savings for precise ideas even if the writing suggests flaws in linguistic forms, mark surface errors such as spelling and punctuation mistakes sparingly in early drafts, and even from time to time allow experimentation without comparison (Cheng, 2002, p. 653).

1.8 Conclusion

Studies on Foreign Language Writing Anxiety revealed that writing anxiety includes three types; cognitive anxiety, somatic anxiety, and avoidance anxiety. In addition, EFL students may experience low, moderate or high anxiety. Furthermore, fear of negative evaluation. time pressure factor, lack of self-confidence, insufficient writing techniques, language difficulties, lack of topical knowledge, fear of failure, fear of success, lack of ideas, inability to choose a good topic, inability to gather relevant evidence, inability to write in a logical manner, inability to analyse and interpret results and inability to formulate a sound thesis question the main sources which may cause Writing Anxiety. Thus, meta-cognitive strategies, cognitive strategies and effective strategies that are explored from the scope of students as well as teachers may help students overcome their writing anxiety.

Chapter Two

Data Analysis and Research Results

2.1 Introduction

One of the most important criteria used in the assessment of the credibility of scientific research work is the extent of its relevance to reality. A work that is rooted in the context of the investigation, concerned with its subtle details and meant to understand it and affect it positively is work worthy of consideration. Sagacity, then, leads investigators to get in immediate touch with the subjects concerned by the phenomenon to elicit data right from them. Subjects' experience is the actual and reliable source of information.

The core concern of the present chapter is to approach the phenomenon under study and pursue it to its actual context. It is an attempt to investigate the very details that constitute it through the views of the learners, the first subjects concerned, as well as the teachers, the subjects in immediate touch with it. The data to be collected from both categories of informants are expected to reveal a lot about the problem; thus, they have been sensitized of the importance and necessity of their considerate contributions.

The present chapter provides a description of the situation under investigation as well as the research design and instruments. In the present work, two research instruments are used and the methodology of each one is explained. The data gathered in this chapter are analyzed both qualitatively and quantitatively. In addition, the main results drawn from this research are summarized and related to the research question put by the researchers to check its validity. Finally, interpretations of the research results and discussions of those results are well explained.

2.2 The Research Setting

The study which is concerned with third-year LMD students takes place at the Department of English of Ibn Khaldoun University in Tiaret during the academic year 2018-2019. The department was opened in 2012-2013 when the first cohort of LMD students were oriented to this university following a cooperation convention mutually signed between Ibn khaldoun University and Ibn Badis University. In the first year of its opening, there were four teachers to teach about 95 students. At that time, all of the teachers were Magister holders. Nowadays, the staff of English teachers consists of 22 permanent teachers and about 32 contract teachers. Among the 22 confirmed teachers, 08 are doctorate holders and 14 are Magister holders. The number of students in the department for the running academic year is as follows: around 550 students in the first year, around 300 students in the second year and around 290 students in the third year. For the doctoral students: 03 students are enrolled in National universities and 08 students follow their doctoral studies abroad. At the department, students pursue a three-year study for the License Degree and two other years for Master Degree in two specialties: Didactics and Sociolinguistics. No Doctoral studies have been launched in the department yet.

2.3 The Course of Writing at the English Department of Ibn Khaldoun University

In the English Department, writing is taught as a writing techniques module from first to the third year. The teachers of writing depending on their competence, their teaching experience and their students' needs to decide freely the content of this module. The objective of the writing syllabus is different from first to the third year. The objective of the first year syllabus is to help students write accurate paragraphs of different types. At this level teachers also guide their students to organize their ideas in a logical way so as to produce coherent pieces of writing.

In the second year, teachers devote much time to teaching micro-skills like sentence expansion and word formation. Second-year students learn how to write the different parts of an essay (introduction, body and conclusion) using different modes of discourse. In the third year, the module of writing is labeled "Academic Writing" and its main objective is to make students' writing more academic.

The third-year syllabus makes students know the techniques of paraphrasing and summarizing, and helps them use these techniques to write their extended essays. The syllabus also describes all the steps students should go through to write an academic paper (abstract, general introduction, general conclusion, etc.)

2.4 The Sample Population

The sample population of the study was the total number of thirty males and females of third-year License students in the sixth semester at the English Department of Ibn Khaldoun University. The participants were chosen randomly to answer the questionnaire. For the interview, it was conducted with three teachers from the department of both genders, male and female with different teaching profiles, different educational backgrounds, different professional qualifications and teaching different modules.

2.4.1 Students' Profile

Respondents in this study were third-year EFL students (15 females and 15 males) who have completed ten years studying English as a foreign language (04 years in middle school, 03 years at secondary school, and 03 years at university). These students study at Ibn Khaldoun University which is located in Tiaret.

The selection of these students was due to many reasons. First, these students are more aware that writing in the English language is very important as other skills. They had studied many modules in addition to the Written Expression module since their first year at the

department which helped them to enhance their level in writing such as grammar, reading, and other ones. So, they had a certain background in the English language to write it. Then, this helps the researchers to see the different sources of their writing anxiety and not merely the lack of linguistic competence. In addition, these students are intended to get their license diplomat this year. In this vein, they are supposed to be proficient in the writing skill. They may need to use English for occupational or academic reasons. Thus, the researchers want to raise their awareness of the problem "Writing Anxiety" and to find strategies to cope with it and make it a relish.

2.4.2 Teachers' Profile

In addition to third-year EFL students, this study was concerned with three teachers of English teachers (02 males and 01 female). One of the teachers has been in the career for around 42 years. He holds a Ph.D. in Didactics. He teaches Evaluation and Training Engineering. The second teacher teaches research methodology module for 06 years. The last remaining teacher has recently started to teach at the university level. She holds an MA degree in ESP and she teaches ESP, Human and Social Sciences, Written Expression, Oral Expression, Listening Comprehension and as well.

2.4.3 Data Collection Instruments

The researchers seek to achieve a set of aims by highlighting a variety of research questions. The exploratory case study seems to be the best method that fits this situation. Throughout this research work, an attempt will be to discover strategies proposed to help students overcome their writing anxiety. Then, Finding some strategies to enhance writing and make it a relish is important.

As far as this work is concerned, a mixed approach using qualitative and quantitative methods is adopted to ensure the reliability and generalisability of the findings. The resulting combination of different sources is likely to be more effective as data collected from

different research instruments will corroborate, strengthen and inform each other. Therefore, a questionnaire for students and an interview with teachers were used.

Inter-relation of data gathered from the questionnaire and interview will bring clear results and give answers to the issue raised.

2.4.3.1 Student-addressed Questionnaire

The sample of students was given a well-constructed questionnaire that was designed such it can be easily analyzed. In addition, the questionnaire contained a variety of questions that turn around the same purposes so that the researchers gathered as much as students' opinions. Indeed, the questionnaire is a tool used to collect and record information about students' writing anxiety, situations and/or factors that cause it, and how to cope with it. So that they would relish their writing .by administering a questionnaire to a group of students, a huge amount of information can be collected in less than an hour.

Students' questionnaire starts with an opening to awaken students' interest in writing anxiety. It is divided into three sections. The first section's design is in the format of a Likert scales ranging from highly agree (HA) to highly disagree which is a collection of sixteen items addressing the questions which the literature review came up with. The items are listed as follows : item 1 is about students attitudes towards writing , item 2 investigates the levels of writing anxiety students may experience , items (3,4,5,6,7,8) explore sources of writing anxiety (insufficient English, difficulty to generate ideas, fear of negative evaluation, fear of being insulted by the teacher, fear of being insulted by peers, fear of inability to choose a good topic), items (9,10,11,12,13,14,15,16) were targeted to investigate strategies for coping with writing anxiety and relish writing. The second section includes an open-ended question to see if students think that one day they would relish their writing and how that could happen. The questionnaire ends with an optional section about students' personal information (academic year and gender).

2.4.3.2 Teacher-addressed Interview

To find out if teachers are aware enough of learners' writing anxiety, a structured interview was done with three teachers. The researchers preferred face-to-face interviews to get a high quality of data. Then, Teachers answered the questions of the interview by relying on their experience in teaching to be it long or short.

The interview opens with a pre-phase about teachers' profile to have an idea about their career and their experiences. It included ten questions. First, the first question tended to know which skill teachers think students mostly feel anxious about. The second question aimed to see the opinions of teachers about the common errors students manifest while writing. Next, the third question had the purpose of finding out the causes beyond the difficulty of the writing skill. The fourth question aimed to see the types of writing anxiety students may experience. Then, the fifth question was about the reasons for the students' problems. The sixth question focused on collecting data about the impact of writing anxiety on students' performance. After that, the seventh question aimed at knowing what strategies used in class by teachers to help their students cope with the problem. The eighth question was asked to know if teachers raise their students' awareness about the problem by discussing it with them in class. Suggested strategies by teachers to reduce L2 writing anxiety were discussed in the ninth question. Finally, the last question aimed at knowing from the point of view of teachers if students can overcome their writing anxiety and change attitude into a positive one and how can they do that.

2.5 Data Collection Procedure

Before administering the questionnaire to the respondents, permission from the department had to be asked for. Furthermore, the respondents were ensured that the information they provide will be confidential and used only for academic purposes. In this phase, a pilot study was done with 10 students to detect the weaknesses of the questionnaire. After that, the questionnaire was administered in the students' regular classes by the class instructor. The

researchers explained each question to the sample. By watching the sample, the researcher could make sure that they answered all the questions. Students were informed about the purpose of the study and asked to read each item carefully. Furthermore, they were urged to complete all the items and to do it honestly because their responses would be totally anonymous. The second tool of collecting data which was the interview was recorded through a mobile phone after getting the teacher's permission.

