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**THE EFFECT OF WRITING APPREHENSION
ON EFL LEARNERS WRITING PERFORMANCE
The Case Of First Year LMD Students AT Salhi
Ahmed University Centre Naama**

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Dedication

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this work*

*To my twin sister Manel who always have my back and supported me no
matter what*

To my best friends who I adore the most Soulaf, Amel, Djihan, Chahinaz

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*A final dedication goes to my classmates whom I shared beautiful memories
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To my little brother Mohammed

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Abstract

Although writing plays a key role in a literate society, writing apprehension is considered a very important issue that most foreign language learners suffer from during the written expression subject. This study mainly seeks to discover the First-year EFL students' level of apprehension towards writing and its effect on their writing performance. An adapted version of Daly Miller's writing Apprehension test was used to collect the data with 30 first-year EFL students at Salhi Ahmed University Center of Naama and 9 teachers of English during the academic year 2020 _2021. The result of the study indicates that the majority of the First-year LMD students experienced a Medium level of writing apprehension. Hence, the reduction of apprehension and the high level of self-confidence made the first-year students feel at ease when writing in the classroom. The study also offers some pedagogical suggestions and recommendations for teachers and learners to cope with the writing apprehension in the classroom.

List of Abbreviation and Acronyms

EFL : English as Foreign Language

FL : Foreign Language

FLL : Foreign Language Learners

LMD : License ,Master ,Doctorate

SL : Second Language

SCT: Sociocultural Theory

WAT : Writing Apprehension Test

WA : Writing Apprehension

ZPD : Zone of Proximal Development

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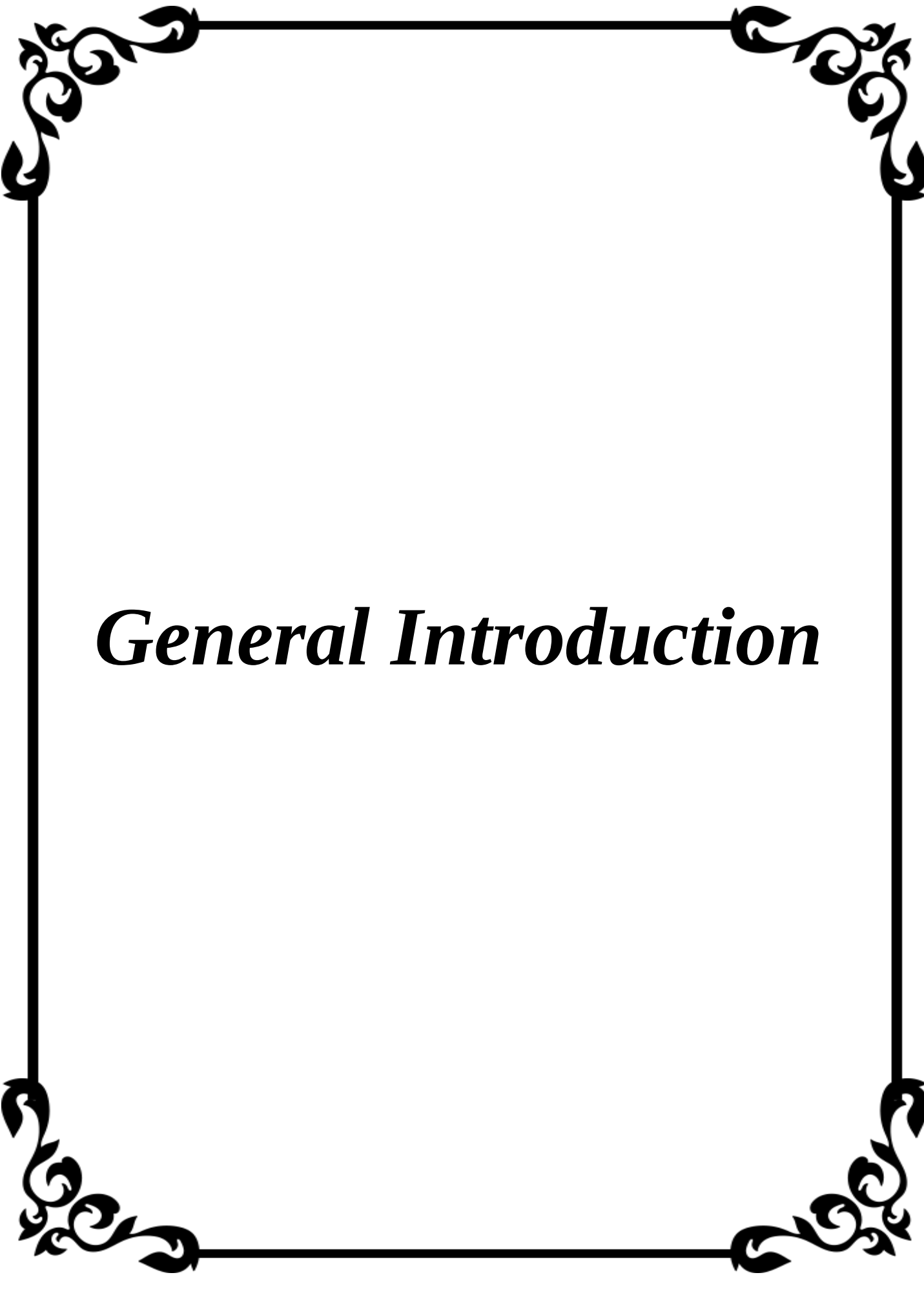
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General Introduction

General Introduction.....

The most important goal of teaching a foreign language is to enable the learner to communicate. This communication is based on four basic skills: listening, speaking, reading, and writing. Listening and reading are considered receptive skills; on the other hand, speaking and writing are productive skills. Typically, the writing skill is seen as the cornerstone of success for university students in different fields of studies. Yet, writing in a foreign language is one of the most challenging skills for almost all learners because of the numerous obstacles they face while writing in English.

One of the problems that might affect their ability and attitude towards writing is writing apprehension or anxiety. No matter how skilled or capable individuals are in writing if they believe they will do poorly or if they don't want to take courses that steer writing. Then their skills or capabilities matter little. For example, if you gather a group of students and ask them to take a piece of paper and write! Once the color returns to their cheeks, you will be bombarded with a multitude of questions: How many: What are we to write about? , How long does it have to be? What are you looking for? Do we have to read it in front of the class? Will it count for a grade? Invariably, many of them, regardless of their age or education, will be terrified and completely stumped on what to do and how to do it well.

So, why are they so afraid? It probably goes back to their previous writing instruction where the main goals of writing were to spell it right, write it neatly, and have straight margins. Yet this fear of writing, although it may seem trivial at first, will influence how they view themselves, what academic goals they set for themselves, and what vocation they choose.

This study aims to deal with the effect that writing apprehension produces on EFL learners and its effect on their writing skills. Moreover, it aims to determine the influence of anxiety on EFL learners when writing in class which might prevent learners from enjoying writing in English, or engaging in tasks that demand writing. Besides, finding out solutions that EFL learners and teachers should take into consideration to overcome the issue of writing apprehension.

As a result, the researcher attempts to answer the following questions:

1. How does writing apprehension affect EFL students' writing performance?
2. What should EFL students do to overcome writing apprehension?

Based on these questions, the researchers put the following hypothesis:

1. It is hypothesized that writing apprehension affects EFL students' writing performance negatively; that they feel nervous when writing English and may not be able to write the words and sentence structures they need due to lack of

General Introduction.....

self-confidence.

2. To overcome the issue of writing apprehension we hypothesize that many strategies are useful or worth taking into account of consideration for EFL learners.

The major significance of this study is to collect data to expose this phenomenon to the students and to convince teachers of the importance of helping the learners by creating a comfortable classroom atmosphere and do not interrupt any written mistake they commit.

It is also significant because it seeks to increase learners self-esteem and confidence and make them believe in their capacities to write even if they make mistakes since we are in the setting of learning and the language being learned is a foreign one so we expect and accept learners.

This dissertation includes a general introduction about the topic in which it contains the aim of the study, statement of the problem, the significance of the study, the research questions, and the hypothesis. It is divided into two interrelated chapters. The first chapter, will be devoted to the overview of our variables and chapter two will be about the analysis of both quantitative and qualitative responses and the results obtained from the teachers and students questionnaires.

The first chapter is dedicated to a brief overview of writing skill, Their definitions, importance, characteristics as well as their approaches and their relationship to reading. It also deals with writing apprehension in details providing its definition, levels, causes, how its related to Bandura's self-efficacy theory and its relationship to writing skill and strategies to reduce writing apprehension.

Chapter two is a practical one, that deals with the data collection instruments with the procedure of data analysis. It is followed by the analysis and interpretation of data. Also, the chapter seeks to answer the research questions by confirming or disconfirming the research hypotheses and then concludes with the research results. Also. some suggestions and recommendations are provided.

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1.1. Introduction

In learning a foreign language, learners are subjected to the four skills that are listening, speaking, reading, and writing. The latter is considered the most challenging aspect of language learning. For a long time, writing was a neglected area in language teaching as a result of concentration on spoken language which was seen as important and writing as being of secondary importance; however, writing is now an essential component in language teaching.(BrookesandGrundy,1998)

Many individuals, especially those who lack writing experience, may face anxiety when confronted by a writing task. Writers may experience a variety of thoughts when beginning to write such as " what should I write about ?" or " How do I start this paper ?". However, some writers move beyond these basic questions and begin to doubt their writing. they may have thought such as ,"I am having writer's block, just like I have had when writing in the past." what if my paper is not right and the reviewers dislike my work ?" "I am just not a good writer ,"or" I don't feel good about my writing because I don't have anything important to say." this internal battle or writing struggle may go on for days or weeks before a breakthrough in writing occurs or the writer simply gives up.

In This chapter light will be shed on the writing skill with more details, including definitions and importance of writing skill, its main characteristics ,It attempts also to present the different approaches to teaching writing focusing on the product, process, and genre approaches as they represent the recently dominant approaches to teaching writing. Besides, highlighting the relationship between writing and writing apprehension. It examined also the definition of writing apprehension and the difference between writing apprehension and anxiety. Then, we take a look at the levels and the causes behind writing apprehension. In addition, the chapter describes how Bandura's self-efficacy theory is linked to writing apprehension. And finally, presented the importance of integrated writing to reading, solutions to reduce writing apprehension and with that, the researcher concludes the first chapter.

1.2. Writing Skill Defined

The definitions of writing are variously stated by some experts. According to Rivers (1981:294), writing is conveying information or expression of original ideas consecutively in the new language .Brown, (2001:336) also claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. In addition, Elbow (1973) in Brown (2001: 336) also says 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. Writing represents what we think. It is because the writing process reflects

things, which stay in the mind. Students who are reluctant to write things down often suffer from this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Another definition of writing skill is also defined by Urquhart and McIver and also Harmer. Urquhart and McIver (2005: 5-6) state that writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well. Moreover, Harmer (2004) states that Writing encourages students to focus on accurate language use. It is because students consider the language use when the students engage in their writing process. development because the students resolve problems that writing puts in students' minds

1.3. Importance of Writing Skill

Writing is one of the foundational skills of educated persons .It is a very important ability to be conducted in the teaching-learning process. Students can use their language to express their ideas, thoughts, and teaching by writing sentence when they have difficulty to say orally, it means that a writer is not able to know the response of his reader directly .Writing is one way of communication .If we look for a new job, employers, public officials, or even members of the family protest unfair treatment or say " thanks" for help. By improving my writing skill, the purpose of communication in writing will be easier. To profit by a study of having writing skill especially in a technical way, a person will find it necessary to recognize one fact at the outset: writing will be part of his/her work in the jobs that can do most to advance his career. Skill in writing must therefore be regarded as a professional tool ,to be ranked on a part with the other knowledge and skill that will comprise his professional qualifications . Theodore A. Sherman said:

“If one can think of writing as something he will do on the job rather than only in the classroom-something person will use to convey information for practical use by an employer or client rather than just to demonstrate academic proficiency-he will have a motivation for improvement. If a person is motivated to make a genuine effort to profit from technical writing practice, he has every reason to expect that the time he devotes to it will contribute to a successful career”.

If a person writes badly, not only will his weakness in writing be recorded against him, but his ability in other aspects of his work may be obscured. On the other hand, if one writes effectively, he will not only receive credit for being a good writer but will also find it easier to gain recognition for his other abilities. A person first catches the attention of those whose promotion depends on using well-written reports, and unfortunately, a person who enters a technical profession finds progress more difficult because he had not realized the necessity of learning to use language correctly and effectively.

1.4. Characteristics of Writing Skill

Good writing is a product of writing that critical thinking. It is a challenge, because it is at once a test of memory, language, and thinking ability. Writing ability further depends on the ability to think clearly about substantive matters (Nickerson, Perkins, & Smith, 1985).

According to Collins (2014) categorize that characteristics of good writing are:

1.4.1. Clarity and Focus

In good writing, everything makes sense, and readers don't get lost or have to reread passages to figure out what's going on. Focused writing sticks with the plot or core idea without running off on too many tangents.

1.4.2. Organization

A well-organized piece of writing is not only clear, it's presented in a way that is logical and aesthetically pleasing. You can tell non-linear stories or place your thesis at the end of an essay and get away with it as long as your scenes or ideas are well ordered.

1.4.3. Ideas and Themes

Is the topic of your paper relevant? Does your story come complete with themes? Can the reader visualize your poem? For a piece of writing to be considered well crafted, it has to contain identifiable ideas and themes.

1.4.4. Voice

This is what sets you apart from all other writers. It's your unique way of stringing words together, formulating ideas, and relating scenes or images to the reader. In any piece of writing, the voice should be consistent and identifiable

1.4.5. Language (Word Choice)

We writers can never underestimate or fail to appreciate our most valuable tools: words. Good writing includes smart and appropriate word choices and well-crafted sentences.

1.4.6. Grammar and Style

Many writers would wish this one away, but for a piece of writing to be considered good (let alone great), it has to follow the rules of grammar (and break those rules only when there's a good reason). Style is also important in ensuring that a piece of writing is clear and consistent. Make sure you keep a grammar book and style guide handy.

