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**Investigating Causes and Effects of Anxiety on Students'
Writing Performance during Examination:
The Case of First Year Students of English at Ibn
khaldoun University of Tiaret**

**A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfilment
of the Requirements for a Master Degree in Didactics**

Supervisor:

- Mrs. Lakhdar Toumi Asma

Candidates:

- Mr. Brahmi Fouad

- Mr. Touil Nadjib Allah

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Dedication

To our beloved families.

To our university, teachers, and students.

And to Those who gave us the needed support and encouraged us all the time

To our friends and, classmates and those who are close to us.

TOUIL Nadjib Allah

Dedication

I dedicate this modest work, to my parents(houria and mehenni), my source of generosity and patience throughout my school career. That Allah protect you, grant you good health and long life.

To my sister IMEN and her little family, who have always told me the right way and who were able to help me. To my brother Mohamed for all his help and encouragement and for his support

To the one who always accompanied me in my life and my dreams; for the one who gives me love; tenderness; respect;(…) I will never forget your face and your soul here is the fruit of your education; here is my work it is for you that I made all these efforts

I hope you are proud of me my dear love.

To the people who accompanied me during my university studies, to my friend (...) for their encouragement the staff, and their moral support

BRAHMI Fouad

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One must never start doing anything without saying the name of Allah before it, for he will surely guide, protect, and help him with whatever it is he shall go through.

In the name of Allah, the most merciful, the most compassionate all praise is to Allah, the lord of the worlds; and prayers and peace be upon Mohamed his servant and messenger.

first, we must thank and show our gratitude our lord for he was the one to ease the journey and put people along the way to help us overcome the struggles and for giving us the strength and patience to withstand the cruelty of hardships.

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Abstract

When assigned a writing task, writing anxiety refers to the tension, concern, uneasiness, and a range of other undesirable feelings that can occur. Depending on the context of the writing, the extent to which a writer experiences these negative sensations may vary. This research into exam writing anxiety in a foreign language was conducted by the English department at Ibn Khaldoun University of Tiaret. It seeks to accomplish two key goals. The first goal is to describe the underlying reasons and consequences of first-year students' anxiety related to writing in a foreign language. The second goal is to investigate solutions for writing test anxiety in both teachers and students. The study makes use of many ideas to attain the stated goals. The research depends on two primary mixed-method techniques for data collection: the questionnaire and the interview. Therefore, we provide some suggestions to lessen the adverse impacts of this inhibiting phenomenon. To test the hypotheses, we will employ both descriptive and explanatory research designs. When it comes to technique, we used a mixed-methods approach. We used both qualitative and quantitative approaches for data collection and analysis. We used the questionnaire and the interview as two crucial tools to collect the necessary data, test the hypotheses, and provide answers to the research questions. The results revealed that writing anxiety has an impact on students' writing ability, and both students and teachers are aware of this behaviour, viewing it as the primary cause of their students' subpar writing during exams.

Keywords: Writing anxiety, foreign language, causes, effects.

List of Abbreviations and Acronyms

SLWA: Second Language Writing Anxiety

WA: Writing Anxiety

FL: Foreign Language

EFL: English Foreign Language

IKUT: Ibn Khaldoun University of Tiaret

Q: Question

A: Answer

List of Tables

Table1: Students Learning English as a Foreign Language	23
Table 2: anxiety effects on learning English	24
Table3: anxiety effects on students when learning English	24
Table 4: students feeling when being evaluated.....	25
Table 5: the time pressure during the English examination	25
Table 6: student feeling when writing an English composition	26
Table 7: avoiding writing an English composition	26
Table 8: linguistic difficulties encounter.....	27
Table 9: student attitude to teachers' negative evaluation	27
Table 10: the students' ideas while writing	28
Table 11: anxiety due to insufficient practice in class	28
Table 12: the teacher does not direct his students.	29
Table 13: reduce the English writing anxiety.....	30
Tables 14: Students' solution for reducing their writing anxiety.....	30

List of Figures

Figure 1: Methods of and tools of data collect.....16

Figure 2: Students' Opinions about the Main Factor that Causes their Writing Anxiety29

Table of Contents

Dedication	
Acknowledgments	
Abstract	
List of Abbreviations and Acronyms	I
List of Tables.....	II
List of Figures	III
Table of Contents	IV
General Introduction	1
Chapter I Literature review	
Introduction	6
1. Anxiety:	6
1.1. Definition of anxiety:	6
1.2. Types of Anxiety	7
1.2.1. Mild level of anxiety	7
1.2.2. Moderate level of anxiety	8
1.2.3. Severe level of anxiety	8
1.2.4. Panic level of anxiety	8
2. Anxiety and Learning Process.....	10
2.1. Definition of learning :	11
3. Anxiety and Writing Process.....	12
3.1. Definition of writing.....	12
3.2. Writing anxiety.....	12
4. Causes and effects of writing anxiety:	13
Conclusion.....	13
Chapter II Research Methodology and Data Analysis	
Introduction	15
1.Procedure of Data Collection :	15
1.1. Research methodology	15
1.2. Context of the Study and Sample Population.....	16
1.3. Data collection tools:.....	17
1.3.2. Teacher’s Interview:	18

1.3.3. Classroom observation:	19
1.4. Research lacks and limitations:	20
2. Results	20
2.1. Analysis of the teacher’s Interview:	20
2.1.1. Results of Teachers’ Interview:	21
2.2. Student’s questionnaire:	23
Conclusion.....	33
Chapter III Results and Discussions	
Introduction	35
1. Discussion of the Students’ Questionnaire:	35
1.1. Anxiety and English Foreign Language Learning:.....	35
1.2. Students’ Experience of Writing Anxiety during Examination:	35
1.3. Foreign Language Writing Anxiety Causes:	36
1.4. Overcoming Writing Anxiety:.....	37
2. Discussion of the Teachers Interview:	38
2.1. Anxiety and English Foreign Language Learning.....	38
2.2. Foreign Language Writing Anxiety Causes:	38
2.3. Writing Anxiety Effects on Students’ Writing Performance:	39
Conclusion.....	40
General conclusion.....	41
List of references	46
Appendices	49
Summary	

General Introduction

General Introduction

EFL students continue to struggle with understanding and applying English language skills. Researchers, teachers, and students have long identified anxiety as a major source of difficulty in second language learning. Second language anxiety is defined as "a sensation of tension and apprehension linked with second language settings, such as speaking, listening, and writing in that language."

One of the most prevalent types of anxiety, Second Language Writing Anxiety (SLWA), was the subject of the current study.

SLWA is characterized as "a general avoidance of writing and of situations viewed by the persons as potentially requiring some degree of writing, followed by the possibility for negative consequences."

That writing's assessment is also possible to provide a remarkably similar definition of the phenomena as a scenario that a person tends because it might necessitate some amount of writing and judgment, to approach or avoid. Others claim that the fear of writing is "situation-specific, appears to be self-limiting, is relatively observable, and, more crucially, appears to be relatively can easily be overcome by rationale." What all the above concepts have in common is the presence of a context and/or scenario that elicits negative sensations of anxiety and tension. The inability of EFL students to write has long been linked to a variety of factors, including both a lack of inspiration and of resources.

SLWA is linked to a lack of motivation to write, a lack of skilful writing skills, and the difficult nature of the writing task itself, regardless of the anxiety-provoking context or situation in which students are required to write; as a result, little effort has been made to investigate the possible sources of SLWA in EFL contexts. Despite the abundance of studies on SLWA, this topic has been underappreciated by university students. To give important insights and consequences for academics and practitioners in this field, The purpose of this

General Introduction

comprehensive study is to investigate the causes and consequences of writing anxiety among EFL university students.

Problem Statement:

One of the most important language skills for second language students to master is writing.

