

People's Democratic Republic of Algeria



Ministry of Higher Education and Scientific Research

Ibn Khaldoun University of Tiaret

Faculty of Letters and Languages



Department of Letters and Foreign Languages

Section of English

The Effect of Excessive Anxiety on EFL Learners' Academic Writing Competences

The Case of Second-Year EFL Students at Ibn Khaldoun

University of Tiaret

A Dissertation Submitted to the Department of Foreign Languages in Partial

Fulfillment of the Requirements for the Master Degree in Didactics

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ACADEMIC YEAR: 2019/2020

Dedication

This dissertation is dedicated to my parents, my husband, my sisters, and my dearest brother.

To my special little boy Abdel-samad.

Abstract

I would like sincerely to thank my supervisor **Dr.HEMAIDIA Ghlamallah** for his guidance and support throughout this study, and especially for his confidence in me.

I would also like to thank **Dr.HEMAIDIA Mohamed** and **Dr. ABDELHADI Amina** for accepting to be part of the panel of examination and judging the research to be complete for its defense.

Also, I have to thank my parents for their love and support throughout my life. Thank you both for giving me strength to reach for the stars and chase my dreams. My sisters and my brother deserve my wholehearted thanks as well.

To all my friends, thank you for your understanding and encouragement in my many, many moments of crisis. Your friendship makes my life a wonderful experience. I cannot list all the names here, but you are always in my mind

Thank you all

Abstract

The research work at hand is concerned with the effects of debilitating anxiety on the writing competences of foreign language learners of English in particular. It aims at diagnosing the way excessive anxiety impinges on academic writing and hinders it. To fulfill the stated objectives, a study has been conducted in the English section at the department of Letters and Foreign Language of Ibn Khaldoun University (Tiaret) relying on two research instruments for data collection. A questionnaire administered to 91 second-year LMD learners of both genders (males and females) and an interview with two teachers of English, were used. The data gathered have been analyzed quantitatively and qualitatively. The results of the research revealed that the majority of second-year EFL learners enjoy writing meanwhile they explore excessive levels of anxiety. Besides, the research found out that learners can overcome debilitating writing anxiety through some instructional strategies and thus improve their academic writing skills.

Keywords: Excessive writing anxiety, Algerian EFL classes, English writing, Attitudes, Coping strategies, Learning and teaching strategies.

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List of abbreviation and acronyms

C.A communication apprehension

E.F.L English as foreign writing anxiety

E.S.L English as second language

F.L.A foreign language anxiety

F.L.W.A foreign language writing anxiety

S.L.A second language anxiety

W.A writing anxiety \ writing apprehension

General Introduction

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General Introduction

General Introduction

Contemporary approaches and methods of education have elevated the human learner to supremacy and made him the core concern of any instructional activity. Therefore, any matter is considered a problem and made subject of investigation if it fits in ill with the psychology of the learner and impacts on him negatively. One of the redundant learners' psychological reactions to instructional materials and tasks is anxiety. Practitioners often report that anxiety is rife in today's classroom. The learner's encounter with the teacher, his peer, a learning material, or a learning task he happens to be assigned, is usually marked by feelings such as tension, apprehension, worry, and jitters which are likely to squash his learning endeavor.

Of all tasks, writing is reported as the most challenging and the most repellent among second language learners. For warranted or unwarranted reasons an important category of learners feel uneasy when thinking about writing, when assigned a writing task, and when expecting feedback about written performance. Anxiety is a concurrent feeling with writing; hence a term has been coined to bring them together to refer to that particular learner's feeling of apprehension towards writing assignments. Such a negative feeling impacts negatively on learners' involvement and enterprise in this skill and perhaps; consequently, affect their entire course of learning.

Writing anxiety is a characteristic of foreign-language classroom. It is actually a phenomenon that manifests in different symptoms. Learners caught by writing anxiety tend to avoid writing activities. They tend to even cut writing classes or simply decline writing tasks if given choice. Some procrastinate to intolerable limits and remain unable to get to grips with their writing. Others do go about it but anyhow just for the sake of producing any stretches of words, meaningless be they, to avoid a teacher's sanction, rebuke or negative feedback.

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Writing anxiety impedes the normal course of learning when it reaches the stage of written production which is an ineluctable constituent in the instructional process. Writing anxiety really deserves painstaking investigation.

Foreign- language learners are not born anxious; they acquire anxiety right in the learning process. Learning a language is a relatively complex process, and experiencing a certain amount of anxiety by learners is sometimes understandable as long as it remains within the scope of one's control. In some instances, learners are affected by writing anxiety for justifiable reasons. The writing task maybe about a topic that is beyond their potential or that causes them some embarrassment, or they may be hastened by unreasonable deadlines. In other cases, learners' apprehension of writing finds no firm roots, yet drives them astray. After all, is a language tool where errors are allowed and tolerated, where ideas are encouraged and appreciated, and where space is optimal for self-expression. If writing anxiety is reduced, writing becomes a real relish.

The present study addresses the issue of second language writing anxiety SLWA. Its major goal is to investigate the impact of excessive anxiety on learners' writing performance. The second aim is to find about efficient strategies likely to reduce students' feelings of writing anxiety and embolden them to approach writing activities with enough challenge and relish its yields.

The research work at hand runs within this vein and bears as a title: The Effect of Excessive Anxiety on EFL Learners' Academic Writing Competences.

To achieve the proposed objectives of the study, a set of research questions were constructed as follows:

- 1- How does excessive amount of anxiety affect learners' writing?

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- 2- What are the sources of excessive writing anxiety?
- 3- How can debilitate writing anxiety be reduced in learners' so as to change their negative attitudes towards it into positive ones?

Assumptions and hypotheses:

- 1- Excessive writing anxiety develops in learners' negative feelings of writing such as fear, hatred, and nervousness, and leads them to negative patterns of behavior such as avoidance or uncommitted performance.
- 2- Excessive writing anxiety finds its roots in limited proficiency, low self-esteem, and fear of negative feedback by significant people.
- 3- Elevating self-esteem, equipping learners with enough tools to go about writing tasks efficiently, motivating them to take up writing assignments enjoyable.

To find answers to the above questions exploratory case study research dealing with second - year license EFL students at IBN KHALDOUN University (TIARET). Qualitative and quantitative data are gathered from different sources relying on a mixed method of research instruments: indirect questionnaire for learners and indirect interview with teachers. The results will be analyzed qualitatively and quantitatively.

To determine the goals of this research, the present work is divided into two chapters. Chapter one outlines the theoretical background of the study and identifies the various components of the problem to be studied. 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

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instruments. Then, it concludes with some suggestions for learners to reduce debilitate writing anxiety and change negative attitudes towards writing into relish.

At the end, it is followed by the general conclusion.

CHAPTER ONE

Review of Related Literature

Chapter One

Review of Related Literature

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1.1 Introduction:

Individuals have feelings of anxiety from time to time at some points in their lives whether they have to prepare for a job interview, sit for an exam, get a tooth extracted at the dentist's or anything one would bear much concern with its results. Such feelings are a natural reaction that everyone experiences. They are a normal response to stressful event or perceived threat, and can range from a mild feeling of concern that embodies a blend of a will to do well about an activity and a reasonable fear from failure, to a wide variety of negative repressive thoughts and uneasiness.

Learners are par excellence anxiety-frequented subjects. A learner's course of education is full of challenges. He is all the time exposed to tasks that are reasonably or excessively over his potential and asked to go about them. The learner would willingly want to tackle them successfully and acquire the points behind them, which is rightly the wanted feeling that any teacher aspires to evoke in learners in order to embolden them to get to grips with their tasks; however, this positive feeling is frequently concurred with another negative one of doubt that the learner feels about his capacities and ability to surpass the difficulties which confront him.

The learner's success is highly dependent on the way he tips the scales. If he conceives enough trust in his capacities, such a level of anxiety will rather benefit him. It impacts in him a strong determination to do his learning activities; if, on the other hand, the learner yields to his negative beliefs of the incapability to do them, he will do no good about them.

This chapter is a review of literature that attempts to clarify key concepts and identifies different components of the phenomenon to be investigated. Furthermore, this chapter is divided into two sections; the first section is about anxiety, and foreign language anxiety including various types, sources and strategies to cope with. The second part deals with writing skill in general including its definition features and challenges.

1.2 Anxiety:**1.2.1 Origins of the term:**

The concept anxiety is derived from the Latin word “anxietatem” which means to choke, to clog, or to strangle. In the 1520’s anxiety was presented as an apprehension or foreboding due to suspicion, fear of future, harm or misfortune, agitation of mind owing to some uncertainty. George Eliote used it in 1849 in German as referred to the term “angst” in psychology which meant neurotic fear; guilt and remorse; the word was revived in English in the early 20C, by the translation of the famous neurologist Sigmund Freud’s work 1985, but as a foreign word until 1940’s.

1.2.2 Definition of anxiety:

Anxiety is a very common human emotion; refers to vague sense of awareness, nervousness or anticipation of future concern. It is an emotion characterized by an unpleasant state of inner turmoil toward something with unpredictable results. It is normal response to stressful event or perceived threat, and can range from a wide variety of negative thought and suspicion

Educational psychologists give different meanings to the term anxiety, but all of them converge on the description of the core essence of this feeling. For some, anxiety is defined as “... the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system.”(Spielberger, 1983 p: 15), in other words, it is a state of great disorder or suspension that individuals may explore at specific levels; unique situation and different contexts. Anxiety is characterized by a vague sense of negative thoughts and uneasiness joined with autonomic nervous system or internal turmoil.

In addition, Taylor (1979) reports about Averill's (1970) view of anxiety stating that "...anxiety is a state of cognitive disintegration, he views it not as a particular emotional response but rather a formal property involving threat to one's personal identification and including a number of quite different and defensive reactions. The source of anxiety may be any condition which affects one's ability to process information and to interpret his environment meaningfully."

Anxiety can be defined as a psychological construct that may affect individuals in different situation and it depends on the person himself dealing with it. Anxiety can be caused by any condition in which it affects person and his ability to reconstruct information.

Moreover, Kaplan and Sadock in the concise textbook of clinical psychiatry (1996) state that anxiety

"...is characterized by a diffuse, unpleasant, vague sense of apprehension, often accompanied by autonomic symptoms, such as headache, perspiration, palpitations, tightness in the chest, and mild stomach discomfort"(p.189).

In this regard, anxiety is normal life experiences that include more than one negative thoughts and it is often joined with body reactions.

Furthermore, Hallam (1992) indicates that

"...anxiety is a word used in everyday conversation and refers to a complex relationship between a person and his situation. It is uncomfortable emotion of apprehension, worry usually accompanied by one or more bodily sensation that characteristically recur in the same manner in the person."

That is to say it is a condition in which person suffers from depression and fear from uncertain future that is associated with body reaction such as high blood pressure.

The Oxford Advanced Learner's Dictionary (1995, p.44) defines this phenomenon as a nervous feeling brought on through concern that something bad is going to be happen. Anxiety is in a position to block and interfere with the different techniques of the learning process. In sense that, it is an emotion usually associated with tension, worry and nervousness of future concern with unknown sources.

from these definitions, it can be concluded that Anxiety is an ongoing sense of uneasiness or worried thoughts without specific causes, it is normal to feel anxious when faced with a challenging situation ,it is not a sign of failure however; human being need to recognize it better taking a step to reduce it or even overcome.

1.3 Types of Anxiety:

1.3.1 Trait Anxiety:

The first type is referred to trait anxiety which is considered as a personality characteristic, in other words human beings become nervous in any moment or they are prone to become anxious in any situation. Trait anxiety refers to a stable tendency to become apprehensive in a wide variety of situation, moreover; people with high levels of trait anxiety are typically nervous and they lack emotional stability. An individual with high level of trait anxiety shows tendencies to become apprehensive across a number of different situations as a result of generally regarding these situations are more threatening than they actually are"(Speilberger 1983).In contrast, a person with a low trait anxiety is an emotionally stable, calm, and relaxed person. (Goldberg1993, cited in foreign language anxiety p28, Para 03).