1.4.7. Credibility or Believability

Nothing says bad writing like getting the facts wrong or misrepresenting oneself. In fiction, the story must be believable (even if it's impossible), and in nonfiction, accurate research can make or break a writer.

1.4.8. Thought-provoking or Emotionally Inspiring

Perhaps the most important quality of good writing is how the reader responds to it. Does she come away with a fresh perspective and new ideas? Does he close the cover with tears in his eyes or a sense of victory? How readers react to your work will fully determine your success as a writer.

1.5.Approaches to Teaching Writing

There are three well-known approaches to teaching writing, they are Product-based approach, Process-based approach, and Genre-based approach. In addition, the synthesis of these three approaches is called the Process-Genre approach. Each of these approaches is discussed together with its strengths and weaknesses.

1.5.1.Product Approach.

This approach is grounded on behaviorist principles and relates language teaching to linguistic form, discrete linguistics skills, and habit formation. It is claimed that language consists of parts, which should be learned and mastered separately in a graded manner. The learner's role is to receive and follow the teacher's instruction; an example of these approaches is the audio-lingual approach

(Turuk,2008) .According to this approach, the teaching of writing focuses on the production of texts by individual students, often under time constraints and usually in silence.

Tribble (2009) claims that the product approach in which the focus is on the form is a traditional, text-based approach that is still used in many materials today. In this approach , the teacher often presents authoritative texts for students to imitate or adapt. Errors are considered as something that should be corrected, or, if possible, eliminated. The teacher's main role is to instill notions of correctness and conformity. Pincas (1982b) sees writing in a product approach as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax ,and cohesive devices.

Steele (2004 as cited in Hasan and Muhammad 2010) and Pincas (1982a, in White and, Richard, 2000) clarify that the Product Approach consists of four stages. Stage one(Familiarization)is the stage where students study model texts and then the features of the genre are highlighted .For example, if studying a formal letter, students' attention may be drawn to the importance of paragraphing and the language used to make formal requests. Stage two(Controlled writing): This stage consists of the controlled practice of the highlighted features, usually in isolation. If students are studying a formal letter, they may be asked to practice the language used to make formal requests .Stage three (Guided writing):This is the most important stage where the ideas are organized. The organization of ideas is more important than the ideas themselves and as important as the control of language. Stage four (Free writing) is the end product of the learning process. Students choose from the choice of comparable writing tasks. To show what they can be as fluent and competent users of the language, students individually use the skills, structures, and vocabulary they have been taught to produce the product, such as a letter, story, or essay. From the explanation above, it can be concluded that the weaknesses of product approaches are that process skills, such as planning, drafting , revising, etc are given a relatively small role so that the knowledge and skills that learners bring to the classroom are undervalued. The strengths are that they recognize the need for learners to be given linguistic knowledge about texts, and they understand that imitationis one way in which people learn (Badger and White2000)

1.5.2.Process-Oriented Approach

The process approach emphasizes the cognitive aspect of learning and acknowledges the contributions that the learner brings to the learning context. These approaches claim that students should be taught systematic thinking skills'. Therefore, planning, setting goals, drafting, and generating

ideas became part of teaching strategies in the L2 classroom, particularly in the field of writing

The process approach is grounded on sociocultural theory (SCT) proposed by Vygotsky (1896-1934), a Russian psychologist whose ideas have great influence in the field of educational psychology and the field of education. This theory is grounded in the psychological theory of human consciousness proposed by Vygotsky (in Lantolf, 2011). The theory describes how people acquire and use their second language. His most outstanding work is the concept of Zone Proximal Development (ZPD) which is regarded as a remarkable contribution to the field of education and learning process, (Turuk 2008). ZPD, defined by Vygotsky, is the difference between what a person can achieve when acting alone and what the same person can accomplish when acting with support from someone else and/or cultural artifacts,(Turuk2008).

Good writers plan and revise ,rearrange and delete text ,re-reading and producing multiple drafts before they produce their finished document. This is what a process writing approach is about (Stanley 2003). The process of writing has been seen as an improvement of the traditional methods of writing instruction in recent years .Leki(1991) states that a process approach is an approach to teaching writing that places more emphasis on the stages of the writing process than on the final product. It is —interpretational, learner-centered, and not specifically related to examinations|(Pennington1995).

The presence of the process approach can be considered as an innovation in academic writing as the result of the weaknesses of the product approach. Because of the overstressed focus of the product approach on linguistics knowledge, the process approach comes up with the focus on linguistic skills. The development of the writers' skill in writing will be dominant together with the application of collaborative writing. These activities become the strength of this approach. This is supported by Al wasilah (2005) who claims that activities in process approaches such as collaborative writing, peer editing, drafting, and teacher-student conferencing are strategies of empowering students to be independent learners and writers. Despite the popularity of the process approach, it also has limitations. The main concern is that it pays less attention to grammar and structure, and puts little importance on the final products (Onozawa 2010). The next weakness is because of too much concern on the process, writing can become impractical and over-lengthy in class. The emphasis on multiple drafts can make them work on a particular text boring to students, especially when they know that the audience is still the teacher. In addition, the approach can suggest that writing is inevitably a long process, in which a text is gradually refined . Finally, the process approach is not suitable for

writing examination essays and does not apply to all types of writers and tasks (Caudery 1995, Horowitz 1986, as cited in Cahyono 2001). Badger and White (2000) also argue about the disadvantages of process approaches where all writing as being produced by the same set of processes, give less importance to the kind of texts writers produce and why such texts are produced and offer learners insufficient input particularly about linguistic knowledge to write successfully. On the other hand, they also argue about the main advantages of process approaches namely about the importance of the skills involved in writing and recognize the background knowledge the learners bring to the writing classroom which contributes to the development of writing ability

Richards and Renandya (2002: 316) state that the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing. For each stage, various learning activities that can support the learning of specific writing skills are suggested. For instance, in the planning stage, teachers can help their students to improve their writing skills in generating ideas by giving activities, such as brainstorming, clustering, and rapid free writing. The planned writing experiences for the students can be described as follows:

1.5.1.1. Planning

Planning or pre-writing is an activity of writing that aimed to encourage and stimulate the students to write. Since its function is to stimulate students' ideas to write, the writing activities must be prepared to provide the learning experiences of writing, such as brainstorming, etc.

1.5.1.2. Drafting:

At this stage, the students will focus on the fluency of writing and write without having much attention to the accuracy of their works. During the process of writing, the students must also focus on the content and the meaning of the writing. Besides, the students may be encouraged to deliver their messages to a different audience, such as peers, other classmates, etc

1.5.1.3. Revising:

The students review and reexamine the text to see how effectively they have communicated their ideas to the reader. Revising is not a simple activity of checking language errors but it is done to improve global content and organization of the ideas so the writer's intention is clearer for the reader.

1.5.1.4.Editing:

At this stage, the students are focused on tidying up their works as they prepare the final draft to be evaluated by the teacher. The main activity done by the students at this stage is editing their mistakes on grammar, spelling, punctuation, sentences, diction, etc. To sum up, the arrangement of the steps cannot be separated because it works.

1.5.3.Writing Genre Approach

Among the three approaches, the genre approach is considered to be new and there are strong similarities with the product approach (Harmer 2007) and, in some ways, the genre approach can be regarded as an extension of the product approach (Badger and White 2000). Paltridge (2004)explains that the genre approach to teaching writing focuses on teaching particular genres such as essays, assignments, and other pieces of writing that students need to be able to produce in academic settings .This might include a focus on language and discourse features of the texts, as well as the context in which the text is produced.

Badger and White (2000) argue that proponents of genre approaches are rarely explicit about their theory of learning. However, the use of model texts and the idea of analysis implies that learning is part of imitation and consciously applying rules Thus, genre-based approaches see writing as essentially concerned with knowledge of the language and being tied closely to a social lpurpose ,while the development of writing is largely viewed as the analysis and imitation of in put in the form of texts provided by the teacher.

Dealing with writing development, genre approaches also have many similarities with product approaches. Cope and Kalantz is (1993) discuss a wheel model of genre literacy. This wheel has three phases: modeling the target genre, where learners are exposed to examples of the genre they have to produce; the construction of a text by learners and teacher; and, finally the independent construction of texts by learners. In theory, the cycle can be repeated as and when necessary, but it seems that each phase often appears only once.

In the application of the genre approach in teaching, it also has been criticized for stifling creativity by imposing models on students (Hyland, 2008). However, he further clarifies that the genre doesn't dictate that the students write in a certain way nor determine what to write, it enables choices to be made to create meaning. This argument might be true in some ways, but the students are automatically guided very much to imitate since they are only provided with very little practice on developing

linguistic skills. By this, Badger and White (2000) argue that the negative side of genre approaches is that they undervalue the skills needed to produce a text and see learners as largely passive.

Having discussed the three approaches to teaching writing, it can be concluded that each has strengths as well as weaknesses. The appropriate approach to the teaching of essay writing is expected to be concluded so that teachers, as well as lecturers, can apply that in the classroom .Process-Genre approach. The central point of genre analysis is that writing is embedded in a social situation so that a piece of writing is meant to achieve a particular purpose which is ,from a particular situation. Since genre analysis focuses on the language used in a particular text, we want to include processes where writers produce a text reflecting these elements under the term process genre‘. This would cover the process where writers decide what aspects should be highlighted, as well as the knowledge of the appropriate language, (Badger and White 2000). The process-genre-based approach thus integrates the strength of the process approach and the genre-based approach. Planning, drafting, conferencing, editing and peer review are components of the process approach to teaching writing. Understanding and considering the purpose, audience, and context, on the other hand, are elements in the genre approach.

Matsuo and Bevan (2002) state that the essential advantage of a process-genre-based approach over other writing pedagogies is that emphasizing the notion of genre in writing promotes not only linguistic skills and self-expression but also rhetorical awareness. Therefore, using the process-genre approach will help students develop their knowledge of various text types such as essays, editorials, business letters, etc., and various organizations of essay development such as description, narration, exposition, evaluation, argumentation, as well as composing process itself. In addition, it also makes students possible to study the relationship between purpose and form for a particular genre as they use the recursive processes of prewriting, drafting, and revising. Badger and White (2000) propose that the Process-Genre approach provides the situation to help students identify the purpose and consider the field, mode, and tenor of the text they are about to produce . Texts within the genre (in this case expository writing) will be selected by the teacher who also then encourages students to research into the genre (Tribble 2009). Language awareness activities may also be carried out. Perhaps with the help of flow charts, the students will plan and organize their ideas before drafting and revising with the purpose and audience in mind . These latter stages are not linear and students may jump between them as they find necessary . Finally, the collaborative aspect of process writing (as highlighted by Richards 1990), is maintained, particularly if the teacher can provide the situation wisely.

1.6. Writing Apprehension And Writing Performance

Before dealing with the relationship between Writing apprehension and writing performance, the researcher needs to indicate what is meant by the term writing apprehension.

1.6.1. Definition o f Writing Apprehension

Writing apprehension (henceforth WA) is a prominent effective factor that is found to debilitate the promotion of EFL students 'writing performance (Huwari&Aziz,2011:191).WA is defined as a " situation and subject-specific individual difference associated with a person's tendencies to approach or avoid situations perceived to potentially require writing accompanied by some amount of perceived evaluation" (Daly and Wilson, 1983:327). The interest in WA is ignited by Daly and Miller in 1975 when they introduce the concept and develop the first WA test.

1.6.2 Apprehension versus Anxiety

Daly (1985:65) suggests two categories for FL writing perception; dispositional which refers to a constant state such as writing attitude and motivation, and situational which refers to a situation-specific state such as writing anxiety and self-efficacy. He elaborates that writing apprehension is not the same as writing anxiety, for the former falls in the dispositional category while the latter is one component of the situational one.

Another perspective views writing anxiety as the result of different cognitive, linguistic, and affective fact or sand WA as one of the affective factors that may lead to writing anxiety. In this regard, WA may be provoked and enhanced by such other factors as students' low self–esteem ,low self-efficacy, or negative attitude toward writing(Sadeghi,2010:4).However, sometimes writing apprehension and writing anxiety are interchangeably used . The definition of WA as "the anxiety about writing " suggested by Lee and Krashen (2002:535) is a clear example in this regard. Yet, writing apprehension versus speaking anxiety gain popularity in the recent related literature. (Cheng et al., 1999: 422)

1.6.3 Levels of Writing Apprehension

In measuring levels of writing apprehension ,this study was used Writing Apprehension Test(WAT). To know about levels of writing apprehension, there are three ranges to determine about levels. Writing Apprehension scores range from 26to 130

1.6.3.1. High Level

This level indicates students have a high level of writing apprehension with a range of 26-59.

1.6.3.2. Unusual or Average Level

Most students in this level do not experience significantly writing apprehension with a range of 60-96. It means that they are in the middle position or safe zone as a writer with a score mean is 78.

1.6.3.3. Low Level

At this level, the range is 97-130. A score in this range indicates that students have a low level of writing apprehension.

1.6.4. The Causes of Writing Apprehension

Writing apprehension of Foreign Language Learners (FLL) and English Foreign Learners (EFL) has been generated from different sources. The causes of writing apprehension derive not only from the students themselves but also from their teachers and peers. Firstly, the causes that trigger the writing apprehension from the learners themselves are had bad writing experience, poor linguistic backgrounds such as lack of vocabulary and grammatical structure, and negative attitude towards writing tasks (Daud, et. al., 2005; Al-Shboul and Huwari, 2015). For instance, fear of negative evaluation is addressed as a source of language anxiety. It can be aroused by both the instructor and the peers (Horwitz, Horwitz, and Cope, 1986). So, Students who are scared of making mistakes in front of their classmates and the teacher, usually have less participation in language classes. This claim matched with Ehrman and Oxford (1995) who itemized that Students' fear of linguistic errors and failure in expressing themselves are significant sources of language anxiety among students. Lin and Ho (2009) Added that thinking of the limitation of a time during testing" was one of writing anxiety sources among undergraduate Taiwan students. Not fully understand the writing assignment and lack of self-confidence, where the students feel that they are not good at writing, can elevate their anxiety in writing classes. Perfectionism is considered as a reason for writing anxiety. Students are very apprehensive to have a perfect writing production such as having perfect spelling and perfect grammatical structure. Finally, one of the writing anxiety sources that make the students anxious in writing class is the tight deadline when the students postpone writing their assignments to the last minute.