When writing their exams in various modules, however, most students face numerous challenges and experience some level of worry. As a result, their performance is impacted by anxiety. To find solutions to lessen this affective component, we have decided to explore the main causes and effects of writing anxiety when using a foreign language.

Objectives:

The topic of our dissertation, which is an intriguing one for us as future instructors, is anxiety related to writing in a foreign language. The primary causes and effects of writing anxiety in a FL language during an exam will be covered in this work, along with the proposed ways for overcoming the writing anxiety.

Our study seeks to achieve two main objectives. Firstly, we investigate the root causes and effects of first-year English department students' writing anxiety when using a foreign language. Second, we want to offer suggestions to students to help them feel less anxious about writing during exams.

Research Questions and Hypotheses:

This work attempts to answer the following questions:

1. Do English learners experience anxiety during written examinations?
2. Does writing anxiety affect English learner's writing performance during exams?

General Introduction

3. What are the fundamental causes of writing anxiety during an examination? and what are the practical solutions?

We proceed with the following hypothesis to address our study questions:

1. During their written examinations, English learners suffer from anxiety.
2. Writing anxiety has a negative impact on the exam performance of English learners
3. Writing anxiety affects English learners for a variety of reasons such as fear of evaluation, lack of preparation, fear of negative comments, and if teachers follow certain strategies, they will decrease their learner's foreign language anxiety.

Research Techniques and Methodology:

Our objective is to investigate the root reasons of students' writing anxiety and how it affects their writing productivity. We will therefore use both descriptive and explanatory research designs to accomplish this. We took a mixed-methods approach when it came to technique. For data collecting and analysis, we used qualitative and quantitative methodologies.

The questionnaire and the interview were two essential instruments we used to acquire the required data, test the hypotheses, and respond to the study questions. 67 randomly selected first-year students in the English department at IKUT are given the questionnaire. Five departmental faculty members are the target audience for the interview.

Moving on to the dissertation's structure, which is comprised of three chapters, the first chapter was submitted as a review of the relevant literature that shed light on various aspects of anxiety. The second chapter contains the research methodology, data analysis, and interpretation of the research's findings. Additionally, the final chapter discusses the questionnaires, the interview, some recommendations, and the overall finding.

Chapter I

Literature Review

Chapter I

Introduction

In every learning environment human psychology plays a significant role and foreign language anxiety is also one of the domains that are highly affected by human psychology. Worldwide spread of English language has increased the demands to acquire effective communication skills. However, learners of English often express a feeling of stress, nervousness and anxiety while learning to speak and claim to have a “mental blockage.” Therefore, current research in EFL has devoted a great deal of effort to the study of the effect of anxiety on English learners. The possibility that anxiety interferes with language learning has long interested scholars, language teachers and language learners themselves.

The purpose of this chapter is to give a theoretical account on anxiety by highlighting its several types and major causes. It also sheds light on the most prevailing symptoms and sources of speech anxiety and points out at the strategies used by the teachers as well as the learners to reduce communication apprehension and promote the oral performance.

1. Anxiety:

1.1. Definition of Anxiety:

To explain what a foreign language anxiety is, it is particularly important to describe anxiety as a general term. Anxiety is a widespread concept, a phenomenon which affect people universally, no matter what age, gender, or race. There have been various definitions of anxiety in the past. A mental and physical condition known as anxiety is characterized by a variety of emotional, bodily, cognitive, and behavioural symptoms. According to Spielberger (1972), anxiousness is “ an unpleasant emotional state or condition which is characterized by subjective feelings tension, apprehension, nervousness, and worry” (p. 482) Scovel (1991) further states that “ anxiety is psychological construct commonly described by psychologists

Chapter I

as a state of apprehension, a vague fear that is only indirectly associated with an object” (p. 18). Anxiety is conceptualized as a part of self-confidence in Clément’s model and is therefore often seen as a component of motivation, but it is also a key constituent of the neuroticism/ emotional stability dimension of the big five personality model. It can also be conceived as an emotion or a variant of fear (Macintyre, 1991).

Anxiety is a common emotion that people feel in their lives during tough times, and it is feasible to occur to students in educational setting. Anxiety is an inevitable feeling that affects learners in their learning process (Miri & Joia, 2018).

When anxiety is limited just to a specific situation such as using a foreign language, the term “specific anxiety” is used. On the other hand, the term “general anxiety” is used with those who are generally anxious in various situations” (Horwitz, Horwitz, and Cope, 1986).

Additionally, there are three different forms of anxieties linked to pedagogical and social evaluative contexts that are related to language learning anxiety. They are test anxiety, fear of failure, and communication anxiety. (Alsowat, 2016).

1.2. Types of Anxiety

Mild, moderate, severe, and panic anxiety were the four categories of anxiety according to Erica (2010). (Cited in Afolayan et.al, 2013, p. 26)

1.2.1. Mild level of anxiety

is in good health; at this stage, the person is very awake, attentive, and learning; their cognition is at its peak. Academic achievement is improved at this stage.

Chapter I

1.2.2. Moderate level of anxiety

On the other hand, this level of anxiety is unhealthy; a person at this level has a constrained perception field and selective inattention. They are less focused, and automatism can be seen as repetitive, pointless actions like tapping the fingers and shaking the hands and feet. Academic success at this level depends on the person's capacity to manage their anxiousness and complete the task at hand.

1.2.3. Severe level of anxiety

Is characterized by a narrowed field of perception and communication challenges. People in this period of development are characterized by large-motor motions like pacing. At this point, a student's academic success rests on the teacher's capacity to identify such individuals and offer a secure environment for them. Since communication is transformed, it should be brief and straightforward. At this point, performance is compromised.

1.2.4. Panic level of anxiety

is the most severe and harmful type of anxiety. The perceptual field is completely disrupted. It is also characterized by a complete loss of conscious mind, a loss of rational thought, and a loss of the ability to communicate. Since the student will not be able to recall every detail of the assignment, academic performance at this level is quite low.

Horwitz, and Cope (1986) identified three categories of language anxiety: communicative apprehension, test anxiety, and fear of unfavourable assessment. They distinguished language anxiety from general anxiety.

Chapter I

- **Communicative Apprehension**

The degree of learner concern or dread connected to actual or anticipated communication with other people is known as their communicative apprehension (McCroskey,1978). Researchers' interest in examining the variables influencing EFL learners' success has increased in recent years. Young (1991) observed that students in oral courses exhibit higher levels of anxiousness than those in other courses. English language learners frequently struggle with oral performance anxiety. In a different study, McCroskey (1970) discovered that 20% of the individuals had anxiety related to oral performance. Additionally, he discovered that the oral performance and accomplishment of one in five students who struggled with performance anxiety was significantly impacted.

- **Test Anxiety**

On the other side, test anxiety is the propensity to evaluate one's performance in an evaluation circumstance (Sarason, 1984). When students perform poorly on past exams, test anxiety develops. As a result, the students develop a negative opinion of tests and perceive evaluation circumstances incorrectly. This unintentional transmission of this bad impression to the English class (Chan & Wu, 2000). Like this, students could hold false beliefs about language learning. They may believe that every subpar test result represents a failure (Horwitz et al. 1986). According to Young (1991), kids who score poorly on tests may be more negatively impacted by test anxiety than students who perform well and exhibit greater anxiety in testing environments. Mandler and Sarason (1952) defined test anxiety as a combination of physiological over-arousal, nervousness, and dread of performing well on a test. Test anxiety frequently impairs both normal learning and test performance. Since the first half of the 1950s, academics have noted that test anxiety affects students at many colleges. In addition, test anxiety is a psychological and behavioural condition that is related to the fear of failing tests or receiving a poor grade. Due to these circumstances, the students exhibit subpar performance when evaluated. In her study, Aida (1994) concluded that test anxiety and anxiety related to learning a foreign language had a detrimental statistical effect on the students' exam scores.

