

# Chapter One

## Introduction

### Overview 1.0

Writing is one of the four basic skills for learning a language. Some linguists a few years ago had classified writing as an active skill as long as it calls for thinking accompanied by the physical act of writing itself. Compared to speaking and listening, writing is usually learnt at school.

The quality of writing is judged by quite a number of factors. It is not that hard to tell whether a piece of writing is good or bad. You just have to read it. But things get more challenging if you have to explain why. Even harder than that is analyzing the good things a writer is doing so you can learn to use his or her techniques in your own work.

Tutors at primary schools where writing is first introduced spend such a long time training students on how to use the pen to write as this is their first encounter with writing. As they proceed on with learning the time spent on such practice starts to diminish and shifted to another sub-skill of writing. At upper level of educations students are expected to produce their own writing after they have done quite a substantial amount of reading.

Reading usually goes hand in hand with writing as it supports the operation of writing through the provision of information. Information and ideas are at the core of the operation of writing. Ideas are normally arrived at through a long and excessive process of reading. Ideas are interesting and important as they have the effect of drawing the readers' attention to what is written.

There is a very important factor of writing, namely organization of ideas. Organization refers to the order of your ideas and the way you move from one idea to the next. Voice is how your writing feels to someone when they read it. Is it formal or casual? Is it friendly and inviting or reserved and standoffish? Voice is the expression of your individual personality through words. Word choice is specific and memorable. Good writing uses just the right words to say just the right things.

So the operation of writing is a highly complex one. A number of factors affect the quality of writing. Such one factor is the stress the students develop as they start doing the writing themselves. This kind of psychological pressure is technically referred to as apprehension. Fear of going through unknown levels of ideas and information may almost cripple some students and hence develop fear of writing.

This chapter deals with the statement of the problem, aims of the study, questions, hypotheses, significance, the study methodology and the limits of the study.

### **1.1 Statement of the problem**

English language consists of four skills which are listening speaking, reading and writing. Writing plays an important role in intellectual development and career preparation .In general, writing is one of the productive skills and it is the most difficult among the other language skills. Therefore, students who learn to write in a foreign language may face challenges because of the complexity of writing(Oz, 2006:251).

In other words, writing apprehension (WA ,for short) is characterized by a fear of evaluation, avoidance of situations involving writing , fear of being instructed in writing, lack of confidence in expressing ideas clearly, and a sense that writing is neither an enjoyable nor a particularly important activity.

As a result, there are some problems in the quality and quantity of writing as well as writing attitudes of most students, especially those who lack knowledge in writing and fear of practising writing. Such problems may be faced, for example, when instructors teach writing composition in the light of the pre-determined set of rules to be followed when writing essays or paragraph(Miller andDaly,1975:37).Hence, EFL instructors' evaluation of students' written composition is conducted in the light of models of correct paragraphs or essays provided to their students to copy .Besides, this evaluation focuses on whether students use correct forms and avoid errors of writing mechanisms such as, spelling, punctuation and capitalization or grammar rather than on content, organization ,and cohesion.

All these factors make writing process a highly challenging and demanding skill and lead to negative attitudes towards writing(ibid:110).

Abdellatif (2007: 57) believes that most language learners at all levels believe that writing is one of the most difficult language skills to master. Most students low and high achievers find writing difficult and view it as something they just have to persevere through in order to pass certain exam.

Todd(2003:13)indicates that students who lack adequate writing skills experience less success with written work. This in turn, which might maintain students' WA and avoidance of writing practice and feedback. Students who view WA as a trait they possess (like shyness) may tend to believe there is little they can do about it and may avoid use wishful thinking to maintain false hope that the situation will somehow resolve itself.

Another apparent problem or cause of WA is fear of exposure and of possible embarrassment of being made to look or feel less than competent. This is certainly understandable and it is less of a problem with other forms of communication. So, WA is a crucial problem which is faced by the majority of ESL students. Furthermore, if WA problems are left unchecked may lead to poor proficiency in speaking and writing and also other aspects of language use.

Moreover, Wang(2013:33)concludes that the complexity of writing in foreign language as a task tends to heighten apprehension or anxiety levels in students who are taking writing courses. This apprehension or anxiety can often lead to discouragement and thus may result in negative attitudes towards writing. Consequently, WA can be considered as a complex term and serious problem that can hinder the performance of both native and non-native learners. This means that the problem of WA is a crucial determinant of student's success in learning to write effectively in English. Among the most important causes of WA is students' anxiety concerning the evaluation of their work specially if this work would be evaluated in comparison to the peer students' work. In fact WA has been proven to have a negative influence on the writing interest and competence of language learners. In the context of ESL/EFL, the lack of writing skills remains a prominent problem even at the university level. Most students are unable to write essays effectively and this has resulted in getting lower marks in English. Consequently, WA is a

serious problem faced by most ESL/EFL learners because writing in mother tongue is different from writing in foreign language (Me Leod, 1987:426-435).

Furthermore, to the best knowledge of the researcher in Iraq, most of EFL students face difficulties in language skills particularly in writing which make it undesirable skill and being avoided by students. Iraqi students lack the ability to write in English at school and even at university levels because they rarely practise it, they lack knowledge in coherence (e.g., conjunction words) and also face problems in writing mechanism (e.g., grammar, punctuation, spelling, capitalization), in addition to limited vocabulary. Therefore, the current study is an attempt to find out the impact of apprehension on their writing of a composition, an essay, term papers or writing an-email...etc.

## **1.2 The Study Aims**

The study aims at finding out :

- 1: The average of EFL university students in performance of writing.
- 2: Whether there are any significant differences between male students mean scores and that of female students, in performance of writing.
- 3: Whether there are any significant differences between the mean scores of students' of the University of Tikrit (the College of Education For Human Sciences, and the College of Education for Women) and the University of Samara'a (College of Education) in performance of writing.

## **1.3 The Study Questions**

The study questions are:

1. What is the average of EFL university students in performance of writing?
2. Are there any significant differences between male students mean scores and that of female students, in performance of writing?

3.Are there any significant differences between the mean scores of students' of the University of Tikrit( the College of Education For Human Sciences,and the College of Education for Women) and the University of Samara'a(College of Education) in performance of writing?

#### **1.4. The Study Hypotheses**

The following null hypotheses are put forward in order to be verified:1:The average of Iraqi EFL university students is within the theoretical mean scores, in performance of writing.

2:There are no statistically significant differences between the mean scores of male students, and that of female students ,in performance of writing.

3:There are no statistically significant differences between the mean scores of students' of the University of Tikrit (College of Education for Human Sciences and College of Education for Women) and that of the University of Samara'a (College of Education), in achievement of writing.

#### **1.5 Significance of the study**

Writing is an important language skill and an essential part of academic success.According to Arapoff(1979:200)writing is developing students' mental abilities. For example, when telling a story students highlight to know their world by classifying and using other processes of logic.They can explore their own thinking as they struggle to compose by discriminating among the various feelings and ideas swirling around in their mind. Teachers also can help to develop writing activity by acquiring unattainable insights into their students.