2.6 Limitations of the Study

Although the results of the present study are theoretically relevant, they must be interpreted with caution because of the limitations of the study. First, is the question of generalizability. Participants were English Foreign Language students from one university in Algeria. So, no comparison will be included with students of other universities. Second, data were collected with self-report instruments; the questionnaire was neither adapted nor adopted from a previously given questionnaire as its design was based on the research questions and the questions the literature review came up with. The same case for the interview whose questions were put to come up with answers to the research issue from the point of view of teachers. The results of this questionnaire were compared to the teachers' answers to the interview questions about their perceptions of L2 writing anxiety, and the analysis of the results will show the differences, if any, between what causes the learners to feel anxious while writing in English and what their teachers actually observe and notice about their learners' anxiety when giving a writing task. Therefore, the study will present the issues associated with EFL writing anxiety that teachers could consider to help reduce their learners' writing anxiety. The researchers, however, did not experiment with different strategies and techniques to find out which ones are most effective in terms of helping learners feel less anxious while completing a writing task they are given. In addition, third-year LMD students only participated in this study. A comparison between them and students at a different proficiency level did not take place. Moreover, the

presence of the class instructor and experimenters during the administration of the questionnaire might have influenced the participants' perceptions and/or willingness to report truthfully.

2.7 Student-addressed Questionnaire Results

The questionnaire contained many questions to the students. The questions were arranged according to five rubrics:

Rubric One: Students Attitudes towards Writing

This rubric includes one item. Its aim was to obtain some information about the students' attitudes towards writing whether negative or positive. 20 students of eleven females and nine males (66,66%) claimed that they enjoyed writing, 08 students of three males and five females (26,66%) saw that writing is a mere task, 02 students of one female and one male (6,66%) were uncertain of their answers and no students (00%) claimed that writing was unbearable as shown in the first figure.
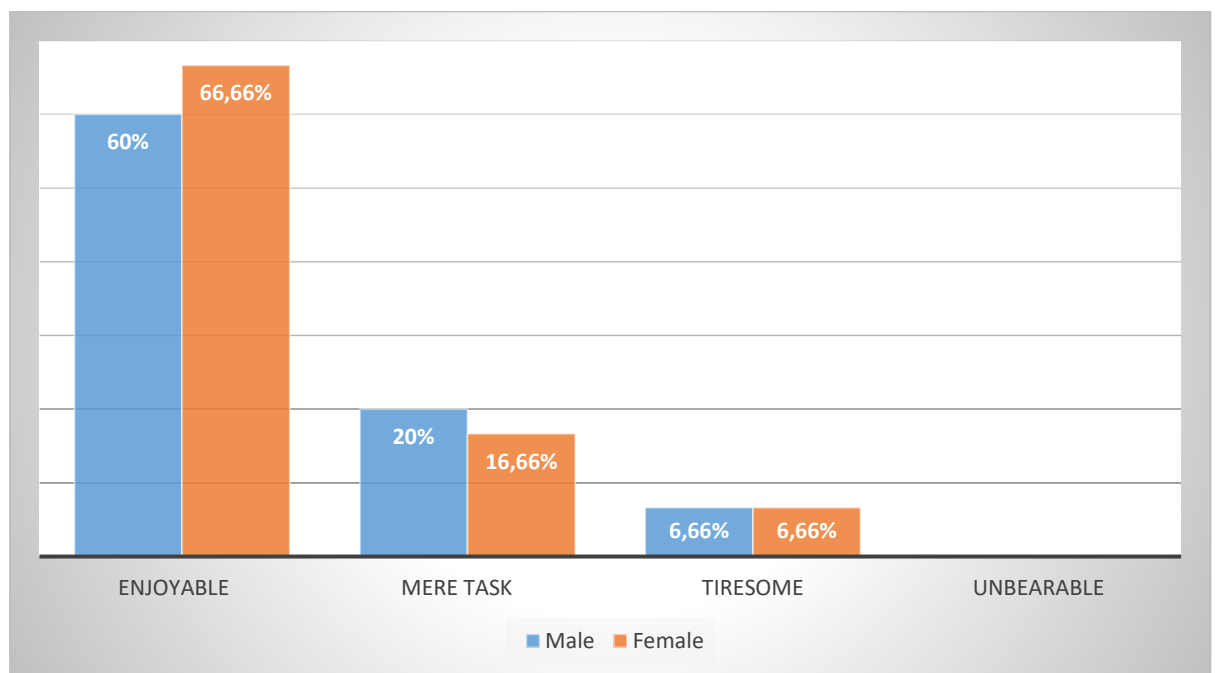
Figure 2.1: Students' Attitudes towards Writing

Rubric two: Students' Level of Writing Anxiety

The second rubric also contains one item addressed to third year EFL year students and intended to investigate their level of writing apprehension since this latter was an important parameter for the researcher to know if females are more anxious to write than males or not. The results revealed that females experience moderate anxiety with (53,33%), low anxiety with (26,66%) than high anxiety with (6,66%). Whereas, males are less anxious than females. Moreover, they experience moderate anxiety with (40%), low anxiety with (6,66%) than high anxiety (6,66%). So, females are more anxious than males as represented in the second figure.

	Students	Females	Males	Mean	
				Females	Males
Strongly agree	01	01	00	6,66%	00%
Agree	14	08	06	53,33%	40%
Uncertain	08	04	04	26,66%	26.26%
Disagree	06	02	04	13,33%	20.66%
Strongly disagree	01	00	01	00%	06.66%
Total	30	15	15	100%	100%

Table2.1: Students' Level of Writing Anxiety

Rubric Three: Sources of Writing Anxiety

Rubric number three aimed to investigate the causes that lead to writing anxiety. It ranks the main causes of ESL writing anxiety in order of the mean of the students who agreed or strongly agreed with the statements of six items. As can be seen in the figure below 28 students (93,33%) thought their English writing anxiety stemmed from their fear of inability to choose a good topic.22 students (73,33%) thought they had difficulties in generating ideas. 21 students (69.99%) worried about being evaluated negatively. 19 students (63,33%) reported that they

became anxious because of their peers' insult. 23students (53,33%) reported that their teacher's insult made them anxious. 16 students (53,32%) said that their insufficient English lead to their anxiety as shown in the third figure.

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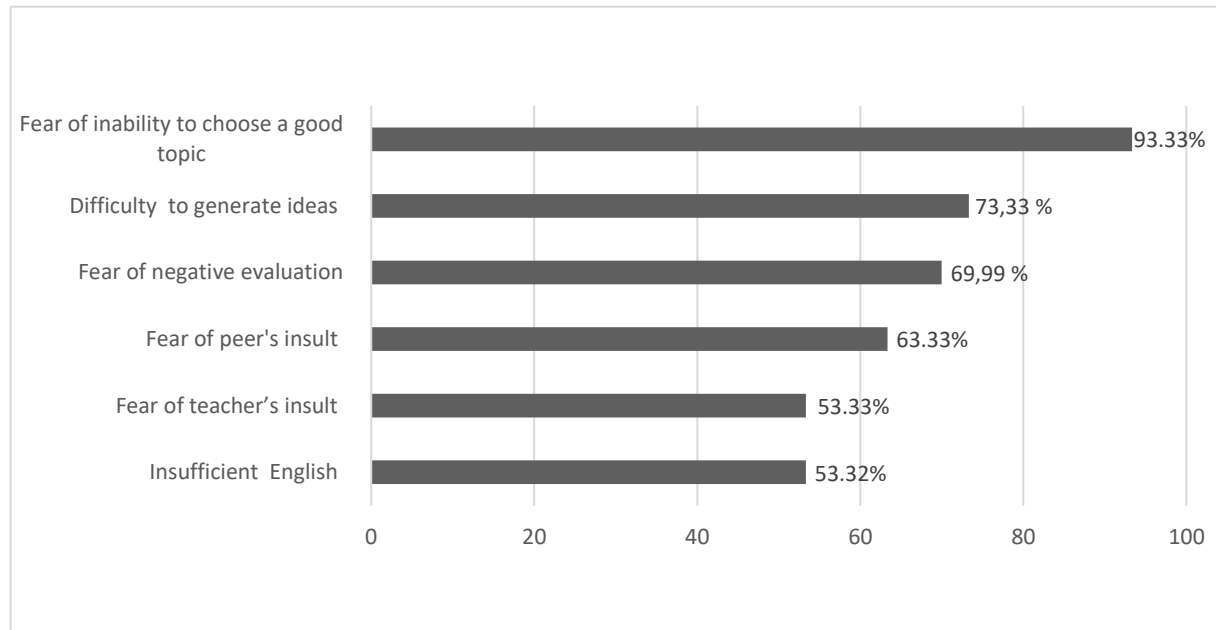
Figure 2.2:   Causes of English Writing Anxiety

Rubric Four: Strategies to Cope with Writing Anxiety

This rubric aimed to investigate some strategies suggested by the informants to help students coping with their writing anxiety. It contains eight items, each item addresses a strategy. The results revealed that 28 students (93,33%) reported that they should be left free through their writing tasks. 27 students (89,99%) thought that they should be given the freedom to choose topics to write about. 22 students (73,33%) viewed that writing tasks should reflect the writer's personality. 22 students (73,32%) saw that writing tasks should be constantly assisted. 21 students (69,99%) reported that writing tasks should reflect the writer's thoughts and stances.20 students (66,66%) agreed that there should be no time constraint for writing assignments.19 students (63,32%) reported that writing assignments should be individual tasks.15 students