Chapter I

Also, test anxiety has obvious consequences on classroom discourse and the students' performance. Test anxiety is one of the three elements of foreign language anxiety brought on by dread of failing exams, according to Horwitz (2001). Unreasonably, teachers must continually assess pupils' progress in foreign languages more than any other issue to help them overcome their anxieties. Horwitz asserted that students' test performance and communication performance are both impacted by their anxiety about learning foreign languages. In conclusion, students' performance may be impacted by their fear of failing exams and receiving poor grades.

- **Fear of Negative Evaluation**

The dread of others' judgment and appraisal is what Horwitz, et al. (1986) identify as fear of negative evaluation. According to Gardner and MacIntyre (1993), communication anxiety is closely related to dread of a bad evaluation. Students who are unsure of what they are saying are afraid of receiving a poor grade and question their capacity to produce positive results.

Fear of receiving a bad grade is one of the worries associated with learning a foreign language. It may also be connected to a poor understanding of social evaluation and criticism. It is an overwhelming sense of failure and scrutiny from other assessments. Students' performance during assessments, in social situations like job interviews, or in English lessons when it comes to speaking can all be evidence of their fear of receiving unfavourable feedback (Horwitz et al., 1986). The replies from other pupils and the teacher's assessment are also relevant. Fear of failure, exam anxiety, and communication anxiety were all cited by Horwitz et al. (1986) as crucial theoretical frameworks for an illustration of the foreign language (FL).

2. Anxiety and Learning Process

Recent research has looked closely at how anxiety affects EFL learning, including those by Alsowat (2016), Alsaleh (2018), and Al-Khotaba et al. (2019). When all the coefficients were negative, the results had no effect on the effective factors. Additionally, these research' findings demonstrated the detrimental impacts of anxiety on the learning of the English language. A high

Chapter I

degree of worry frequently results in various issues, such as disappointing students, and this will have a negative impact on performance. High anxiety levels among students frequently result in poor performance and low success, which makes them concerned about learning (Gardner & McIntyre (1993); Pan & Tang (2005). High levels of anxiety are experienced by EFL students who perform poorly in English language sessions and exams.

2.1. Definition of learning :

Fontana considers learning as a change in the potential behaviour of an individual that results from experience, and Davis et al conceive learning as an active process of transforming new knowledge and skills into behaviour (Davis et al, 1994, p.12). Ingram, on her part, views that an individual is learning if s/he manages to do what s/he could not do before (Ingram, 1975, p.218). As cited by Brophy, Wittrock (1977) defined learning as, “learning is the term we use to describe the processes involved in changing through experience. It is the process of acquiring permanent change in understanding, attitude, knowledge, information, ability, and skill through experience” (Brophy, 1986, p.124). In addition, Brophy noted that learning and thinking are not the same, referring thinking to the exercise or application of cognitive skills, and defining learning as change induced through experience (including inner reflection) rather than defining it more restrictively as change induced through encounters with the external environment.(Brophy, 1986, p.124-125).

Accordingly, learning to write is increasingly becoming a necessity in life, no matter what career one will embrace. Writing is a communication tool that translates thoughts into language, and pedagogically speaking, it is how learners’ achievements are examined.

3. Anxiety and Writing Process

Foreign language learners have several difficulties when writing because it is an active, useful skill (Erkan and Saban, 2011). When taking written exams, foreign language learners experience increased anxiety due to the complexity of foreign language writing.

3.1. Definition of writing

Writing is one of the essential language abilities that a language student needs to excel in both the academic and professional worlds (Tuan, 2010). Writing is regarded by Brand (1987:442) as both an emotional and a cognitive activity. He claims that "thoughts create sense in cognition, but this meaning finds worth in emotion, without such priorities we could not think."

3.2. Writing anxiety

The first researchers to examine writing anxiety in first-language learners were Daly and Miller in 1975. Under the term "writing apprehension," anxiety is revealed. The latter term is used for "the dysfunctional anxiety that many people experience when presented with writing duties," according to Cheng (2002:647).

Writing anxiety, according to Daddies and Abu Kassim (2003), is a result of subpar proficiency in second language acquisition. They suggest that students who perform poorly suffer more anxiety when writing than do those who perform well. FLWA has a negative impact on the performance of foreign students (Cheng, Horwitz and Schellert, 1999; Atay and kurt, 2007). Writing anxiety, according to Al-Ahmed (2003), is difficult for both L1 and L2 learners, which negatively impacts their writing abilities.

Chapter I

4. Causes and effects of writing anxiety:

Rezai and Jafari (2014) found that time pressure is a prominent cause of writing because the learners must plan, write, organize and revise to ensure that their paper in English can be acceptable and those activities take extra time.

According to Wern & Rahmat (2021), One of the reasons for writing anxiousness is the frequent tasks. However, the percentages of survey participants who selected it as a reason for writing anxiety are small, making it the least popular option. However, this study's findings contradicted the earlier hypothesis that the high frequency of writing assignments is the primary contributor to writing anxiety.

Students may become demotivated when they hear critical feedback from their lecturers or classmates, which will have an adverse effect on the composition process (Boice, 1993; Rankin-Brown, 2006).

Conclusion

For many years, experts have focused their attention on the major origins and effects of foreign language writing anxiety to offer practical ways for overcoming it. The first chapter covered several perspectives on anxiety related to writing in a foreign language, as well as the many forms of anxiety, its signs and symptoms, and its main causes and effects. The reasons, impacts, and coping mechanisms that first-year English majors at Tiaret's Ibn Khaldoun University can employ to manage their anxiety when writing in a foreign language have also been covered in this chapter.

Chapter II

Research Methodology and Data Analysis

Chapter II

Introduction

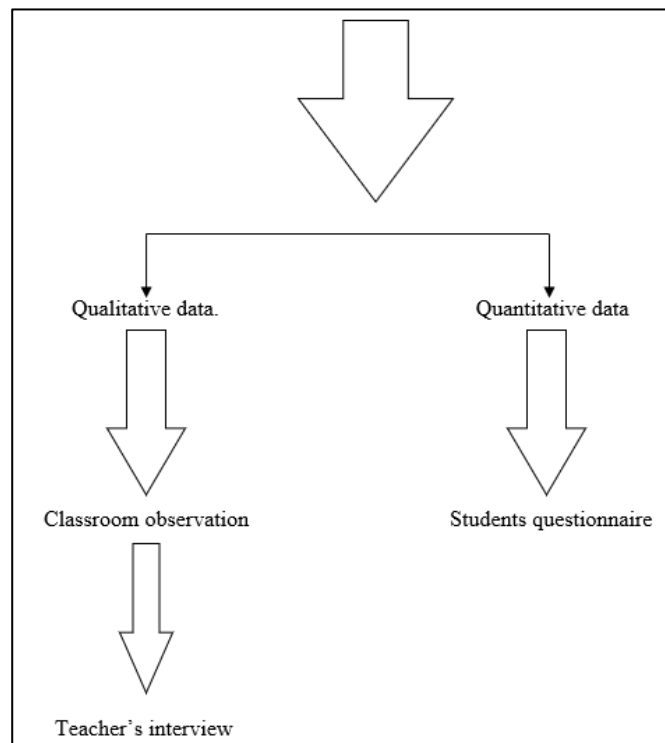
This chapter attempts to explore and studies the investigation of causes and effects of writing anxiety on student's writing performance during examination the case of first year students in the department of English at Ibn Khaldun University of Tiaret. By following a set of research tools, methods, and sampling, and it will be defined later; the research varies from qualitative to quantitative. Questionnaires, classroom observation and an interview were used, since they target exactly what our questions need to be answered, using all these combined it was manageable to gather data that could potentially target and answer the target questions.