In fact, students' writings can tell the teachers much about what is happening in the mind of their students.This means that,writing represents a thinking process ,enhancing learning, motivates communication and makes thoughts perceptible.When thought is written down ideas can be examined, reconsidered, rearranged and changed.

Shortly, it means of extending one's own views about the world for the various uses that it can serve(Samuuel,1988:28).

However, writing is not an easy task as people consider;it is a complex and sophisticated skill when compared to other skills in English.This complex process may burdens students psychologically resiststheir skill development (Zhu,2004:30) .

Writing is a complex activity because it involves certain level ofEnglish knowledge such as,writing rules,vocabulary and grammar.The process of writing involves a number of sub-skills most evident inplanning,collecting data,drafting,revising,rewriting and editing.These sub-processes of writing are dynamic,non-sequential and interactive processes(Zamel,1983:72).

According toRaimes(1984:335) writing requiresvarious mental activities before being performed in their final written form.This means that the writer should think,compose and create ideas and then check the coherence of the topic.The writer should alsomemorize and recall relevant vocabulary and discard irrelevant ideas, not to mention the organization of these ideas in alignment of their significance to developing the main idea in question.In addition, these ideas should be arranged and written down on paper as a first draft to assess their coherence. Finally, the writer has to revise and edit this draft to get the finaloutput.

It can be concluded that when writing on certain topic students must put in their minds all the components of writing including grammar,vocabulary syntax and semantics in order to make their writing moreconsistent and sophisticated.Daly and Miller(1975:37)believethat WA as a psychological characteristic is associated with a person's tendency to approach or avoid situations requiring the skill of writing that will be evaluated later on.

Karma and Baker(2003:257) add that WA or anxiety is a personal trait which affects one's success in acquiring and learning language. Thus, most of the students may feel stress andanxious while practising writing. This stress or anxiety leads to difficulty in producing a coherent and effective writing and this in turn ,could obstruct students' ability to

practise writing.Hence, the significance of the current study stems from the following points:

- 1.The significance of writing as a complex process that involves a number of steps, on the part of the writer.
- 2.The significance of pin pointing WA as a personal trait among university students.
- 3.This study will contribute to the existing research on WA among Iraqi EFL undergraduate students.It is one of the few studies to be conducted in the field of students' WA by Iraqi students who are learning English as a foreign language .

### **1.6The Study Methodology**

A questionnaire is used to collect the required data on WA.This questionnaire contains thirty items dealing with apprehension about writing.This study also includes an achievement test which has been constructed in order to assess university students' efficiency in writing EFL.

The population of the current study includes all the undergraduate students who are studying at the University of Tikrit(College of Education for Human Sciences and College of Education for Women) as well as the University of Samaraa ( College of Education).

The sample of this study is selected from the fourth year students in the departments of English at the included Colleges and subjected to the constructed instruments.The collected data are treated statistically and the obtained results are discussed and later on ,some conclusions as well as recommendations are given in terms of the obtained results.

### **1.7 Limits of the Study**

The study was carried out in 2018. In addition, it is limited to the undergraduate students who are studying at the University of Tikrit (College of Education for Human Sciences and College of Education for Women) as well as the University of Samarra (College of Education).



## Chapter Two

### Part One :Literature Review

#### 2.0 Overview

This chapter will review two parts, part one about literature review will discuss the types of academic writing , stages of writing , reasons behind apprehension academic writing, writing versus speaking, academic writing versus other types of writing ,plagiarism, writing skill and critical thinking, characteristics of a good paragraph , writing sophistication,the importance of punctuation in writing, writing apprehension( WA,for short )and its negative relationship with students' perception of writing, communication apprehension, causes of WA components, effects of WA , characteristics of WA , and the relationship between WA and writing performance, and writer's block .It also explains the role of reading and methods to reduce WA and strategies, activities ,suggestions and techniques to avoid WA., and part two about the previous studies,as follows:

#### 2.1 The Concept of Writing and Types

Daniels and William(1996:3-6) define writing as a method of representing language in visual form. In writing, sets of symbols are used to represent the sounds of speech along with the use of punctuation marks and numerals. In other words, writing is the process of using symbols,i. e.alphabetical letters to communicate thoughts and ideas in a readable form. So that, if students or writers want to write they must write clearly. It is crucial to understand the basic system of the language. In English,students or writers must have knowledge of vocabulary, grammar ,punctuation and syntax .The result of writing is generally called text and the recipient of text is called a reader.Cheng(2008:647)adds thatwriting process is an emotional as well as cognitive activity, that is, we think and feel while we are writing. Writing process teaches students to internalize the steps for producing a finished piece of writing.

According to Chapman and King(2009:41)there are four main types of writing .**Firstly, expository:** this type explains the subject to the reader

and this type of writing is essential for students to get comfortable with many potential cares that is writing-oriented. Students must be able to organize their thoughts through following a predetermined plan. This type of writing can involve newspapers, articles, magazine articles, encyclopedia articles and other forms of writing. Thus, students or writers must be able to organize their thoughts and follow a plan .Consequently, the purpose of this type is to inform, explain and describe a concept to the readers.

Generally, expository writing is used in essay writing in which the students or writers give the main idea in an introductory paragraph, which is followed by two or three paragraphs that contain precise facts and figures to justify the topic . In addition , it contains a concluding paragraph that summarizes the topic accurately to the readers, e.g. tell what happened ,writing for a news programme or explain the procedure or major cause of stress among high schools students, online learning versus classroom learning...etc.

**Secondly, persuasive:**in this type,students or writers present their opinions attempting to influence the reader. Persuasive writing is a more sophisticated type of writing . It can be regarded as an argument in writing.This type is based on showing an opinion or taking a stance about something and then to support that opinion in a way that convinces the reader to understand it in the same way. This type contains an explanation of the other point of view and uses facts to disprove that view and support the writer's position.The examples of this kind are; debate position papers, essays, editorials, letters to the editor, or news articles.

**Thirdly,narrativewriting:**in this kind the author tells a story, that could be fact or fiction stories, plays or even a plot summary of a story. Students spend a significant amount of time learning how to write narrative. Narrative writing is not always in the first person and is organized with a beginning, middle and end. For instance, one can write a story about an event, person, place or thing in a newspaper.**Finally, descriptiveWriting:** this type focuses on one subject and uses specific details to describe the idea. For instance , if a student is asked to write about his/her favourite ride at an amusement garden his/her writings will not only be on the name of the ride and what it looks like but also

describe the sensation of being on it and what kind of that experience reminds them.

So that, a student's descriptive writing should be more nuanced and subtle using metaphorical and figurative language. Descriptive writing is used in descriptions of fictional and non-fictional stories , characters, poetry , reports and in various types of observational writing also visualize a picture in one's mind (ibid).