1.6.5. Albert Bandura's Self-efficacy Theory and Writing Apprehension

Writing apprehension may be linked to Albert Bandura's theory on self-efficacy. Bandura theorized that individuals assess and judge their capabilities to accomplish a task (Bandura, 1977; 1986). When applied to writing, those who believe they possess the abilities to write well will write effectively, and those who believe they lack the abilities to write well will struggle. Bandura also later theorized that an individual's self-efficacy comes from four major areas: mastery experiences, where an individual experiences success; vicarious experiences, where a person witnesses someone else's success; verbal persuasion, where an individual is confident in one's capabilities; and physiological and affective states, where an individual's mindset and outlook focus on confidence (Bandura, 1997; Vanhille et al., 2017). In linking Bandura's theory to writing apprehension, writers with a low self-efficacy would question their ability to write, would lack experience, lack mentors in writing, and view writing as a stressor, ultimately generating obstacles in writing success. The ability to effectively and clearly communicate is a critical communication skill needed by all nurses. Nursing students, nurse educators, staff nurses, and nurse administrators must write at some point in their careers. Therefore, raising awareness about writing apprehension and offering strategies to overcome this writing problem can be an effective way to advance nursing.

1.6.6. Writing Apprehension and Writing Performance

Logically, high apprehensive individuals write differently from those who have low apprehension. Individuals with high apprehension score significantly lower on tests of writing skills than those with low apprehension (Daly, 1978). Also, apprehensive writers, when forced to write, write poorly, using fewer words per sentence, fewer sentences, less qualification in their statements (Daly, 1979), and less intense language in their messages (Daly & Miller, 1975b). A study by Heaton and Pray (1982) showed that students with high writing apprehension, as determined by the Writing Apprehension Test, used significantly fewer words than low apprehensive students. These individuals view their writing as being less successful and inferior than those who exhibit low apprehension (Daly & Miller, 1975c). High apprehensive students do not like to write so they do not practice writing. Consequently, they have less chance to improve and they become poorer writers. The cycle continues.

1.7. Importance of Integrated Writing to Reading

Until recently, reading and writing have often been viewed as two separate processes independent from one another. Additionally, reading has often been viewed as the passive process of receiving ideas and acquiring information (Braun, 1984). Writing, on the other hand, has frequently been viewed as the active

process of formulating ideas, creating meanings, and synthesizing language structure(Braun,1984).Currently, research has indicated that reading and writing are interrelated. Reading and writing are now viewed as "meaning-making engagements. Both are purposeful, social, constructive acts" (Braun, 1984, p. 4). Similarities between the two processes were determined by Langer (1985) in her research: 1) reading and writing are purpose-driven, meaning-making activities, and 2) both use background knowledge to organize ideas. Differences of the two processes as stated by Langer(1985)are:1) each has a primarily different purpose,(one meaning-seeking, the other meaning generating), 2) each generate different patterns of cognitive knowledge, and 3) each has a difference in control,(more writing control, less reading control). Braun (1984) determined that writers move backward and forward as they plan, write, and revise their writing; the revision, itself, is done by reading. Readers must also move backward and forward to experience the selection, elicit appropriate background knowledge, and alter and refine their present schema(Braun,1984).The relationship between the reading process and the writing process is indicated in several recent studies. Perl (1983) concluded as a result of her survey that reading, writing, and listening are all connected through a negotiation process between the teacher and student, the student and himself, and the student to another student. Armstrong, in response to Braun's (1984) research, states that "The writing process should provide opportunities to help writers think like readers"(p.27).The stages of writing have been researched and documented by several researchers. Salem(1986) states the stages to be:1) scribbling,2) distinction between drawing and writing, 3) use of mechanics, 4) letter writing, 5) groups of letters, 6) words, 7) simple sentences with invented spelling, 8) group of sentences, 9) use of punctuation, and 10) discourse. Hunt (1985)enumerates his stages as follows: 1) unreadable, 2) non-narrative, no topic, 3) non narrative, one topic,4) intended narrative ,and 5)narrative. Perl(1983)describes her principles of writing as being: 1) to experience writing by writing, 2) to observe one's writing, 3) to experiment with different ways and forms of writing, 4) to collaborate with others, 5) to have a sense of audience, and 6) to take on the responsibility of being the author. Kirkpatrick (1986) mirrors Perl's views by stating in her study that children learn to write by writing, to read by reading ,that they must view themselves as writers using invented spelling and be worry-free about mistakes or failure. Oral language, writing, and reading have also been the subject of many studies. Kasten and Clarke (1986) determine that meaningful oral language is essential to writing. Students, as they write, formulate ideas, make decisions, and revise and edit text through oral language (Kasten & Clarke, 1986). This oral language could be in the form of quietly rereading their text, orally talking to themselves about what they wrote, asking them selves

questions, or asking others questions to confirm or revise their information (Kasten& Clarke, 1984). Oral reading of text provides the writer with a strategy to solve their writing problems and gives them a valuable learning experience during their writing process. The relationship between reading achievement and writing ability is another topic for research.

Hayes (1987) determined that good writers have higher reading scores than average writers and that better writers tend to do more leisure reading. In Hayes' study (1987), students who were given a basic reading course made greater significant gains in reading comprehension and writing ability than students not given the course. Edelsky et al. (1983) concluded that low achieving students with little or no literary or writing background were writing, in a relatively short period, full-page journal entries and reading award-winning literature once exposed to a whole language reading/writing program. In less than a year, these same children were "spontaneously discussing the literary merits of their writing (and) the books they read, commenting on style, point of view, plot structure, and other literary elements" (Edelskyetal.,1983,p.260).Mason, Peterman ,Powell, and Kerr(1988) cite Clayas stating that writing "plays a significant part in the early reading process. (It) provides an experience where letters are built into words, which make up sentences When a child writes she has to know a sound/ symbol relationship ,inherent in reading".

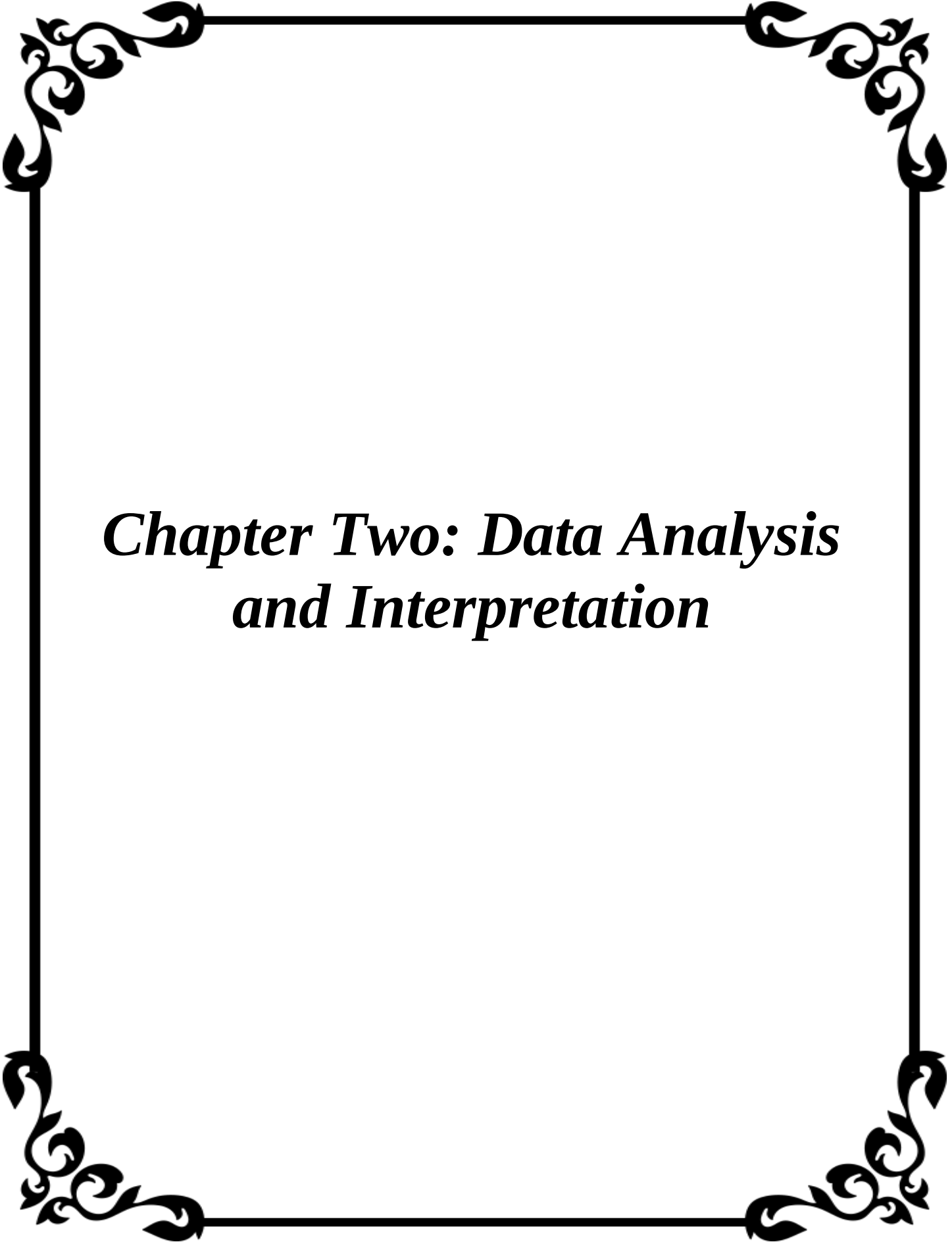
1.8.Strategies To Reduce Writing Apprehension

Reduction of writing apprehension, once identified, must begin with a change in writing instruction. The students must be allowed to develop their style of writing. They must be taught how to be an active participant in the three writing processes: pre-composing ,composing, and post-composing (Graves, 1976). They need to become critical thinkers and evaluators, eliciting opinions from others as well as from themselves (Graves, 1976). They must develop a sense of audience, rediscover the playfulness of writing and understand the usefulness of its purpose (Graves & Calkins, 1980). Instruction should include pre-writing strategies such as pacing, crumpling papers(Schiff,1979),brainstorming ,gathering and sifting for information (Clark, 1985), and cooperative learning. Instruction on writing and editing techniques , such as the use of note cards, cutting and pasting, imagery ,use of tape recorders, and again cooperative learning is also necessary. Publishing one's stories and sharing them with the class should become a familiar and comfortable situation (Clark, 1985). Activities such as field trips, experiments , film strips, book sharing, and debates should become frequent components of the curriculum (Schiff, 1979). Individualized attention, student-teacher conferencing, group and partner discussions on their writing, development of a positive attitude toward writing, acknowledgment for success, and encouragement of taking risks should also

become a part of the program (Bennett, 1981; Graves, 1976; Heaton, 1980; Rayers, 1987; Rosen, 1982; T way, 1980). The most important component of writing instruction, however, is letting the students write and giving them the time to think, write, and revise (Heaton & Pray, 1982). In De Gutschow's study (1982), appropriate instruction on pre-writing skills, sentence combining techniques, utilization of a variety of writing styles, sufficient writing time, and individualized teacher-student conference yielded a less anxious and better writing student. In other studies, if the writing process is emphasized and practiced without an over-reliance on mechanics and spelling, the students will begin to develop a sense of phonic and grammatical rules on their own (Bennett, 1981; Graves, 1978; Heaton & Pray, 1982; Josten, 1982) and an increase in writing and revising occurs (Rayers, 1987). Writing apprehension will never completely disappear; at one time or another, we all will experience it (Clark, 1985). The writing teacher will sense a touch of it before a lesson; the college student will feel it when asked to write a research paper and the graduate student will suffer from it when writing his/her thesis. But, writing is so important not only for our future but for ourselves; "the writing teaches the teacher about the fears, triumphs, and experiences of the student. The student teaches the teacher through the writing" (Clark, 1985, p. 31).

1.9..Conclusion

To conclude with the past chapter the focus was on the review of literature which dealt foremost with writing skill and writing apprehension as separate and correlated variables. In the first part of the chapter, the researcher provides a clear understanding of writing skill which is clarified by many scholars who conducted their research in this field and its importance, characteristics, then approaches to teaching writing skill, and finally the writing genre approach. Then, the researchers discussed writing apprehension and start with an overview of it, and apprehension vs anxiety, its levels, causes than the researchers talk about Albert Bandura self-efficacy theory, writing apprehension and writing performance, and the importance of integrated writing to reading. Finally, strategies to reduce writing apprehension as a concluding part.



Chapter Two: Data Analysis and Interpretation

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2.2 . Methodology

2.3. Population and Sampling

2.4. Data collection and Research Instruments

2.4.1 The Questionnaires

2.4.1.1. Description of Students' Questionnaire

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2.5.1. The Analysis of students' Questionnaire

2.5.2. The Analysis of teachers' Questionnaire

2 .6.The Interpretation of the Main Results

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2.8. Suggestions and Recommendations

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2.1. Introduction

The focus of the present research is to investigate the effect of writing apprehension on EFL students' writing skills. Hence, Since the teachers and the learners are the main variables of this study; their views and opinions are very important to test the researchers' hypotheses. In this chapter the researcher start firstly, with a description of the questionnaire given both to EFL teachers and the students of the first year at Salhi Ahmed University Centre of Naama . Secondly, the analysis and data interpretation process is done by discussing the answers of the participants, and describing the findings concerning the hypotheses predicted at the beginning of the study, as well as stating the results of the contribution of the data collected.