1.Procedure of Data Collection :

1.1. Research methodology

Mythology is a scientific way of doing research from the first step till you reach the conclusion. Qualitative research is the most subjective in nature. It examines the less tangible aspects of a research topic like (opinions and values), results here can be difficult to present and to interpret as they can also be easily debated or challenged. Moreover, it checks the quality of the information gathered from the people. In the other hand quantitative research quantifies things throughout dealing with questions like how much and how many, as it is related to collecting and analysing data, it focuses on the scale, the range, and the frequency. The researcher design here is highly structured and detailed, the results can be easily reached and presented statistically. It is important to understand that quantitative research does not always require numbers as a result, they may be asked to answer with yes or no or with other words, these different answers are interpreted in the form of numbers.

Figure 01: Methods of and tools of data collect



1.2. Context of the Study and Sample Population

To gain information as well as to reach the objectives of our study, a case study approach has been used. Yin (2009:93) defines it as “*an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context.*” Therefore, this research has taken place in the department of English at Ibn khaldoun University,

As for sampling , Horwitz et al. (1986) state that in foreign language classrooms students who experience anxiety are found at least at the first level of the university. For this reason, we have selected and have chosen the first-year students to be our sample.

Sampling is a process used in statistical analysis in which a predetermined number of observations are taken from a larger population. In the same line of thoughts, C. R. Kothar (2004:55) underlines the significance of using a sample when he states: "The respondents selected should be as representative of the total population as possible in order to produce a

Chapter II

miniature cross-section". That is to say, the respondents selected refer to "the sampling". We randomly chose sixty-seven students from Ibn Khaldun University, and they were a part of conducting the present research, in addition to questioning their teacher to get the needed information. In this case, the chosen sixty-seven students represented the half of the number of the whole section. According to teachers, we dealt with only one teacher who teaches English in the English department since there are two more teaching other branches, but we were not concerned with other branches.

1.3. Data collection tools:

It is important for the researcher to be aware of the logic underlying the choice of the research method. Interviewing involves talking to subjects or respondent for the objective of collecting data in which in this case an interview with the teacher was conducted, different questions related to "the causes and effects of writing anxiety on student's writing performance during examination" was asked during the interview. Following with a questionnaire devoted to the students with comparable questions. A questionnaire is a research instrument that consists of a set of questions that aims to collect data from a respondent about a given work, as claimed by (Richards (2005:60): "Questionnaires are one of the most common instruments used. They are easy to prepare, they can be used with large numbers of subjects, and they obtain information that is easy to tabulate and analyze". Thus, the questionnaire is used as a source of collecting data because it is useful for obtaining quantitative and qualitative data where students can express themselves freely through the questions.

1.3.1. Students' questionnaire:

The questionnaire was done to collect data and gather information concerning the Causes and Effects of Writing Anxiety on Students' Writing Performance during

Chapter II

Examination. The questionnaire was handed to 67 English learners to gather data related to “the causes and effects of writing anxiety on student’s writing performance during examination”, with taking into consideration the low level of English the student has, consequently the questionnaire was translated it to Arabic to ease the answering part and to avoid any further misconception, the questions were direct, and some were flexible so the students can write their opinions.

1.3.2. Teacher’s Interview:

1.3.2.1. Types of interviews: Interviews can be instructed, semi structured or structured.

- **Instructed interviews :**

They are also called in-depth interviews or life history interviews; the objective of the researcher is to get a global understanding of the interviewer point of view or situation by enabling him her to talk freely about it, while extraordinarily little or no guidance is provided by the researcher. It is typically qualitative research method; Instructors interviews may be considered as easy to set since researchers talk a little however this is not necessarily the case.

- **Semi structured interviews :**

They are considered as the most common type of interviews flexibility decreases as compared to the instructors, the research objective is to know specific information which can be compared or conducted with data collected in previous interviews.

- **Structured interviews :**

The strictest type of interviews in which the researcher has already prepared list of questions that he must ask and follow directly and be limited and guided by them, this type of interviews allows no room for flexibility or extra information.

Chapter II

1.3.2.2. Description of teacher's Interview:

Beside the questionnaire, we used interview in our study, we have selected the semi-structured interview, *'the researchers want to know specific information which can be compared with information gained in other interviews.'* (Catherine Dawson, 2007). The teachers were interviewed based on collecting information and their opinion about the causes and effects of writing anxiety in his class of examination, the interview has been carried out with five teachers from the department of English at IKUT. We chose some teachers who are specialized in writing and literature.

This interview includes nine (9) questions. Our objective is to discover the existence of foreign language writing anxiety, its causes, and effects on students' writing compositions. Besides, we aim to know if teachers are aware about this problem and to obtain their propositions to overcome students' foreign language writing anxiety.

1.3.3. Classroom observation:

It is considered as one of the most used and common ways of collecting data for its simplicity and effectiveness, a teacher sits behind and simply observe the behaviour, performance, attitude, values of his students in the classroom, it is a natural and real way of informing the teacher of the level and techniques of communication and the worthiness of the materials used, as stated by C.Y .Young (2015.64) "it is throughout a study based on visual observation. Under this technique group behaviours and social institutions problems are evaluated «thus, determining whether the material used is ought to be changed and updated or kept and focused on.

Chapter II

1.4. Research lacks and limitations:

It was not an easy-going process while doing our research since we faced several obstacles and difficulties, starting with the continuous nonattendance of some teachers causing in a lot of waste of time and discourage, however this problem was solved after a delay of three weeks. In the other hand continuous large absence of the students, what make it difficult for us to do our questionnaire because not many cared and had the interest to show up, the only one good chance in which a decent number of students showed up and the teacher was actually present in an examination that was obligatory for all of them we managed to squeeze out a classroom observation and an interview for the teacher, the questionnaire was left to the teacher to hand it to the students and we had to meet him again on different occasions to claim our questionnaire papers which also caused in more time being wasted, the questionnaire had to be translated into Arabic after a long conversation about whether the students will be able to understand and effectively answer the questions in English, the language was another obstacle that we had no control over since the students showed no interest in English.

2. Results

2.1. Analysis of the teacher's Interview:

The teacher answered the questions with short sentences giving his points of view which most of them were critics. The aim was to investigate causes and effects of writing anxiety the first-year students' writing performance during examination, to know what and how know problem can be fixed and what difficulties he faced while teaching.

Chapter II

2.1.1. Results of Teachers' Interview:

Q1: Have you experienced some writing anxiety in the classroom during the examination? If yes, how was it?

The answer was yes. Teachers claimed that this case appears in the students' that lacks the motivation to learn; for instance, they write sentences with mistakes, and they do not correct them, or they repeat the same sentences or ideas several times in one dissertation. Some have added that some students get ashamed and blocked or turn red.

Q2: Written Anxiety is the most common difficulty facing the English learners. Do you agree or do you have other options?

Every teacher has its opinion on the mater. Some of them think that writing anxiety is the biggest factor affecting English learners. Others have added some other factors that may influence the learning process. They did not refuse the idea, but they declared that there are other factors such as lack of practice and confident .Some teachers refused the idea totally and gave their own opinion, like small vocabulary, weak performance and ignoring the main skills, reading, and writing.

Q3: Does writing anxiety harm the students writing during the examination?

Most of the teachers said that writing anxiety harm students writing in the exam in a big way. They backed up their answers by giving an example of many diligent students do not function well under the pressure and do not answer correctly even though they know the answer and sometimes they are just uncomfortable or unfamiliar environment; whereas one teacher has claimed that writing anxiety does not influence students' writing performance at all.

Chapter II

Q4: In your opinion, what can be the cause of writing anxiety?

The teachers have given different causes to the students writing anxiety. Poor skills, lack of preparation, lack of reading and writing, low inventory of vocabulary and grammar, the absence of self-confidence, students do not understand their courses and sometimes teachers do not explain the lesson in a clear way.