1.3.2 State Anxiety:

In contrast, to the first kind state anxiety is explored at a very particular situation or event as a reaction to a certain situation, for instance job interview, it is considered as a

temporary personality feature. Tallon (2009) define it as follow: "...state anxiety refers to the moment to moment experience of anxiety, it is the transient emotional state of feeling nervous that can fluctuate overtime varies in intensity" p.144. It is considered as a non- permanent feature of human beings that is explored at a particular moment.

1.3.3 Situation-Specific Anxiety:

A type of anxiety is called situation specific anxiety which refers to a type of anxiety that is explored by learners in a very particular situation that means that it is triggered by a well-defined event or a context.Tallon2009 states that:..." situation-specific anxiety is like trait anxiety except that it is applied to a single context or situation only. It is stable overtime but necessarily consistent across situation. Examples include math anxiety, test anxiety, stage fright, and language anxiety.

1.3.4 Facilitative Versus Debilitative Anxiety:

People explore anxiety differently and at any moment. Feeling anxious when speaking in public or an exam can be perfectly normal, however; finding problems and difficulties in controlling those emotions can affect their daily functioning negatively. It is an emotional state that can work for us as well as against us.

1.3.4.1 Facilitative Anxiety:

It is perfectly normal to feel anxious in high pressure situation, a small amount of anxiety can be useful, for instance feeling anxious about a job interview can motivate you to recheck your resume; look up information about the company and prepare yourself for the interview, Feeling anxious about the arrival of a new baby might motivate you to take parenting classes. Being anxious about your surrounding can keep you out of dangerous situations; it can motivate people to act about their concern and protect them from harm also, it can help them to perform better and stimulate action and creativity.

The sufficient amount of anxiety is normal and necessary; a decent capacity to manage it is the key to resilience in the face of whatever life throws at us. Additionally it is about challenging the stigma that still gets in the way of our reaching out for help and support when our levels of anxiety become a real problem. In some situation, anxiety can even be crucial to our survival.

Facilitative anxiety improves learners' performance, while debilitating nervousness can have a damaging impact on their performance. Agreeing to Scovel (1978, mentioned In, Tanveer, 2007, p.10) (cited in foreign language writing anxiety: an attitude to change into relish, 2019, p.11) "... anxiety, in its debilitating and facilitating shapes, serves "simultaneously to spur and warm" the learner. Facilitating anxiety is beneficial for students; too awful lot nervousness can have negative effects and end up debilitating.

In fact, this type of anxiousness keep students aware about their tasks ,alert, and attentive it may additionally help to enhance better performance as well as serve as key core of motivation to success .

1.3.4.2 Debilitative Anxiety:

Anxiety is an essential aspect of our humanity and vital part of the natural human emotional response to circumstances in life; although, when it starts interfering with the ability to live a normal life for an extended period, it becomes even more dangerous and causes real emotional distress. This horrific kind of anxiety is referred to as debilitating anxiety; excessive anxiety has a terrible effect and has a negative impact on learners and his abilities, it stimulates him emotionally to adopt avoidance behavior and neglecting his tasks which may additionally lead to failure and insufficient work. The longer anxiety lasts, the worse it is for both mental and physical health. Anxiety becomes impediment if individuals start to feel anxious most of the time and about non-sense things, directly to the point, all

worries and confusion are out of control and interfering with daily life. Misconstrue of anxiety means take risk becoming overwhelmed, unable to find balance in life as well even cannot relax or recover.

1.4 Sources of Anxiety:

Emotions associated with anxiety can be caused by several reasons and vary according to what you are worried about and how you act when you feel uneasy. Anxiety arises when individuals repeatedly sense excessive amounts of distress due to mental conditions, environmental conditions, genetic conditions, biological conditions, personality and other factors.

- 1) Mental conditions: being highly nervous about daily life simple events without any obvious reasons.
- 2) Environmental conditions: life experiences such as a change in family environment, or being exposed to new adventures.
- 3) Genetic conditions: having a relative who suffer from anxiety disorders.
- 4) Biological conditions: an imbalance of the chemicals in the brain that regulate feelings and physical reactions can affect our thoughts, feelings, and behaviors.
- 5) Personality: personality types, who are highly sensitive emotional or who are perfectionist may be more prone to develop an anxiety disorders.
- 6) Other conditions:

Anxiety can manifest itself as a result of a number of aspects including:

*stress from school environment.

*stress from personal relationship such as marriages.

* getting nervous from serious illness.

* being unemployed «financial issues.

1.5 Anxiety and Stress:

Usually people explore lots of negatives emotions in different stages, stress and anxiety are one of the common debilitating feelings human beings used to experience.

Generally, stress is normal reaction triggered by everyday life events, a certain level of stress is beneficial it assists people to avoid dangerous situations; can be motivating and help to perform better. Stressful situation can be developed into anxiety, it is a person's specific response to stress, and it is typically characterized by a persistent emotion of apprehension. Lazarus, 1966, P.10 as cited in Taylor June C the relationship between stress, anxiety, and forms of content learning 1979: he uses the term "stress" interchangeably with "anxiety". He defines stress (anxiety) in terms of transaction between individuals and situations. The capacity of any situation to produce stress reactions (anxiety) depends upon the characteristics of the individuals in the situation. Some stress can have a terrible effects on individuals on various contexts, this differ from a person to another and his situation. When stress starts interfering in the daily life for an extended period, it becomes more dangerous.

Stress can be a component or contributor to anxiety but not most of the time, Spielberger differentiates between stress, threat, and anxiety. Stress is the external stimulus. Threat is one's perception of danger. Anxiety is the emotional reaction (A-state) evoked when stress is perceived as threat. The appraisal of threat is based on one's aptitude, ability and prior experience as well as one's A-trait level and the objective danger present. Thus, the intensity of A-state reaction will be proportional to the amount of threat perceived, and the

duration of the reaction will depend upon the persistence of the stimulus and one's previous experience in dealing with similar circumstances" Stress and anxiety share many of the same emotional and physical symptoms; stress is the external stimulus which may provoke anxiety.

Feeling of stress can be developed into anxious emotion that can become intense and overwhelming and become an impediment.

1.6 Managing Anxiety:

"A person cannot just simply decide not to be anxious anymore «anxiety care.org.UK

Anxiety can be debilitating condition, however; it is not an illness and it might be cured or less harm. There are several strategies used to reduce anxiety as follow:

- Helping yourself through sharing with others: it might be embarrassing to discuss your feelings with others, nevertheless; sharing can be a way to cope with problems as well having someone to listen to may help or support.
- Face your anxiety: it is better to manage, reduce your anxiety and the reasons behind your negative thoughts and emotions.
- Relaxations: learning relaxation techniques can help individuals reduce feelings of uneasiness, for instance practice yoga might help manage the way you feel about yourself in stressful situations.
- Healthy eating: eat lots of vegetables and fruits and try to avoid sweet foods.
- Keeping active: participate in activities that enhance a person sense of wellbeing.
- Defuse from your thinking: learn to be less influenced by your thoughts.

- Manage time and get organized: write a plan or schedule for your day, week, and semester. Make a "to-do" lists and prioritize tasks and exclude or delegate unnecessary tasks.
- Remember your potentials: think about long term goals, what you have reached and what you have not reached.
- Get enough sleep: eight hours at night is recommended, try to maintain good sleep routine.
- Exercise: even small increases in physical activity levels can trigger brain chemicals that improve your mood, self-esteem, and self-worth.
- Support groups: those groups are designed for individuals to learn about managing anxiety through asking other people who are diagnosed with anxiety.
- Avoid excess caffeine, cigarettes, alcohols, or drugs: all of them seem to be helpful at the beginning; however they end up contributing to your anxiety.

And lastly...managing or reducing anxiety levels can not only make individuals feel better, but also protect them from harm.

1.7 Foreign Language Anxiety:

Language anxiety has become a great concern in second and foreign language learning research. Foreign language acquisition is provocative system embodying huge number of variables, for instance social elements, learners psychological condition and so on... , acquiring a language and using it are extremely collaborative that rely on various kinds of relationship with others, language acquisition process is persuasively affected by individuals personalities; how learners think about their capacities and the way they feel about themselves can both facilitate the learning process or block it. Anxiety is one of the emotions

that influence language learning, several studies have revealed that anxiety can hinder success in second or foreign language learning.

In terms of definitions, experts have offered different definition of foreign language anxiety:

McIntyre 1999: define this linguistic phenomenon as “the worry and negative emotional reaction aroused when learning second language”.

Young 1992: states that “a complicated psychological phenomenon peculiar to language learning”.

Additionally, Clement 1980 extend the notion of foreign language anxiety as a complex construct that deals with learners’ psychology in terms of their feelings, self-esteem, and self-confidence.

It can be argued that language anxiety is considered as the phobia or apprehension occurring when a learner is expected to perform in the second or foreign language. Such a disorder is linked directly to performing the target language.

1.8 Sources of Foreign Language Anxiety:

Foreign language anxiety is attributable to different sources:

- 1) Self –esteem: is a self-judgment of worth and value, based on feelings of efficacy, a sense of interacting effectively with one’s own environment. Learners with high self-esteem might handle their anxiety better than those with low self-esteem.
- 2) Negative feedback: sometimes learners get nervous or agitated; if they were negatively evaluated from both teachers and classmates about their performance.

- 3) **Introversion:** introverts learners seem to be too reserved; because they do not seek out opportunities to practice, generally they are considered as less qualified language learners
- 4) Learners are likely to become silent, if they do not know what they are being judge on.
- 5) Learners who encounter new situations or face new problems are likely to keep quiet and avoid answering or even learning
- 6) Students who explore positive experience when learning language are likely to be less anxious than those who recollect fear and failure from prior experience
- 7) Stressful classroom experience can be one of the possible negative sources that influence the learning process.
- 8) Teaching styles reflect learners, for instances teachers who are strict or emphasize the accuracy of language make students nervous.
- 9) Competitiveness can lead to language anxiety; this would happen when learners start comparing themselves to others “colleagues, teachers ...”

1.9 Types of Foreign Language Anxiety:

Psychologists discussed different aspects of foreign language anxiety and they have recognized four distinct subscales including: communication apprehension, fear of negative evaluation, test anxiety, and facilitating versus debilitating anxiety.

1.9.1 Communication Apprehension:

Communication apprehension seems whilst actual or predicted interplay with others. It is defined as a kind of shyness characterized by fear or nervousness when talking and discussing with others. CA obviously plays a massive role in FLA/SLA, the learner will feel anxious, worry, and uncomfortable when he need to enter real verbal exchange, even in fact

he have ample his thoughts and ideas. Despite the fact that verbal exchange nervousness leads to fear of communicating, it also causes the fear of not being able to understand the others' speech. Therefore, CA possesses an influential role in disturbing the process of learning foreign language or additional language because learners will encounter more anxiety when they have to express their ideas in overseas languages.

1.9.2 Fear of Negative Evaluation:

Fear of terrible assessment is apprehension about others' feedback. Fear of negative evaluation is explained as avoidance of evaluative situations and learners' expectations to be evaluated negatively by peers or others in any kind of situation. Meanwhile, it is similar to test anxiety, fear of negative feedback is an extension of other elements of FLA/SLA, and it is a broader scope due to the fact that it is not restricted to test taking situations rather it may occur in any social, evaluative situations.