(50%) thought that writing assignments should be group work. The following figure shows the above results.
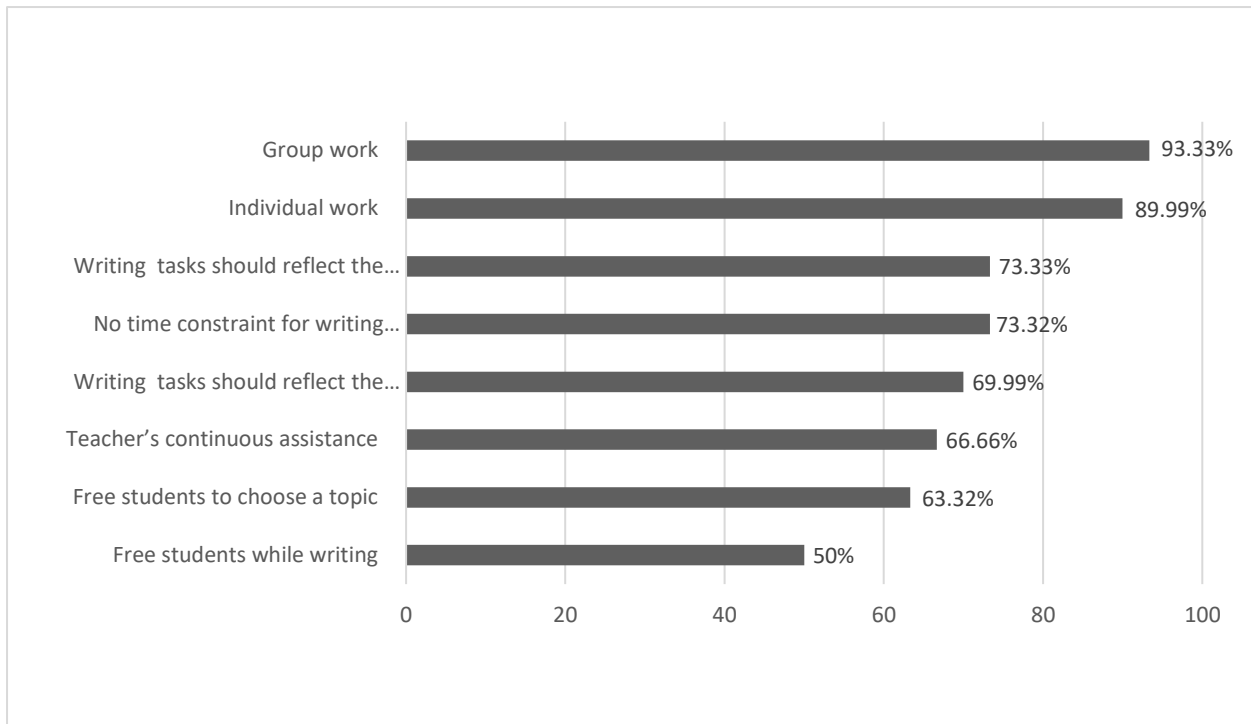
Figure 2.3:   Strategies for Overcoming Writing Anxiety

Rubric Five: Strategies for Relishing Writing

The last rubric is one open-ended question that aimed at knowing if students think that they could relish writing one day that is to change their negative attitudes into positive ones , enjoy their writing and how could that happen. All the thirty students of the sample population (100%) answered with Yes. the respondents agreed that though the writing was a difficult task, they would enjoy it one day as the following figure shows:
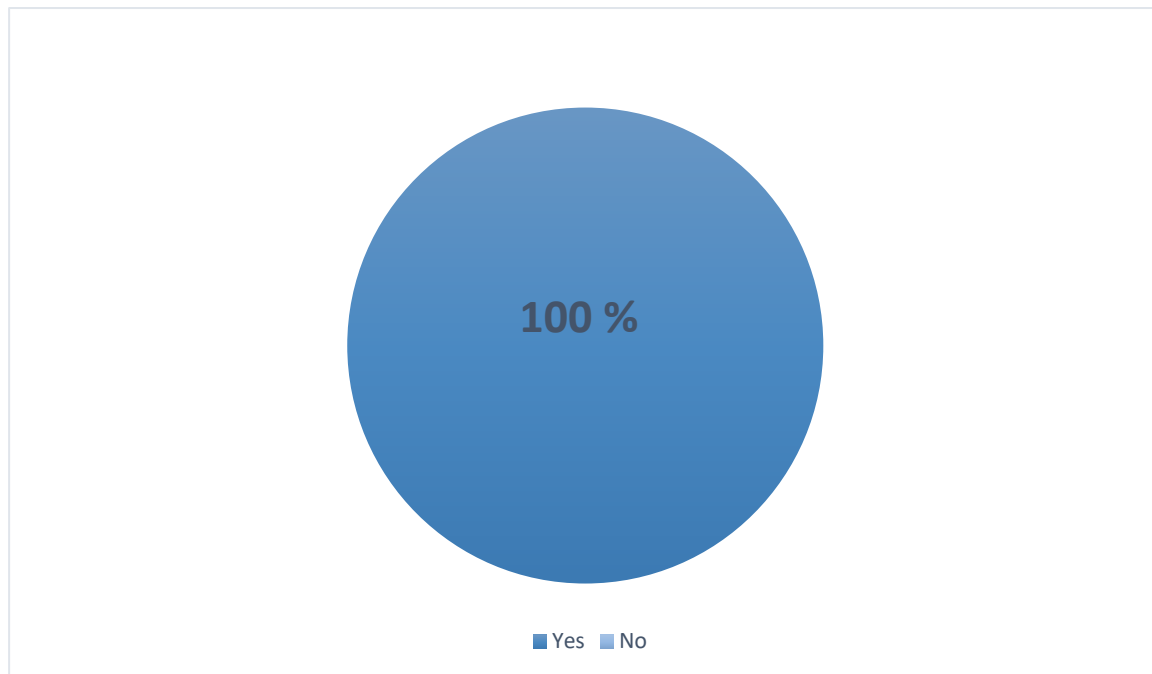
Figure 2.4: The Possibility of Relishing Writing one day

Twenty eight students (93,33%) suggested strategies from their side that may help them reduce their writing anxiety. However, 02 students (6,66%) provided no answers. 06 students (20%) viewed that they could relish writing if they mastered the writing process (planning, drafting, editing and publishing). Six students (20%) thought that practicing more writing tasks could make them relish writing. Four students (13,33%) said that when their English was good enough, writing would become then enjoyable. Four students (13,33%) reported that they would relish writing if they had given the freedom to choose a topic to write about. Four students (13,33%) suggested that letting them free through their writing tasks lead them to enjoy what they write. Four students (13,33%) reported that extensive reading helped them enriching their vocabulary so that they would feel less anxious and relish their writing. Three students (10%) claimed that once they mastered the grammar rules, writing would become enjoyable for them. Two students (6,66%) said that writing without time limit helped them overcome their anxiety and relish their written compositions. Two students (6,66%) reported that writing would be a relish if it reflected their thoughts. Two students (6,66%) thought that

continuous assistance by their teachers would the best solution to their writing apprehension. One student (3,33%) confirmed that once he interacted with native speakers, writing would be no longer a challenging task for him and 01 student (3,33%) thought that once he became self-confident about his abilities, he would overcome his anxiety and relish his writing. The figure below shows the discussed results:
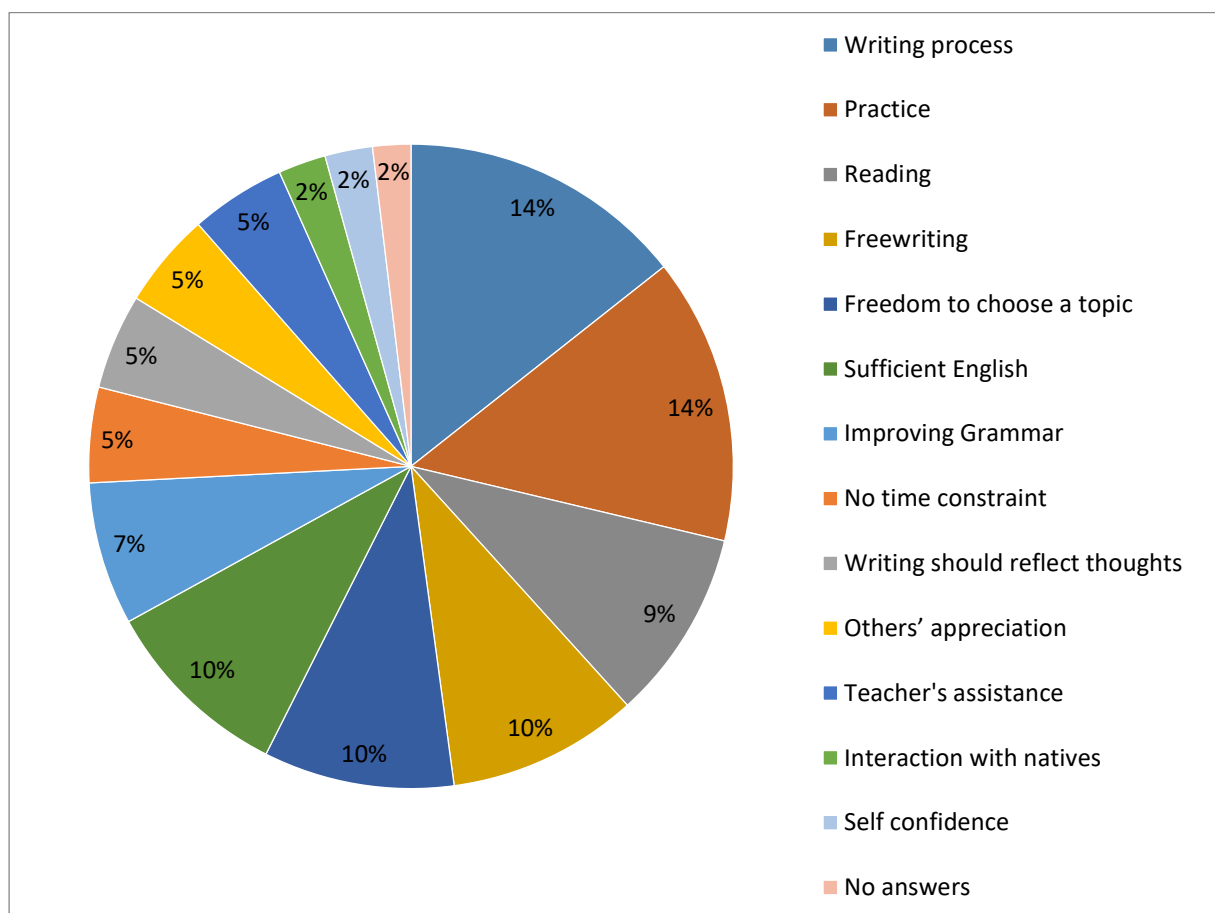
Figure 2.5: Students' Suggested Strategies in Relishing Writing

2.8 Teacher- addressed Interview

A structured interview with three teachers of English was carried out from nine to seventeen May 2019. The interviews were conducted differently. Moreover, the first interview was conducted in the office of the interviewee face to face. The second interview was conducted via a Skype call where the researchers could use a recorder, yet one interview took place in one of the halls of the department of English where the researcher could not use a recorder but taking notes instead was possible. The purposes behind the interviews were to find out if teachers are aware enough of students' problem, i.e., writing anxiety. In this vein, many parameters were taken into consideration from students' attitudes towards writing, levels of writing anxiety to sources that may make students feel anxious writers. In addition to this, the focal aim was to discover the strategies used in class by teachers for helping students to cope with writing anxiety.