2.2. Methodology

In this study, the researcher used the descriptive method to discover the effect of writing apprehension on EFL learners Writing skills. The researcher used the descriptive method because it seems to be the appropriate one to acquire and gather data about this problem .To obtain sufficient data for the research, The researcher used two questionnaires one for the students and the other for the teachers. The researcher's work concerned the students and teachers at Centre University of Salhi Ahmed of Naama. The researcher administrated a questionnaire to first-year (LMD) students the researcher chose only (30) students since it is impossible to deal with their total number, this aims to know more about the students' opinion about their teachers as well as their feeling when performing and to know better about their deep fears. Whereas, the other questionnaire administrated to (09) of written expression teachers because they are aware of the issue of writing apprehension that students face especially in this module.

2.3. Population and Sampling

A sample is " a smaller (but hopefully representative)collection of units from a population used to determine truths about that population"(Field,2005). The study is concerned with the information gathered from the respondents to obtain the data wanted. To choose a sample, it should be taken into consideration that the sample represents appropriately the whole population. Sampling is considered as a process of selecting several individuals that are of interest to the researcher for a research study to gather data and attain results that can be generalized

The selection of the sampling was taken randomly. This work concerns First-year LMD students studying English as a foreign language at University Center Salhi Ahmed of Naama we select randomly 30 from the total number to answer the

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student's questionnaire. The sample is mixed genders are females and males and their ages ranged between 18 to 28.

Concerning the teachers, there are 15 teachers of English language in the University Center. We selected randomly 9 teachers who are teaching written expression modules with mixed genders and different degrees.

2.4. Data collection and Research Instruments

This research includes two main research instruments to give a clear explanation for collecting data. First, the researcher used Daly and Miller's (1975) WAT (Writing Apprehension Test) to assess students' apprehension about writing. This instrument is questionnaire form but it is called a test as the instrument to measure writing apprehension. Furthermore, this is a 26-item questionnaire that provides 13 items with positive polarity and 13 with negative polarity. Scoring is done on a 5-point Likert scale and it contains whether they strongly agree, agree, are uncertain, disagree, and strongly disagree with statements about writing. The second instrument is a Questionnaire designed for teachers which is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent.

2.4.1. The Questionnaires

A research questionnaire is typically a mix of close-ended questions and open-ended questions. Open-ended, long-form questions offer the respondent the ability to elaborate on their thoughts.

2.4.1.1. Description of Students' Questionnaire

The questionnaire is an adapted version of Daly and Miller's writing apprehension test (WAT) by Jungle and Taylor (1989) designed for first-year LMD students of the English department of foreign languages at University Center Salhi Ahmed of Naama during the second semester of the academic year 2020/2021. The participants of this questionnaire are from the total number. The students are chosen randomly to know the effect of writing apprehension on EFL students' writing skills. Daly and Miller's apprehension test is a standard writing apprehension measure and has been widely used across time on various groups of respondents. This scale consists of 26 items dealing with students' tendencies not to write, attitudes towards writing tasks, and feelings as they write. The five-point Likert scale used by Jungle and Taylor were used in this study, which included the variables (1) strongly agree, (2) agree, (3) Uncertain, (4) disagree, (5) strongly disagree.

2.4.1.2. Description of Teachers' Questionnaires

The teachers questionnaire begins with a brief introduction which shows the purpose of this study, It is designed for English teachers who are teaching written expression module at the department of foreign languages during the academic year 2020/2021 The participant of this questionnaire are 9 teachers they are chosen randomly to know the effect of writing apprehension on EFL learners writing skill It consists of 13 questions which are divided into four main sections: section one "Personal Information" it includes 3 simple questions ,section two the effect of writing apprehension with 4 questions ,section three EFL learners writing skill includes 4 questions ,section four the effect of writing apprehension on EFL learners writing skill consists of 2 questions In all the sections The questions are either closed questions, requiring from the teachers to choose "yes" or "no" answers and justify their answers when they asked to ,or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation or suggest other alternatives

2.5. The Analysis of The Questionnaires

2.5.1. The Analysis of students' Questionnaire

Section One: Personal Information

Item01: Gender

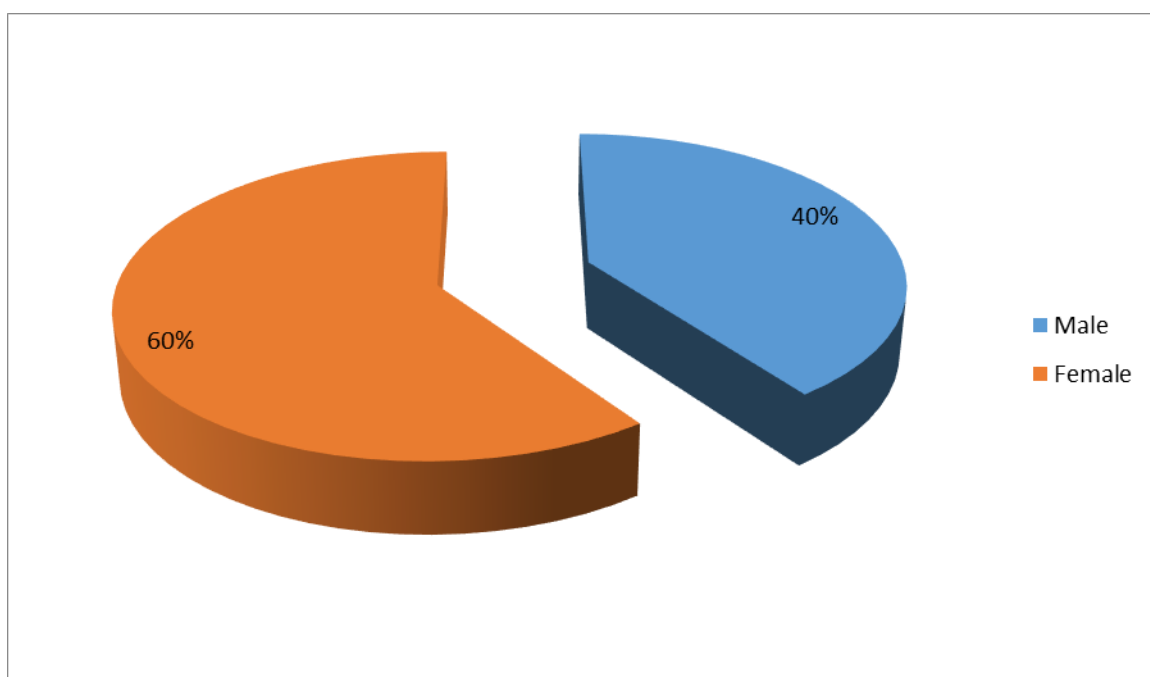


Figure1.1: Students' Gender Distribution

The sample population consists of 30 students; as shows in the pie-chart (60%) are females and (30%) are males it is clear that the collected data do not contain only one gender to collect information but both females and males. It is not gendered to be generalized.

Item02:Age

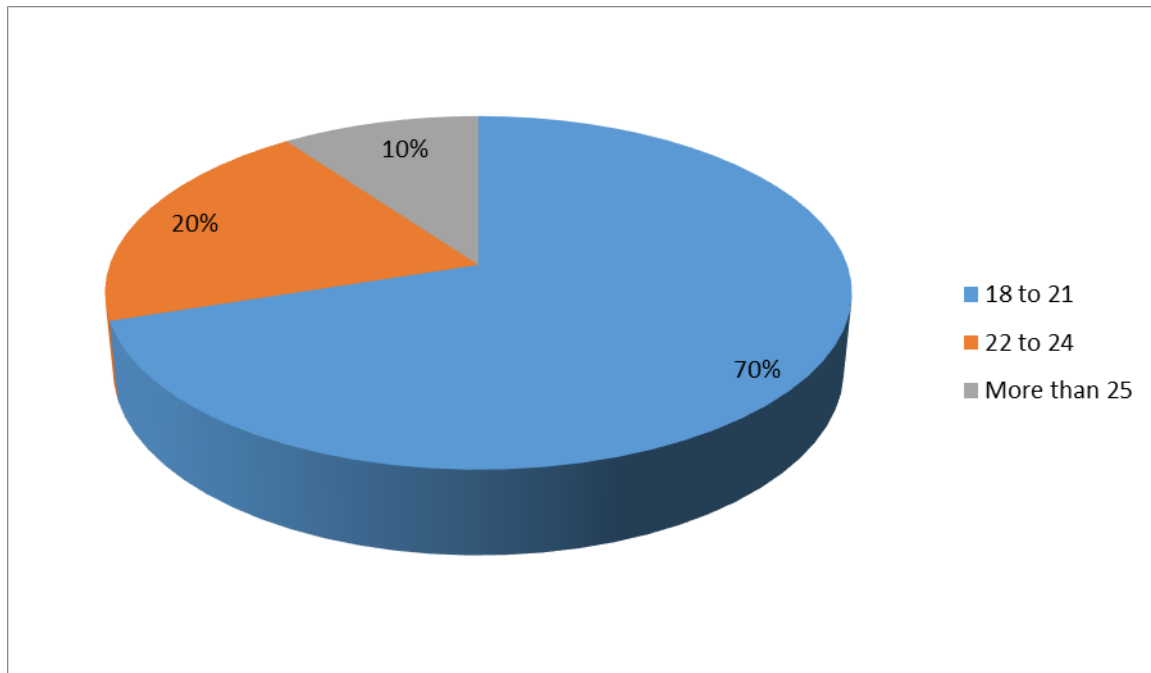


Figure1.2: Student's Age Distribution

As it is shown in the figure from the age 18 to 21years old (70%) of students, while from 22 to 24 years we have (20%) and more than 25years takes only (10%) of the total percentages. We notice that the majority of the learners are teenagers and adults while the old ones are few because as it is known this category of people prefer to work than studying.

Item03: learning Experience

This question is to find the experience of learners in learning the English language .29 students have an experience of eight (8) years and only one student have an experience of ten (10) years

Item04: Writing Apprehension Test Results

After scoring the test of each student ,i.e., thirty tests, it was revealed that nineteen students (63,33%) from the whole sample experienced an unusual level of

writing apprehension, six of the students (20%) had a high level of writing apprehension .and five students (16,67%) had a low level of writing apprehension (seeFigure1.3).

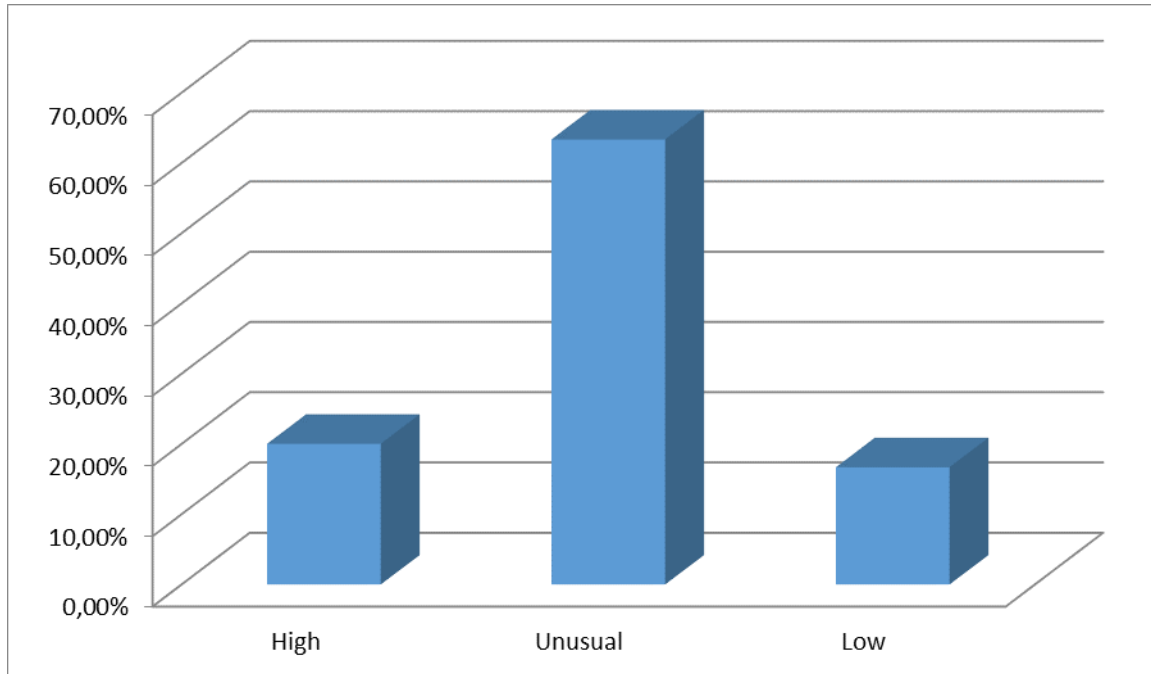


Figure1. 3: Students Levels of Writing Apprehension

Then by taking into consideration each gender's level of writing apprehension, it was found that from the whole number of females (18), thirteen females experienced an unusual level of writing apprehension, two of them had a high level of writing apprehension, and three of them had a low level of writing apprehension. Then, from the whole number of males (12), it was found that six males had an unusual level of writing apprehension ,four of them experienced a high level of writing apprehension, and just two males had a low level of writing apprehension (see figure1.4)