1.9.3 Test Anxiety:

Test anxiety refers to a type of overall performance apprehension stemming from failure. It is generally happen when learners have poor performance in the previous test. Fear of failure can be explained as the high demands that learners put themselves to be perfect masters of the foreign language. It is usually occurs when students have thoughts in their mind that the solely acceptable performance refers to a test on that they can answer perfectly, If they cannot do the test perfectly, it skills that they fail the exam. Test anxiety has an important role in influencing learners learning outcomes, several feelings such as the concern of failure or unpleasant ride are forms of test apprehension that usually appear in learners' minds. Generally, test apprehension is a kind of performance nervousness deriving from fear of failure and evaluative situations, and if it is high it results in failure in exams.

1.9.4 Facilitative versus Debilitative Anxiety:

Anxiety can be explored by learners in particular situation and at different levels. The right amount of anxiety have positive effects on learners as well as experiencing it too much can have negative impact and lead to failure or harmful results. MC Lelan 1986 emphasized the importance of different levels of anxiety and their potential effects on a particular situations “anxiety is usually a warning that alerts a person to the fact that something is wrong and prepares him or her to face the anxiety producing situation. A lack of anxiety may results in an ‘I don’t –care’ attitude that, in fact, may increase the potential for failure. Moderate levels of anxiety, however are beneficial. The supply motivation and added energy and increase one’s ability to focus on the task at hand. On other hand, too much anxiety can be damaging, causing ‘hyped-up’ and jittery feelings so intense that affective use of energies towards achieving a goal becomes impossible (cited in an evaluation of university level preparatory class student’s feelings in terms of foreign language anxiety.)

Facilitative anxiety motivates learners achieving their objectives, considering language learning Scovel1991 states “facilitating anxiety motivates the learner to fight the learning task; it gears the learner emotionally for approach behavior at hand. On other hand, debilitating anxiety refers to the excessive amount of anxiety that impeded the learning process and lead to general avoidance. Additionally, Scovell1978 defined debilitative anxiety as “a drive which motivate learners to ‘flee’ the new learning tasks; it stimulates the individual emotionally to adopt avoidance behavior.”

To sum up facilitative anxiety helps learners perform better as well as achieving their potentials, however; debilitative anxiety can hinder success and lead learners to failure as well impeded their creativity.

1.10 Managing Foreign Language Anxiety:

Anxiety may enhance a negative impact on foreign language learning, it can seriously impede the learning process, however; it can be a good motive for overcoming such an obstacle. There are several strategies could be used in order to cope with anxiety in foreign language learning.

1. Change negative thinking to positive thinking:

This mean that a person has to work on himself, change negative thoughts into positive ones in a sense that he/she thinks positively about his foreign language experiences as well make new foreign friends who encourage him. It will help him progress and boost his self-confidence, as his confidence improves his language skill will follow suit.

2. Embrace mistakes as part of the learning process:

When learning a language, mistakes are inevitable. Learning language is all about trying and making errors they are necessary and acceptable.

3. Change your learning methods:

There is no single best way to learn a language, if this method does not function well or bring no results try another one.

Section two:**2.1 Writing skill:**

A language is used for many kinds of reasons. Thus, it has lot of functions as well. Furthermore, there are two macro skills of a language, receptive and productive skills “reading, listening, speaking, and writing “.writing skill is one of the productive skills that should be mastered when using a language.

Writing is an enjoyable recreation for some learners, and they see it as exciting activity when they put their ideas and thoughts on paper. Writing is the real act of putting ideas, opinions, facts, and stories on pen in a manner which makes thoughts clear and comprehensible to the reader.

The definitions of writing are variously mentioned by some experts. According to Rivers (1981:294),“... writing is conveying information or expression of original ideas in a consecutive way in the new language”. Elbow (1973) in Brown (2001: 336) state that writing “is a two-step process. The first process is figuring out the meaning and the second process is putting the meaning into language.”

Based on the definitions above, a definition of writing skill can be obtained. Writing is a medium of human communication that represents language with signs and symbols. In other words, it is not language but a tool used to make language readable. It is a form of communication that allows individuals to put their ideas, thoughts, and feeling on paper, writing is the real act of putting ideas to pen, translating knowledge and beliefs into convincing argument, and conveying meaning through well-constructed text.

Another definition of the writing skill is given by Harmer (2004) says that writing encourages learners to focus on accurate language use. Additionally Phillips (1995:63)

considers that writing “involves being creative, spelling, grammar, punctuation, choice of appropriate words, sentences linking and text construction”.

According to this definition, it can be argued that writing skill is increasingly recognized as a highly sophisticated process which requires the ability to manipulate a wide variety of sub-skills simultaneously.

In general writing skill is one of the productive process and a non-linear activity which demands well organized ideas to create a coherent and cohesive written production that is comprehensible and readable for the reader.

2.2 Writing in a Foreign Language:

Writing is a core process which impact on learning in all subject areas. Foreign language learners need to be effective writers in order to accomplish their academic tasks. Writing in a foreign language is increasingly considered as important skill for language production as well as a difficult task for many EFL learners and a non-linear process due to many factors.

2.2.1 Characteristics of Writing:

The following are features of effective piece of writing:

- explanation:

The purpose of writing should be made clear and focus. Writing should be informative.

- order:

Effective piece of writing should be broken into separate steps, with each step distinct and arranged into the right order. Thoughts and ideas should follow in order to make the piece of writing as clear as comprehensive to the reader.

- relevance:

Material relevant to the title or question should be included.

- simplicity :

Simplicity in writing is essential; there is no need to unnecessary words and bombastic language because it could be confusing.

- completeness:

If an essential sentence is deleted, meaning-making becomes difficult. Careful attention is necessary to produce effective written composition.

- Accuracy: Effective writing should help the reader by conveying ideas and information clearly and pleasurably, with mistakes. Sufficient explanation, the orderly presentation, simplicity and completeness contribute to accuracy should be there in writing.

2.2.2 Challenges of Writing:

Among the four skills of the English language, writing is viewed as the most complicated and crucial for EFL learners to acquire and manipulate because of the difficulty involved in it.

Kroll (2003) asserts, “Writing is a complex process that involves the mastery of multiple skills that contribute to the overall difficulty of writing for any language users”. In the same vein, Richards (2008) says, “learning to write in either first or second language is one of the

most difficult tasks students encounter and one that few people can be said to be fully master". It is understood that writing is a highly demanding activity that EFL learners found difficulties in mastering it because of its complexity in grammatical structure, vocabulary, spelling and so on.

1. Lack of Vocabulary:

One of the difficulties of writing in a second language or additional language is the lack of vocabulary or the insufficient language items. Vocabulary is considered as important aspect of writing because it is to be a basic component of a good and successful writing skill. Lack of vocabulary becomes a crucial problem of learners that impede their endeavor.

2. Grammar Problems:

Grammar is very helpful for effective language skills. In writing skill grammar determines how ideas run smoothly, how a paragraph build-up and how thoughts can be understood by reader. Understanding and applying the English grammatical rules is not an easy task for learners because verbs usually formed differently to make a subject-verb agreement according to the tenses.

3. Lack of Motivation:

Areej states in his journal about the effect of motivation student's writing skill (2012), motivation is one of the key elements of a successful writing composition. Motivation in education effects on how learners learn and how they behave towards a subject matter. It can direct behavior towards specific aims, leads to developed energy and increased effort.

Moreover, most of the learners have a negative attitude towards writing and think that writing skill is a highly complicated activity to be done because it requires better grammar, a high level of language proficiency, lots of vocabulary, and any other

aspect to make it perfect and understandable. Meanwhile, all of these are back to instructors how to attract learners' attention and motivate them to develop their writing and make it more effective.

2.3 Writing Anxiety:

In the process of learning a new language such as English language, there are some skills learners should be aware of and need to master such as speaking, reading, listening and writing. Writing in a foreign language in this regard is crucial language skill to acquire furthermore; it is viewed as the most challenging skill to be learned. It cannot be denied that writing for almost every EFL is believed a tough case.

Anxiety amongst the factors that influence learners writing performance in many area. one of the factors why writing apprehension occurs is that because writing requires knowledge how to produce effective piece of writing. Besides knowing knowledge about writing it also requires practice, it is important for learners to practice because the more they practice the easier writing tasks will be.

One of the important emotional factors that appear to affect learners writing performance is anxiety, the thinking of writing anxiety also called "writing apprehension" first introduced by Dally and Miller in 1975. The concept "writing anxiety" refers to a wide variety of negative feelings, tension, and nervousness when presented with a written production.

"Writing anxiety is more of a fear of the writing process that outweighs the projected gain of the capability to write (Takahashi, A, 2009, 14: 39-48)." writing nervousness is negative emotion usually occurs when learners fear of negative evaluation and lack of motivation in writing because students are nevertheless considering writing a task instead of a necessary skill to master.

In terms of anxiety in writing, it is defined as maladaptive behaviors and feelings of worries of a learner's explore while performing a writing task. Writing apprehension is characterized as:

“A label for one or a combination of emotions, convictions, or behaviors that meddled with a person's capacity to start, works on, or wrap up a given writing assignment that he or she is intellectually competent of doing (Al-sawalha, A. M. S, & Chow, T. V. V. 2012.)”

In short, writing nervousness refers to a range of emotions of worries and fear that impact the writing performance negatively.

2.4 Excessive writing anxiety:

Writing apprehension is an end result of lacking information or appreciation quintessential to entire the writing process assignment and the learners' faith that writing is tough task (Clark, 2005).

Writing is an exciting recreation for some learners, and they see it an enjoyable exercise when they put their ideas on paper, however; for others writing is viewed as hard task and it would be very uncomfortable or even nervous experience each period they are presented to a written task. Some anxiety can have a damaging impact on learners' writing performance; this horrific type of phobia is referred to excessive writing anxiousness. Debilitate writing anxiety is the high amount of nervousness that learners usually sense when they are asked to write, and it has both negative effect and terrible influence on learners' performance since, it develops on them negative attitudes towards writing such as fear, anxiousness and might lead them to avoidance behavior whenever they have to put their thoughts on papers.

To conclude, the right amount of stress may be beneficial because it motivates students to improve mastering and effective performance, while excessive anxiety stimulates learners emotionally to adopt avoidance behavior and inefficient work performance.

2.5 Types of Writing Anxiety:

Similar to foreign language anxiety, writing apprehension is understood to be classified under three subscales. Cheng (2004), proposed three types of writing anxiety: Cognitive anxiety, somatic anxiety, and avoidance.

2.5.1 Cognitive Anxiety:

Cognitive anxiety is described as the mental aspect of learners when they explore nervousness including various cognitive issues such as poor expectation, preoccupation with performance and concern about others' views. Learners writing performance can be particularly influenced by way of expectation from their peers and instructor. For instance, instructor high expectation can have an impact on the learners writing composition because students will focus more on the teacher expectations alternatively than their personal writing and neglect their creation and their thoughts would be only on how to gain the excessive preferred from the teacher. Besides teachers' expectations, learners additionally explore cognitive anxiety with their peers.

2.5.2 Somatic Anxiety:

Somatic anxiety refers to one's understanding of the psychological outcome of apprehension; it deals with disagreeable emotions such as tension and anxiousness. It is the physical signs and symptoms of anxiety. Learners with somatic nervousness are shown to develop their autonomic arousal and unpleasant feeling, they tend to sweat, shake, increase in their heart-rate, suffer a headache, and rapid breathing. It is commonly contracted with

cognitive anxiety; which is the mental manifestations of anxiety, or the specific thinking strategies that occurs at some stage in anxiety, such as nervousness or worry.

2.5.3 Avoidance Anxiety:

Avoidance anxiety is described as the behavioral aspect of anxiety experience. Avoidance behavior is a kind of apprehension where learners attempt to avoid and keep away from writing tasks for instance; they will find possible ways in which they are not obliged to write. Avoidance nervousness is a negative behavior which deals with the learners' conduct in keeping off writing in English as well its negative impact on their learning.