2.8.1 Results

The answers of the three teachers of English could reveal some results to be generated by the researchers. That is, they reflected how teaching was taking place with regard to students' writing anxiety.

2.8.1.1 Question One: Teachers' Profile

First of all, the teachers were asked about their names, degree, specialty, and the modules they had taught as well for how many years they have been teaching. The aim behind these questions was to discover if teachers are aware of the problem of W.A. In this regard, the interviewees were one female and two males. One male teacher has a Ph.D. in Didactics of Foreign Language; he has been teaching for around forty years and is charged with teaching Training Engineering and Evaluation. One of them who is a female has a Magister Degree in ESP, she has been teaching for thirteen years as a part-time and permanent teacher and is charged with teaching ESP, Human and social sciences, Written Expression, Oral Expression and Listening Comprehension. The remaining male teacher has a Magister Degree in Applied

Linguistics; he has been teaching for ten years and in charge of Research Methodology teaching as a module. He taught before ESP, Written Expression, Psychology, Psychopedagogy and Pedagogy.

2.8.1.2 Question Two: Teachers' Opinions about which Language Skill EFL Students feel Anxious about More.

The aim of this question was to draw a clear understanding of teachers' consciousness of the existence of the problem. In this sense, the first teacher agreed that writing is the first skill that makes learners anxious because of the fear of failure, fear of making mistakes leads them to get low grades *"Generally speaking, learners feel anxious when dealing with writing. They fear failure, making mistakes (getting low grades)"*.

. Teacher B added that writing is a difficult skill as well as speaking, she claimed that productive skills (speaking and writing) provoke learners' anxiety. According to her, these skills come at the top in making learners anxious than the two other receptive skills (reading and listening).

> All of the four skills provoke students' anxiety, but with different degrees. At the top of them we find speaking and writing since they are productive skills. However, students are likely to be more anxious when writing since they are afraid of teachers' evaluations.

2.8.1.3 Question Three: Types of Mistakes Students Manifest in their Written Products

The goal of this question was to identify the types of mistakes students manifest in their written products based on the teachers' experience. To what teacher A suggested, "*Spelling mistakes, mechanics of writing and subject-verb agreement",* teachers B and C suggested the same other types of mistakes manifested by students when they are engaged in writing compositions such as grammar, punctuation, capitalization, coherence and cohesion.

"Students manifest mistakes in grammar, vocabulary, punctuation, capitalization spelling, coherence & cohesion…....."

> I think that students manifest all kinds of mistakes in grammar, vocabulary, punctuation, capitalization spelling, coherence & cohesion. I used to teach my students about different types of mistakes that they make when they write.

2.8.1.4 Question Four: The Reasons behind the Difficulty of the Writing Skill

This question targeted to find out the reasons why writing is a problematic skill as provided by teachers. The first and second teachers asserted that writing is a difficult skill because it requires students to have a detailed layout. Furthermore, students should be knowledgeable about the topic they write about, their written production ideas should be logically linked and related to the topic by including a topic sentence and supporting sentences. In addition, students should reach the format and master the correctness use of linguistic tools such as subject-verb agreement, link words and correct use of tenses.

> Writing requires a different kind of detailed organization. It is a skill that involves workable knowledge of lexical items, syntactical patterns, mechanics of writing, information organization (topic sentence and supporting ones), coherence and cohesion, etc.

> ….because it is a productive skill that demands from students the mastery of the mechanisms of language such as grammar, vocabulary, punctuation, capitalization spelling, coherence & cohesion……..

The third teacher claimed that writing is the most difficult skill because of students' fear of teachers' negative evaluation of their knowledge and the fear of getting low grades.

> For all languages, the most difficult skill to master is writing. Learners are relying on what they produce in writing. So, they feel anxious when teachers examine their knowledge through writing and they know what they are writing will be marked at the end. When teachers ask learners to produce something in class, they don't have the habit to answer questions.

2.8.1.5 Question Five: Teachers' Opinions about the Major Types of Writing Anxiety

The aim of this question was to see if teachers have an idea about the main types of writing apprehension. In this regard, the first teacher stated the three types of writing anxiety developed first by Cheng (2004). First, Cognitive anxiety that refers to the cognitive aspect of anxiety experience, as well as negative expectations, preoccupation with performance and concern about others' perception. How the students make their writing can be highly influenced by the expectations of other students or teachers. For instance, the teacher gives high expectation and the students have to achieve the high standard from the teacher. It can affect the students' writing because they will focus more on others' expectations rather than their own writing. Second, Somatic Anxiety that refers to one's perception of the physiological effects of the anxiety experience, as reflected in an increase in the state of unpleasant feelings such as nervousness and tension. Sometimes students are feeling nervous in high tension when they are under time-constrained and they have not found any idea. For instance, the students are asked to write something on one page and they have to finish it in class in 10 minutes. Maybe they are not feeling nervous in the beginning but they will feel nervous when have not finished and some of their friends have finished their writing. Third, Avoidance Behavior refers to the behavioral aspect of the anxiety experience, avoidance of writing. Avoidance anxiety is a type of anxiety where the students reject writing. This is a behavior aspect of the anxiety experience. For

instance, the students do not come to the writing class or do not do their writing task. This is the most dangerous type of writing anxiety because the students will avoid writing. They will not do anything in writing class. The students cannot get any results in their writing.

> First, cognitive anxious writers: Negative expectations and preoccupation with performance and concern about others' perception, i.e., the way learners make their writing can be highly influenced by expectation from a set of persons (teachers, classmates and parents. Second, somatic anxious writers: physiological effects such nervousness and tension, i.e., under the pressure of time constraint, shortage of ideas, Unpleasant feeling …… Third, avoidance behavior anxious writers: Learners avoid writing tasks.

The second teacher stated that trait anxiety and state anxiety which are the types of anxiety in general as the types of writing anxiety. Though the previous two mentioned types are not those of writing anxiety, they can be explained. State anxiety is seen to be a stable personality characteristic so that a person with trait anxiety can be anxious in any situation. It is defined as an individual's likelihood of becoming anxious in any situation. However, trait anxiety is a momentary characteristic of an individual's characteristics. It is considered as an apprehension experienced at a particular moment in time, for example, prior to taking the examination. In this regard, the higher the level of trait anxiety an individual possesses, the higher the level of state anxiety he/she may experience; Macintyre and Gardner (ibid) support this idea by saying that "individuals who are prone to experience anxiety in general (i.e., who have high levels of trait anxiety) show greater elevations of state anxiety". *"My students manifest trait anxiety and state anxiety"*.

Although the third teacher was asked to list the types of writing anxiety, he stated the reasons which lead to writing anxiety such as lack of practice and time pressure which is an answer to the following question

Very few teachers ask their learners to write in class. So, during exams, learners are required to write. Obviously, they will be anxious and that is shown through their behavior. They will be in that situation because they know that what they write will decide their future. The problem is how to control anxiety when it comes to writing. Learners are limited by time. It is not enough to write a passage because they have not practiced before. Since writing is limited in the class during exams, they do not even practice outside. They were not taught about how to deal with written passages.

2.8.1.6 Question six: Sources of Writing Anxiety from the side of Teachers

This question aimed at identifying the reasons of writing phobia provided by the interviewed teachers based on their knowledge. The first teacher claimed that based on his experience, the time factor, fear of having grammatical errors, fear of negative evaluation and fear of getting low grades may lead to students' writing anxiety.

> According to our experience, these types of anxiety are due to the way teachers deal with this subtle skill, i.e., too much pressure, excessive emphasis on grammar, morphology, can cause learners' refutation. Also, negative feedbacks and low grades stressing these aspects can be at the origin of such anxiety.

The second teacher viewed that EFL Students may experience writing anxiety due to two main reasons; insufficient English because Students who experience writing anxiety are those who have poor English. Second, fear of being mocked by their teachers which relies on teachers' negative feedback. *"The causes could be: Low proficiency in writing and teacher's negative feedback"*

The third teacher agreed with the first teacher on two sources behind writing anxiety which are lack of practice and time pressure. He added to other causes; teachers' ignorance and the teachers' focus on the speaking skill rather than on writing. *"The causes could be: lack of practice, ignorance of teachers, lack of time and teaching speaking rather than writing."*

2.8.1.7 Question seven: The Impact of Writing Anxiety on Students' Performance

This question was targeted to see the opinions teachers provided about the effect of writing apprehension on their students' achievement.

Teacher A claimed that since students feel anxious, it is hard for them to think positively; writing anxiety removes positive thinking from students' minds

Undeniably, all these factors can affect learners' writing performance negatively. It is quite difficult for a learner to maintain a positive attitude towards his learning when he is feeling stressed or anxious because research shows that anxiety causes us to focus disproportionally on negative stimuli.

So with this in mind, it's necessary to find effective strategies to manage and cope with stress.

Teacher B considered that writing anxiety affects students' performance negatively but she did not provide any explanation. *"It affects them negatively"*

Teacher C assumed that anxious writers usually perform negatively since they are not equipped with enough practice from their teachers. So, time management is closely related to students' anxiety and it affects their performance negatively. *"When a student finds himself or herself doing something not taught enough and you can notice that in time management. Even if the question is easy but time is not enough for him or her"*.