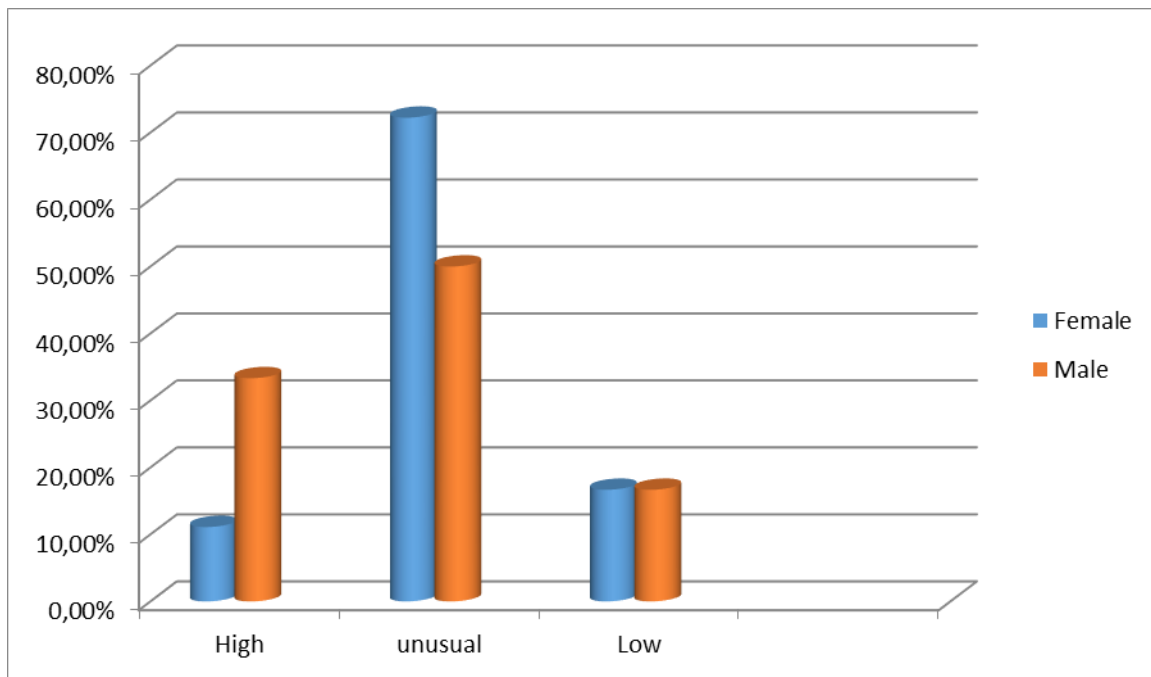


Figure1.4: Level of Writing Apprehension According to Gender

Item5:The effect of writing apprehension

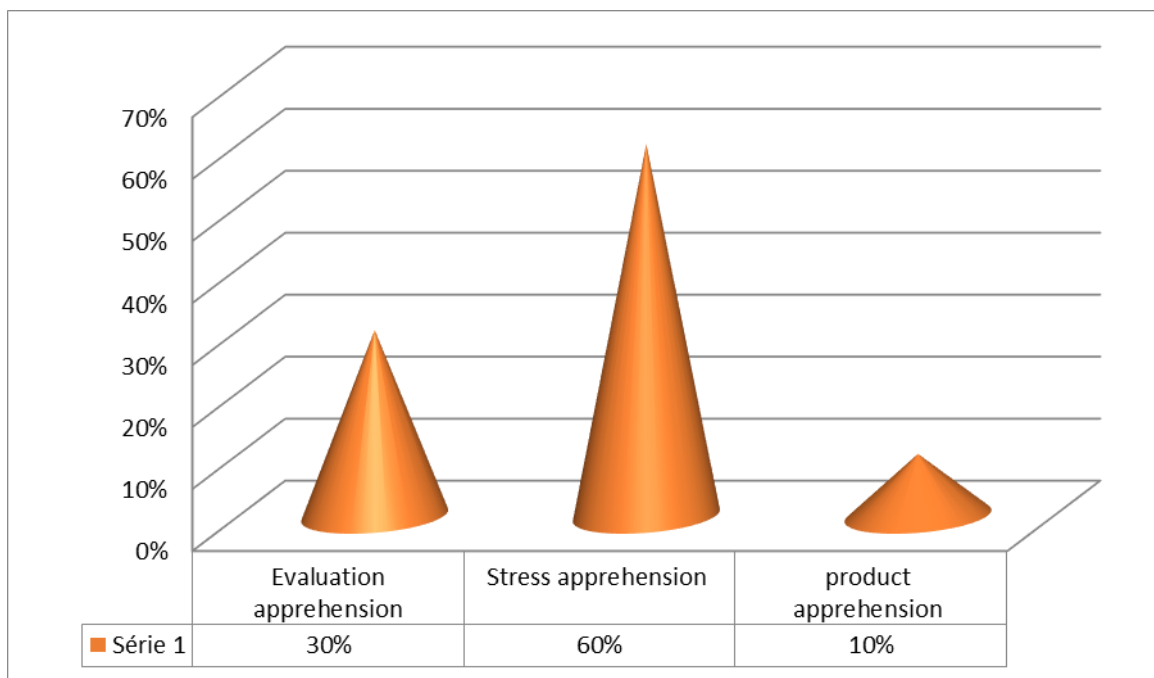


Figure1.5:Students Opinions on The effect of Writing Apprehension

The graph above shows the participant's answers on how writing apprehension affects students, and as we can see, (30%) of the students encounter evaluation apprehension in which the student expects to do poorly in composition courses

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even before the courses begin. You feel as though the teacher will give you a poor grade because you cannot express your ideas clearly. As a result, you often claim to be nervous about writing, dislike showing or talking about your writing even to friends, and do not like seeing your ideas expressed in writing. If you are evaluation apprehensive you believe other students more clearly and, as a result, receive higher grades than you do. On the other hand, more than half of the participants (60%) said that they experience stress apprehension in which they experience fear early in the writing process, sometimes even before they have written anything. He often procrastinates and reports he does not look forward to beginning a piece of writing, even one required for a course. He experiences writer's block and his hand may cramp soon. Once their hands can begin writing, they claim to run into great difficulty organizing their thoughts. The rest of the students (10%) said that they encounter product apprehension in which For those students who experience product apprehension, the problem does not exist at a particular stage in the writing process (as with evaluation apprehension) or with a particular skill such as invention (as in stress apprehension). Rather, product apprehensive claims that expressing ideas through writing is a waste of time. Such student writers do not envision an audience or a purpose for academic writing. If you are one of these writers you tend to compose a single draft only, yet you feel uneasy about submitting it as an essay for a grade.

2.5.2. The Analysis of teachers' Questionnaire

Section One :Personal Information

Item01:Gender

- A- Male
- B- Female

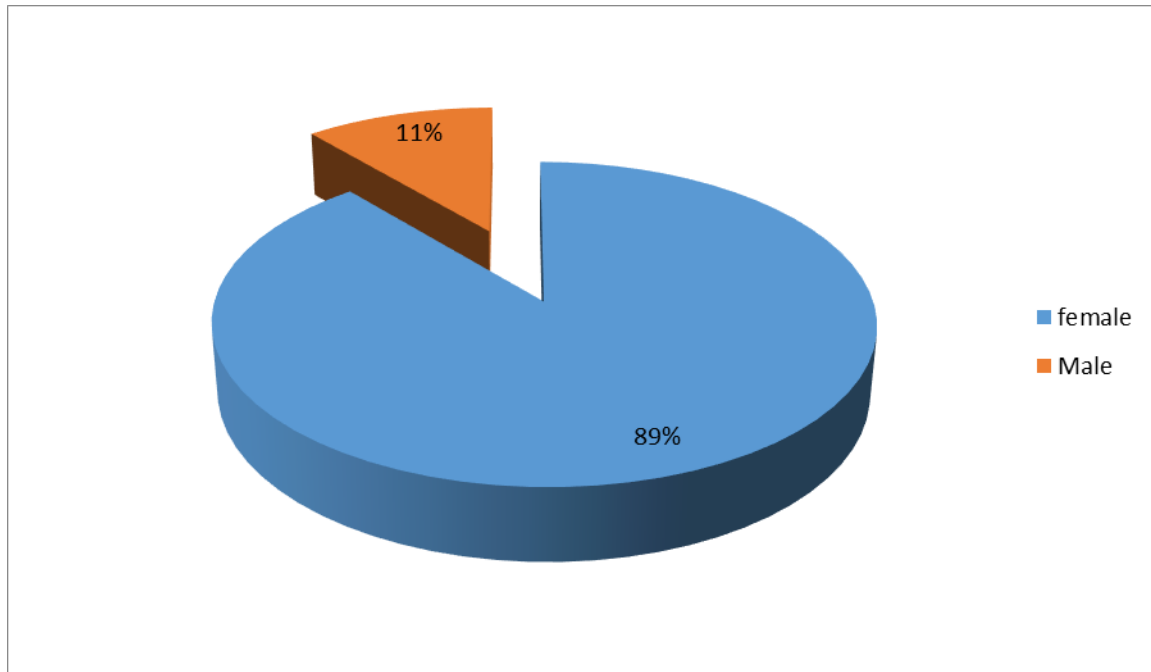


Figure2.1:Teacher'sgender

As it shows from the results (88,89%) from the teachers is females and only (11,11%) are males it is clear that the collected data do not contain only one gender to collect pieces of information but both genders Males and females.

Item 02: Degree (s) held:

A- BA (License)

B- MA (Master : Magister)

C-PhD (Doctorate)

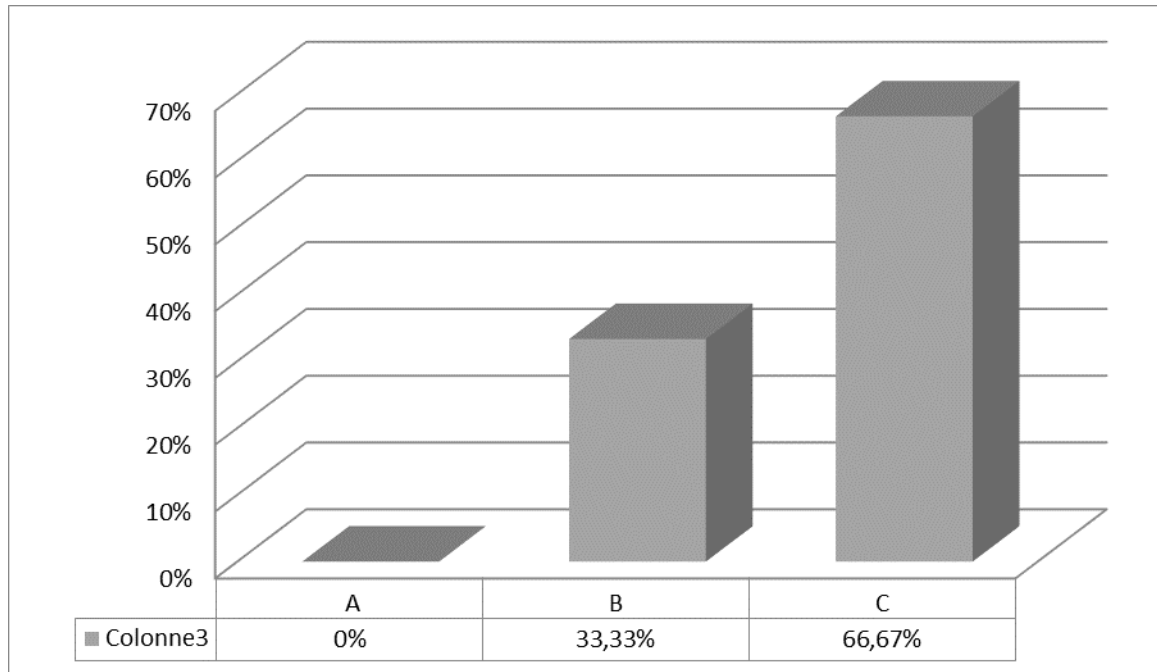


Figure2.2:Teachers'Degree

From the analysis of the results, we found that (66,67%) of the teachers have PhD. (Doctorate) degree, and only (33,33%) of them has MA (Master /Magister) degree and no one (0%) have BA(License).

Item03: How many years have you been teaching written expression?

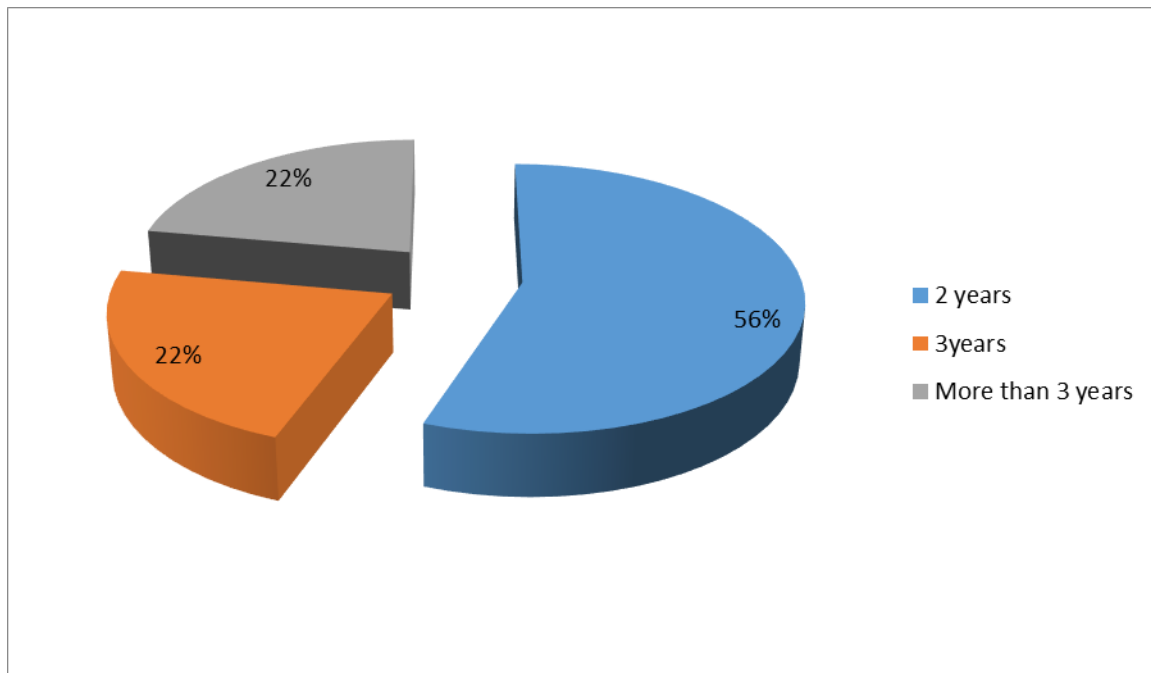


Figure2.3: Teachers Years of Experience in Teaching Written Expression

As can be seen from the graph, that (56%)of teachers have been teaching writing

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for 2years, (22%) of them have been teaching writing for 3 years; whereas the rest of the teachers (22%) have been teaching English for more than3years

Section Two: The Effect of writing Apprehension

Item 04: Do you notice a kind of anxiety in your students while writing in English?