Q5: Do you think giving harsh or negative evaluations can lead to the writing anxiety?

Some has answered by agreeing and explained that the student big interest is the marks before and after the exam and it might be the biggest factor in writing anxiety while other teachers have refused it and expressed their opinions by saying the fear of negative evaluation can only come from their lack in performance.

Q6: Do some physical symptoms appear on the student when they write their exams?

All the teachers agreed that some students experience some physical symptoms like sweating, fainting and behavioural ones like screaming when writing their exams.

Q7: can you spot the student with writing anxiety through their exam papers?

All the teachers agreed. They state that they can notice some signs that help them spot the students who experience writing anxiety, by noticing some bizarre mistakes like mixing words in a sentence or jumping an entire idea or to forget a whole exercise or understanding it wrong.

Q8: Do you think that fixing the writing anxiety dilemma can improve the students writing performance?

Chapter II

All teachers have agreed on it. Fixing or at least reducing writing anxiety can improve students' writing performance significantly. They have expressed their accepting by making it clear that if it can be fix, they would have done it already.

Q9: In your opinion, what are the appropriate strategies or solutions that can help students to overcome their writing anxiety?

Every teacher has its different solutions that might help the students to overcome their writing anxiety, among these solutions where; students' well preparation for the exam, anxious students should learn relaxation techniques and use them during the exam, being more optimism and strengthen their self-confidence.

2.2. Student's questionnaire:

Section one: the writing anxiety and learning

Q1: I find learning English as a foreign language a challenging task

Table 1: Students Learning English as a Foreign Language.

	Strongly disagree	disagree	neutral	agree	Strongly agree
Number (n=67)	22	45	0	0	0
Percentage (100%)	32.8	67.2	0	0	0

A: 100% of the students do not find learning English as a foreign language a challenging task.

If the student is interested in a language the learning process become much easier.

Chapter II

Q2: Anxiety is affecting my English learning process.

Table 2: anxiety effects on learning English.

	Strongly disagree	disagree	neutral	agree	Strongly agree
Number (n=67)	5	22	14	23	3
Percentage (100%)	7.4	32.8	20.9	34.4	4.5

A:40.2% of the students sees that anxiety do not affect the learning process of English while 38.9% sees it as it does affect their learning process of English, 20.9% are neutral. Not all people have anxiety problems but the ones who do have it, learning and the mantel activities can be challenging.

Section two: writing anxiety during examination

Q3: I feel so anxious when I write my composition in the examination.

Table3: anxiety effects on students when learning English.

	Strongly disagree	disagree	neutral	agree	Strongly agree
Number (n=67)	7	20	17	22	1
Percentage (100%)	10.4	29.9	25.4	32.8	1.5

A: 40.3% of the students do not feel anxious when writing their composition in the exam and 34.3% do feel anxious, 25.4% are neutral. Not all people have anxiety; then again, the ones who have it cannot function well under pressure.

Q4: I feel worried and uneasy when I know that my English composition will be evaluated.

Table 4: students feeling when being evaluated.

	Strongly disagree	disagree	neutral	agree	Strongly agree
Number (n=67)	6	22	17	18	4
Percentage (100%)	8.9	32.8	25.4	26.9	6

A: 41.7% of the students do not feel worried when their English composition is being evaluated while 32.9% do feel worried and unease when they know that their English composition is about to be evaluated, 25.4% are neutral. If a student feels worried when he is about to be tested the reason is either he is not sure of his capabilities or he gets nervous and stressed over anything.

Q5: My heart beats heavily when I feel the time pressure during an English examination.

Table 5: the time pressure during the English examination.

	Strongly disagree	disagree	neutral	agree	Strongly agree
Number (n=67)	7	19	13	21	7
Percentage (100%)	10.4	28.4	19.5	31.3	10.4

A: 38.8% of the students do not feel any time pressure during the English examination while 41.7% do feel the time pressure and their heart beats heavily during the examination, 19.5% are neutral. As it was said before this anxiety reaction defers from one to another depending on his level in school and at what degree of his anxiety.

Q6: I feel that my body is rigid and nervous when I must write an English composition.

Table 6: student feeling when writing an English composition.

	Strongly disagree	disagree	neutral	agree	Strongly agree
Number (n=67)	9	30	14	13	1
Percentage (100%)	13.4	44.8	20.9	19.4	1.5

A: 58.2% of the students see that they do not feel nervous when they must write an English composition while 20.9% of the students do get nervous when they must write an English composition, 20.9% are neutral. A big percentage of the student do not get nervous when writing an English composition because they are confident in their abilities to succeed and the ones who get nervous about it are not prepared enough to handle it.

Q7: I do my best to avoid situations in which I have to write an English composition.

Table 7: avoiding writing an English composition.

	Strongly disagree	disagree	neutral	agree	Strongly agree
Number (n=67)	14	31	14	7	1
Percentage (100%)	20.9	46.3	20.9	10.4	1.5

A: 67.2% of the students do not avoid writing an English composition while 11.9% do their best to avoid situations in which they have to write an English composition, 20.9% are neutral. Most of the students do not avoid writing an English composition because they have confident that they can succeed, and the other minority are not confident enough in their set of skills to manage the issue.

Chapter II

Section three: writing anxiety during examination.

Q8: While Writing an English composition I often encounter linguistic difficulties such as inadequate understanding of vocabulary and grammar errors.

Table 8: linguistic difficulties encounter.

	Strongly disagree	disagree	neutral	agree	Strongly agree
Number (n=67)	5	12	20	26	4
Percentage (100%)	7.4	17.9	29.9	38.8	6

A: 25.3% of the students do not encounter difficulties in writing an English composition while 44.8% are often encountering linguistic difficulties such as vocabulary and grammar errors, 29.9% are neutral. The majority is finding difficulties in the grammar and the vocabulary due to the lack of practice and experience in writing.

Q9: I am Afraid of my Teachers Negative Evaluation on my English Writing Compositions.

Table 9: student attitude to teachers' negative evaluation.

	Strongly disagree	disagree	neutral	agree	Strongly agree
Number (n=67)	4	21	17	18	7
Percentage (100%)	6	31.3	25.4	26.9	10.4

A: 37.3% of the students are not afraid of the negative evaluation of the teachers and the other 37.3% of them is afraid, 25.4% are neutral. The percentages are tied between the ones who afraid and the ones who does not, that is probably because of the student feel differently due to the teacher's way of evaluation, ether with Unger or just with words.

Chapter II

Q10: I cannot organize my ideas while writing in the exam.

Table 10: the students' ideas while writing.

	Strongly disagree	disagree	neutral	agree	Strongly agree
Number (n=67)	12	25	9	17	4
Percentage (100%)	17.9	37.3	13.4	25.4	6

A: 55.2% of the students can organize their ideas while writing in the exam and 31.4% cannot, 13.4% are neutral. Most of the students can organize their ideas but the other 31.4% cannot probably because of anxiety.

Q11: While writing in English, I have anxiety due to insufficient writing practice in class.

Table 11: anxiety due to insufficient practice in class.

	Strongly disagree	disagree	neutral	agree	Strongly agree
Number (n=67)	4	28	14	16	5
Percentage (100%)	6	41.8	20.9	23.9	7.4

A: 47.8% of the student do not have anxiety due to the insufficient writing practice in class while 31.3% do have anxiety due to the insufficient practice in class, 20.9% are neutral. Most of the student do not have that problem but the other 31.3% of them suffer from this condition because practice make perfection, if they wanted to improve, they need to start.

Q12: The teacher does not direct students to write well.