2.6 Sources of Writing Anxiety:

Writing apprehension occurs due to many factors, based totally on preceding researches there are some feasible motives of writing nervousness. The factors will be explained as follow:

2.6.1 Fear of Negative Feedback:

A large majority of learners' sense worry when their writing production will be evaluated. They feel agitated and anxious when their production is not as excellent as their instructor hope, and this will lead them to failure. Such negative comments make students uncomfortable when presented to a writing task, and they may additionally tend to show avoidance behaviors.

2.6.2 Lack of Experience or Inadequate Writing Practice:

One of the motives why learners feel nervous when writing English composition is due to the lack of experience as well as the lack of exercise in expressing something using English. Moreover, writing practice is crucial, if students practice well their writing abilities will develop and their writing will be better and better.

2.6.3 Time Pressure:

Time stress is one of the fundamental motives that may impede the writing activity. Learners sense stressful when they are obliged to write under time pressure because they cannot pay attention to their writing, and concentrate only on limited time.

2.6.4 Low Self-Confidence:

Self-confidence is extremely essential in determining the response of the learners towards writing activity. Students encounter anxiety when they believe that their written production is not good and they assume that they are not competent in writing skill.

2.6.5 Insufficient Writing Techniques:

Learners who experience writing apprehension are those who have poor talent improvement and lack of understanding of the writing procedure which means the stressful learners are not competent writers.

2. 6.6 Language Difficulties:

Language low proficiency is common trouble for EFL learners; the insufficient amount of vocabulary is nevertheless extraordinarily negative aspect that makes learners hesitant and reluctant to write composition in English.

2.6.7 Lack of Topical Knowledge:

The lack of topical knowledge considerably affects the prevalence of writing anxiety amongst the learners. For instance, when the learners are asked to write an essay about medicines, however; they only have little understanding of medicines they will be afraid and fearful to write down their thought. They are obliged to think of something which is bizarre and strange for them. Therefore, a low level of topical understanding leads learners to negative emotion towards writing.

2.7 Effects of Writing Anxiety on Learners' Performance:

Nervousness can play a massive role in giving a poor or advantageous emotion for mastering development as nicely as writing achievement of learners. There is a shut relationship between the levels of anxiety and how learners perform in their language learning as Horwitz (2001) mentioned that language apprehension is something related to learners' performance, even anxiousness can conceal learners' achievement. He claimed this because there is a significant low relation between anxious learners and their writing performance. In the identical vein, Ningsih & Kusumaning Putri (2015) additionally located that when the learners score is low in their writing task means that they have been affected negatively. This negative effect of writing apprehension may also manifest too many students, even those who have low-level apprehension. Thus, nervousness can influence writing performance of learners, no depend if their degree of anxiety is excessive or low. Tanveer (2007) stated that "learners' emotion of stress, anxiety, and apprehension may also hinder their language getting to know and their performance abilities" (p, 01).

This implies that nervousness avoids learners from doing language activities correctly. according to the for mentioned research in language learning, anxiety has a fundamental role in language gaining knowledge due to its poor relationship to learners' language learning performance (Atay & Kurt, 2006, p127). Consequently, the role of anxiousness in getting to know can be in reality understood.

Writing apprehension has a negative impact on writing skill. Its results can be pretty great as they influence learners' behavior, their attitude to writing, their written products, and the way of writing (Faigly et al. 1981, Rose 1980). As a long way as enormously frightened learners' behavioral patterns are concerned the lookup published that they may additionally flip to keep away from situation in which they are required to produce a piece of written

compositions (Dally & Miller 1975, Chneg 2004), they do no longer have interaction into exercise which may want to enhance their writing abilities (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 abilities (Daly and Shamo 1976, 1978).

Writing anxiety has an impact in a pessimistic mindset to writing. It influences learners' level of pleasure from a path and from any written tasks undertaken internal and outside the lecture room (Dally & Miller 1978b, Faigly 1981). Moreover, it effects learners' 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 anxiety and as final results in performance in the course of assessments and examinations.

Referring to the product of writing Faigly et al. (1981) determined that excessive anxiousness 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 apprehensive learners, which was vivid in the meaningful content material.

2.8 Strategies Coping with Foreign Language Writing Anxiety:

Different techniques mentioned by specialist to overcome second language writing apprehension

2.8.1 Learning Strategies:

Oxford (2001, p. 166-172) cautioned different sorts of language learning strategies, three studying strategies such as: cognitive strategies, Meta cognitive strategies and affective strategies may also be effective to reduce FLWA.

2.8.1.1 Cognitive Strategies:

Cognitive techniques include interactions with the fabric to be explored. According to experts in the field cognitive strategies include repetition for instance repeating a chunk of language, such as word or phrase, in the direction of performing a language task. Rehearsal as well is beneficial a learner rehearse the language needed, giving interest to meaning, for a written activity. Cognitive strategies include translation using the mother tongue language as a base for grasp and/ or producing the foreign language, transfer “using formerly obtained linguistic expertise to facilitate a language task” could be beneficial for lowering FLWA triggered by means of linguistic challenges. Oxford (1990, p.70-79) claimed that practice is the key essence and the most necessary set of cognitive technique, 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. Moreover he pointed out that imitation of native users of the language is every other repeating strategy used for foreign language writing. Learners can develop their use of structures, vocabulary, idioms, and patterns in writing via imitation.

2.8.1.2 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 blessing and disadvantages, so as to pick strategies that with no trouble healthy with his learning style (oxford, 2001, p 167).

2.8.1.3 Affective Strategies:

Affective strategies encompass figuring out one's emotions, nervousness 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 apprehension successfully. Using a diary to file feelings about language getting to know was counseled as a very helpful technique. Other affective strategies include questioning for clarification, cooperation (working collectively), self-talk and self- reinforcement (motivating oneself).

2.9 Conclusion:

This chapter as purely a theoretical phase of this research work has attempted first to define some key concepts related to the topic. The researcher has spoken about anxiety and its basic components in general; it also endeavored to shed light on writing anxiety including different aspects such as “definitions, types, sources and effects of apprehension on writing performance”. Thus; meta-cognitive strategies, cognitive strategies and effective strategies may help learners overcome their writing anxiety.

CHAPTER

TWO

Field of work

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Field of Work

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3.1 Introduction:

One of the crucial 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 researcher to get immediate touch with the subjects concerned by the phenomenon to elicit data right from them. Subjects' experience is the actual and reliable source of data.

The core interest 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 opinions 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 of their considerate contributions.

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

3.2 Hypothesis:

- ✓ Excessive writing anxiety develops in learners' negative feelings of writing such as fear, hatred, and nervousness, and leads them to negative patterns of behavior such as avoidance behavior or uncommitted performance.
- ✓ Writing anxiety find its roots in limited proficiency, low self-esteem, and fear of negative feedback
- ✓ Elevating self-esteem equipping learners with enough tools to go about writing task efficiently motivating them to take up writing assignments enjoyable.

3.3 Tool 01 Questionnaire:**3.3.1 Description:**

The sample of students was given a structured questionnaire that was designed such it can be easily analyzed. Additionally, the questionnaire contained a variety of questions that turn around the same purposes so that the researcher collected as much as learners' point of views. Indeed, the questionnaire is an instrument used to gather and record data about the effect of excessive writing anxiety on learners' writing performance, source that contribute in it, and how it can be reduced, so that they would relish their writing. By administering a questionnaire to a group of students, a large amount of information can be gathered in less than an hour.

3.3.2 Sample:

Respondents in this study were 91 second- year EFL students (males and females) who have completed nine years studying English as a foreign language (04 years in middle school, 03 years at secondary school, and 02 years at university). These learners study at Ibn Khaldoun University which situated in Tiaret.

The selection of these students was due to many reasons. At the very beginning, these students are more aware that writing in the English language is crucial as other skills. They had studied many modules in addition Written Expression module since the first year at the department which helped them in developing their level in writing for instance grammar, vocabulary, reading, and other important skills. So, they had a certain background in the English language to write it. Then, this helps the investigator to see the different sources of their excessive writing anxiety and not merely the lack of linguistic competence. Moreover, these learners are intended to get their license diplomat the next year. In this regard, they are supposed to be more proficient in the writing skill than the other levels. They may need to use it in different situation for both occupational and academic reasons. Thus, the researcher wants to address the issue of “excessive writing anxiety” and to find strategies to manage it as well as how it can be reduced.

3.5.3 Pilot Study / Data Collection:

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 learners to detect the weakness of the questionnaire. After that, the questionnaire was administered via emails. Learners were informed about the purpose of the research and asked to read each item carefully. In addition, they were urged to complete all the items and to do it honestly because their responses would be totally anonymous.

3.5.4 Learners-Addressed Questionnaire Results:

The questionnaire contained many questions to the participants. The questions were arranged as follow:

❖ Question One: How do you Find Writing in English?**Learners' attitudes towards writing:**

This rubric includes one item. It aims to gather some information about the learners' attitudes towards writing whether negative or positive. (22, 04%) percentage of males and (35, 96%) percentage of females claimed that they enjoy writing, the total of learners were (58%).

(12%) Claimed that the writing task is a mere task, (4.56%) were male learners, and (7, 44%) were females. (18%) Saw that writing is tiresome (6, 84%) percentage of males and (11, 16%), and (3%) claimed that writing is unbearable task divided between males and females with the following percentages (1, 14%) and (1, 86%) as shown in the first figure.

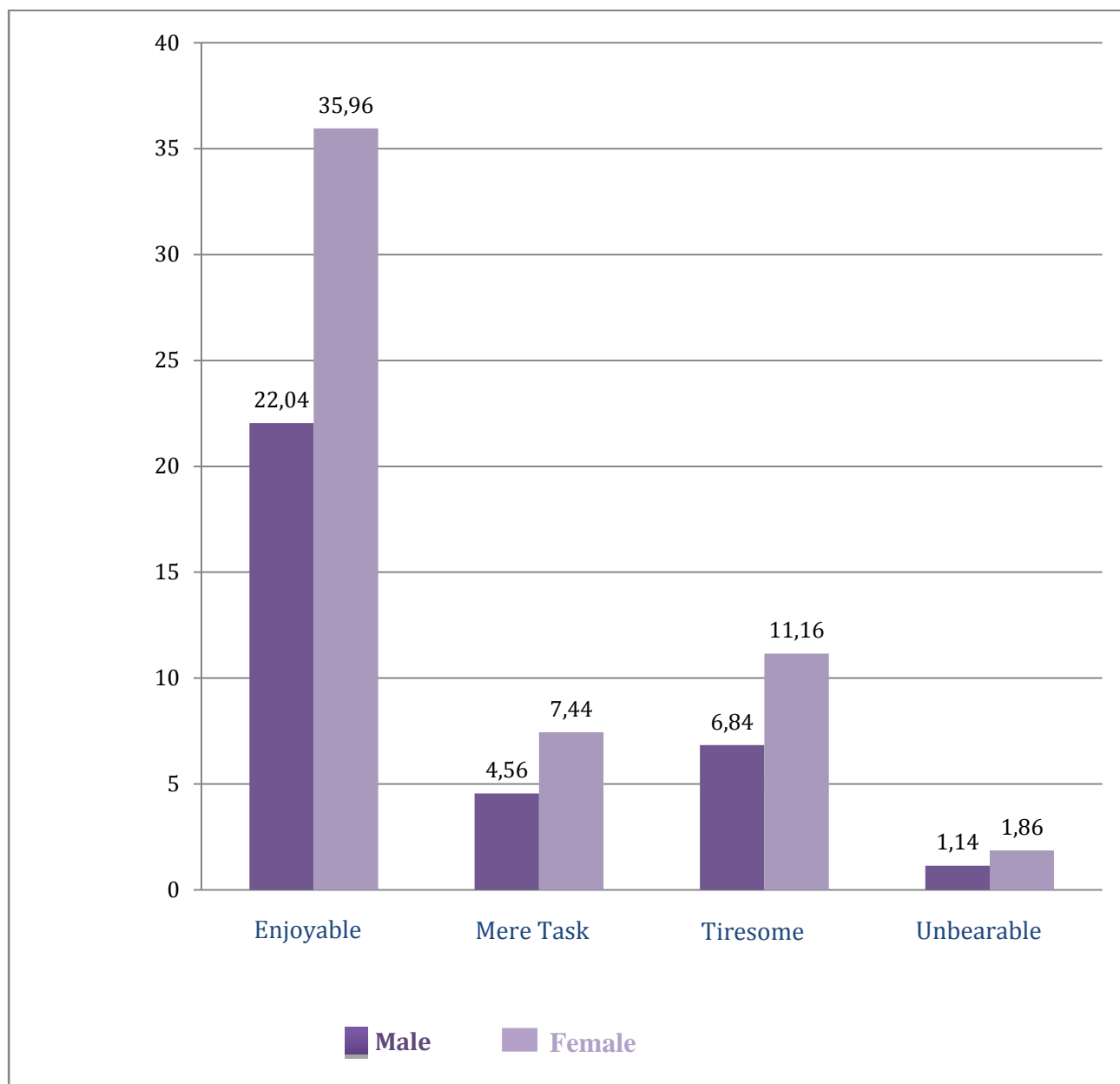


Figure 3.1: learners’ attitudes towards writing

❖ **Question Two: When assigned a writing task in English I feel nervous**

Learners’ Level of Anxiety:

The second rubric contains one item addressed to second year EFL learners intended to investigate their level of writing nervousness. The results revealed that 34% of the learners experience moderate level of anxiety, females experience moderate level of nervousness with

(21, 08%) than high anxiety with (5, 58%) than low anxiety with (8, 06%). Meanwhile, males are less apprehensive writers than females. Additionally they explore high nervousness with (4, 94%), moderate anxiousness with (12, 92%) than low anxiety with (3, 42%). So, it can be viewed that females are more nervous than males as represented in the following figure.

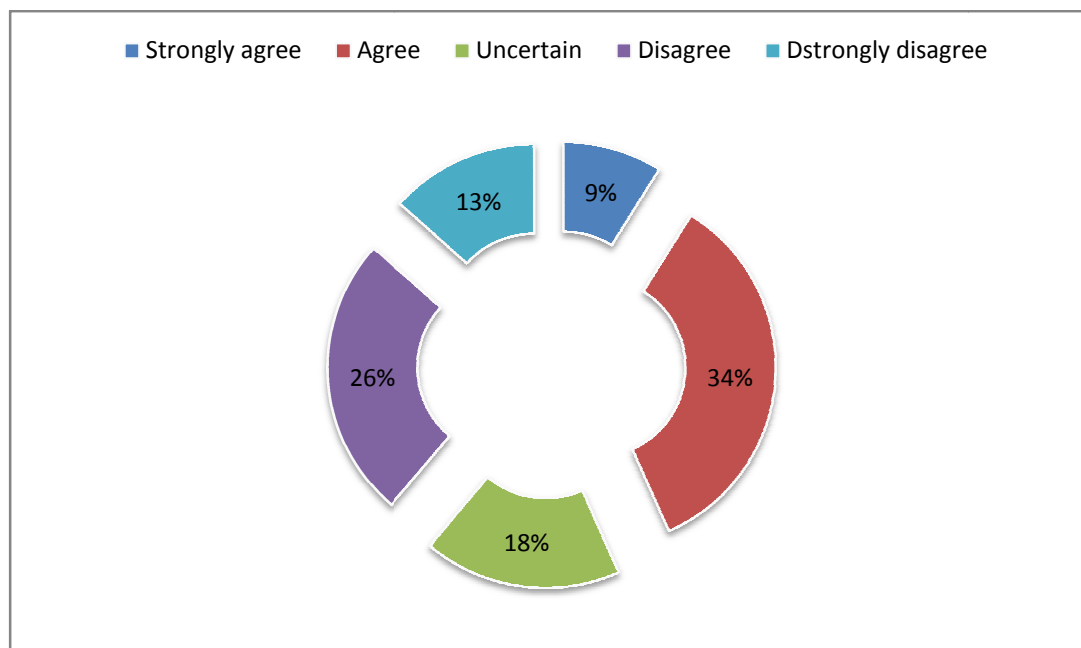


Figure3.2: Learners' level of writing anxiety

❖ Question Three:

Does excessive anxiety develops in you negative emotion such as fear?

Does excessive anxiety lead to uncommitted performance?

I do my best to avoid situation in which I have to write in English

I feel nervous when assigned a written task

Does excessive anxiety lead to negative emotion such as hatred?

Impact of Excessive Anxiety on Learners' Writing:

Rubric number three aimed to investigate the negative impact of excessive anxiety on learners' writing. It contains five items addressed to second year EFL students, as can be seen in the figure below (71, 66%) reported that they usually do their best to avoid writing.

(69, 93%) agreed that excessive anxiety lead them to uncommitted performance. (53, 85%) agreed that excessive anxiety lead them to nervousness sense. (35, 52%) reported that it develops in them negative emotion of fear. (23, 68%) agreed that it leads them to hatred feeling towards writing.

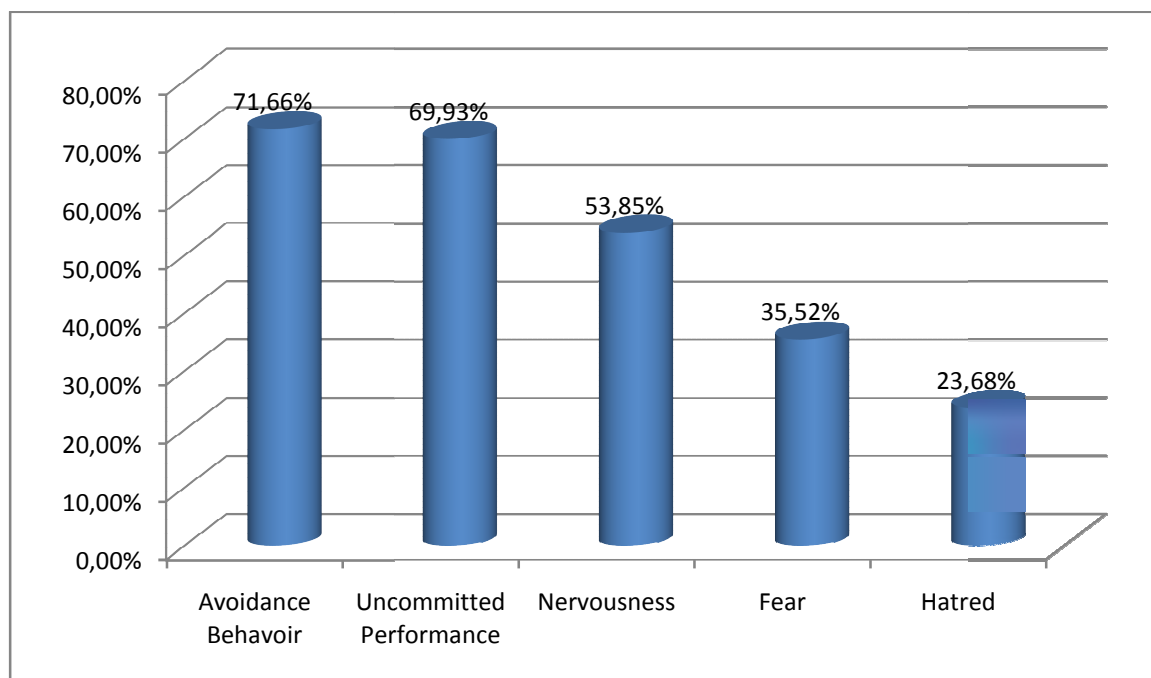


Figure 3.3: Impact of Excessive Anxiety on Learners' Writing

❖ **Question Four:**

I worry about the negative feedback and evaluation of the teacher

I am afraid that other learners would deride my written composition

I have limited proficiency in English which makes me feel anxious

I have a low self-esteem in English writing

I worry if my piece of writing be evaluated

Sources of Excessive Writing Anxiety:

Rubric number four aimed to investigate the sources behind excessive writing apprehension and the causes that might lead learners to failure. It ranks the main sources of EFL writing nervousness in order of the mean of the learners who agreed or strongly agreed with the items mentioned. As can be seen in the figure below:

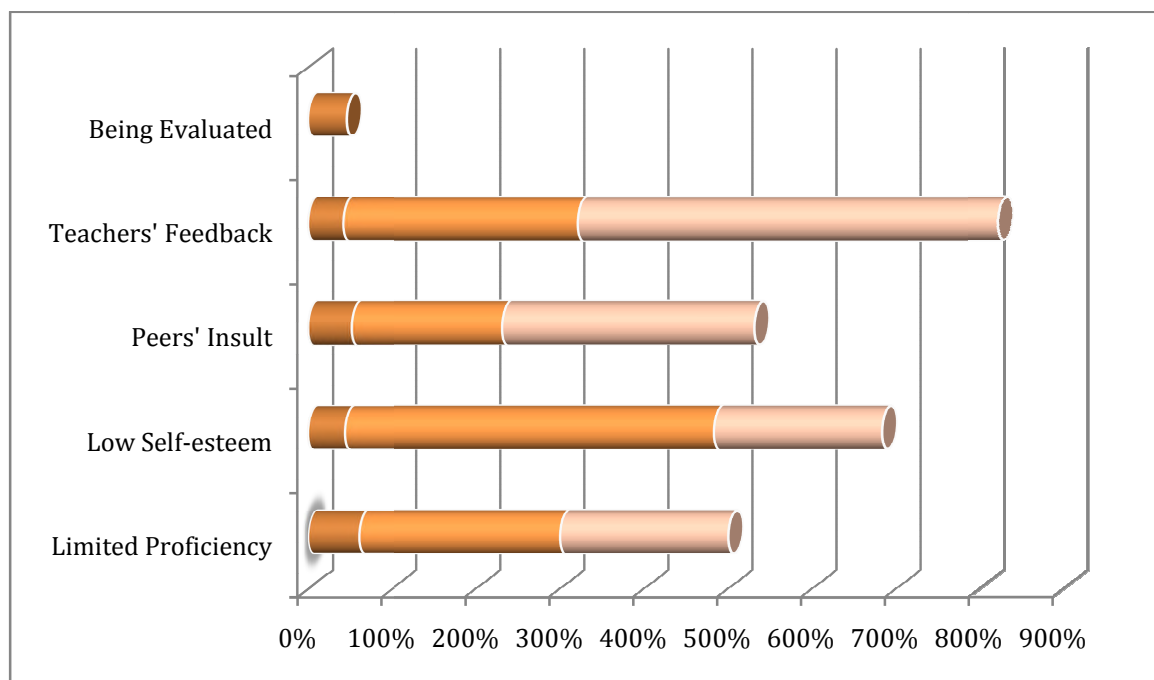


Figure3.4:Sources of Excessive Writing Apprehension

❖ **Question Five:**

There should be no time constrains for writing assignments

Learners should be given the freedom to choose topic to write about

Writing tasks should be group work

Excessive writing anxiety could be reduce if your self-esteem is elevated

Do you think sufficient English practice could reduce your debilitate writing anxiety

Strategies for Overcoming Excessive Writing Anxiety

These rubrics aimed to investigate some strategies suggested by the researcher to help learners overcome debilitate writing apprehension. It contains six items each item addresses a strategy.