Yes

No

Option	Number	Percentages
Yes	9	100%
No	0	0%
Total	9	100%

Table2.4: Students Writing Apprehension Frequency While Writing

Very interesting data was gathered through this item, and it's obvious from the graph that, the total sample of our teachers (100%) said "yes" they agree that writing apprehension is an obstacle for their students to write. This is an important thing to take into consideration by the teachers, .to try to find solutions to get rid of this negative phenomenon ,or at least to minimize it.

Item 05: students involved in writing activities in class

Yes

No

Option	Number	Percentages
Yes	9	100%
No	0	0
Total	9	100%

Figure2.5:Teachers Opinions about The involvement of Students in Writing Activities

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As it is mentioned above ,all the teachers (100%) said that they involve their students in writing activities in class. The results show the teacher's awareness of the significance of writing activities to practice writing to better master it.

Item06: students level in writing apprehension

- A) High level of writing apprehension
- B) Medium-level of writing apprehension
- C) Low-level of writing apprehension

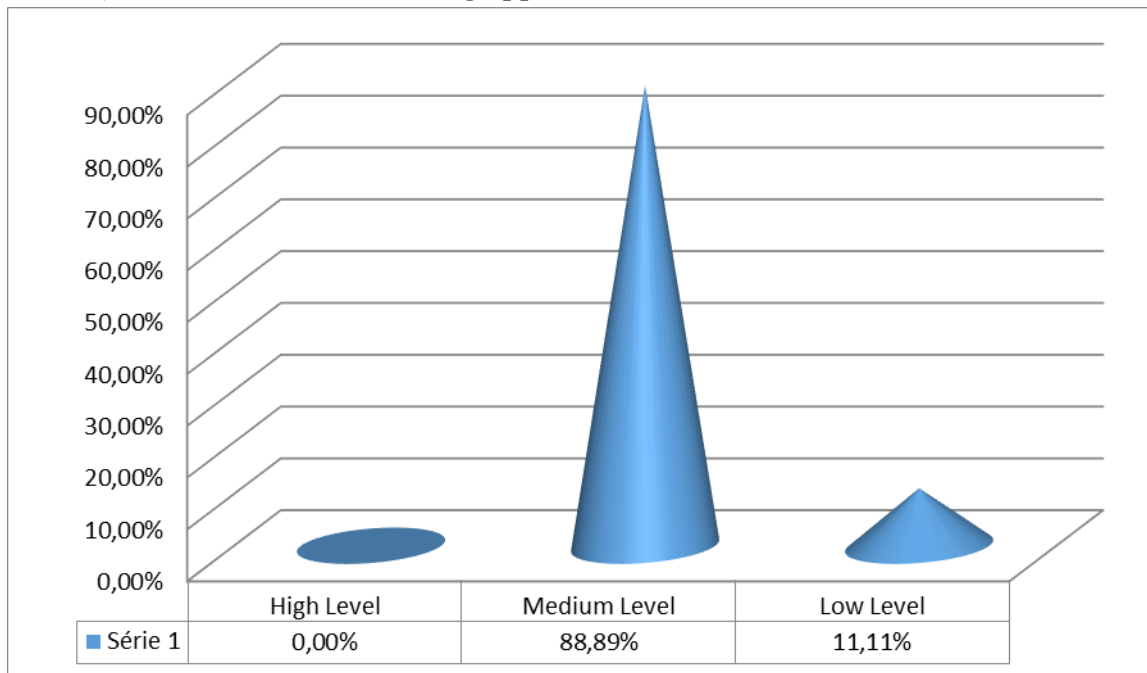


Figure2.6:Teachers’Opinions about their Students’ Level of Writing Apprehension

The results show that the majority of the teachers (88,89%) have reported that the level of their students writing apprehension is medium, while only (11,11%) claimed that their students have a low writing apprehension, and none of them (0%)think that their students have a high level of writing apprehension in the class

Item07: the reasons behind students failure to speak

- A) The difficulty of writing skill
- B) The students feeling of lows elf-esteem
- C) Fear of criticism and evaluation
- D) All the above

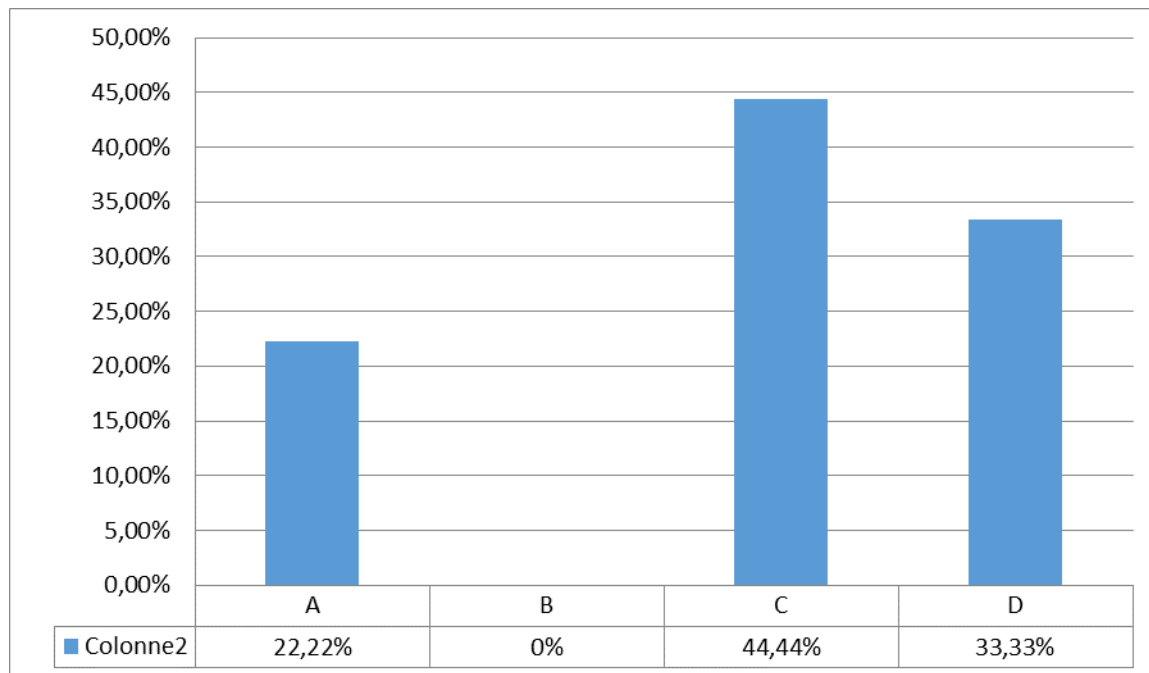


Figure2.7: teachers perception of what is causing students to fail to write in class

According to this distribution (33,33%) of the teachers said that they think that all these factors cause students failure to write, and (44,44%) of teachers said that students fear of criticism and evaluation is what is causing them this failure and (22,22%) of them agreed on the fact that writing is a difficult task and it has a part in making students fear to writ

Section Three: EFL Learners Writing Skill

Item 08: Is writing an easy task for first-year university students?

Yes

No

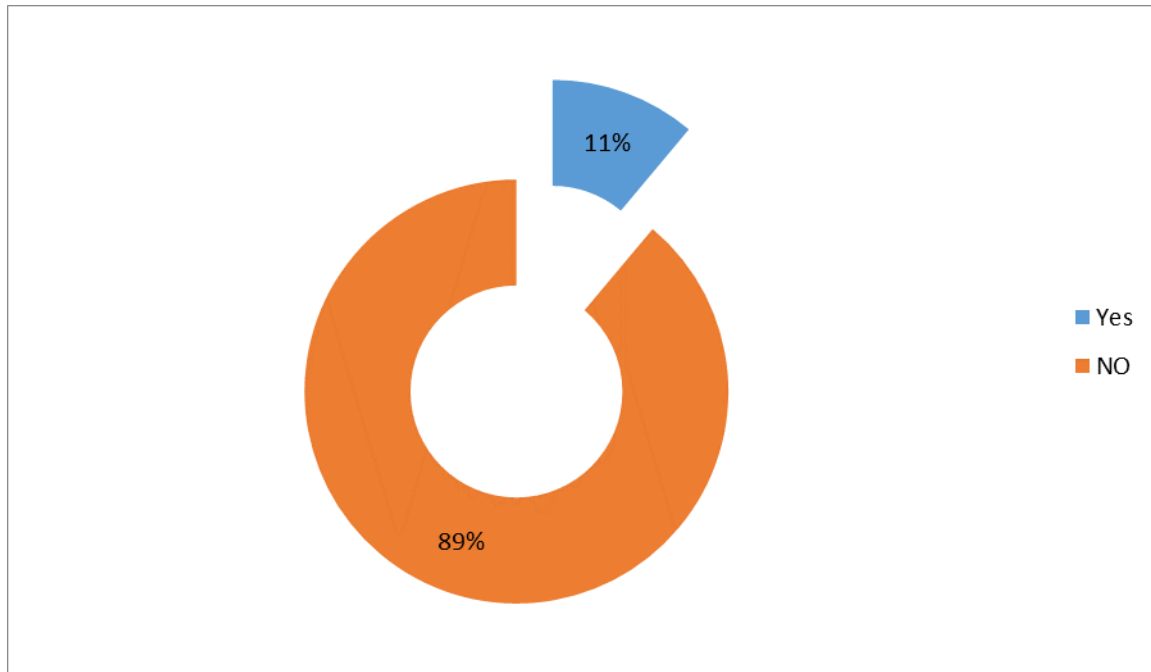


Figure2.8: The difficulties of Writing Skills for First-Year University Students

It is obvious from the graph that the majority of teachers (89%) said that writing is a difficult task for first-year students, and only (11%) said that it is an easy task especially for the majority of the students who become good writers in English

Item 09: Do server mistakes and error correction demotivate your students to write in English?

Yes

No

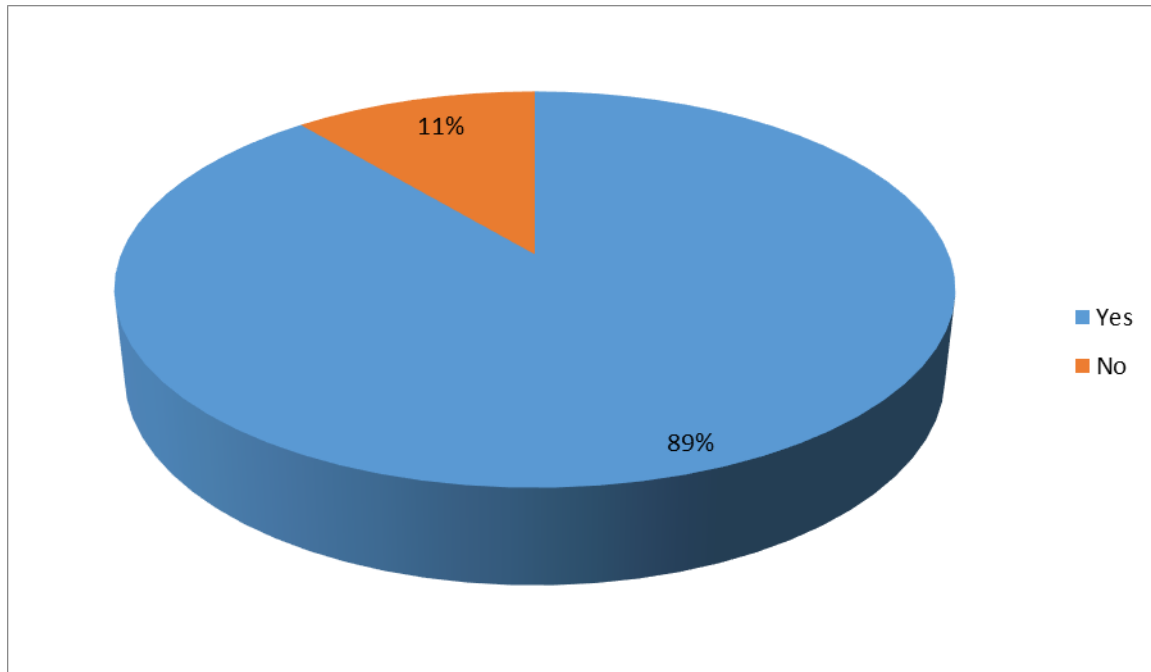


Figure2.9: Students Demotivation from Sever Mistakes and Errors Correction

We deduce from this distribution, that (89%)of teachers answered with no, so severe mistakes and errors corrections from the part of the teacher motivate them to write, whereas(11%)of them answered with yes, so it is demotivating for students

Item10:What are the aspects that your students have problems with?