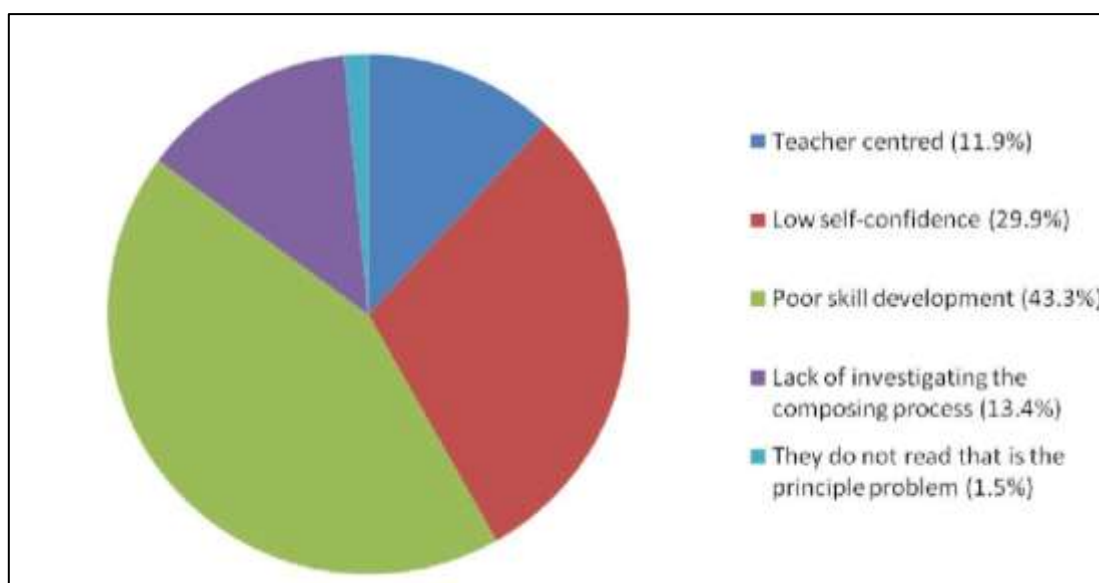
Table 12: the teacher does not direct his students.

	Strongly disagree	disagree	neutral	agree	Strongly agree
Number (n=67)	5	16	19	18	9
Percentage (100%)	7.4	23.9	28.4	26.9	13.4

A: 31.3% of the students did not agree to the idea of it is the teacher fault but 40.3% do think that it is the teacher does not direct his students to write well, 28.4% are neutral. Most of the students think that the teacher is not directing his students to write well and that can be the case for most of the teachers but clearly not all, and yes it plays a big facture on building the student confidence.

Q13: According to you, what can be the main cause of writing anxiety in English class?

Figure 2: Students' Opinions about the Main Factor that Causes their Writing Anxiety.



Chapter II

A: 11.9% of the students sees that the main problem of writing anxiety is the teacher centred method, 29.9% think that the problem is the low self-confident of the learners, 43.3% believe the main cause is the poor skill development, 13.4% sees it is the lack of investigating the composing process and 1.5% think that they do not read this is the principal problem. Most of the students think that the poor skill development by the teachers which is clear and obvious.

Q14: I think that it is important to reduce my English writing anxiety

Table 14: reduce the English writing anxiety.

	Strongly disagree	disagree	neutral	agree	Strongly agree
Number (n=67)	4	1	11	26	25
Percentage (100%)	6	1.5	16.4	38.8	37.3

A: 7.5% of the student do not think that reducing English writing anxiety is important while 76.1% think that it is important to reduce the English writing anxiety, 16.4% are neutral. Most of the students believe that it is important to reduce the English writing anxiety which is the clear and obvious choice because it affects many students lives.

Q15: I think that teachers can do more practicing and writing paragraphs in the classroom to reduce English writing anxiety.

Tables 15: Students' solution for reducing their writing anxiety.

	Strongly disagree	disagree	neutral	agree	Strongly agree
Number (n=67)	3	1	6	23	34
Percentage (100%)	4.5	1.5	9	34.3	50.7

Chapter II

A: 6% of the students think that teachers are doing enough in their classrooms while 85% think that the teachers can do more practicing and writing paragraphs in the classroom to reduce English writing anxiety, 9% are neutral. The biggest percentage of 85% of the students are voting for more exercise and practice like writing paragraphs in the class to build their experience and skills which is true.

Q16: What else do you expect from your teacher to do to reduce your writing anxiety?

There was a variety of answers by the students like:

- Help shy learners and not ignore them
- praise their students
- Teachers should enhance their student's awareness of the mistakes they made and help them to develop their skills
- Provide the key vocabulary related to the topic
- Provide learners with lexis
- To be more friendly with the learners
- Teachers can go more friendly dealing with students
- I hope that teacher should concentrate more in the student's vocabulary and writing and reading more than nonsense tests
- To not tell rectify students' mistakes in public

A: the answers have one thing common which is the teacher should do something, that tells that the students think that all the keys to success are in the hand of the teacher, in most cases that is true but not always the learners need to step up too.

Q17: What do you propose to overcome your writing anxiety?

There was a lot of answers, so this is some of them:

Chapter II

- More practicing assignments, and while the teacher corrects my paper or my exercise, he should highlight my mistakes and error and explain to me where the problems reside rather than putting a comment that I sometimes don't even know what have I done moreover reading can be extremely helpful because not only it enriches the vocabulary, but it makes you think in English rather than trying to translate when you are writing.
- Reading is the best way to develop writing skills. While reading, individuals are exposed to the language through which they elicit new vocabulary and therefore develop their see how the language items are connected both sides (form and meaning) to end up having their own style which is a combination of many writing styles.
- Develop writing skills
- Write more... Develop skills so that one can feel comfortable when writing
- Practise and self-development
- Practice makes perfect
- Practice more
- More practice sessions
- Reading is the solution

A: after reading those answers the clear idea is to practice more on the basic skills which are reading and writing, because if the student became more confident in his abilities, he would overcome his fear and stress.

Chapter II

Conclusion

The two research tools—the questionnaire and the interview—were used to achieve the goal of this chapter. Building on the findings from the tools, it is clearly demonstrated that most first-year students in the English department have severe writing anxiety, which has a significant negative impact on their ability to write during the exam. Additionally, all teachers concurred that there are a variety of factors that contribute to writing anxiety; understanding these factors would aid in curing the condition.

Chapter III

Results and Discussions

Chapter III

Introduction

This chapter intend to discuss and interpret the results that we have collected from the student's questionnaire, and the teachers interview at the department of English at IKUT The results are, discussed to answer the research questions and check the hypotheses. To discuss the results, which have been categorized according to our research questions, hypotheses and aims.

1. Discussion of the Students' Questionnaire:

1.1. Anxiety and English Foreign Language Learning:

anxiety affects English learning process for first year learners. Based on the results, the majority of first year students meet barriers in learning the English language which is due to the presence of several reasons and affective factors such as lack of preparation and the existence of anxiety.

we can say that anxiety interferes students' English learning and makes it difficult for them. Furthermore, it is thought to be the primary factor limiting their ability to learn English. Furthermore, the results of learners' opinions on the extent to which anxiety impacts their English learning' suggest that half of the students agree that anxiety has an intermediate impact on their English learning. We can conclude from these findings that anxiety affects most English foreign language learners, but to different degrees, implying that the severity of anxiety impacts varies from one learner to another.

1.2. Students' Experience of Writing Anxiety during Examination:

During examinations, first-year learners suffer writing anxiety. According to the findings of the study, most students experience anxiety and tension during exams. This shows it in a variety of ways, including physiological, mental, and behaviour problems. For example, the findings of a study on 'the presence of physical symptoms of anxiety among first year

Chapter III

students when writing an English production during the examination' show that most students suffer physical symptoms such as a faster heart rate, uneasiness, sweating, and trembling.

1.3. Foreign Language Writing Anxiety Causes:

Several things contribute to writing anxiety. The study's findings show that most participants had some language challenges when creating an English composition. Based on these findings, we might suggest that linguistic challenges may be a contributing factor in students' exam writing anxiety.