The results revealed that (93%) reported that elevating self-esteem could help them relish their writing. (75%) reported that sufficient English practice may help them reduce their excessive anxiety. (73%) thought that they should be motivated before the process of writing. (71%) saw that writing should be group work. (65%) reported that they should be left free through their writing task. (45%) thought that they should be given freedom to choose topics to write about.

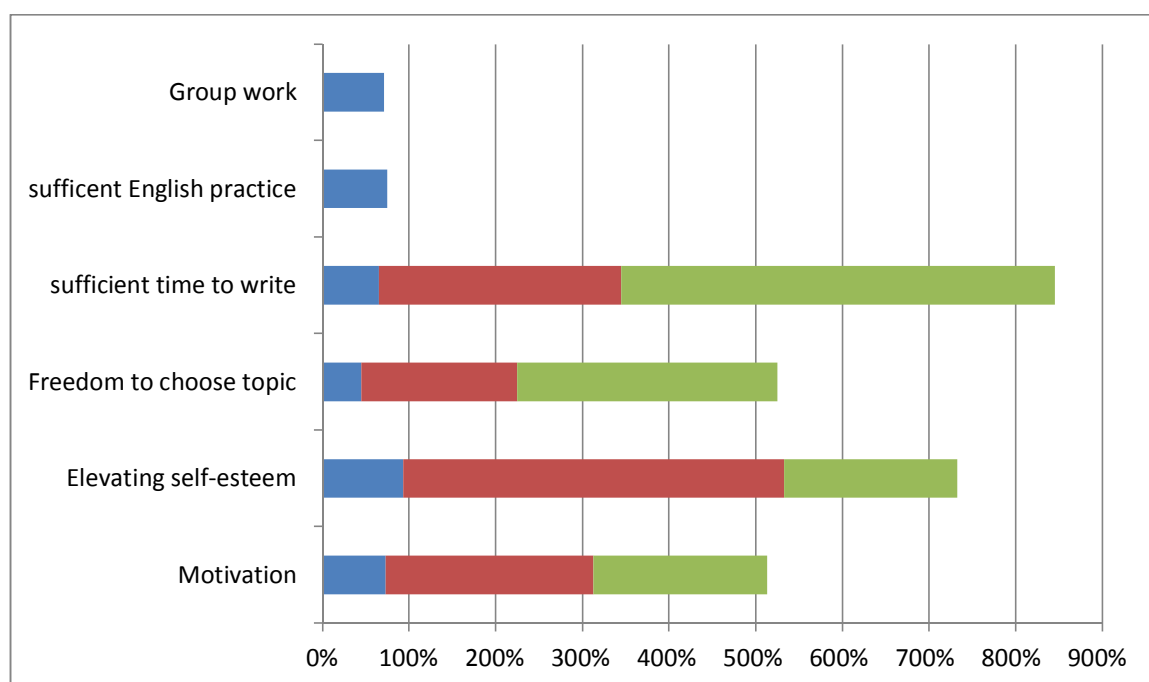


Figure 3.5: Strategies for Overcoming Excessive Writing Anxiety

❖ **Question Six:**

In your opinion, if teachers motivate you and provide you with enough tools, does writing become enjoyable task? If yes, mention some strategies that make you more comfortable when assigned a written task.

Strategies for Relishing Writing

The last rubric is open-ended question that aimed at knowing if learners think that they could overcome their anxiety and change their negative thinking into positive attitudes towards writing assignments. In addition, the respondents were asked to mention other useful strategies they use to use for improving their writing skill. all of the respondents of the sample of population (100%) answered with Yes . the learners agreed that although writing seem to be a hard task, but if they got enough help and practice they would enjoy it one day as the following figure show:

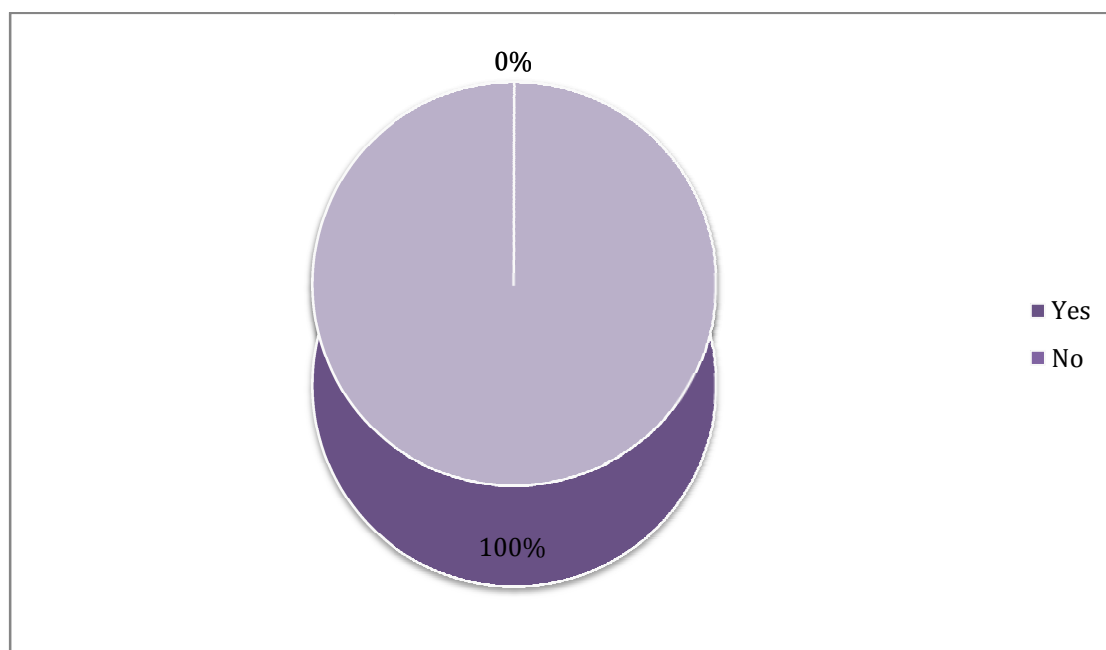


Figure 3.6: Possibility of Coping with ExcessiveAnxiety

(97%) suggested strategies from learners’ side that may help them reduce debilitate writing anxiety. Meanwhile, (3%) provided no answers. (29%) viewed that they could change negative attitude towards it into positive ones if they would be evaluated positively by their instructors. (19%) claimed that motivation is one of the important factors that could make

them relish writing. (10%) thought that peers’ appreciation lead them to enjoy writing. (10%) suggested that letting them free through their writing would make them less anxious. (9%) thought that once they became self-confident about their abilities, they would overcome excessive writing anxiety. (8%) viewed that sufficient English practice would lead them to positive patterns of behavior. (7%) claimed that once they mastered the grammatical rules, writing would be no longer a challenging task for them. (5%) reported that extensive reading helps them enriching their vocabulary so as to change their negative thinking towards writing into positive thoughts.

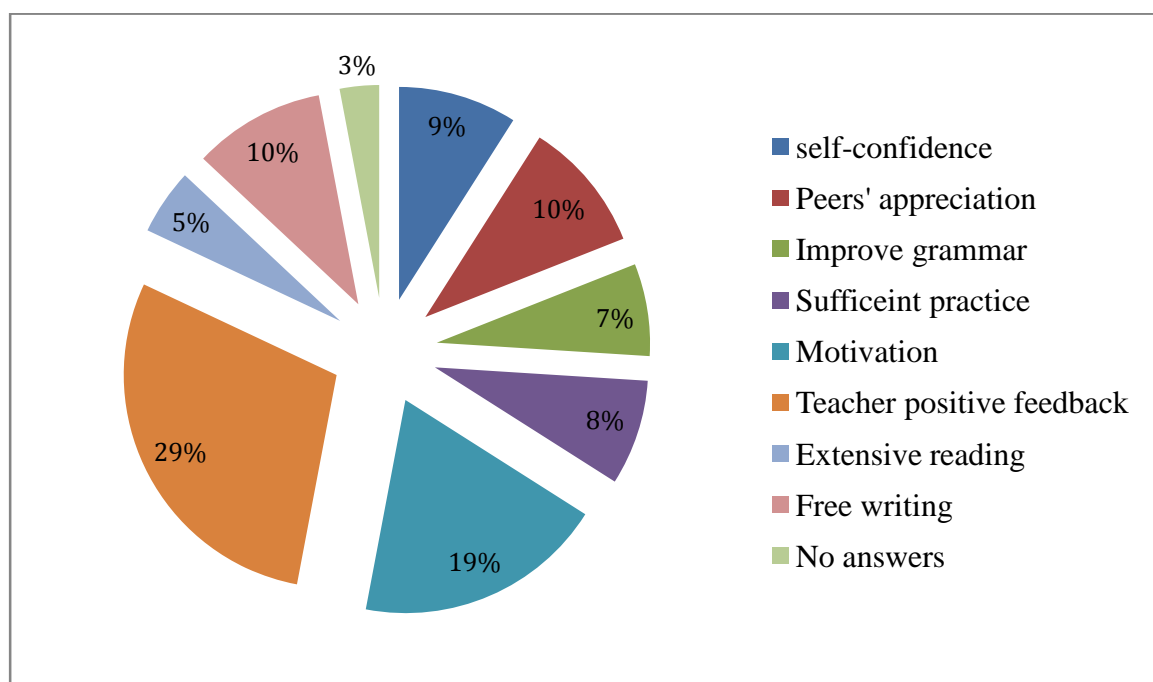


Figure 3.7: Learners’ Suggested Strategies.

3.5.5 Data Interpretation:

3.5.5.1 Questionnaire’s Interpretation:

Writing is considered a difficult task for many ESL and EFL learners, thus anxiety is one of the major factors that impede the learning process. As matter of fact, the data gathered from the questionnaire addressed to Ninety one third-year EFL learners revealed that the

majority of EFL learners (58%) reported that they enjoyed writing. Meanwhile, few of the informants found writing a mere task, they were not aware of the significance of the writing skill for their studies then.

Concerning the levels of writing apprehension explored by learners, some learners were aware that they had this problem be it low, moderate or high level of writing anxiety, while others were not aware that they had a certain level of writing anxiety. Furthermore, results revealed that both genders females (21, 08%) and males (12, 92%) experience a moderate level of writing apprehension. However, some learners of both genders were uncertain of which level of anxiety they may experience with (18%) and some learners (11, 48%) are low anxious writers. From these results, it can be concluded that females are more anxious than males.

Next, questionnaire results revealed that excessive anxiety have a negative impact on learners' writing since it develops on them negative emotions such as nervousness. Moreover, results revealed that (71, 66%) do their best to avoid situation in which they are asked to write, others (69, 93%) reported that it leads them to uncommitted performance. Additionally (53, 32%) feel nervous when assigned a written task. Other claimed that it develops in them both feelings of fear (35, 52%), and hatred (23, 68%) when presented to a written task.

That is, excessive anxiety impedes learners' development and leads them to failure.

Then, the questionnaire results showed that excessive writing anxiety has different sources. It finds its roots in limited proficiency so on comes first with (61%), fear of negative feedback and comments of the instructors with (46%), fear of peers insult with (52%), low self-esteem with (44%), and fear of being evaluated (46%). That is, learners' excessive writing apprehension is highly related to limited proficiency and low self-esteem as well as it

is caused by other's negative evaluation and this is closely related to learners' negative attitudes towards writing.

After that, results obtained from questionnaire addressing the strategies that may help learners' reduce debilitate writing anxiety. It revealed also that motivation and elevating self-esteem are the key essence in coping with anxiety. Whereas, other students see that sufficient English practice is an effective way for overcoming excessive anxiety. The same mean of learners think that they should be left total freedom to choose topic to write about. Moreover, some of the respondents claim that for overcoming anxiety, they should be left free through the process of writing. Also, results revealed that collaboration between colleagues through group work while being engaged in writing may reduce debilitate anxiety.