- A) Essay organization
- B) Ideas organization
- C) Grammar
- D) Vocabulary
- E) Conventions of writing(spelling ,pronunciation ,capitalization)

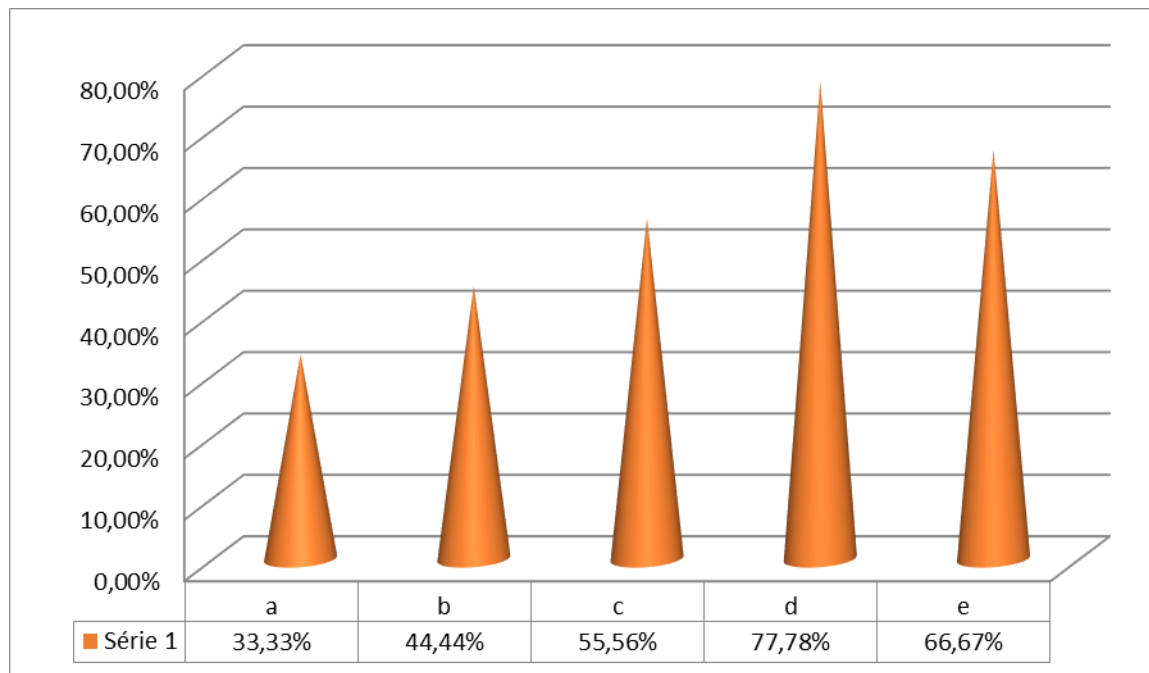


Figure2.10: The aspects Students have Problem With

According to the results obtained, all the teachers have stated that their students have problems in all the aspects previously mentioned. Besides as revealed in the table above the percentages of the aspects are very close. the great majority of teachers (77,78%) considered vocabulary as the main aspect that their students have problems with. (66,67%) of teachers indicated that the aspects that students have problem with relates to the convention of writing and (55,56%) of them see that it relates to grammar. Only (44,44%) and (33,33%) of teachers see that it relates to ideas organization and essay organization

Item11: What Stage of The writing Process is Most Difficult for Your Students

- A) Pre-writing
- B) Writing – first draft
- C) Revising
- D) Editing

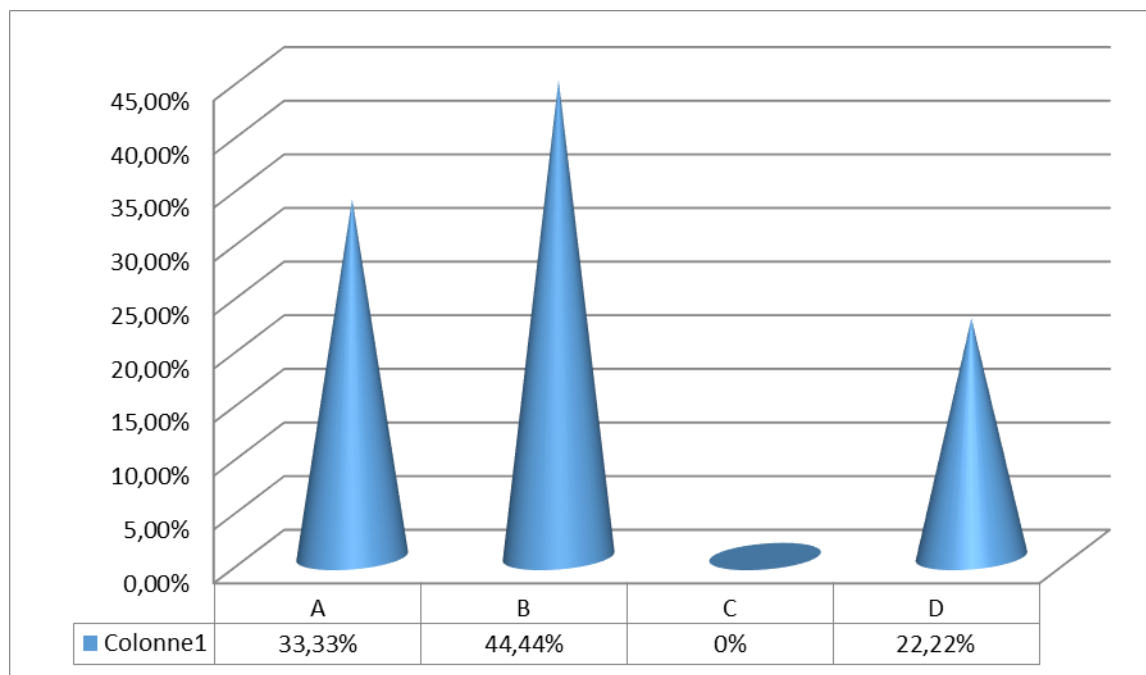


Figure2.11: The difficult Stages for the students in Writing Process

(44,44%) of teachers claim that students face the greatest difficulty in writing the first draft and(30%)of the teachers see that students have problems in pre-writing, and only (22,22%) of the teachers see that the difficulty students face in the process of writing lies in editing and no one of the teachers (0%)see that revising is a difficult stage for their students.

Section Four: The effect of Writing Apprehension on EFL Students Writing Performance ?

Item 12: What is your opinion on the use of peer-reviewing to reduce student's Writing apprehension?

In this Item teachers were asked to give their opinions concerning the idea of using peer-reviewing to reduce writing apprehension According to the analysis of this item (77%) of teachers said yes that its a good idea and they strongly believe in the beneficiary aspect of this idea due to many reasons. First, allows weak learners to get something to write about (ideas). Second help students with their motivation and benefit from each other knowledge to their writing competencies. Third, it approaches students to know their differences. A fourth, good strategy to avoid the kind of stress that occurs between the teacher and the student. Cooperation between students themselves is motivating. Fifth, it has strong effect on the poor students (writing skill), the assist need is important, the student needs more capable peers to help them enhance their skills (Zone Of proximal Development).Finally, it has a great effect on the writing process and the writer's product as well. In fact, this process gives students

Chapter Two: Data Analysis and Interpretation.....

a sense of audience, increases their motivation and confidence to write effectively and it helps them learn to evaluate their writing. Also among the main benefits of this process is fostering collaboration and creating a positive environment for learning and evaluating one another writing. However, (33%) of the teachers said no to using it due to three main reasons. First, it's not enough. Second, the teacher stated that we do not have time, especially in the corona period. Finally, student do not prefer this strategy because they fear their mate's critics

Item13: Could you suggest other strategies to overcome writing apprehension?

Concerning this question, all teachers have given me some very beneficial suggestions, that can be used as techniques in Class to reduce writing apprehension we can see from it:

- A) Reading is a good strategy to reach vocabulary
- B) Encouraging students group writing work to promote the scaffolding
- C) Having a lot of self-training
- D) Learning by heart short sentences, translating from Arabic or French language to English one
- E) Homework writing activities, the use of electronic dictionaries, to avoid writing or smart devices and focus on the manual method of writing
- F) More sessions of written expression with fewer students in each group
- G) Free writing (homework tasks which will be graded because of the student's fear of being negatively evaluated and getting bad marks)
- H) Write an outline before starting writing
- I) As far as teachers are concerned, they should teach writing as a fluency rather than accuracy so that they should use different strategies to improve student »s vocabulary and writing skills as well
- J) Last but not least both ,learners and teachers should learn more about writing strategies that enhance the writing process

2.6. Interpretation of the Main Results

After analyzing the finding of the research instruments and both teacher and learners questionnaires which help the researcher to gather information concerning the effect of writing apprehension on EFLlearners writing performance in class attempt to investigate The way the first year LMD learners of English improve their capacities in writing in class. Through the previous results obtained from the questionnaires. Therefore, to decrease this phenomena teachers gave some strategies that hinder writing apprehension which is:

- ❖ Reading is a good strategy to reach vocabulary

Chapter Two: Data Analysis and Interpretation.....

- ❖ Encouraging students group writing work to promote the scaffolding
- ❖ Having a lot of self-training
- ❖ Learning by heart short sentences
- ❖ Homework writing activities
- ❖ More sessions of written expression with less student in each group
- ❖ Free writing

On the other hand, the results obtained from the learner's questionnaire which is a questionnaire in the form of Dally and Miller's writing apprehension test, the majority of learners has a medium level of writing apprehension and the rest a low level of writing apprehension, and no one suffering from a high level of writing apprehension. From the writing apprehension test, we noted that writing apprehension affect students in three ways evaluation apprehension and the questions that help the researcher to determine if students are evaluation apprehensive are: 2, 5, 9, 11, 12, 13, 14, 16, 18, 19, 20, 22, 23, 24 and 25, stress apprehension concerning the questions that help the researcher to determine if their students are stress apprehensive are 1, 3, 10, 15, 21 and product apprehension the questions are 6, 8 and 17. We also noted that learners have capacities of writing but still need some strategies to overcome writing apprehension

2.7. Limitations

This research is limited to University Center Salhi Ahmed of Naama. For collecting data to answer the students questionnaire the researcher chose only the first-year LMD students of English. From the total number, we randomly selected to answer the questionnaire. For the teacher's questionnaire, we intentionally chose only 9 teachers who are teaching written expression module from all the teachers of English

2.8. Suggestions and Recommendations

For this research, we propose the following suggestions and recommendations to help both teachers and learners of Naama's University enhance their writing skill and reduce writing apprehension

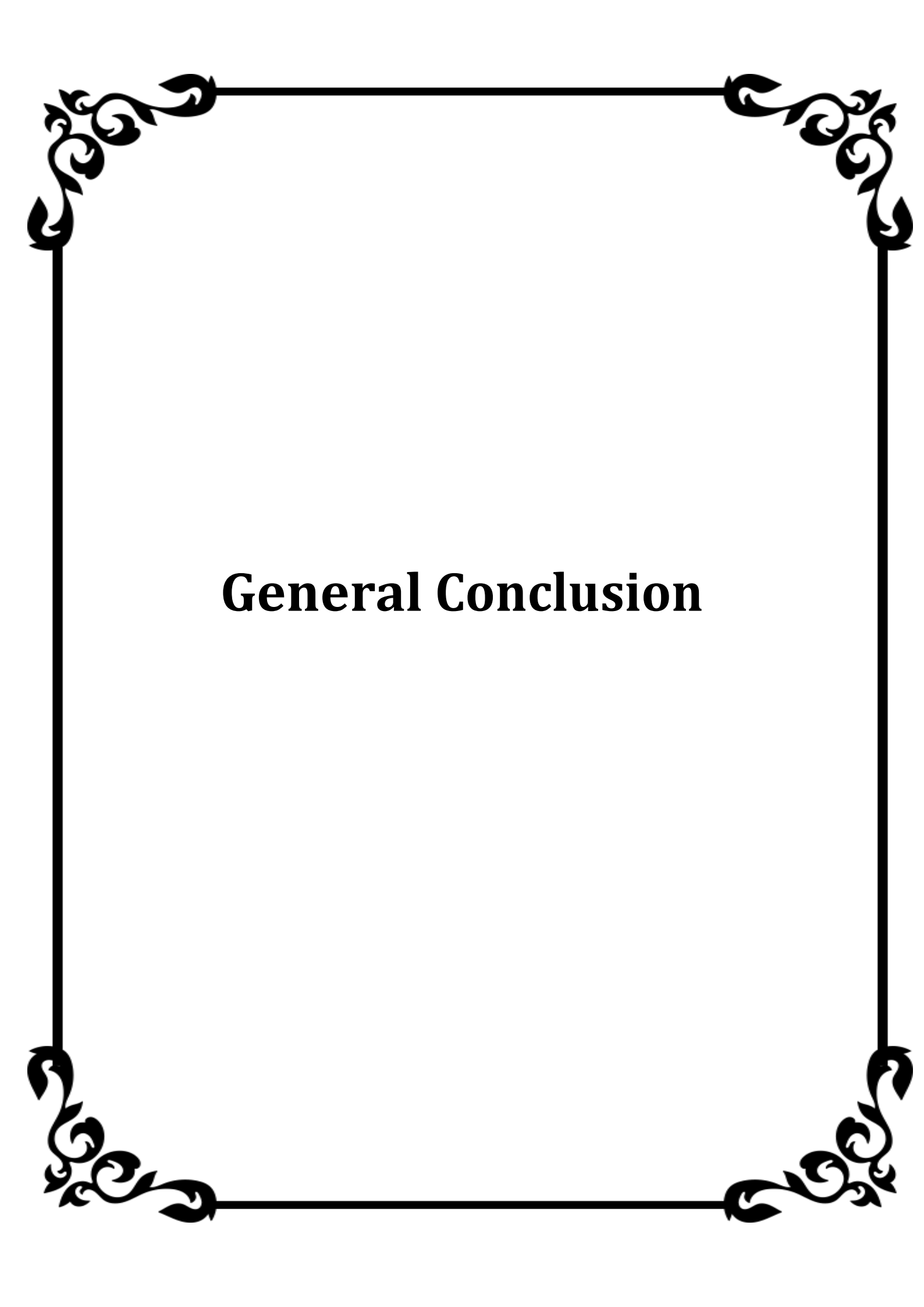
- ✓ The teacher should be aware of how to enable their students to decrease or, at least, control their WA which may seriously debilitate the promotion of their writing skill.
- ✓ The teacher should identify the possible classroom-related sources of their students' writing apprehension and do their best to minimize their effects.
- ✓ The teacher should encourage students to frequently practice writing and do

not evaluate every writing performance. This is likely to help reduce the effect of students' low level of writing self-efficacy, fear of evaluation, and lack of sufficient writing practice being among the main causes of WA.

- ✓ The teacher should encourage and train students to self-correct their writing performance errors and mistakes to overcome any negative emotions toward teacher correction and feedback which may also provoke students' WA.
- ✓ The teacher should teach writing as a process, rather than a product, in which all phases of writing (pre-writing- writing- post writing) are given the due attention, and not only the product.
- ✓ The teacher should use a variety of interesting writing activities to encourage students to freely write about interesting topics to help them develop a positive attitude toward writing and reinforce their motivation to write which are also regarded as possible influencing variables in students WA.
- ✓ The teacher should encourage group and pair writing to create a non-threatening environment in which students work with, support, and encourage each other, and ultimately learn from each other.
- ✓ The teacher should not teach the various writing stages as a set as rigid and fixed steps; rather, they should bear in mind that these stages are recursive and dynamic. I, other words learners can return to any stage of the writing process several times during the act of composing
- ✓ Learners should recognize the importance of using the writing stages and should be told regularly that the more they go through them, the more they produce better writing
- ✓ Learners should also be aware of the fact that each writing task requires different portions of cognitive operations

2.9. Conclusion

In this chapter, the collected data consisted of two questionnaires. The first one for learners in form of the Daly and Miller writing apprehension test. And the second one for teachers. The results of both of the questionnaires were carefully analyzed ,interpreted , and represented statistically in terms of figures and charts. From these results, we found that the students had difficulty in approaching writing tasks and they had a problem with producing language in writing form Besides that they feel anxious due to many factors and teachers are trying their best to help them. To conclude with this last chapter provides to confirm the hypotheses suggested at the beginning of the research that writing apprehension has a bad and negative influence on learners writing performance in class also that there are many strategies to help them reduce and overcome writing apprehension



General Conclusion

General conclusion.....