## **2 .2 Stages of Writing**

According to Richards and Renandya(2002:314-319)Writing process as a private activity includes four main stages, they are, pre-writing, drafting, revising, editing and publishing. Writing process in the class is highly structured as it necessitates the orderly teaching of process skills, thus, it may not give way to a free variation of writing stages cited earlier. Teachers sometimes plan appropriate class activities that support the learning of specific writing skills at each stage. These stages are as follows:

### **2.2.1 Pre-Writing Stage**

The pre- writing stage is the planning stage of the writing process. In this stage writers may plan for writing by drawing pictures, making lists and using graphic organizers. The idea of organization traits is important in pre- writing stage as writers consider narrowing or expanding the writing focus and select an organizational structure, that will most effectively explain students' ideas.

In pre-writing stage students who have difficulties may benefit from:

A .quick writers B. free writing and writing work-shops C.keeping journals or learning logs and D.role- playing or dramatization activities.

### **2.2.2 Drafting Stage**

This stage involves the students in organizing ideas into written organization without being constrained by word choice , presentation and sentence structure. Informal conferences with teachers or peers can occur

during this stage to provide focus feedback to the writer. Students struggling with draft may benefit from:

A. story boards planning guides or graphic organizers, B. collaborative drafting (teacher and student small group) and C. chunking instruction time like audacity.

### **2.2.3 Revising Stage**

In this stage, students examine the content of their writing. This stage focuses on improving students writing through rethinking, reworking and refining their writing. Students apply their knowledge of language skills and sentence structure in order to become better writers. The first five traits are essential for effective revision of the content like idea organization, voice, word choice and sentence fluency.

Students may keep elements of the writing as well as make revisions as they add, delete, move or change elements. Students who have difficulties in revision may benefit from:

A. adding ideas or changing details to develop the topic. B. organization through changing the conclusion or moving sentences or paragraphs  
C. voice by talking right to the reader D. word choice through substituting weak verbs by strong verbs and changing vague language into precise language and E. sentences by adding words or phrases to expand sentences, changing sentences beginnings to make them varied, moving words and phrases within a sentence to vary sentences combining sentences.

### **2.2.4 Editing Stage**

In this stage, students attend to correctness in conventions when they enter this stage of the writing process. Editing should be undertaken when all revisions to the content are complete. Students may edit their writing independently. Editing may require proofreading to find errors in grammar and spelling and then make appropriate corrections. Students then edit correct the errors before preparing the final draft for publication. The conventions trait is the most prominent trait at this stage.

## **2.2.5 Publishing Stage**

Publishing entails the final preparation of a piece of writing for the intended audience and may involve preparing a neatly handwritten copy of the final draft and the addition of illustrations or other graphic elements. Publishing may extend to a multimedia presentation or lead to a public performance such as, a speech or debate .The presentation trait is emphasized during this stage of the writing process as the writers work to make the piece attractive to the audience(ibid).

## **2.3 Reasons for Writing**

Meyers(2006:2-6) states that there are many reasons for writing such as:

### **2.3.1 Writing for Communication**

Written communication is a way between two or more , individuals, to communicate with each other through using texting, internet and letters. It is used when two persons need to talk to each other about a specific item to find out answers to the problems. In short, people or students communicate because they have:

- A. a set of circumstances for saying something : an occasion.
- B. a reason for saying it: a purpose.
- C. something to say : a subject.
- D. someone to say it to: an audience.

Written communication may consist of text images(including signs) or a combination of the two.The advantage of written communication is its relative performance , a written communication can refer to again and again over a period of time .This has a number of important implications. Firstly, the recipient initially may not understand the communication. Secondly, there may not be any doubt or disagreement about the future as the content of the communication, then communication can refer to

again. Thirdly, the form of communication provides written records and evidence of dispatch and receipt. Fourthly, it provides analysis, evaluation and summary report. Fifthly, it helps in confirmation, interpretation and clarification of oral communication type. Finally, communication does not necessarily have to be for immediate action, it may intend for use.

Pratt(2011:86-87) explains that the disadvantages of written communication are as follows: Firstly, time consuming, written communication takes time to reach the target. Both encoding and transmission of the message take time, resulting in delays. Therefore, it is a time consuming process. Postal delays cause a lot of time to be elapsed between dispatch of written message and its receipt by the target. Secondly, lack of immediate feedback, written communication is mostly handicapped by its inability to get immediate feedback. The receiver of the message takes his/ her time to understand and respond to the message. Thirdly, costly, written communication is a costly process in terms of stationary and the number of people included in sending and typing out letters. Fourthly, written communication is more formal and distant; this causes problems in interpretation. Fifthly, written communication does not allow immediate exchange of opinions, views or attributes.

### **2.3.2 Writing to Learn**

Writing is crucial for students to succeed in their studies, students must take notes and write essays and answers to examination questions. Taking notes is a critical learning activity; thus, students take notes on lectures in the class also take notes on readings and mark up student books with reactions and reminders. Also students can write down the instructions for assignments. In short, writing to learn means learning to think. For example, when teachers choose between (a) sentencing students to thought mechanical operations and (b) facilitating their ability to think. If students' readiness for more included thought processes is passed in favour of jamming more facts and figures into their heads, they will stagnate at the lower levels of thinking. On the other hand, if students are encouraged to try a variety of thought processes in classes, they can develop considerable mental power. Writing is one of the most effective ways to sophisticate thinking.

### **2.3.3 Writing to Others**

Students or writers write to communicate with others such as, friends or teachers and relatives. They write to preserve their family history and to learn and appreciate their heritage. They learn writing by using computers and internet connections in so many colleges and businesses and also people are e-mailing friends and relatives all the time or talking to them through writing in online chat rooms. Also students are e-mailing their teachers or professors to receive and discuss their classroom assignments or e-mailing their classmates to collaborate and discuss on their homework and sharing information.

### **2.3.4 Writing for Yourself**

Writing for yourself is the only way to begin writing. It allows students to turn off the internal critic and be more sincere in their writing. This type allows students to explore their ideas, plans and examinations, we also write for our own growth and enjoyment.

## **2.4 Writing Versus Speaking**

There are many differences between the processes of speaking and writing. Writing is not simply a speech that is written down on paper; and that learning to write is not a natural extension of learning to speak. Unlike speaking, writing requires systematic instruction and practice. Hence, there are many differences between them. In writing not everyone can learn to read and write whereas in speaking universal everyday acquires it. Writing language is more general and restricted; it follows a standardized form of structure, vocabulary, grammar and organization. Writers can write down words on papers to express their ideas, while speakers can speak using their voices but cannot write down with effective stress, pitch, rhythm to communicate their message when speaking. Speakers use intonation, pauses, pronounce and loudness but writers use unique features including punctuation and capitalization also several written genres like, timetables, graphs, complex formula that

cannot be read aloud efficiently but can be assimilated visually(Rodger,2001:12-15).