Finally, when it comes to the strategies suggested by learners to reduce excessive writing anxiety so as to change their negative attitudes towards it into positive one which is the objective of this research work, results revealed that all learners have the desire to overcome such an obstacle and relish writing through a very useful strategies. Those strategies can be summarized in teachers' positive feedback, motivation, peers' appreciation, free writing, self-confidence, sufficient practice, improving grammar, extensive reading which help them enrich their vocabulary and other mentioned strategies in the previous paragraph. Thus, it can be resumed that learners are motivated to change their attitudes towards writing into positive ones.

3.6 Tool 02 Interview:

3.6.1 Description:

To find out if teachers are aware enough of learners' excessive writing anxiety, a structured interview was done with two instructors. The investigator preferred mail

interviews because of the mutant virus. Then, teachers answered the question of the interview relying on their experience in teaching.

The interview opens with a pre-phase about instructors' profile to have an idea about their career and their experiences. It included nine questions. First, the first question tended to know which language skill teachers think students find obstacles with. The second question also tended to know which skill teacher think students mostly feel anxious about. Next, the third question seeks to know why writing is a difficult task to be done by learners. The fourth question aimed to see the opinions of teachers about learners' avoidance behavior when assigned to a written task. The fifth question addressed the main sources behind excessive writing anxiety from a teacher perspective. The sixth question focused on gathering information about the impact of excessive writing anxiety on learners' writing performance. After that, the seventh question was asked to see if the teachers raise their students' awareness about the problem by discussing it with them in class. Solutions suggested by teachers to reduce excessive writing anxiety in eighth question. Finally, the last question aimed at knowing from a teacher perspective if learners can overcome their excessive writing anxiety and change negative thoughts into positive ones and in what way they can do that.

3.6.2 Participants:

In addition to second-year EFL learners, the study was concerned with two instructors of English teachers (one male, one female).

3.6.3 Data Collection:

A structured interview with two teachers of English was carried out from tenth to twelve August 2020. The interviews were conducted via email. The purposes behind the interviews were to find out if teachers are aware enough of learners' difficulties, i.e., writing anxiousness. In this vein, many parameters were taken into consideration from learners'

attitudes towards writing, levels of excessive writing anxiousness to the different sources that may make learners sense apprehensive writers. Moreover, the focal aim was to discover the strategies used by the instructors in class for helping learners to overcome their debilitating writing nervousness.

3.6.4 Results:

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

3.6.5 Data Interpretation:

3.6.5.1 Question One:

How long have you been teaching English?

Your post-graduate field of specialization?

Module in charge of.

Teachers' Profile

First of all, the teachers were asked about their degree, specialty, and the modules they had taught as well 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 male and one female. Male teacher has a Magister degree in Applied Linguistics; she has been teaching for seven years and is charged with teaching oral expression. The second teacher has a Magister Degree in Literature; he has been teaching for seven years and is charged with teaching Literature.

3.6.5.2 Question Two:

In your point of view, is writing a hard task for learners?

Teachers' Opinions about Writing Skill

The goal of this question was to see if writing skill is hard for learners. In this vein, first teacher claimed that writing become hard at the very earlier stages of the learning process. The second teacher agreed on the difficulty of this language skill.

3.6.5.3 Question Three:

Which language skill (reading, writing, speaking, or listening) do you think EFL learners find obstacles with?

Teachers' Views About Which Language Skill EFL Learners' Usually Find Obstacles With.

The aim of this question was to see which language skill EFL learners' usually find obstacles with. In this sense, both of teachers agreed that writing is the first skill usually EFL learners' find obstacles dealing with.

3.6.5.4 Question Four:

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

Teachers' Opinion about Which Language Skill EFL Learners' Sense Nervous About More.

This question targeted to draw clear understanding of teachers' consciousness of the existence of this phenomenon. The first teacher states that the speaking skill comes at the beginning because of its difficulty then, the writing skill "I believe that speaking is the most

anxiety triggering skill as it is direct and face to face. Writing comes after for it reflects on their marks and averages.”

The second teacher added that writing is hard skill as well as speaking. He claimed that productive skill (speaking and writing) provoke learners’ anxiety.

3.6.5.5 Question Five:

When assigned to a written task do learners show avoidance behavior, why in your opinion?

Teachers Opinions about Learners’ Avoidance Behavior towards Writing and the Reasons behind It.

The question was put in purpose to see whether learners show avoidance behavior when assigned to a written task or not and the reasons behind it. The first teacher stated that learners sometimes neglect writing assignments and this come to their capacity in terms of vocabulary and grammar. The second teacher claimed that learners show avoidance behavior because of their lack of practice and because they do not develop the habit of writing

3.6.5.6 Question Six:

What are the main sources of excessive writing anxiety?

Sources of Excessive 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, lack of topical knowledge about what the task is about, lack of vocabulary items, and lack of structure and grammar and especially tenses “not understanding what the task is about, lack of vocabulary, lack of structure and grammar (mostly tenses) knowledge.

The second teacher viewed that EFL learners may experience writing anxiety due to two main reasons: lack of reading and writing practices.

3.6.5.7 Question Seven:

Does excessive writing anxiety affects learners' writing performance and in what way?

Impact of Excessive Anxiety on Learners' Writing

The goal behind this question was to see the negative effects of anxiety on learners writing performance. The first teacher agreed on the bad effects of anxiety and how it impedes writing.

The second teacher stated that it affects learners writing performance negatively in sense that it prohibits the learner from expressing his thoughts and ideas in very clear way and formulating sophisticated passages.

3.6.5.8 Question Eight:

Have you discussed excessive writing anxiety in class with learners? if yes, did this help reduce their debilitating anxiety?

Raising Awareness about the Issue of Excessive Writing Anxiety

The aim of this question is to find out if teachers have discussed debilitate writing anxiety with their learners and if this method helps them to cope with it. both of teachers stated that they do not discussed writing anxiety specifically because they are not in charged with however, they discussed anxiety in general and it usually help them cope with.

3.6.5.9 Question Nine:

As possible solution to such phenomenon, what do you suggest?

Teachers' Suggestion to Cope with Excessive Writing Anxiety

The purpose of this question was to get come up with teachers' solutions to reduce writing anxiety. Teacher A saw that enough practice and homework assignment could help students overcome their anxiety

Teacher B suggested different strategies as solutions to help learners reduce their writing anxiety, starting from building knowledge and vocabulary to improving their grammar, then develop the receptive skills to learn more words and structures to use "first, build their vocabulary and improve their grammar. Once these two are improved the writing quality will improve and they will become more confident about themselves. I recommended also being exposed to the language as much as possible either through reading or listening as it will definitely help them learn more words and structures to use"

3.6.5.10 Question Ten:

In your opinion, can learners overcome their excessive writing anxiety and change their negative thoughts into positive ones? And how can they do that.

How Learners Can Reduce Debilitate Writing Anxiety

This question is targeted to see if teachers think that learners could overcome their writing phobia and how that would happen. The two teachers assumed that (yes) learners could relish their writing; however, each teacher explained differently how could this happen. Teacher A said that overcoming anxiety could be achieved through practice and motivation, if learners practice well and get motivated they will cope with anxiety. As well she had

mentioned important idea that writing could be relished if teachers teach their learners to write for themselves and not for the sake of getting marks “definitely they can, it is achieved through practice and motivation. Another important thing is teach students to write better for themselves not for the sake of getting averages”. Teacher B reinforced the idea of extensive reading may help students get rid of their writing skill and relish their writing.

1.5.5 Data Interpretation:

1.5.5.1 Interview’ Interpretation:

The interview revealed that instructors were aware that writing nervousness is one of the major sources that have negative impact of learners writing performance. The two interviewed teachers added that they have come across the problem of writing anxiety since their first year in teaching.

In the same vein, teachers that writing is the first skill usually EFL learners find obstacles dealing with because writing as a skill is much demanding.

Results of the interview also revealed that based on instructors opinions that both speaking, and writing are the most anxiety triggering because of their difficulty in terms of generating ideas and developing sophisticated passages.

Additionally, all the interviewed teachers confirmed that learners usually show avoidance behavior towards writing and they have discussed the main reasons behind this negative react. They had mentioned that grammar and vocabulary are the common problem learners’ manifest in their written production and make them avoid writing.

The interview also revealed that based on teachers’ opinions, learners experience writing anxiousness due to many reasons including low English proficiency, lack of vocabulary, lack of structure and grammar, lack of practice and lack of reading. Then teachers

agreed that anxiety have negative impact on learners' achievement in sense that it impedes their creativity.

Furthermore, teacher has not discussed writing anxiety with their students because they are not in charge with. Whereas, the other teacher discusses it in general way and she claimed that if all teachers discuss this problem with their learners it may help them coping with.

The teachers claimed that some teaching strategies in the classroom could reduce learners' writing apprehension. Indeed, both interviewed teachers confirmed that raising learners' awareness about the issue through discussion would help them overcoming their anxiety.

Finally, the interviewed teachers confirmed the idea that writing could be relished if learners get motivated and practice well.

1.6 Discussion of the Main Result:

The graphical representation and the analysis of the gathered data revealed that all second-year EFL learners felt anxious to write to certain degree, i.e., the questionnaire proved that most of the learners experienced a certain level of W.A which confirmed its existence (see Figure 3.2). In addition, the questionnaire could show that almost all the learners were nervous to write in different degree (see answers to question one of rubric one and see answers to the question of rubric two). Moreover, it discusses the impact of debilitate writing anxiety and how it develops in students negative patterns of emotions (see answers to question three of rubric three) .The questionnaire was instrument by which the researcher could examine the different sources of excessive writing nervousness including fear of negative feedback and evaluation, fear of peers' insult, low self-esteem, and limited

proficiency (in sources of W.A from learners' questionnaire in figure 3.4). Even teachers could observe different sources of learners writing apprehension (see answers to question six in teachers' interview).

As a matter of fact, learners explored writing anxiety at different levels with regard to other causes that gave birth to the phenomenon of writing nervousness. The learners' questionnaire confirmed that most students were anxious whenever they felt that they would be evaluated negatively as well as, when they got mocked by their peers. Students were nervous because of their limited proficiency in English and in many other cases (see results to questions of rubric four).

Females were more anxious to write than males. The difference between both genders level of writing anxiousness were proved by the results obtained from answers of rubric two.

at the end, all second-year EFL learners suggested extended strategies for overcoming writing apprehension and relishing writing (see results of the last question), teachers' suggested strategies poured in the same direction (see answers to question nine of teachers' interview, see answers to question ten of teachers' interview). So, it is crucial for learners to cope with writing anxiety so as to relish their writing skill more.

1.7 Recommendations:

Based on the results obtained from the research work, the researcher offers some suggestions that may help EFL learners reduce debilitate writing anxiety.

1.1 Learning Strategies:**1.1.1 Positive Thinking:**

Since excessive writing apprehension start as a reaction in the mind, it throws light on the significance of the writers' psychological attitude towards writing. Learners must make a conscious decision by changing their negative thoughts and believing that writing is an enjoyable opportunity rather that a frightening duty.

1.1.2 Overcoming the Fear of Inability to Choose a Good Topic:

The inability to choose an interesting and relevant subject weakens the value of the article, having a mysterious topic in search of effective arguments can be frustrating and time-consuming. It is beneficial to fight this fear through in-depth research and careful observation because it is necessary to cope with such fear.

1.1.3 Strategies to Improve Writing in English:**1.1.3.1 Expand your Vocabulary:**

You are recommended to enrich your vocabulary for better expressing your thoughts and ideas this means that you are not supposed to recognize a lot of words however, learn how to use them correctly.

1.1.3.2 Master English Spelling:

Incorrect spelling give different meaning to the sentence in addition, it make it difficult for the reader to understand what you have written.in this case, practice spelling, dictation and testing are well recommended.