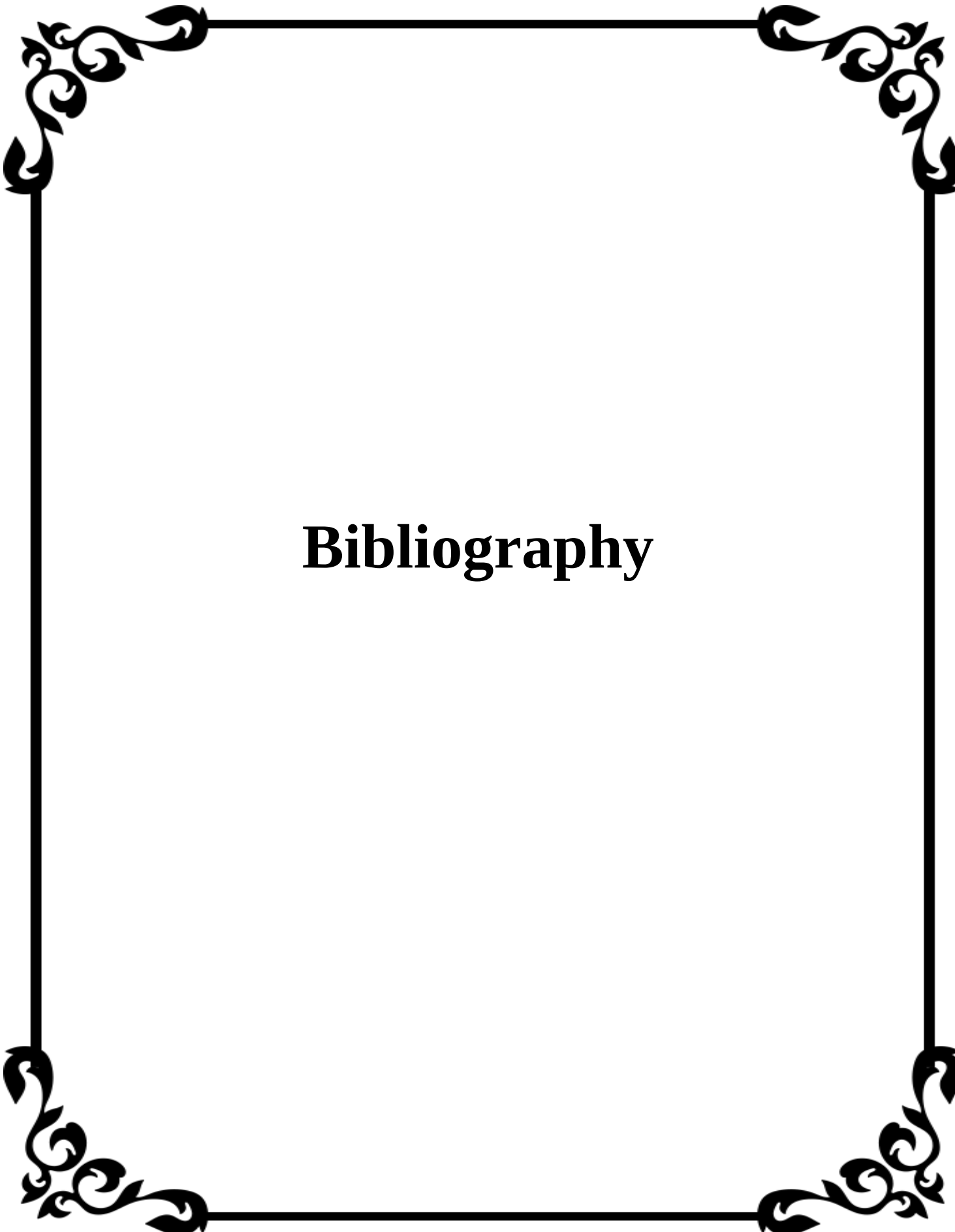
To conclude, the current study is undertaken to determine the effect of writing apprehension on EFL learners. Our study shed the light on one of the most obstacles that learners face while writing which is writing apprehension. We aimed to demonstrate the impact of this issue on EFL learners' writing skill, so we hypothesized that this influence goes badly because the learners fear and lack self-confidence and that there are various techniques to overcome writing apprehension

Enhancing EFL learners' writing skills while writing is not an easy task and it is in most cases connected to apprehension that faces the learners at every level, and no one can deny that. Well the purpose of teaching writing is to develop communicative purposes to empower learners to investigate ,articulate, and share their ideas with teachers and classmates in written forms

However our research is a total of two chapters: the first chapter is the theoretical part, defined some key concepts related to writing apprehension and writing skill

Jumping to the second chapter, the practical part ,is concerned with the analysis of the issue through interpreting ,then analyzing data which we collected from the learners and teachers answers and opinions about the two aspects of writing and writing apprehension

From the analysis of the questionnaire, the researcher noticed that writing apprehension can affect learners in three ways: evaluation apprehension, stress apprehension , product apprehension. Also, the analysis reveals that the selected teachers are aware of this problem , and they suggest some strategies to help their learners to overcome writing apprehension It is also interesting to say that the findings confirmed what came in the practical part about writing apprehension and its relation with the writing performance and answer our research questions. We found that teachers at University Salhi Ahmed of Naama consider all those criteria when teaching writing. In other words, teachers were conscious of writing apprehension as a psychological problem that faces students when writing English in class; so that, they tried to minimize the effect of writing apprehension. This research could be considered a preliminary investigation on which follow-up work could be based. In the future study, it would be interesting to assess whether student achievement improves after training on the use of writing strategies and whether their writing apprehension could be reduced after employing appropriate writing strategies



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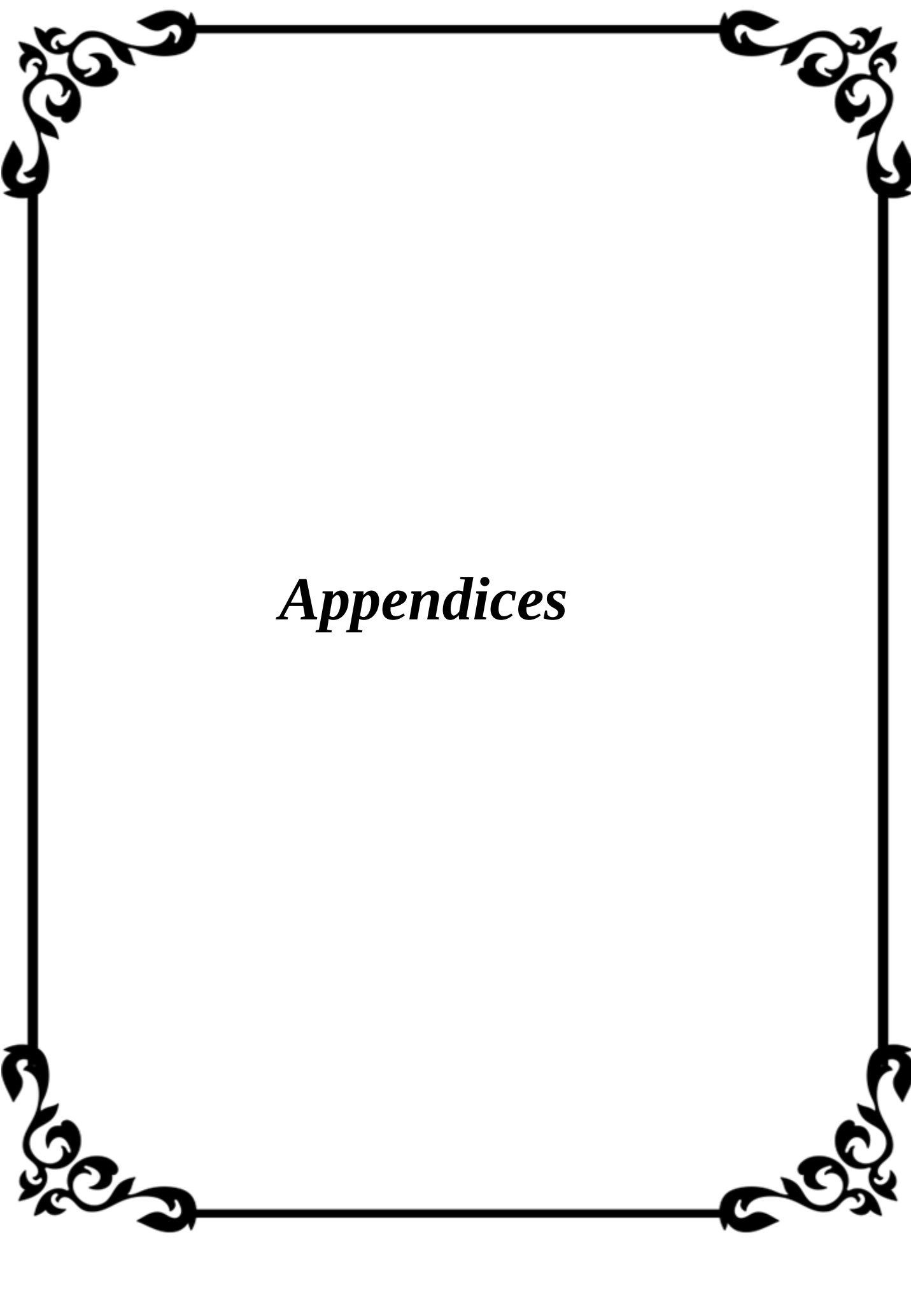
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Appendices

Appendix A ; Learner's Questionnaire

The purpose of this survey is to investigate the level of writing apprehension among first-year students ;therefor,this variable has an impact in achieving the goal of learning language

Writing Apprehension Test

Directions : below is a series of statements about writing in English.Please indicate the degree to which each statements applies to you by marking (x) whether you strongly disagree=1, disagree=2, uncertain=3,agree=4 and strongly agree=5with the statements.

Some of these statements may seem repetitious ; just take your tile and try to be as honest as possible

Thank you for your collaboration

Demoghratic Information :

Gender : Male : ☐

Female : ☐

Age :

Learning Experience : years

Statements	strongly disagree	Disagree	uncertain	strongly agree	strongly agree
1.I avoid writing in English					
2.I have no fear of my English writing being evaluated					
3. I look forward to writing down my ideas in English.					
4. I am afraid of writing essays in English when I know they will be evaluated					
5. Taking an English composition course is a very frightening experience					
6. Handing in a composition in English makes me feel good					
7. My mind seems to go blank when I start to work on a composition in English.					
8. Expressing ideas through writing in English seem to be a waste of time.					

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9. I would enjoy sending my English writing to magazines for evaluation and publication.					
10. I like to write my ideas down in English.					
11. I feel confident in my ability clearly express my ideas when writing in English					
12. I like to have my friends read what I have written in English.					
13. I'm nervous about writing in English.					
14. People seem to enjoy what I write in English					
15. I enjoy writing in English.					
16. I never seem to be able to clearly write down my ideas in English					
17. Writing in English is a lot of fun					
18. I expect to do poorly in English composition classes even before I enter them					
19. I like seeing my thoughts on paper in English.					
20. Discussing my English writing with others is an enjoyable experience					
21. I have a terrible time organizing my ideas in an English composition course.					
22. When I hand in an English composition I know I'm going to do poorly					
23. It's easy for me to write good compositions in English					
24. I don't think I write in English as well as most other people					
25. I don't like my English compositions to be evaluated					
26. I'm no good at writing in English.					

Appendix B : Teacher's Questionnaire

Dear teachers,

This questionnaire aim is collecting data about the effect of writing apprehension on EFL students writing performance ;therefore :you are kindly requested to answer the following question by putting (X) in the appropriate answer or expressing your comment when it is necessary .

Thank you for your collaboration

Section one : Personal Information

1-Gender :

A-Male ☐

B-Female ☐

2- Degree (s) held :

A -BA (License) ☐

B -MA (Master / Magister) ☐

C-PHD (Doctorate) ☐

3-How many years have you been teaching written expression ?

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Section Two : The effect of Writing Apprehension

4-Do you notice a kind of anxiety in your students while writing in English ?

Yes ☐ No ☐

5-Do you get your students involved in writing activities in class ?

Yes ☐ No ☐

6-How do you consider your students levels in writing apprehension ?

A) High-level writing apprehension ☐

B) Medium-level writing apprehension ☐

Appendices.....

C) Low-level writing apprehension ☐

7-Do you think that students failure to write in classroom is because of ?

A) The difficulty of writing skill ☐

B) The students feeling of low self esteem ☐

C) Fear of criticism and evaluation ☐

Section Three: EFL learners writing skill

8- Is writing an easy task for first-year university students ?

Yes ☐

No ☐

9- Does severe mistakes and errors correction demotivate your students to write in class ?

Yes ☐

No ☐

10-What are the aspects that your students have problem with ?

A) Essay organization ☐

B) ideas organization ☐

C) Grammar ☐

D) vocabulary ☐

E) conventions of writing (spelling ,punctuation , capitalization) ☐

11-What stage of the writing process is most difficult for your students ?

A) pre-writing ☐

B) writing first draft ☐

C) Revising ☐

D) editing ☐

Section Four : the effect of writing apprehension on EFL students writing performance

Appendices.....

12-What is your opinion on the use of peer reviewing to reduce student's writing apprehension ?

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13- Could you suggest other strategies to overcome writing apprehension ?

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