Speakers use simple sentences in order to communicate with lots of people and sometimes their speech is informal and repetitive. Writers , on the other hand, use more complex sentences connected by conjunctive words like, who , however, in addition ,although..etc. In speaking people or students are typically in face to face interaction and they can express meaning using extra linguistic clues as facial expressions and gestures.The lexicon of speech is often characteristically ambiguous, using words which refer directly to the situation ( e.g.,deictic expression such as, that one, in here, right now ...etc.) In writing writers or students lack face to face contact, thus they cannot express meaning using facial expressions to make their meaning clear; nor is there any immediate feedback. So, most writers avoid the use of deictic expressions which are likely to be ambiguous(ibid).

In speaking , speech is suitable to social or phatic functions like passing the time of a day or any situation where casual and unplanned discourse is desirable. It is good at expressing social relationships and personal opinions and attitudes. Whereas in writing , writers or students are suited to the recording of facts and the communication of ideas and to task of memory and learning written records are easier to keep and scan tables demonstrate relationships between things and make notes and lists that provide mnemonics. A written text can be read quickly which enhances a person's ability to learn(Crystal,1995:291).

Daniels and William(1996:2-5) indicate that writing is written and read while speaking is spoken and heard. They conclude that writing differs from speaking with respect to age , universality , acquisition, formality , prestige,hesitations, and grammar.

**1.Age:** In this characteristic ,speech is dated back to human beginnings may be a million years ago while writing is relatively recent as it was first invented by the Sumerians in Mesopotamia around 3200 B.C .So, the idea of writing has spread around the world and different writing systems have evolved in different parts of the world.



2.**Universality:**People everywhere can speak but before the Sumerians invention people were non-literate. Till now there are many non-literate groups like new Guinea as well as many non- literate people in officially literate societies.

3.**Acquisition:**People anywhere in the world begin or start speaking during the first two years of life .Many of the abilities included are probably acquired or inborn rather than learned .Learning to write builds on learning to speak. The process of learning to write fluently takes many years and lags behind the process in speaking.

4.**Formality:**Communication may be formal or informal and hence writing can be characterized with formal style and speech with informal style. Informal situations , for example, a person may quote sentences from a book to be used in his/her speech . Formal and informal styles may be very distinct, as in Arabic and can virtually be different according to languages.

5.**Prestige:**Written language is associated with economic power and political educational institutions and admire literature all of which lend it high prestige .People sometimes believe that written language is basic and consider speech as inferior .Though writing can be perceived as more impersonal skill than speech.

6.**Hesitations:**Speech is full of false starts and hesitations .Whereas, in writing there are nohesitations or false starts,and

7.**Grammar:**Speech sometimes contains grammatical errors while writing should be grammatically accurate.

## **2.5 Academic Writing Versus other Types of Writing**

Bailey(2001:37-38) explains that academic writing is similar to other styles of writing such as, business or professional writing .Academic writing has six features including complexity, formality, objectivity, explicitness, impersonality and y. It is formal by avoiding informal or conversational language such as, contractions or informal vocabulary. It is impersonal and objective by avoiding direct reference to people or feelings and instead emphasizing objects, facts and ideas.

In other words, academic writing denotes the use of a precise language in writing, for example, assignments and essays. The complexity of writing and varied academic writing is often found in the use of longer words or vocabulary. In academic writing, noun-based phrases are used more than verb-based phrases as well as complex sentences including more subordinate clauses and passive forms. Academic writing is often full of information, dates or figures. The language used is objective rather than personal. In academic writing the author is responsible for demonstrating and understanding of the source text and needs to provide evidence and justification for any claims s/he makes. The introduction of academic writing should be organized in this way as beginning, body(middle) and conclusion(end), a strong point for the reader to come away with is an evidence to support the point being made.

Leki(1998:253) states that academic writing differs from other types of writing like artistic or journalistic writing. An academic writing argument appeals logic is more like marshaling of evidence in support of an intellectual position. However, academic writing can take many forms including essays, reports, reviews or reflective articles. In academic writing, writers always interact with each others' texts and so there will be frequent references to the ideas, thinking or research of other authors' writing in this field. Also, in academic writing it is important that when a claim is made, it should be backed up by reasons based on some form of evidence; it is expected that the writer takes a critical approach to the material being explored.

So, students or writers can conclude many differences between academic writing and other types of writing. The following points are some examples on how language is used in academic writing.

A. contractions like don't and aren't are not used. Also, words like "I" or "me" are not used.

B. phrases like "the result of the study" and "this study finds that" are more preferred than the use of "I found that".

C. double-spaced lines, types of font is Times New Roman and font size is 12.

Academic writing differs from other types of writing with respect to:

1.vocabulary: depending on the discipline of study we are writing for ,we will need to learn specific jargon. If we are specialized in just one discipline , then we can focus on mastering the vocabulary for it. If we want to expand to other disciplines , then we will have to expand our vocabulary even more.

2.structure and style: referring to style, the use of "I" is not acceptable in some disciplines but it is allowed or accepted in other disciplines or accepted(e.g., my view is that) concerning structure, different disciplines also have varying requirements. For example, in the area of Arts and Humanities longer explanatory paragraphs are preferred. These paragraphs require topic sentences with an idea that is expanded in the body . On the other hand, the sciences require shorter paragraphs which are direct to the point using more concrete data. In sum, if students want to develop their general knowledge and skills as though to be good academic writers,they need to keep learning particular style and structures for their subject area, besides for each individual's writing task. Some ways to do this art for:

A .asking for more information from the lecturer or supervisor.

B.talking to other students.

C.looking at the successful writing by other students in the subject area.

D.studying the writing style of the academic articles in the most prestigious journals in the discipline.

3.writing- content and copy writing. For example, the topics tackled may deal more with concrete concepts and actions whereas academic writing deals more with abstract ideas.

Moore and Murray(2006:3-6) explain that academic writing indeed differs from other types of writing .So, there are three ways in which academic writing differs as follows:

1.academic writing is formal in style, personal writing does not have to be formal and it is often informal.

2. academic writing is based on extensive research and seeks to prove a point within an academic field. This alone makes it different from any other types of writing. For example, in academic writing we have to support any statement that we make with extensive footnotes or justification and we need to show that we know the history of the scholarship very well.

3. academic writing is meant for a specific audience, i.e. we are writing for our academic peers. So, it will usually be highly technical.

A person is writing to express that s/he learns. The person must decide which sources to use and how to interpret those sources, with the academic writing. The audience is often very limited, it may be just student's professor for whom the writing is being done. Academic writing is often graded and may lead to receiving a degree or a course grade.

In sum, academic writing is taught in schools as early as middle school. Students are taught how to write essays, reports or articles which represent forms of academic writing. High school students and college students need to learn a higher level of academic writing whereas undergraduate and postgraduate students have more structures to follow (Monippally, et al, 2010:33).

## **2.6 Plagiarism**

Stepchyshyn & Nelson (2007:65) state that plagiarism is a serious offence in the academic world. So, it is defined as presenting someone else's work as one's own and stealing and publishing the work of another author. The concept of plagiarism remains problematic with unclear rules and definitions. Consequently, plagiarism is a legal problem.