2.8.1.8 Question eight: Teachers' Strategies to Reduce L2 Writing Anxiety

This question was put in purpose to see whether teachers equip their students with some strategies to reduce and manage their anxiety or not and what those strategies are.

Teacher A guaranteed that yes he teaches his students the writing process (planning, drafting, editing, etc….), he also practices effective strategies as he discusses the issue of writing anxiety with his students to create a less-fearing atmosphere by emphasizing relaxing activities, setting achievable learning objectives, enhancing students' self-confidence through giving positive

feedback, changing his students perception towards errors making and improving students'
writing skill by encouraging them to read extensively to enrich their vocabulary.

> First of all, the way writing skill is dealt with is to be reconsidered from viewpoints First,
> process (planning, editing, drafting). Second, effective strategies (discussion, providing
> less-fearing environment, practicing some relaxing exercises, setting achievable goals
> and instilling self-confidence via positive feedbacks). Third, trying to change the negative
> perception towards making errors. Fourth, trying to improve learning writing skills,
> teachers should encourage learners to read more in order to acquire more vocabulary
> enabling them to write.

Teacher B said that as teacher, she discussed the problem of writing anxiety with her
students by emphasizing on them that errors' making is a normal and integral part of learning.
*"As a teacher, I try to talk to my students to take it easy and that making mistakes in L2 is a
normal part of the learning process".*

The third teacher stated that he always advises his students to practice writing and read
extensively*. "I advise my students to practice more and read more."*

2.8.1.9 Question nine: Raising Students' Awareness about Writing Anxiety

The aim of the ninth question was to see if teachers raise their students' awareness
about writing anxiety and how this reduces their anxiety.

Teacher A assumed that he certainly did and it helped a lot at decreasing their writing
apprehension by enhancing their positive self-esteem and encouraging them to compose
adequate written productions. *"Yes, I did. Certainly, this helped learners to get rid of anxiety,
construct a positive self-esteem and produce adequate pieces of writing".* Teacher B claimed
that she already discusses the issue of writing anxiety with her students and she benefited them a
lot. Raising their awareness about writing anxiety helped a lot at making them less anxious.*"Yes,
I did and it helped some of them"*

The third teacher also assumed that he discusses writing anxiety with his students' sine he had taught the writing module before. He saw that writing as skill needs guidance from teachers and more practice. Furthermore, he blamed the administration and his colleagues especially those specialized in writing for not motivating their students by not correcting even their written productions

> Of course, I did. When I taught them the written expression module, I used to direct their exam (master, 3rd - year students) papers. Learners need practice. In my opinion, the written expression module is not given much importance the blame is on the administration and teachers who are specialized in writing. Teachers ask students to write, but they don't correct their papers.

2.8.1.10 Question Ten: Teachers' Solutions to Overcome Writing Anxiety

The purpose of this question was to get come up with teachers' solutions to reduce L2 writing anxiety. Teacher A suggested the strategies he provided the researchers with in the seventh question as solutions to help students to reduce their writing anxiety. So no need to restate them.

The second teacher saw that enough practice and creating a less anxious learning atmosphere could help students overcome their anxiety."…..*asking students to practice more writing and providing students with a relaxing teaching environment"*. The third teacher reinforced that more practice may help students be less anxious writers. "*Practice not only in writting but in all sections."*

2.8.1.11 Question Eleven: How Students can Relish their Writing

This question is the one the study aims to answer. It was targeted to see if teachers think that one-day writing would be relishing and how that would happen. The three teachers assumed that (yes) students could relish their writing, but each teacher explained differently how could this happen. Teacher A said that writing as a cognitive and affective task requires

cognitive and affective strategies. Moreover, he claimed that students are recommended to change their negative thinking into a positive one and put the positive thinking into practice by thinking that challenging tasks are an opportunity to learn new things and difficult tasks are better to be treated from a different angle.

> Yes, they can. In case teachers take charge learners both cognitively and affectionately because writing is a process concerned with cognitive and affective. To think positively by putting positive thinking into practice as explained below
>
> 1. Negative should be turned into positive
>
> 2. I have never done this. So, it is an opportunity to learn something new
>
> 3. It is complicated. So, I'll tackle it from a different angle.

The second teacher suggested that teachers should encourage learners to freewriting and further reading. She reinforced the idea of extensive practice may help students get rid of their writing skill and relish their writing

The third teacher claimed that enough practice could help students manage and reduce their writing anxiety and relish it. He saw that teachers play a big role in changing students' attitudes into a relish by consistently equipping them with advice, providing them with feedback when they produce a piece of writing and enhance further reading in them and practice.

> Yes, if they know how to control and manage their anxiety through practice
>
> Teachers must help their learners to overcome anxiety by providing them with pieces of advice, correct their papers when they produce a passage and encourage them to practice and read a lot.

2.9 Interpretation of the Results

2.9.1 Questionnaire's Interpretation

Writing anxiety is one of the major educational problems that students face. As a matter of fact, the data collected from the questionnaire addressed to thirty third-year EFL students revealed that that the majority of EFL students (66.66%) reported that they enjoyed writing. On the other hand, few students found writing a mere task, they were not aware of the importance of the writing skill for their studies then.

For the levels of writing anxiety experienced by students, some students were aware that they had this problem be it high, medium, or low level of writing anxiety, while others were not aware that they had a certain level of writing anxiety. Moreover, results revealed that both genders females (66,66%) and males (60%) experience a moderate level of writing anxiety. Whereas, some students of both genders who had the same mean (26.66%) were uncertain of which level of anxiety they may experience and few students (6.66%) are low anxious writers. From these results, it can be concluded that females are more anxious than males.

Next, the questionnaire results showed that writing anxiety has different sources. Furthermore, fear of inability to choose a good topic comes first with (93.33%), difficulty to generate ideas comes second with (73,33%), fear of negative evaluation comes third with (69,99%), fear of peers insult with (63,33%), fear of the teacher 's insult with (53,33%) and insufficient English with (53.32%). That is, students' writing anxiety is highly caused by other's negative evaluation and negative feedback and this is closely related to students' negative attitudes towards writing.

After that, results obtained from the questionnaire addressing the strategies that may help students overcome their writing anxiety revealed that collaboration between students through group work while being engaged in writing tasks may reduce anxiety. Whereas, other students see that working individually is an effective strategy for overcoming anxiety. The same

mean of students think that their writing anxiety can be overcome when the writing tasks aimed at reflecting their personality. On the other hand, others view that this could happen when the writing tasks are targeted to reflect their thoughts and stances. Additionally, some students believe that their teachers' constant assistance, help and guidance play a big role in reducing and managing the writing apprehension. Moreover, students also think that they should be left the total freedom to chose the topic to write about and (50%) of the respondents claim that for overcoming anxiety, they should be left free through their writing tasks. Thus, it can be concluded that strategies for overcoming writing anxiety should be based on different factors including learning styles, differences and the learning objectives behind the planning of the writing tasks.

Finally, when it comes to the strategies suggested by students to relish their writing which is the objective of the research, results revealed that all students have the desire to relish writing one day through different strategies. Those strategies can be summarized in mastering the writing process, more practical writing tasks, interaction with natives and extensive reading which helps students enrich their vocabulary, improving grammar, freewriting, having enough English, audience appreciation and other strategies that are mentioned in the previous paragraph. Thus, it can be concluded that students are motivated to change their attitudes towards writing into a relish if they are given a hand by teachers, peers and parents.

2.9.2 Interview's Interpretation

The interview revealed that teachers were aware that writing anxiety is one of the major problems that impact negatively the development of students' writing skill. The three interviewed teachers added that they have come across the problem of writing anxiety since their first year in teaching. They agreed on that grammar, vocabulary, punctuation, capitalization, spelling, coherence and cohesion are the common mistakes students manifest in their written productions.

In the same vein, teachers could recognize that writing anxiety was difficult because writing as a skill is much demanding .it requires a style, a process, an organization, and a mastery of the mechanics of writing.

Concerning the types of anxiety students may experience, the most experienced teacher was aware that FEL students may experience somatic, avoidance or cognitive anxiety. Whereas, the other teacher stated two different types, trait and state anxiety. The third teacher provided no answer. Thus, it can be concluded that less experienced teachers were not aware of this point.

Results of the interview also revealed that based on teachers' opinions, students experience writing apprehension due to many reasons including too much pressure, the way teachers deal with this subtle skill, fear of negative evaluation, fear of getting low grades, lack of practice, teachers' negative feedback and low English proficiency. Then teachers agreed that students that writing anxiety had a negative impact on students' achievement.

The teachers claimed that some teaching strategies in the classroom could reduce students' writing anxiety. Indeed, all the interviewed teachers confirmed that raising students' awareness about the issue through discussion would effectively help them manage and reduce their anxiety. The most experienced teacher added that teachers should first teach the writing process. Then, providing a less anxious atmosphere by discussion and enhancing students' self-

confidence via giving positive feedback and encouraging learners to read more to enquire an amount of vocabulary which enables them to write.

Finally, the interviewed teachers confirmed that writing would be a relish one day if students are taken in charge of cognitively and affectively by putting positive thinking into practice and by more reading and practice.

2.10 Discussion of the Main Results

Most people are suffering from anxiety to the extent that Zeidner (1998, p.03) maintains that *"The second part of the 20th century has been variously designed as the age of anxiety"*. As anxiety took its own sit-in EFL classes from centuries ago, it was frequently observed at EFL students. This psychological factor influenced students' learning skills mainly writing. Accordingly, the aim of this study was to investigate the issue of writing anxiety as EFL students are concerned in different situations and due to various reasons so as to come at the end with some strategies for helping the students to cope with this problem or enhance their writing skill and make it a relish.