1.1.3.3 Read Extensively:

Reading in English is beneficial in different ways, it is a crucial way to get large amount of ideas of the different styles of writing and see how to use words in an appropriate way by choosing books with topics that interest you.

1.1.3.4 Improve Your Grammar:

Language structure is exceptionally vital since it progresses the quality of your composing. Continuously utilize a suitable tense and punctuation could be an effective way to make your writing clear and fluent.

1.2 Teaching Strategies:

1.2.1 Helping Learners to Overcome Fear of Negative Evaluation:

Fear of negative comments and feedback of instructor makes learners nervous when writing, as a result; they face excessive writing apprehension. Learners sense anxious when their writing composition will be evaluated, when their piece of writing is not effective as their teacher' hope, and as a result their teacher will evaluate their writing negatively. The research revealed that fighting this kind of fear is related to the nature of the instructor's feedback and evaluation (Zhang, 2001).

1.2.2 Helping Learners to Overcome Fear of Peer's Insult:

Colleagues' comments are defined as comments from peers. In writing tasks, peer feedback means that another writer reads and gives his opinion about what another writer has written (Hyland, 2006).

1.2.3 Create a Productive Learning Atmosphere:

Research nowadays examine the significance of creating a less anxious environment in which learners are supposed to express their thoughts and ideas freely, encourage learners to take risks in their writing which mean less emphasis on traditional writing rules and more on the expression of ideas (Shunisi, 1998).

1.2.4 Free Writing:

Free writing is an opportunity for learners to write freely, this technique can greatly help learners reduce their excessive anxiety by expressing their feeling and motivate them to change their own expectations into positive ones.

1.2.5 Motivates Learners to Write:

Motivating learners to write is the core essence of learning how to create a coherent paragraph and organize ideas. When learners are motivates they become less anxious and more passionate about writing.

1.8 Conclusion:

By way of concluding, this chapter was devoted to the quantitative and qualitative analysis of data which were gathered through two instruments from different sources. In fact, the analysis of learners' questionnaire and teachers' interview revealed that second- year EFL learners were nervous to write English. Indeed, the majority of learners enjoyed writing however; they explore high levels of anxiety. Then, it discusses the impact of excessive anxiety on learners' writing. Furthermore, strategies suggested by the researcher, the instructors, and by the side of learners to help reduce debilitate writing anxiety.

Furthermore, there are different strategies suggested to reduce debilitate writing anxiety and change negative attitudes towards writing into real relish.

Recommendations

General Conclusion

General Conclusion

Writing is a significant skill for language production, however; it is considered a challenging skill, particularly in English as a second or foreign language (ESL) (EFL) contexts where learners face different problems in writing. Yet, this productive skill is highly influenced by a number of factors, i.e., anxiety is one of the factors that make the process of writing difficult for many EFL learners. In this vein, the researcher triggered to examine the issue of excessive writing anxiety taking into account different parameters, learners' attitude towards writing, learners' levels of writing anxiety, sources of excessive writing anxiety and the extended strategies that may help learners overcome their writing anxiety which the researcher targeted to cover.

The research work is based on answering three questions on how excessive anxiety can influence writing performance, also what are the different sources that lead to excessive writing anxiety, then how debilitating writing anxiety can be reduced in learners' so as to change their negative attitudes towards it into positive ones. Thus, those questions lead to three hypotheses that state that excessive writing anxiety develops in learners' avoidance behavior as well as suggesting different strategies such as changing negative attitudes into positive one through elevating self-esteem may help learners overcome their writing anxiety.

Accordingly, the research work was split into two chapters, the first one deal with the theoretical background of writing anxiety. In the second chapter, the research methodology was tackled.

Through designing and conducting an exploratory case study at the English department of Tiaret University, and after the analysis of the data collected from different sources using a set of research instrument (learners' questionnaire, a mail interview with teachers), the three

General Conclusion

hypothesis were confirmed. That is the majority of the second-year EFL learners found writing enjoyable task meanwhile, they experience a certain degree of anxiety. Indeed, there were different sources that led to their excessive anxiety such as limited proficiency, low self-esteem, teachers' feedback, peers' insults, and fear of negative evaluation.

This research was an attempt to examine the issue of excessive writing apprehension by highlighting its negative impacts on learners' writing, and sources that led to debilitate anxiety. It helped to find some strategies to cope with excessive writing anxiety and make writing enjoyable task. Yet, the researcher came across many obstacles that limited the findings. That is, it was hard for the researcher to deliver the questionnaire via emails and waiting for answers. Indeed, the answers were too anonymous and there were a difficulty in explaining the question for students. Moreover, the researcher was not specialized in statistics so that it was very difficult to find the appropriate way to score questionnaire and conclude with concrete data. Then, distributing interview to teachers was a difficult task since most of the refuse to answer. But, the researcher tried to generalize the data by triangulating the two research instruments. Effectively, it was possible to answer the entire research question by confirming the entire hypothesis.

As anxiety has negative impact on learners' writing performance, it can also have a negative influence on the three other skills, i.e., listening, reading, and speaking. So, investigating the excessive impact on these skills is crucial for future research because learners need to be competent in the four skills is needed and important for every learner who seeks to prove his English proficiency.

General Conclusion

To conclude, it can be argued that every learner can explore excessive writing anxiety in different way and due to different sources, however; being able to monitor it, cope with it and change negative attitudes towards writing one day is possible and crucial. Effectively, learners can prove their competence and write confidently and effectively.

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Appendices

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Students-addressed questionnaire

Your considerate answers will be highly appreciated, useful and valuable in gathering valid and reliable data to this research. This questionnaire has been designed to know how debilitating amount of anxiety affects learners' writing as well as helps them identify the main sources behind it and how it can be reduced in learners' so as to change their negative thoughts into positive ones.

A)

Male

Female

Academic level

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

1- Is the study of English language important to you

Yes no

2- How do you find writing in English

Enjoyable mere task tiresome unbearable

3- When assigned a writing task in English I feel nervous.

Strongly agree agree uncertain disagree strongly disagree

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4- does excessive anxiety develops in you negative emotion such as fear

Strongly agree agree uncertain disagree strongly disagree

5- Does excessive anxiety lead to uncommitted performance?

Strongly agree agree uncertain disagree strongly disagree

6- I do my best to avoid situation in which I have to write in English.

Strongly agree agree uncertain disagree strongly disagree

7- does excessive anxiety lead to negative such as hatred

Strongly agree agree uncertain disagree strongly disagree

8- I worry about the negative feedback and evaluation of the teacher

Strongly agree agree uncertain disagree strongly disagree

9- I am afraid that other learners would deride my written composition

Strongly agree agree uncertain disagree strongly disagree

10- I have limited proficiency in English which makes me feel anxious.

Strongly agree agree uncertain disagree strongly disagree

11- I have a low self- esteem in English writing

Strongly agree agree uncertain disagree strongly disagree

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12- I worry if my piece of writing be evaluated

Strongly agree agree uncertain disagree strongly disagree

13- There should be no time constrains for writing assignments

Strongly agree agree uncertain disagree strongly disagree

14- Learners should be given the freedom to choose topic to write about

Strongly agree agree uncertain disagree strongly disagree

15- writing tasks should be group work

Strongly agree agree uncertain disagree strongly disagree

16- excessive writing anxiety could be reduced if you got motivated

Strongly agree agree uncertain disagree strongly disagree

17- excessive writing anxiety could be reduce if your self-esteem is elevated

Strongly agree agree uncertain disagree strongly disagree

18- do you think sufficient English practice could reduce your debilitate writing anxiety

Strongly agree agree uncertain disagree strongly disagree

19- In your opinion, if teachers motivate you and provide you with enough tools, does writing become enjoyable task? If yes, mention some strategies that make you more comfortable when assigned a written task.

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

Thank you very much for your cooperation

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Teacher-addressed interview

The present interview attempts to focus on your teaching experience of the writing skill and your opinions about the impact of excessive writing anxiety on learners writing performance. It also takes into account the sources of their excessive writing anxiety you may provide us with. This dissertation focuses on the strategies that may be recommended for the third year EFL learners to cope with and reduce their anxiousness when producing an academic writing composition and make it enjoyable task. We would be grateful if you answer the following questions.

*How long have you been teaching English?

*Your post-graduate field of specialization?

*Module in charge of:

1/ which language skill (reading, writing, speaking, or listening) do you think EFL learners find obstacles with?

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

3/In your point of view, is writing a hard task for learners?

4/ when assigned to a written task do learners show avoidance behavior, why in your opinion?

5/ what are the main sources of excessive writing anxiety?

6/ does excessive writing anxiety affects learners' writing performance and in what way?

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7/ have you discussed excessive writing anxiety in class with your learners? If yes, did this help reduce their debilitating anxiety?

8/ as possible solution to such phenomenon, what do you suggest?

9/ in your opinion, can learners overcome their excessive writing anxiety and change their negative thoughts into positive ones? And how can they do that?

Thank You for Your Cooperation

ملخص:

يهتم العمل البحثي بآثار القلق المنهك على الكفاءات الكتابية لمتعلمي اللغة الأجنبية ، وخاصة اللغة الإنجليزية. يهدف إلى تشخيص الطريقة التي يؤثر بها القلق المفرط على الكتابة الأكاديمية ويعيقها. للوصول إلى الغاية المعلنة ، تم إجراء دراسة حالة في قسم اللغة الإنجليزية بقسم الآداب واللغات الأجنبية بجامعة ابن خلدون (تيارت) بالاعتماد على أداتين بحثيتين لجمع البيانات. تم استخدام استبيان تم إجراؤه على 91 من طلاب السنة الثانية LMD من كلا الجنسين (ذكور وإناث) ومقابلة مع اثنين من الممارسين ، وتم تحليل البيانات التي تم جمعها كماً ونوعاً. كشفت نتائج البحث أن غالبية متعلمي اللغة الإنجليزية كلغة أجنبية في السنة الثانية يستمتعون بالكتابة بينما يستكشفون المستويات المفرطة من القلق. إلى جانب ذلك ، وجد البحث أن المتعلمين يمكنهم التغلب على القلق الكتابي المنهك من خلال بعض الاستراتيجيات التعليمية وبالتالي تحسين مهارات الكتابة الأكاديمية.

الكلمات المفتاحية: القلق المفرط من الكتابة ، فصول اللغة الإنجليزية كلغة أجنبية جزائرية ،

الكتابة الإنجليزية ، المواقف ، استراتيجيات المواجهة ، استراتيجيات التعلم والتعليم.

Résumé :

Les travaux de recherche en cours portent sur les effets de l'anxiété débiliteuse sur les compétences d'écriture des apprenants en langues étrangères, en particulier en anglais. Il vise à diagnostiquer la manière dont une anxiété excessive empiète sur l'écriture académique et la freine. Pour atteindre l'objectif déclaré, une étude de cas a été menée dans la section anglaise du département des lettres et des langues étrangères de l'Université Ibn Khaldoun (Tiaret) en s'appuyant sur deux instruments de recherche pour la collecte de données. Un questionnaire administré à 91 apprenants LMD de deuxième année des deux sexes (hommes et femmes) et un entretien avec deux praticiens ont été utilisés. Les données recueillies ont été analysées quantitativement et qualitativement. Les résultats de la recherche ont révélé que la majorité des apprenants EFL de deuxième année aiment écrire pendant qu'ils explorent des niveaux excessifs d'anxiété. En outre, la recherche a révélé que les apprenants peuvent surmonter l'anxiété débiliteuse d'écriture grâce à certaines stratégies d'enseignement et ainsi améliorer leurs compétences en écriture académique.

Mots clés: Anxiété excessive à l'écriture, cours EFL en Algérie, écriture en anglais, attitudes, stratégies d'adaptation, stratégies d'apprentissage et d'enseignement.