Hacker (1989:170-171) concludes that a student or writer commits plagiarism according to the following forms:

1. using another writer's words without proper citation. This means that when a student or writer uses the same writer's words without referring to the source of these words. In this case, students must put quotation marks around the quoted paragraph in order to avoid plagiarism.

2. using another writer's ideas without proper citation. This means that when students quote another author's thought, they must cite it through

referring to the source of that information . The teacher wants to know which ideas are for the student and which ideas are author's ideas . Likewise, the student needs to acknowledge that the writer he consulted also came up with the ideas.

3.borrowing the structure of another author's phrases or sentences without crediting the author who wrote them . This type of plagiarism often happens due to laziness , it is easy to use another writer's style than to think about what one has read and then express it using one's own words.

4.borrowing part of or all another student's paper by using someone else's outline to write a paper.

5.giving incorrect information about the source of a quotation . Consequently , it is important for students or writers to avoid plagiarism in their writing because it is dangerous for them when they are copying authors' words. If students employ plagiarism in their writing, they will fail in writing whether an essay or a composition. It is easy for a professional to mark which paragraph is plagiarized because:

A. they have read all the books that the student refers to.

B. they know the subject well.

C. plagiarism will change the subject.

6. they may copy materials, concepts from books, articles, reports or other written documents, compositions, computer programmes .etc. without appropriate acknowledgements.

Vessal and Habibzadeh(2007:369) conclude that if students want to avoid plagiarism they must follow the following steps:

1.read and understand the original text, then paraphrase it using their own words and styles.

2. close the book then write out the main ideas as they are.

3. rewrite the main points using their own language.

4.students often need to compare their writing with the original text but they sometimes feel worry if the quality of their writing is not quite as

high as the original because when paraphrasing, students use or write in their own styles, words and ideas.

Kleinert (2011:281) insists that plagiarism has different forms. However, it can be classified into two distinct categories: A. plagiarism of ideas and B. plagiarism of texts. Plagiarism of ideas represents a blatant act of misconduct. Plagiarism of texts means reproducing the same words which is also a serious fault in humanities and literature where the essence of work and novelty are wordings and eloquence of the text.

## **2.7 Writing Skill and Critical Thinking**

Marzano(1991:518) believes that writing is used as a means to restructure knowledge improving higher-order thinking. In this case writing can provide opportunity for students to think through arguments and use higher –order thinking skills to solve complex problems. Writing positively influences critical thinking performance for general education students. Therefore, there is a deep relationship between critical thinking and writing as well as writing affects critical thinking skills.

Whereas, Klein(2004:191) believes that writing is used as a tool to communicate ideas but less is known about how writing can improve the thinking process itself because it requires individuals to make their ideas explicit and choose and evaluate among tools necessary for effective discourse.

According to Moon(2011:33-37) writing initiates critical thinking more than speaking or reading. Writing is a reaction and a response to thought and feeling about a specific subject. Writing has a logical and linear flow making the self- correction of critical thinking a more natural step in the process. Writing does not only communicate ideas but also is a process by which ideas are corrected and clarified and this is in line with critical thinking. Therefore, if students want to develop critical thinking through their writing skill , they must follow the following characteristics:

- 1.clarify purposes: it means the purpose of the writer when students read and when they write their responses.

2.formulate clear questions: the author asks while students read the raised questions and write their responses.

3.accurate and Relevant: when students write text or composition their information must be prepared precisely and relevantly ,and their writing must be free from irrelevant and inaccurate information.

4.reach logical inferences and conclusions: according to this characteristic, students will read in order to prepare for writing and draw conclusion about what they understand.

5. distinguish significant and deep concept: the writer explains which things or items are important then the students can write what they think and can draw conclusion.

6.students must differentiate between justifiable and unjustifiable assumption and understand what the writer means in order to guide them for thinking while they write.

Paul & Elder(2012:435) state that critical thinking is the mental process of analyzing a situation by gathering information from all possible sources then evaluating both the tangible and intangible aspects as well as the implications of any course of action.If students want to develop writing skills they must know critical thinking activities .Critical thinking activities encourage students to choose their words carefully and produce brief, precise, detailed and sometimes persuasive writing.For higher grades there are important skills,some activities or steps that help students to employ critical thinking in writing, as follows:

A.read with an open mind,

B.challenge the validity and novelty of the information and understanding,

C.find answers to why, what, how and who questions,and

D.assume that procedures or processes of writing compositions, essays or articles are incomplete until students test them.

Consequently, students need critical thinking in their writing in order to develop their thoughts.Organization of thoughts is one of the most important things when students write so that their writing will be

coherent. Moreover, students must keep an open mind when exercising critical thinking and should not be afraid to ask questions in their writing and answering the questions. This will help them clarify their ideas and analyze them in writing as well as acquiring better understanding of the subject.

Mauk, et al (2014:72-74) believe that critical thinking helps students learn how to understand and recognize strategies and techniques performed by skilled academic writers and then to develop these techniques. The following two activities can serve as writing prompts that make students' thinking and writing, critical and creative:

1. evaluating and using various sources: In this activity students think about the condition or state of a specific practice such as a public trend like voting among college students. They can search for topic and discover what others are saying about it. Students in this activity try to find and compare the thoughts between people and scholars then evaluate which thought is the best for them.

For example, in an essay students must follow these steps: apply a supportive reference and draw from a vital source and synthesize. Students can develop their topic by considering different viewpoints refer to the sources and give new ideas about the topic, search for insights in their sources and then paraphrase, summarize or quote them. All these things help students develop their critical thinking when they write.

2. applying concepts: this indicates that students may adopt some concepts from childhood, justice, freedom or responsibility or with more specific concepts such as, justice, free market, capitalism ...etc. When students write in order to explain one of these concepts, they will influence thinking. This means that there is a strong relationship between critical thinking and the need to develop writing skill. Students study syntax to make well-formed sentences in accordance with the rules of syntax.

## **2.8 Characteristics of a Good Paragraph**

Starkey (2004:67) and Schmitz (2012:314-330) define paragraph as a collection of sentences which all relate to one main idea or topic. Effective paragraphs have many characteristics, such as:



1. **Topic Sentence:** Beginning a paragraph with a topic sentence is one of the best steps to achieve unity and clarity in student's or writer's writing. The function of a topic sentence is to describe what the paragraph will be about since the reader should have clear expectations about what will follow. Topic sentence not only states the topic of the paragraph but also controls or limits the topic in the space of single paragraph.

Therefore, the idea can be divided into two types :

A. topic idea which states the topic of the paragraph, and

B. controlling idea which limits the topic. These two ideas are clear and easy to follow through using vocabulary to provide a precise indication of what will follow in the rest of the paragraph. There are many characteristics of a good topic sentence including:

- providing a precise indication of what will follow in the rest of the paragraph.

- being easy and clear to follow.

- involving no supporting details.

- engaging the reader by using interesting vocabulary.