The graphical representation and the analysis of the collected data revealed that all third-year EFL students felt anxious to write to certain degrees, i.e., the questionnaire proved that all students experienced a certain level of W.A which confirmed its existence (see Figure 2.2). Also, the questionnaire could show that almost all students were anxious to write, even those who denied the fact of being anxious to write (see answers to question one from rubric one and the answers to the question of rubric two). The questionnaire was a tool by which the researcher could investigate the different sources of writing including fear of negative evaluation, fear of inability to choose a good topic, difficulty to generate ideas, fear of teacher's insult, fear of peers' insult and insufficient English (in sources of W.A from students' questionnaire in Table 2.1). Even teachers could observe the former sources reflected on their students when believing that they were sources of speaking anxiety (see answers to question five in teachers' interviews).

As a matter of fact, students experienced levels of writing anxiety at different levels with regard to other causes that gave birth to the problem of writing apprehension. The students' questionnaire confirmed that most students were anxious whenever they felt that they would be negatively evaluated. Also, when students got mocked by their teacher or peers talked to their teacher. Students were anxious even when their English was not enough and in many other situations (see results to questions of rubric three).

Females were more anxious to write than males. The differences between both gender's level of writing apprehension were proved by the results obtained from answers of rubric two. That is. Even females in the questionnaire were more aware of having this problem than males since the majority of them did not deny the existence of a certain level of anxiety when they speak (see results of rubric three analysis).

Although all third-year EFL students suggested extended strategies for overcoming writing anxiety and relishing writing (see analysis of rubric four results in figure 2.5 and the same of rubric five in figure six), teachers' suggested strategies poured in the same direction (see answers to question ten of teachers' interview). So, it is crucial for students to cope with W.A so as to relish their writing skill more.

2.11 Conclusion

The present chapter was devoted to the quantitative and qualitative analysis of data which were collected through two instruments from different sources. In fact, the Analysis of students' questionnaire and teachers' interview revealed that third year EFL students were anxious to write English with regard to different levels of their writing anxiety. Indeed, the majority of students enjoyed writing but experience high levels of writing anxiety. Moreover, females were more anxious to write than males. Therefore, it could not be disapproved that students were anxious due to different causes. Then, strategies suggested relish writing were identical to those suggested by teacher.

Chapter Three:

Suggestions and Recommendations

3.1 Introduction

Based on the results obtained from the research work, the present chapter offers some suggestions which may help EFL students reduce their writing anxiety and relish what they write. This chapter provides recommendations for learners to improve their writing skills at the English Department at the university level. It starts with a set of learning strategies. Then, it suggests some possible teaching strategies. It also deals with the writing process approach. Finally, it states a list of other strategies recommended for teachers by outstanding researchers in the field of English writing teaching to help their students cope with the writing apprehension and change attitudes to make writing a relish. The suggested recommendations are not only put for learners, but also teachers to help their students overcome the different sources of writing anxiety most noticed from the analysis of the research data which include learning strategies and teaching strategies.

3.2 Learning Strategies

3.2.1 Think Positively by Putting Positive Thinking into Practice

Since the anxiety of writing in the mind begins as a reaction, it highlights the importance of the writer's psychological attitude towards writing. Cognitive restructuring is a mental technique that helps successful writing experience, for example, changes how the psychological responses you will face are classified. The writer must make a conscious decision by thinking about writing as an exciting opportunity rather than a frightening duty. In this regard, the first member of the audience is convinced by the writer himself. Negative thoughts will be replaced by deliberately positive thoughts to reach their faith.

The writer will be able to practice positive self-talk instead of negative talk about oneself. For example, changing the negative idea is "It is a difficult task" to a positive idea, "I will tackle it in a different angle." The questioning of negative self-conversations and their replacement with positive conversations is crucial even if one thinks he/she is deceiving himself. The writer has to observe the way he talks to himself as well as becomes able to forget the old patterns that cause him/her to be anxious. (Michael Smith, 2018)

3.2.2 Overcoming the Fear of Inability to Choose a Good Topic

This fear is the result of having an idea out of a block. Having a good topic explains a lot about the quality of writing articles. The inability to come up with an interesting and relevant subject weakens the value of the article. Having a mysterious topic in search of potential arguments can be frustrating and time-consuming. It is best to fight this fear through in-depth research and careful observation.

According to Tara Harkoff (2015), when choosing a topic, you may want to think about something that interests you or anything based on your personal life and your personal experiences. Even daily observations can lead to interesting topics. Once the writers reflect on their experiences and observations, they usually take notes on paper to enhance their

ideas. These notes help them find out what they should say about their subject.

Making research is an integral part of choosing a good topic, go to the library and start reading the works of well-known authors. Many well-experienced writers mention clearly where more research is needed at the end of the research. You can get a lot of interesting and unique articles simply this way. Another option is to work with professional writers (academic writers whether teachers or students) that. Those writers can provide you with a list of exceptional topics (not very difficult, but not too simple) at any given time.

3.2.3 Overcoming the Fear of Inability to Generate Ideas

According to Janelle Cox (2019), there are different ways to generate ideas for writing. Learners think and learn differently, so the writer has to try them all and choose the best for him. Although if he has never tried to write free, these ways can be best summarized in the writing process which the writing process is a writing method that requires five main components: prewriting, drafting, editing, rewriting, and finally publishing. Teachers use a combination of teaching, modeling, and conferences, along with some other teaching strategies, to teach students the writing process. The secret of effective execution of the writing process is to do so by steps, yet it is practical. Janelle Cox (2019).

3.2.3.1 Brainstorming

The first stage of the writing process, the planning phase, is the brainstorming stage. Students can use graphics schemes, drawings, images or menus to help them during this stage. This pre-writing helps students focus their thoughts. It is a good time for students to narrow down or expand what they write about. This early stage is a great time for students to organize their ideas on paper.

3.2.3.2 Drafting

The drafting organize is the following step within the composing handle. During this phase, students use information from the pre-writing stage and draft it in a rough draft.

The goal is for students to take the mixed ideas they have been thinking and put into actual sentences. This is the stage where students do not have to worry about spelling, grammar or punctuation. They are free to expand their ideas into logical sentences. Peer conferences or informal conferences can begin with the teacher at this stage to help the student get notes on the writing essay

3.2.3.3 Revising and Editing

The next step is to review and edit the writing process. Students look at their main idea or concept and further develop their theme or add and/or delete information. They also look at the sentence structure and make sure it flows. They can add logical words and switch paragraphs in a logical way. Students look at their section to make sure they have a clear voice, plus add actions and phrases to expand their subject. They look at an article they write and edit it for any errors in spelling rules, punctuation marks, writing marks, and so on. This is one of the most important stages in the writing process. This step takes a lot of time and usually requires a counterpart or a teacher to help.

3.2.3.4 Rewriting

This is the second stage of the draft, where students incorporate their edits and revisions into a rough draft. Students should be alert and cautious when rewriting their draft so as not to leave any new changes.

3.2.3.5 Publishing

The final step within the composing prepare is the distributing stage. This can be done by allowing students to write their final book, or turn it into a book, or even a newspaper. This is the fun part where students can see all their hard work in print. Make sure you show the student's final achievements by placing them on a bulletin board, or hanging them in the lobby for everyone to see. The presence of an audience places greater importance in the writing article. When students know that everyone will see what they have written,

they will work harder.

Studies have shown that students who learn the writing process have better results in tests. It also helps students apply the skills they learn in all subjects. You can help your students by guiding them through the writing process throughout the school year. By the end of the year, your students should have mastered this process.

3.2.4 Strategies to Improve Writing in English

The results of this study reveal that many students struggle to write in English, and it may seem a real challenge to improve. However, some simple steps taken by students can improve their written English and convince people of their writing skills. (Wil, 2017).

3.2.4.1 Expand your Vocabulary

You are recommended to enrich your vocabulary for better expressing your personality. This is not just the ability to recognize a lot of words - it actually means the ability to use them correctly. Do this by learning new vocabulary with example sentences, not just word lists. When you learn a new word, try to learn all the forms of that word and the letters that are usually used with it. (For example, instead of just "reduce", write down: decrease, alleviate,).

3.2.4.2 Master English Spelling

You know how to spell these words correctly. Incorrect spelling changes the meaning of your sentence. For example: "bare" and "bear" look similar but "naked" means nude and "bear" a large animal. In addition, incorrect spelling makes it difficult for the reader to understand what you have written. In this case, dictation, Practice spelling with flashcards and test yourself whenever you have free time are well recommended.

3.2.4.3 Read Extensively

Research often claims that students learn to write best by reading. Reading in English is beneficial in various ways. It is a great way to get an idea of the different styles of

writing and see how to use words appropriately by choosing books or articles with topics that interest you. Learning shouldn't be boring. Read each text a lot of times to make sure you understand how to use new words and expressions within the text.

3.2.4.4 Improve Your Grammar

Language structure is exceptionally vital since it progresses the quality of your composing. Continuously utilize a suitable tense and keep in mind to utilize accentuation. Punctuation could be a good way to make your writing clear and fluent. Always check your writing twice. The first time, look for general errors and the second time look for errors in the special rule point you are currently studying.

3.3 Teaching Strategies

3.3.1 Helping Students to Overcome Their Fear of Negative Evaluation

Fear of negative evaluation makes students feel uncomfortable when writing, as a result, they face writing anxiety. Students feel anxious when their writing will be evaluated. The students will feel anxious when their writing is not as good as their teachers' hope, and as a result, their teacher will give a negative evaluation of their writing. The research revealed that fighting this type of fear is based on the nature of the teacher's evaluation and feedback. (Zhang, 2011).

3.3.3.1 Simple Ways to Assess Writing Skills

Simple assessments based on the curriculum can be used to evaluate the writing process and outcomes of students with learning difficulties, as well as to observe the purpose. The assessments suggested in this article to survey the purposes of assessment as talked about at the starting of the article: recognizing qualities and shortcomings, arranging instruction to suit distinguished needs, evaluating educational activities, providing feedback, monitoring performance, and reporting progress. The teacher may use these methods at the beginning of the year to quickly change the student's educational needs. The process

checklist in Figure 1 provides the teacher with important diagnostic information about the strategies the student uses or does not use when writing. Stephen Isaacson (1996)

A quick evaluation of item factors from the primary three or three composing assignments to gives the educator critical symptomatic data approximately qualities and shortcomings in expertise. Then the teacher should use the initial assessment to determine the educational goals. Some students may, for example, be well at planning their composition, but they do little effective editing. Other students may have creative ideas, but they need a lot of work at conferences. Some students may perform well in story writing, but they need to know how to write realistic verbs.