In fact, students' fear of receiving a low grade from their teachers is thought to be another affective factor which contributes to foreign language writing anxiety. According to the study's findings, a significant percentage of participants said that their fear of teachers' negative evaluation is a significant source of writing anxiety during exams. Teachers' responses back up this finding, confirming that this element can cause and develop writing anxiety among first-year learners. For example, some teachers agreed and explained that the students' primary concern is their grades before and after the exam, which could be the most significant factor in writing anxiety, while others declined and expressed their views by stating that the fear of negative comments is the most significant factor in writing anxiety.

Also, the findings reveal that most first-year students believe their writing anxiety comes from a lack of writing practice in the classroom. We conclude that most students agree that a lack of writing practice in the classroom is a major influence in their anxiety during written exams. As a result, students who practice writing in the classroom will do well on written exams and avoid writing anxiety.

As a result, many students claim that their teachers do not actually direct them to write well, which could be due to a lack of time in presenting their courses or a variety of other limitations. We find that insufficient teacher guidance on how to write effectively leads to students' writing anxiety during exams; for example, when students have writing difficulties

Chapter III

during exams because of their teachers' lack of direction on how to write well, they suffer writing anxiety.

Other major factors that contribute to students' writing anxiety include a lack of skill development and a lack of self-confidence. A significant percentage of first-year students believe that their writing anxiety is caused by a lack of skill development and self-confidence. Based on these findings, we can conclude that learners' low self-esteem is caused by insufficient skill development.

during a test for example, if students do not improve their writing skills and self-confidence, they will certainly have writing anxiety when taking written exams, causing them to become confused, frightened, and unable to perform well.

Furthermore, they have included additional factors such as stress, exhaustion, nervousness, disruption and noise during the exam, and the teacher standing near the student's table and watching their exam paper. Based on these findings, we may assume that there are a variety of reasons for students' writing fear, which vary from one participant to the next.

1.4. Overcoming Writing Anxiety:

Most students believe that decreasing their writing anxiety is essential in developing their writing skills. Teachers believe that decreasing writing anxiety can assist students enhance their writing performance, which backs up this finding. They have used words like 'agree' and 'strongly agree' to describe their opinions. We can conclude from these findings that first-year students suffer from writing anxiety, and that they are aware of the importance of its decrease because it impedes their writing abilities.

As a result, most first-year students believe that 'practice and preparation' is the greatest solution for overcoming their writing anxiety, given that the writing process is a challenging activity that leads in students' writing anxiety, which may be reduced by reinforcing practice. To cope with their writing anxieties, first-year students should practice

Chapter III

their writing skills both inside and outside of the classroom, as well as reinforce their exam preparation. For example, students might improve their writing skills by reading books, composing numerous compositions, and thoroughly studying for the examination.

And most of the first-year students see that ‘self-confidence’ is another crucial solution to downgrade their writing anxiety.

‘Self-confidence,’ according to most first-year students, is another key factor in reducing their writing anxiety. This is confirmed by teachers’ views that reinforcing self-esteem on students can really help them to cope with this important phenomenon. They have expressed their opinions by expressions like ‘*strongly agree*’ and ‘*agree*.’

2. Discussion of the Teachers Interview:

2.1. Anxiety and English Foreign Language Learning

The findings demonstrate that most students try to avoid situations when they are required to write an English composition whenever possible. All these findings are supported by teachers' responses in the interview, in which they all stated that they had witnessed certain physiological, cognitive, and behavioural symptoms in their students, indicating that students experience writing anxiety during exams. They have used words like 'agree' and ‘strongly agree’ to communicate their feelings. They used phrases like "some students feel certain physical symptoms like sweating, fainting, and behavioural symptoms like yelling when completing their examinations" to describe their students' writing anxiousness.

2.2. Foreign Language Writing Anxiety Causes:

Foreign Language Writing Anxiety Causes are affirmed by teachers’ answers in the interview where we have nearly got the same responses where they express their awareness about the main causes that lie behind their students’ writing anxiety.

2.3. Writing Anxiety Effects on Students' Writing Performance:

Writing anxiety has a negative impact on first-year students' writing performance. Most English teachers believe that their first-year students' writing performance is negatively influenced by writing anxiety.

They have expressed their opinions by expressions like 'Most of the teachers said that writing anxiety harm students writing in the exam in a big way. They backed up their answers by giving an example of many talented students do not function well under the pressure and do not answer correctly even though they know the answer and sometimes they are just uncomfortable or unfamiliar environment; whereas one teacher has claimed that writing anxiety does not influence students' writing performance at all.' In other words, anxious students' dissertations and compositions indicate their experience of writing anxiety that negatively affects their writing performances.

- Basing on both students' and teachers' results about 'students' experience of writing anxiety during examination,' we concluded that the first-year learners experience writing anxiety during examination. These answers the first research question which is 'Do English learners experience anxiety during written examinations?' and confirms the first hypothesis which states that 'During their written examinations, English learners suffer from anxiety.'
- We conclude that teachers are strongly aware about the effects of writing anxiety on learners' writing performance. This answers the second research question which is 'Does writing anxiety affect English learner's writing performance during exams?' and confirms the second hypothesis which states that 'Writing anxiety has a negative impact on the exam performance of English learners.'
- The results about Foreign Language Writing Anxiety Causes answer the third research question which is 'What are the fundamental causes of writing anxiety during an

Chapter III

examination? and what are the possible solutions?’ and confirms the third hypothesis which states that ‘Writing anxiety affects English learners for a variety of reasons such as fear of evaluation, lack of preparation, fear of negative comments, and if teachers follow certain strategies, they will decrease their learner’s foreign language anxiety’.

Conclusion

Finally, we covered the findings from the questionnaire, interview, and class observation in the third chapter. We tried to address the research questions and support the hypotheses that we posed in the general introduction throughout this chapter. We deduced from the results that most first-year English majors at Tiaret's Ibn Khaldoun University experience writing anxiety when taking exams. The results of the questionnaire and teacher interview indicate that first-year students and teachers are both aware of the primary causes and detrimental effects of writing anxiety. As a result, they have offered strategies to get around this issue.

General Conclusion

General conclusion

Writing is regarded as both cognitive and an emotional activity; subsequently, it is unequivocally related with these affective variables: anxiety, self-efficacy, and motivation. The complexity of writing as a skill that must be mastered may raise the EFL students' anxiety level and demotivate the understudies to put in exertion to accomplish a given writing assignment, which in turn may lead to a disillusioning execution. Appropriately, when an understudy finds it difficult to write, his self-confidence, self-efficacy, and motivation may moreover diminish, which in advance hampers their learning and performance in writing. In the department of English at Ibn Khaldoun University of Tiaret, this study has investigated first-year students' foreign language writing anxiety, its sources, and its detrimental impacts on students' writing performance during examinations.

This research was based on Horwitz et al's (1986) and Cheng's (2004) theories, shining light on important data about writing anxiety causes and effects.

The study started with a review of the existing literature, which revealed details regarding the value of writing ability, the prevalence of anxiety, and the connection between the two. It demonstrated how writing proficiency has evolved into an essential and explicit component of many colleges' educational curriculum. It takes the cooperation of both students who are aware of this skill and well-trained teachers to perfect it in the classroom. Considering the earlier supplied hypotheses and study questions, the researcher came to several findings after analysing the data obtained from the questionnaires. The questionnaire and the interview were used as research tools. The first one is directed towards Ibn Khaldoun University's English department's 67 first-year students, while the second one is led by five teachers from the same division.

General conclusion

The results obtained showed that writing anxiety affects students writing performance, both students and teachers were discovered to be aware of this conduct, considering it the main attribute to the weak writing performance during examinations.