2. **Unity:** It refers to the extent to which all ideas contained within a given paragraph "hang together" in a way that is easy for the reader to understand. In other words, unity makes effective paragraph when its body is closely related to the topic sentence. So, all the supporting sentences in the body shall focus on and be relevant to the main (controlling) idea of one's topic. Meanwhile the concluding sentence usually relates and reinforces the main idea in the topic sentence. Finally, unity develops or discusses the main idea stated in the topic sentence of the paragraph.

3. **Coherence:** This characteristic means that the ideas have a logical flow, the relationship between the sentences is clear and one idea connects to the unity. To achieve coherence in a paragraph is to organize one's idea (in the supporting sentences) with an ordering principle like using chronological ordering for a narrative paragraph, spatial ordering for a descriptive paragraph and logical reasoning for an expository paragraph. In other words, to achieve coherence the writers shall show how all of the

ideas contained in a paragraph are accurate and relevant to the main topic. In summary, a well-written paragraph contains five elements: topic sentence, supporting sentences, concluding sentences, coherence and sentences must be related to each other. If the paragraph lacks coherence then it will not produce any sense or it will become senseless.

4. **Cohesion:** This characteristic is an inseparable part of coherence and do not single it out as another characteristic of good writing. A paragraph has cohesion when all the supporting sentences are well connected to each other. There are four cohesive devices connecting the sentences, they are:

A. connectors which include coordinating conjunctions, subordinating conjunctions (e.g., after, before, while, when, until), transitions (e.g., for instance, therefore, consequentially..etc). When students connect the sentences chronologically, they use these conjunctions to show differences: however, in contrast, on the other hand...etc.; and also to make conclusion, in short, briefly, in other words, in sum...etc.

B. the definite article (the) is used with definite nouns.

C. personal pronouns substitute nouns.

D. demonstrative adjectives such as this, that, these, those..etc..

5. **Binding:** as far as writing is concerned, this is the best one among all given characteristics. If the writing does not bind the readers then it will be useless. Readers should feel as they are reading something very interesting from the starting point to the end of the paragraph.

6. **Content length:** many students like to write more and more, which is good but they should not write long sentences or paragraphs. No one likes to read long paragraphs because it wastes time. A good paragraph must be in a proper length of content which should be to the point.

7. **Concluding Sentence:** it is a sentence in which the writer concludes the paragraph in order to give the reader important points to note. An effective concluding sentence draws together all the ideas that have been raised in the paragraph. It reminds readers of the main points.

## 2.9 Writing Sophistication

King(1998:13-16) explains that there are many methods by which students or writers make their writing more sophisticated .They need to build their vocabulary, they can always use a dictionary but often the words suggested will not make sense in accordance with what they try to say.The best way for students to build vocabulary is to read ,read and read. They just have to read anything like, newspapers, fictions or anything. In addition, they must have a dictionary when reading, thus they can search for any word if they do not know its meaning. In this way, students can remember the words and their meanings easily because they have read them in context.

When students learn new writing techniques, they become more sophisticated writers. Things like learning how to use metaphorical language can build their skills .Once more , reading is a very good way to learn how to do this well. They have to write a paragraph about something and then read it thoroughly so that they can change details when needed until the paragraph becomes precisely as what students want it to be(ibid).

King(ibid:16) believes that there are many characteristics in order to make writing more sophisticated including:

- 1.avoid using too many exclamation points to express emotion.This makes students or writers assuming that they are uncertain of the strength of their conversation.
- 2.avoid flowery, poetic figures of speech.Oftentimes, this pulls the reader out of the story.Students must use clear description that apply to the scene.There is no need to attribute the poetic ability to writers unless they are writing poetry.
3. avoid using italics to put emphasis on words.This is used when conversation is strong.
4. avoid a lot of profanity. Unprofessional writers or students use profanity for shock value and sophistication but using it does not achieve any of them. If students character swears a lot just make sure it fits with the scene.Otherwise, one profane word in a book has more effect than a dozen on each page(ibid).

Whereas, Bernoff(2016:66-67) says that there are many ways to make writing more sophisticated such as:

1.choose simple words: it means that when students or writers write, they have to use simple words .For example, write **use** instead of **utilize**, **near** instead of **close proximity**, **help** instead of **facilitate**, **for** instead of **in the amount of** , **start** instead of **commence**. Using longer words seems as if writers' meaning is so specific that no other words will denote it.

2.write short sentences:students should write short sentences which are related to the composition or essay in order to keep patterns of the paragraph short as they will be easier to understand and read. So, each sentence should have one simple thought since more than one thought will make the sentence complex and confused.

3.keep paragraphs short:this characteristic means to make reading easier to better understanding the information when a paragraph is broken into parts. In academic writing each paragraph develops one idea and often includes many sentences; whereas in informal writing , the style is less formal and the paragraph may be as short as a single sentence or even a single word.

4.use the active voice: in English, readers prefer the S(subject)V(verb)O(object) sentence pattern. This pattern represents the active voice. For example, passive sentences bore people. When students reverse the active sequence , they have the OVS or passive sequence: object, verb, subject. For example, people are bored by passive sentences .So,students can not always use the active voice but most writers should use it more often.

## **2.10 Importance of Punctuation in Writing**

According to Coordination Group Publication(2017:35-44) punctuation marks play an important part in English grammar and writing. When we speak we can pause or emphasize certain words and phrases to help people understand what we are saying. But in writing, students or writers use punctuation marks in order to help the reader understand what they mean. So, using punctuation in writing helps the reader to obviously understand the message that is being conveyed. Punctuation, especially in academic writing, is crucial as it helps to

strengthen arguments that are made in the text. It is important to know all the punctuation marks, their meanings and when to use them in order to produce a good piece of writing.

Consequently, punctuation plays a very important role in giving meaning to the language. The use of wrong punctuation marks or even wrong placement of punctuation marks can change the meaning of the sentence completely and often even convert the sentence to complete nonsense. Good punctuation expresses that writers or students have a good knowledge of grammatical structure. Consequently, students or writers should obviously grasp what is a simple sentence, what is a complex sentence and the meaning of each punctuation mark and where to use it. For instance,

She was bitten by a dog which hurts her.

She was bitten by a dog, which hurts her.

The meaning of the two sentences is different because of the use of "comma" mark. The first sentence means that the dog hurt her whereas the second sentence means the bite hurts her. It is the comma after the noun phrase (a dog) that has completely changed the meaning of the second sentence.

Seely (2017:10-15) opines that punctuation marks are the system of signs given to reader to express how sentences are constructed and how they should be read and make the meaning obvious. So, the obvious sentences are the building blocks used to construct written accounts. The basic signs of punctuation marks include the following:

1. Full stop (.) a full stop is used at the end of a sentence. The full stop denotes that a point has been made and that we are about to move on to further explanations or a related point. A single full stop is also used in abbreviation of some words like telephone number (Tel. No.) and pages (PP.)

2. Comma (,) this mark is useful in a sentence when the student or writer wants to separate items on the lists (e.g., this mall contains fruits, vegetables, meats, rices...etc) or use more than one adjective (a describing word, like the girl was happy, eager and full of anticipation at the start of her holiday).