Each grade-based assessment must include the student. Self-assessment helps students take ownership of their writing and helps them understand the strategies they learn. Teacher's remarks should be given wisely: generous in encouraging ideas and improving skills, but cautious in the correction. Corrective observations should focus only on the few skill objectives addressed in the instructions.

Simple classroom-based methods can be used to monitor student performance and report progress. Assessment paper that can be used to provide a student profile of a variety of writing and species. In the assessment portfolio, the summary paper will be accompanied by representative samples of student writing with both student and teacher evaluations. After an initial assessment of student strengths and weaknesses through fluency, content, conventions, syntax, and vocabulary, the teacher will not necessarily need to monitor all the factors of the product, only those that focus on the student's greatest challenges and priority educational goals.

3.3.3.2 Teacher's Feedback

In the context of English as a foreign language, the teacher's comments are necessary because the comments appear to be satisfied and absolute. This is because students

believe that teachers have high knowledge, so that they can strengthen their writing composition. Hyland & Hyland (2006) noted that the teacher's feedback plays an important role in improving student's achievement for writing. It is supported by Chandlers (2003, cited by Hyland & Hyland) who found that the accuracy of student writing had improved after receiving feedback from their teacher. In this study, the teacher does not only provide feedback but also leads to a discussion of errors resulting from students' work. It was supported by Master (1955, cited by Hyland & Hyland) who noted that the comments became effective when they were completed by discussing the class.

3.3.2 Helping Students Overcome Their Fear of Peer's Insult

Peer comments are defined as comments from colleagues. In writing activity, peer feedback means that another writer reads and gives feedback about what another author has written (Hyland & Hyland, 2006).

Peer feedback tends to generate more comments on content, organization, and vocabulary (Lee & Shah). In addition, by applying peer feedback, the teaching and learning process will be in the Student Center. This is because it can stimulate students' knowledge of writing by reading and expressing their opinions on the work of others (Todd, 2007). This type of feedback is done by sharing the student's work with their peers. At this time, the student can give his observations in terms of writing that are evaluated by the teacher. It is time to activate their knowledge not only to write but also to read the works of others. Then, after reading and making observations, the teacher leads the discussion about what students have done in peer work and the type of questions raised by their peers' writing (Peterson, 2010).

3.3.3 Create a Productive Learning Atmosphere

Research today shows that it is important to create an environment that encourages students to take risks in their writings, which means less emphasis on traditional

writing rules and more on the expression of ideas (Shunisi, 1998). Ignoring grammatical errors and focusing on ideas is a skill that must certainly be acquired, but it is a necessary skill if teachers want to reduce student frustration and increase actual writing. In addition to the Fluency First approach, Kasper and Petrello (1998) also point out that the type of feedback provided by teachers plays a very important role in reducing writing anxiety among ESL students. Examples of these reactions are task-oriented questions such as: Can you provide more information? Can you start writing in a way that relates to the main purpose of the paper? This type of commentary aims to encourage and stimulate more thinking about ideas rather than correcting traditional errors. Mary Piven (1977) found that teachers who used shared experiences discussed student ideas and asked for additional information because comments were more successful in reducing student frustration, making them feel more confident.

3.3.4 Prepare Students for Writing

Activating past knowledge is one of the ways in which teachers can help ESL students before they start writing. Ensuring that students have the opportunity to think about what they already know before starting the task helps ESL students integrate new information into current knowledge structures that activate long-term memory (Watt-Taffe & Truscott, 2000). Many strategies can be used to achieve this, including graphic schemes, collaborative learning, loud readings, and group discussions.

Fee management tools can be used as visual tools for students to write or draw what they already know about a subject, for example in a type of news or disguise. From this activity, teachers can assess whether further instruction is needed. This is where you play loud reading, collaborative learning, and group discussions. If necessary, manually selected text can be used to provide additional background information, which can lead to group discussions.

Collaborative learning is also a great strategy to help students acquire more basic knowledge, especially English. This strategy requires students to gather information from books, the Internet or each other while working with a student or another group of students, preferably students who are native to English. Through this strategy, ELLs not only get the additional information needed to complete the writing task, but it is also a great opportunity for them to develop language skills through peer conversations.

The next step in writing ELLs is to preview the vocabulary. The pre-presentation vocabulary is an effective tool upon request from an ESL student to try any type of writing. The second language book has a very different linguistic base than English speakers who can deal with the language instinctively (Pour Mohammadi, Zinol Abdeen, and Chung Lai, 2012). Therefore, vocabulary is a huge obstacle for English learners, creating a need for teachers to provide contextual and contextual information about keywords. Trainers 9 should also allow students to expand the meaning of words (an ie physical representation of the word), as well as teacher-led interpretations (Stahl, 1985). Without this preview, most ESL students will not be able to override the write task instructions.

3.3.5 Scaffolding

Scaffolding is a way for teachers to take advantage of student strengths. The contextual, social and temporary frameworks used to support successful learning with a particular academic field should be writing (Vygotsky, 1987).

English learners often do not have the vocabulary needed to create writing articles in the mainstream classroom, so through scaffolding among them, students learn how to use each other's strengths, rely less on the couch, and feel more confident in writing assignments. Gagne and Parks (2013) found that using this method for small group scaffolding was, in fact, a successful language production strategy to complete the task of writing. Baradaran & Sarfarazi (2011) found that students who had the opportunity to

receive scaffolding principles outweighed students who had not experienced scaffolding and thus had a significant impact on academic writing for ESL students. Students and teachers then participate in joint writing where students have important input in the subject, use of the sentence, etc., are given the opportunity to write collaboratively with one or more other students to produce one part of the writing.

3.3.6 Using Technology

Through this approach, students can communicate with each other in addition to the teacher, receive peer feedback and practice speaking skills, all at the same time combining full ideas in the form of written sentences. Not only are ESL students motivated and encouraged to participate in reading and writing, but the different methods used to prove that they are useful in developing writing skills among these students (Lee, 2012). The potential fall of these tools is that writing on computers gives an instantaneous warning of grammatical and spelling errors, which may become a learned lesson or a crutch. The use of electronic journals, like the synthesis book, gives students a safe place to express their thoughts without worrying about handwriting or spelling errors. This technique sharpens their skills in vocabulary and gives them the opportunity to receive written notes from the instructor, which in turn helps in reading proficiency. Through interviews with students, Gandura (2012) found that students believe that computers have made writing skills easier and faster.

3.3.7 Journal of Writing

Various methods of using journal writing include classroom reading response magazines, correspondence magazines, and electronic journals. When students are given opportunities to write for purposes of meaning-making and sharing messages, they can enjoy the benefits of writing even when they start readers and writers who do so in a language they have not yet mastered (Han & Ernst--Slavit, 1999). Using this reading and writing process

can gradually prepare ESL students with appropriate skills for future academic writing assignments. For illustration, Fagan (2008) utilized diary composing as an action of self-reflection in already instructed perusing methodologies to screen their understanding of utilizing sticky notes to track comprehension. Finally, diverse reading and writing skills combined with technology work to attract their attention while motivating them to succeed in the writing classroom. The journal is supposed to be used every day, but it allows the teacher easier and more comprehensive access to student writing, which in turn gives more unique learning opportunities. Scaffolding and peer work for English learners provide the support they need to make writing easier. She found that she gave them an opportunity to think about how to learn, what they did to help themselves while providing valuable information about their understanding of the strategy as well as inspiration for future writing instruction slides.

3.3.8 Awareness Raising

The research reveals that teachers can help reduce their students' fears by offering new perspectives on their educational tasks. For example, Crockall and Oxford (1991) suggested that teachers deal with anxiety directly and explicitly rather than show some behaviors that reduce anxiety or limit their efforts to create attitudes that they hope will not increase anxiety. To illustrate, teachers should encourage their students to write about their fears to someone imagining, and share messages with other students, while retaining vocabulary of emotion about learning the language and writing advice to one another about their fears. Messages and replies can then be exchanged in small groups or with the entire chapter.

3.3.9 Freewriting

Freewriting is an opportunity for students to write freely briefly in each chapter, usually 10 minutes or so. This provides students with a rewarding writing experience

because they can avoid the barriers that usually affect writing, and the barriers that have developed since the first grade of elementary school, that is, the writing was clear, correct and elegant. ESL students can benefit particularly as their level of competence improves. To be successful, although free writing, although free for students, still requires the teacher to be organized, disciplined and methodical.

According to Jacobs (1986), freewriting offers a student-focused activity that can greatly benefit students of writing class by helping to reduce their own expectations and writing while increasing their sense of motivation to write in English. This article describes the basic method of writing free, offering variations, and details of practical ways to make the most of free writing. This type of exercise encourages students to overcome their reservation in writing by providing both opportunities and motivation for writing

Freewriting is a useful technique for English students, despite some obvious difficulties for English learners. The author's experience in the use of freewriting in the classroom highlights the potential of this technique. These differences provide a rich resource for students to use in writing, enrich their ideas and use language through feedback from fellow students and classroom teachers. Once teachers use these differences, invent new ways of claims and comments.

3.3.10 Pair and Group Work

Group work is when learners work together in a task or activity in groups. The pair work is learners who work together in pairs. During the students' work with each other to share their thoughts on the subject of writing, a gap may appear because of the ideas of incoherent or contradictory, which can go beyond the spark of fantasy. While teachers sometimes focus more on writing than on content, students help to appreciate each other's work from a human perspective. It helps a real student reader to consider their writings from the point of view of the person who will be read, which puts them in the position they have

when taking into account whether their writing is clear and interesting, and whether their ideas in a logical order, and whether their rules are correct and vocabulary appropriate. With classroom or group work, the teacher can draw students' attention to problems while writing is still fresh in their minds. My students always look forward to practicing writing in pairs, in part because they expect to understand their neighbors' visions as a human being. Not only do students enjoy themselves, but more importantly, they make a lot of progress by writing in pairs and groups.