The findings showed that a variety of factors, including inadequate preparation and practice, the impact of teachers' negative evaluations, a lack of confidence, a lack of vocabulary within the writers' range, and a lack of grammatical knowledge of the English language, contribute to students' anxiety when writing in a foreign language. This makes it difficult for ESL and EFL writers to write effectively since they lack suitable vocabulary at their disposal. Writing anxiety is manifested by students in a variety of ways, including worry and unease, shivering and sweating, blockage, turning red and pale, and being disturbed.

The interpretation of the results confirmed that this anxiety affects negatively by resulting in students' poor writing performance, unpleasant feelings of tension and nervousness, cognitive difficulties in the writing process, and students' avoidance of writing. This leads to students' poor writing performance during examinations. And for putting a stop to this affective factor, both teachers and students can follow some facilitating strategies such as: reinforcing students' self-confidence, emphasizing students' practice and preparation for the examination, taking the examination as normal and habitual experience, eliminating fear of making mistakes and fear of teachers' negative evaluation, stop thinking about marks during the examination, ignoring writing anxiety and following appropriate strategies to overcome it.

Based on the outcomes of the study, it is safe to say that the current work provides answers to the research questions. The results of the study reveal that foreign language writing anxiety highly affects foreign language learners' writing performances in a negative way.

General conclusion

They also show different solutions that can help both teachers and learners to cope with this phenomenon.

Limitations of the Study:

This study has some limitations in terms of the population as its results cannot be generalized, unless other studies are carried on a larger scale and with a larger sample population. The other limitation is concerned with the use of questionnaires; the data would have been substantially accurate if the questionnaires were linked with classroom observation. This study has some limitations in terms of the population as its results cannot be generalized, unless other studies are carried out on a larger scale and with a larger sample population. The other limitation is concerned with the use of questionnaires; the data would have been substantially accurate if the questionnaires were linked with classroom observation.

Recommendations:

For first year learners to overcome writing anxiety and enhance their writing performance during examination, we recommend some useful strategies for teachers and students:

- - Students should attempt to deal with their writing anxiety by employing practical solutions while also being aware of the main causes.
- Students should boost their self-esteem, overcome their fear of making mistakes, and treat exams like any other regular event.
- Teachers should be aware of their students' needs and weaknesses to assist them in improving their writing skills.
- Studying and preparing beforehand are two things that students really do have control over when it comes to examination
- teachers should give learners a good orientation concerning writing.

General conclusion

- Having a better understanding of *why* a student is experiencing writing anxiety or if there are other things exacerbating it can be hugely helpful in figuring out the best way to manage it

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Appendices

Appendix 01

Students questionnaire

Dear students.

This questionnaire is part of our study which aims to explore foreign language writing anxiety causes and effects, we aim also to find some solutions to reduce it among students of the department of English at IKUT.

Answering the following questions means you kindly accepted to take part in my research.

Thank you in advance for your collaboration.

Q1: I find learning English as a foreign language a difficult task.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Q2: Anxiety is affecting my English learning process.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Q3: I feel so anxious when I write my composition in the examination.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Q4: I feel worried and uneasy when I know that my English composition will be evaluated.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Q5: My heart beats heavily when I feel the time pressure during an English examination.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Q6: I feel that my body is rigid and nervous when I have to write an English composition.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Q7: I do my best to avoid situations in which I have to write an English composition.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Q8: While Writing an English composition I often encounter linguistic difficulties such as inadequate mastery of vocabulary and grammar errors.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Q9: I am Afraid of my Teachers' Negative Evaluation on my English Writing Compositions.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Q10: I cannot organize my ideas while writing in the exam.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Q11: While writing in English, I have anxiety due to insufficient writing practice in class.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Q12: The teacher does not direct students to write well.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Q13: According to you, what can be the main cause of writing anxiety in English class?

- Poor skill development
- Lack of investigating the composing
- processLow self-confidence
- Teacher centred
- Other : _____

Q14: I think that it is important to reduce my English writing anxiety.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Q15: I think that teachers can do more practicing and writing paragraphs in the classroom in order to reduce English writing anxiety.

- Strongly Disagree
- Disagree
- Neutral
- Agree
- Strongly Agree

Q 16: What else do you expect from your teacher to do in order to reduce your writing anxiety?

Q 17: What do you propose to overcome your writing anxiety?

Appendix 02

Teacher's Interview

Dear teachers

This interview is a part of our study that is 'investigating causes and effects of writing anxiety on students' writing performance'. This interview aims to investigate the causes and the effects of foreign language writing anxiety among first year students in IKUT department of English and tends to find some solutions and strategies to downgrade it.

The results that we obtain from this interview will be utilized for an academic purpose.

Thank you in advance for your collaboration.

Q1: Have you experienced some writing anxiety in the classroom during the examination?

If yes, how was it?

Q2: Written Anxiety is the most common difficulty facing the English learners. Do you agree or do you have other options?

Q3: Does writing anxiety harm the students writing during the examination?

Q4: In your opinion, what can be the cause of writing anxiety?

Q5: Do you think giving harsh or negative evaluations can lead to the writing anxiety?

Q6: Do some physical symptoms appear on the student when they write their exams?

Q7: Can you spot the student with writing anxiety through their exam papers?

Q8: Do you think that fixing the writing anxiety dilemma can improve the students writing performance?

Q9: In your opinion, what are the appropriate strategies or solutions that can help students to overcome their writing anxiety?

Summary:

This study on foreign language writing anxiety during examination in the English department at IKUT. It aims to achieve two main objectives. The first objective is to explain the root causes and effects of foreign language writing anxiety among first-year students. The second objective is to explore solutions that would help teachers and learners overcome writing anxiety during exams. To achieve the mentioned objectives, the study draws on different theories. The research relies on two main data collection tools, namely questionnaire and interview, which are based on the mixed method approach. Thus, we suggest some recommendations to reduce the negative effects of this inhibiting phenomenon

Keywords: Writing anxiety, foreign language, causes, effects.

Résumé :

Cette étude sur l'anxiété de l'écriture en langue étrangère lors de l'examen au département d'anglais de UIKT. Elle vise à atteindre deux objectifs principaux. Le premier objectif est d'expliquer les causes fondamentales et les effets de l'anxiété de l'écriture en langue étrangère chez les étudiants. Le second objectif est d'explorer des solutions qui aideraient les enseignants et les apprenants à surmonter l'anxiété de l'écriture pendant les examens. Pour atteindre les objectifs mentionnés, l'étude s'appuie sur différentes théories. La recherche s'appuie sur deux outils principaux de collecte de données, à savoir le questionnaire et l'entretien, qui sont basés sur l'approche de la méthode mixte. Ainsi, nous suggérons quelques recommandations pour réduire les effets négatifs de ce phénomène inhibiteur

Mots clés : Anxiété d'écriture, langue étrangère, causes, effets.

الملخص:

هذه الدراسة عن قلق الكتابة بلغة أجنبية أثناء الامتحان في قسم اللغة الإنجليزية في جامعة ابن خلدون. يهدف إلى تحقيق هدفين رئيسيين. الهدف الأول هو شرح الأسباب الجذرية وتأثيرات القلق من الكتابة بلغة أجنبية بين الطلاب. الهدف الثاني هو استكشاف الحلول التي من شأنها أن تساعد المعلمين والمتعلمين في التغلب على قلق الكتابة أثناء الامتحانات. لتحقيق الأهداف المذكورة اعتمدت الدراسة على نظريات مختلفة. اعتمد البحث على أداتين رئيسيتين لجمع البيانات وهما الاستبيان والمقابلة، وهما أسلوبان يعتمدان على المنهج المختلط. لذلك نقترح بعض التوصيات للحد من الآثار السلبية لهذه الظاهرة المثبطة.

الكلمات المفتاحية: قلق الكتابة، لغة أجنبية، الأسباب، الآثار.