3.Exclamation mark(!) it defines a strong feeling within a sentence like fear, anger or love. It is also used to emphasize feeling within a written word. The exclamation mark is used at the end of a sentence; therefore, there is no need to put a full stop after it. The use of exclamation marks is a poor way of emphasizing what we think is an important point in the written assignments. The importance of the point is emphasized without a sequence of exclamation marks. An exclamation mark should only be used when it is absolutely essential or taken from a direct quote and should be used in formal and semi-formal writing.

4.Question mark(?) this mark indicates that a sentence is asking a question, it always comes at the end of the question.

5. Semi-colon(; ) it is the most difficult sign of punctuation to use accurately. If you doubt about its use, avoid using it and convert the added material into a new sentence.

6.Colon(:) the colon within a sentence makes a very pointed pause between two phrases. There are two main uses of the colon: it is used when listing and within a heading or descriptive title.

7.Apostrophe(') sometimes, it is called an inverted comma. It has two main uses: to indicate possession or ownership and to indicate where a letter is omitted.

8. Hyphen(-) this mark is used to link two words together like week-end and also used when a word is split between two lines.

### **2.11 Components of WA and its Negative Relationship with Students' Perception of Writing**

Language apprehension is a pervasive phenomenon. Learning a second /foreign language can be a frightful experience specially among second/foreign language learning population. In other words, WA is a big challenge for both first and second language writers or students. Apprehension has affected negatively students' writing, it is more complex in L2 contexts where learners write in language systems that may be different from their first language systems. This thing makes the writing process more challenging for L2 writers, which may cause to them some reactive defensive mechanisms like deferring the task only

when they have to do it which places them under a high degree of stress and apprehension (MacIntyre,1994:283).

Cheng(2004:647)states that there are **four components** arising while writing in a second/foreign language.**The first component:**is confidence in writing in English which consists of students' (individuals') perception of difficulty of a writing task and self-assessment of their writing proficiency, besides students' perceptions of their competence, which is of a greater significance in experiencing second language WA and then their actual writing competence.

**The second component:** is concerned with attitude and motivation to learning a second /foreign language.For example,students who believe that writing in English is important and who are interested in this area are not prone to WA and will have lower levels of stress.**The third component:**is related to extra-curricular effort to learn English.Students who engage into listening to English broadcasts, keep contact with native speakers ,read English newspaper and watch English TV. or movies will have a lower degree of WA .**Finally,the achievement in English writing** is qualified as (L2) writing comprehension component.The grades students received for a writing course and for general examinations in English proficiency as well as self-assessment of their linguistic achievements made in their English diaries affect the level of WA.

Several researchers have revealed that WA can be a barrier to success in second/foreign language learning .Daly and Miller(1975:247) say that the term WA was revealed and developed as a psychological construct connected with a person's tendency to approach or avoid situations requiring writing accompanied by evaluation.Writing apprehension denotes the anxiety about writing that outweighs the projected acquire from the ability to write .Daly and Miller construct the WA test which includes items pertaining to anxiety about writing in general,teacher evaluation of writing ,peer evaluation of writing and professional evaluation of writing like(publishers and editors)letter writing, writing environments, writing in tests and self- evaluation of writing and its worth.

Daly and Wilson(1983:327)state that WA refers to a situation and subject specific individual difference associated with a person's tendency to approach or avoid situations that potentially require writing accompanied

by evaluation. High apprehensive individuals find writing unrewarding and indeed punishing .So, they avoid situations where writing is required. When they place situations, they experience more than normal anxiety. Whereas, low apprehensive individuals may enjoy it. They differ in terms of attitudes , choices, writing skills and performance.

Daly(1979:37) states that apprehension refers to a general avoidance of writing situations perceived by individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing. This definition draws a correlation and interaction among three components:

1:individual's attitudes(positive or negative judgment).

2:emotions and feelings(fear or anxiety).

3:behaviours of avoidance (blocking or resistance).

Daly,Witte, and Faigley(1981:16)add that WA is a tendency to be anxious about writing. This means that writing is avoided and the apprehension can be seen in attitudes,behaviours and written products.

Anxious writers share the following characteristics:

1:they fail to develop their ideas adequately,

2:they employ less variety in sentence patterns,

3:they have difficulty in thinking of what to write,

4:they produce shorter pieces of writing than their peers,and

5:they have difficulty with the use of writing mechanisms

Gungle and Taylor(1989:23) find a negative relationship between WA in learning L2 and the students' perception of writing requirements of their major.High apprehensive students perceive the writing requirements of their majors as low, while low apprehensive students tend to perceive the writing requirements in their majors as high.So,there is a significant negative relationship between apprehension and L2 students' interest in advanced writing classes.Also there is a negative relationship between WA and learning a L2 for learners with their ideas and content while they are writing .In addition, there is no significant positive relationship



between WA and learning a L2 for learners focus on grammar and form during writing.

Kellogg(1999:113) contends that writing about apprehension is widespread enough and strong enough to make procrastination virtually universal for both students and professionals. The examining of verbal aptitude as well as predicting writing quality reveals that WA in higher degrees of verbal knowledge is associated with higher holistic quality ratings of the letters written in their task with the lower rates of punctuation and spelling errors. This means that verbal aptitude and anxiety are inversely related that is low verbal aptitude may cause WA, but it is the lack of knowledge not the apprehension that affects writing quality.

Moreover, ESL/EFL students face some problems in writing. Accordingly, they view writing as a challenging task even adult native speakers find it difficult to write. Learning to write in a foreign or L2 involves much anxiety than learning the other skills (ibid).

## **2.12 Communication Apprehension**

Simth(1984:1) states that the study of WA starts as a branch of research on communication apprehension (CA, henceforth). Therefore, CA is defined as an individual's level of anxiety or fear associated with either anticipated or real communication of another person or persons. A person may be apprehensive about communication through speaking to others but feel quite agreeable while writing (writing is a sort of communication).

McCroskey(1982:16) believes that CA can be taught of as an internal experience of discomfort feeling that causes ineffective communication when experience in high amounts. Communication apprehension does not refer to how students or people communicate but how students or people feel about communication.

Friedrich and Goss(1984:173-187) state that CA is the cognitive condition of someone while communicating with others which causes anxiety and fear usually communication apprehensive people may not appear apprehensive unless they are exposed to a communication in unfamiliar surroundings and people. Generally, we do not face CA in

friendly and safe environment. Friendly environment proves positive and helpful reaction while communicating.

Accordingly, people feel comfortable in sharing information, answering questions and in giving speeches in friendly environment. There are two factors affecting CA they are: hereditary and the existing circumstances of the person. In other words, people can either be born with innate characteristics or can gain them through learning. It is needless to say that existing conditions are more dominating than genetic inheritance. Some causes of CA are supposed to be situational, such as, low childhood, mannerism, originality, unfamiliarity, the degree of attention from others and evaluation which may develop fear and anxiety (ibid).