3.3.11 Motivate Students to Write

Learning how to organize ideas and create a coherent argument can be just as confusing. This difficulty can cause students to feel frustrated and avoid writing or dislike them, making it difficult for them to learn to write better. Fortunately, there are many ways you can help these students to be more passionate about writing to motivate them to learn and improve their skills. Here are some ideas for your classroom:

3.3.11.1 Provide Different Types of Writing

Academic articles and reports are important in learning how to write, but they can be the most difficult and difficult writing for many students to master. Teachers other types of writing to the students to help them find their voice. Try models like poems, short stories, personal articles, songs, plays, blogs, TV shows, or commercials. Students can work on their own creations, or part of a larger project, such as a movie, TV show or run, can be allocated. Not all of these models will be popular with all students, but providing these different models will increase the likelihood that your students will find some type of writing to enjoy.

3.3.11.2 Bring Writing to Life

After students explore different types of writing such as television shows or plays, you can give them extra motivation by producing some or all of these works. You can

put together a group play, or you can bring a video camera and let students shoot short commercials, mini-movies, or even news broadcasts. Students will be proud of their writing and will be thrilled to show their creativity to fellow students and their parents. Such projects can help shy students become more active in class. Other ideas include enlivening the students' work on performing songs, hosting a poetry reading, or making an artistic presentation of their storytellers.

3.3.11.3 Create Interesting Contests

Encourage students to do the best job by hosting a variety of competitions throughout the year. Make categories broad to allow more opportunities for different students to win, regardless of their skill level. For example, along with the best story or poem, the categories can include "most distinguished characters," "best idea," "favorite teacher," or even "best". The more interesting the categories, the more enthusiastic the students will be about entering. Competitions can be closely associated with products of student work, such as a play or poetry reading.

3.4 Conclusion

This chapter summarizes some proposed strategies that can be applied by teachers and learners themselves to reduce L2 writing anxiety for the sake of relishing it. It aims to overcome students' writing apprehension in order to be able to enjoy the writing tasks and change negative attitudes towards writing into positive ones to relish writing. Furthermore, since the teacher is considered as a center of the teaching and learning processes, some recommended strategies have been suggested. This results in positive attitudes from students towards their writing tasks and helps them not only overcome the writing anxiety but also to change attitude into a relish.

General Conclusion

Academic writing in English has become essential in ELT classes nowadays to reach effective learning. Therefore, it is important for EFL students to develop this skill that will help them academically as well as occupationally. Yet, this productive skill is affected negatively by a number of factors, i.e., anxiety is a psychological factor that has an impact on students while engaged in writing tasks. In this vein, the researchers triggered to investigate the issue of writing anxiety by taking into consideration different parameters; students' attitudes towards writing, students' levels of writing anxiety, sources which make EFL students' anxious writers and strategies that may help students overcome their writing anxiety which the researchers targeted to cover. As a result, it was needed to suggest some strategies that will help the students to relish their writing by overcoming their writing apprehension.

The study research is based on answering a general question which is about which strategies the study can come up with at the end to change EFL students' attitudes towards writing into a relish. Besides this, five sub-questions were designed on the basis of the parameters of writing anxiety. Thus, those questions lead to a general hypothesis that states that changing negative attitudes into positive thinking may help students overcome their writing anxiety and relish writing.

Accordingly, the research work was split into two chapters; the first one dealt with the theoretical background of foreign language writing anxiety. In the second chapter, the research methodology was tackled. The third chapter sheds light on the various recommendations that were given.

Through designing and conducting an exploratory case study at the English Department of Tiaret University, and after the analysis and triangulation of data gathered from different sources using a set of research instruments (students' questionnaire an interview with teachers), the five hypotheses put forward were confirmed. That is, the majority of the third

year EFL students found writing an enjoyable task. Indeed, most of them experience moderate anxiety with the regard that females were more anxious than males Then, there were many sources which led to their writing anxiety such as Fear of inability to choose a good topic, fear of inability to choose a good topic, fear of peers-insult and difficulty to generate ideas.

This research was an attempt to investigate the issue of writing apprehension by highlighting its main levels, types, and causes. It helped to find some strategies to cope with writing anxiety and make writing a relishing task. Yet, the researchers came across many obstacles that limited the findings. That is, it was hard for the researcher to deal with students from the six groups. Indeed, it was obligatory to explain all the questions of the questionnaire for the sample so as to get the needed data. Moreover, the researchers were not specialized in statistics so that it was very difficult to find the appropriate way to score the questionnaire and conclude with concrete data. Then, having meetings with teachers was a difficult task since they were busy all the time and some refused to be recorded. But, the researchers tried to generalize the data by triangulating the two research instruments. Effectively, it was possible to answer all the research questions by confirming all the hypotheses.

As anxiety affects the writing skill, it can also affect the three other skills, i.e., listening, reading, and speaking. Therefore, investigating the positive and negative impact of anxiety on these skills is crucial for future research because being competent in the four skills is needed and important for every student who seeks to master the English language.

To conclude, one might argue that every student may experience a certain level of writing anxiety which can be due to various sources. But, being able to control it, cope with it and relish writing one day is possible and more important. Effectively, students can write confidently and effectively.

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Appendices

Student-addressed Questionnaire

This questionnaire has been designed to help you identify levels, types, sources of your writing anxiety and the ways you learn best. Your considerate answers will be highly appreciated, useful and valuable in collecting reliable and valid data to this study.

A) Read the following statements and express your degree of agreement / disagreement by ticking（√）the appropriate column.

1- How do you find writing in English?

Enjoyable ☐   mere task ☐   tiresome ☐   unbearable ☐

2- When assigned a writing task in English, you feel nervous.

Strongly Agree ☐   Agree ☐   Uncertain ☐   Disagree ☐   Strongly Disagree ☐

3- When assigned a writing task in English, you feel nervous because you feel your English is not good enough.

Strongly Agree ☐   Agree ☐   Uncertain ☐   Disagree ☐   Strongly Disagree ☐

4- When assigned a writing task in English, you feel nervous because you find it difficult to generate ideas.

Strongly Agree ☐   Agree ☐   Uncertain ☐   Disagree ☐   Strongly Disagree ☐

5- When assigned a writing task in English, you feel nervous because you feel anxious about being evaluated.

Strongly Agree ☐   Agree ☐   Uncertain ☐   Disagree ☐   Strongly Disagree ☐

6- You feel anxious about being mocked by the teacher.

Strongly Agree ☐   Agree ☐   Uncertain ☐   Disagree ☐   Strongly Disagree ☐

7- You feel anxious about being read out and mocked by peers.

Strongly Agree ☐   Agree ☐   Uncertain ☐   Disagree ☐   Strongly Disagree ☐

8- Your writing product depends on the topics to write about.

Strongly Agree ☐   Agree ☐   Uncertain ☐   Disagree ☐   Strongly Disagree ☐

9- Students should be given the freedom to choose topics to write about.

Strongly Agree ☐   Agree ☐   Uncertain ☐   Disagree ☐   Strongly Disagree ☐

10- There should be no time constraints for writing assignments.

Strongly Agree ☐ Agree ☐ Uncertain ☐ Disagree ☐ Strongly Disagree ☐

11- Writing assignments should be individual tasks.

Strongly Agree ☐ Agree ☐ Uncertain ☐ Disagree ☐ Strongly Disagree ☐

12- Writing assignments should be group work.

Strongly Agree ☐ Agree ☐ Uncertain ☐ Disagree ☐ Strongly Disagree ☐

13- Writing tasks should be constantly assisted.

Strongly Agree ☐ Agree ☐ Uncertain ☐ Disagree ☐ Strongly Disagree ☐

14- Students should be left free through their writing tasks

Strongly Agree ☐ Agree ☐ Uncertain ☐ Disagree ☐ Strongly Disagree ☐

15- A written product reflects the writer's personality.

Strongly Agree ☐ Agree ☐ Uncertain ☐ Disagree ☐ Strongly Disagree ☐

16- The evaluation of a written product is the evaluation of the person's thoughts and stances.

Strongly Agree ☐ Agree ☐ Uncertain ☐ Disagree ☐ Strongly Disagree ☐

17- Do you think there would come the day when you would relish writing? When would that happen?

....
....
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....
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....
....

B) Academic year: ………………………………

Gender: Female ☐   Male ☐

Thank you very much for your cooperation

Teacher-addressed Interview

The present interview attempts to focus on your teaching experience of the writing skill and your opinions about the levels and types of the writing anxiety your students may experience. It also takes into consideration the sources of their writing anxiety you may provide us with. This dissertation focuses on the strategies that may be recommended for the third year EFL students to manage and reduce their anxiety when producing an academic writing composition and make it a funny task. We would be grateful if you answer the following questions:

-How long have you been teaching English?

-Your post-graduate field of specialization:

-Modules in charge of:

1/ Which language skill (reading, writing, speaking, or listening) do you think EFL learners usually feel anxious about? Why do you think so?

2/ What kind of mistakes do students manifest in their written products (grammar, vocabulary, punctuation, spelling, coherence & cohesion)?

3/ Why do you think is writing a difficult task for your students?

4/ What types of writing anxiety do your students experience?

5/ What are the main causes of L2 writing anxiety (education, feedback, grades, etc.)?

6/ How does writing anxiety affect your students' writing performance?

7/ What do you do in order to reduce L2 learners' writing anxiety?

8/ Have you discussed writing anxiety in class with the students? / If yes, did this help reduce their anxiety?

9/ What do you think are possible solutions to L2 writing anxiety?

10/ In your point of view, can students overcome their anxiety and change attitude into a positive one? How can they do that?

Thank You for Your Cooperation

-Tiaret 2019-