McCrosy (1977:28-30) states that formal situations rather than informal ones tend to be restrictive with behaviours and rules thus, CA increases because of the narrower confines. Communication apprehension can result when a person is in a subordinate position because the person with a higher status defines the boundaries of acceptable (positive) behaviour. People often feel less apprehensive with others who are similar to them.

However, an individual will be more apprehensive with similar peers because they become more concerned with how they will be evaluated by them and the feelings of being evaluated in any situation often lead to anxiety. Most people are most comfortable with a moderate degree of attention. When individuals are stared at or ignored, the level of CA sometimes rises (ibid).

MacIntyre (1994:280) says that the level of CA also rises where a prior history of failure increases the likelihood of failure again. Communication apprehension affects mannerisms like staring into drinks, appearing generally anxious and unfriendly are some examples. The behavioural response of CA is to avoid and discourage interaction with others. It is not surprising that CA has been linked to the feelings of loneliness, isolation, low SE and the ability to discuss personal problems. Often the causes of CA are more mental than physical such as, poor self-image, a bad relationship, stress, frustration and many other factors can change attitudes towards life which may directly impede performance.

There are many factors causing CA including :poor preparation, inappropriate self- expectations ,fear of evaluation ,fear of audience, people or students are not understanding their body reactions.Student's past also impacts the level of anxiety s/he may have in communication. For example, an individual may have a negative experience associated with communicating freely.This case may cause anxiety when trying to communicate something similar or in a similar environment. In addition, CA may result from a lack of communication skills and subsequently a lack of confidence.This stage is described as a fright stage.Students inthis stage will shy from speaking in public and will avoid scenarios where they need to communicate with others(ibid).

Accordingly,CA is a phenomenon that cuts across cultural lines. Among many causes of CA are fear of evaluation and judgment and of being in a unique situation as an individual may feel uncomfortable with surroundings and unable to articulate appropriately. Communication anxiety is also being unprepared and focusing on negative outcomes of communication interaction.All these causes are controlled by preparing in advance for important communication interactions and being optimistic about potential outcomes of a situation(ibid).

Band(1984:95-97) suggests a six phases strategy to address the problem of CA as follows :

- 1.require teachers in training to take more than an introductory course in oral communication like a course aimed at understanding the communication behaviours of students.
- 2.create basic communication courses in the earlier elementary grades.
- 3.provide specialized treatment for quiet students on a voluntary basis.
- 4.develop classroom activities that encourage oral communication.
- 5.develop a positive mental attitude.
- 6.Exercise for relaxation and also practice active listening and be well prepared.

Furthermore, there are specific methods that can help students or people improving their abilities as communicators ,these methods are:

1.Cognitive restructuring which helps to identify the root cause of the apprehension.

2.Systematic desensitization is one of the methods which can be used to reduce speaking by using several steps in relaxation such as,learn procedures for relaxation,learn how to apply these procedures to each of the anxiety. Producing events that they visualize and they learn to stay relaxed when they encounter these anxiety.Producing situations in real life(ibid).

Daly,et al(1995:62)conclude that high levels of CA can act as an active obstacle to any kind of communication or to public speech.For that matter, experiencing CA does not mean that communication will suffer but it means help students focus on the level of apprehension.The problems with CA occur when it is experienced at high levels.For example, people with high levels of speech anxiety engage in a variety of preparation actions that limit the effectiveness of their presentation . Individuals who suffer from high levels of CA are seen negatively by their peers.

### **2.13 Causes of Writing Apprehension**

Writing specialists and psychologists have found that there are several things causing WA. According to Daly(1985:65) WA is described as a fright stage in writing process. This psychological barrier to writing is hypothesized to be caused by:

- 1.inadequate time to complete writing assignments,
- 2.writer's inability to see the purpose of his/her reports, leading to a belief that writing is a waste of time, and
- 3.excessive criticism and repeated arbitrary revision of writer 's work by editors and supervisors.

Moreover,Daly(1978:10-14) states that fully negative comments and evaluations written by teachers on their students' work such as essays or compositions will result in reduced confidence ,reinforcement and satisfaction. Consequently, Daly(ibid)and Gregg(1995:7) suggest nine causes of WA as follows:

- 1.lack of appropriate writing skills,
- 2.the type of writing tasks,
- 3.apprehensive writer's perception that teachers are a source of punishment of their students,
- 4.public comparisons of students' work with others that lead to disrespect and cause embarrassment to the writer,
- 5.teachers given negative reactions to the content of student's essays or compositions,
- 6.poor self-perceive on the part of writers,
- 7.teachers' reactions to methodological problems,
- 8.the nature of writing assignments ,and
- 9.inadequate role models especially in a weak class.

Al-Drich(1979:84) believes that WA or anxiety arises because of the lack of knowledge about the value of preparation and lack of methods to adequately cope with one's occupations writing demands.Raisman (1982:19-20)adds that the idea of WA is hypothesized on many points including:

- 1.students are unable to explain their ideas,
- 2.they have difficulty in developing arguments,
- 3.they have limited range of vocabulary knowledge,
- 4.they are too worried over their ability to write,
- 5.they are having limited time to plan, write and to revise the written draft,
- 6.they are unable to show the aesthetic quality of their texts,
7. they fear of evaluation, and
- 8.they are not aware of the value of preparation then the students will suffer WA .

Grundy(1982:151-156) argues that the role of the teacher may affect students' WA , as follows:

1. situations where the teacher fails to write students' feedback cause WA. Students with high WA may report that positive comments from their teachers instill confidence in their writing.

2. other apprehensive writers may think that their teacher forced them to write as a form of punishment because they could not write well, or they fear and resent past experiences of struggling to complete writing tasks with difficult formats and discouraging writing evaluation.

Daly and Wilson(1983:327) indicate that teachers who wrote positive comments on their students' compositions or essays tend to encourage them to develop positive attitudes toward writing. Also, when the teacher encourages them in class directly or indirectly, this thing gives them a positive attitude towards writing freely.

Machnyre(1994:283) concludes that the apprehension could either be a cause or a result of poor language learning .For example, if a student is unable to study as required before examination ,the student could experience test anxiety. In this context , anxiety could be explained as a result versus anxiety becomes a cause of poor language learning. Due to anxiety that student is unable to adequately learn the target language(ibid).

Clark(2005:8) reveals that WA is a result and not a cause .It is a result of lacking knowledge or understanding necessary to complete the writing task, in addition to students' belief that writing is hard work. There are three causes of WA a part from the fear of writing evaluation including :students' negative perceptions about themselves as not being good writers, students do not understand or know how to do something or do not understand the material and the anticipations that writing is a hard work.

## **2.14 Effects of Writing Apprehension**

Teachers have less faith in their ability to achieve success on their future academic work .So, they divide students into two types:the high apprehensive students and the low apprehensive students. According to the first type, students face problems in terms of punctuation, agreement,

adverbs, adjectives, pronouns, recognition of sentences ,fragments and recognition of faulty references and parallelism(Daly,1978:13).

Consequently, students with high WA produce lower quality work. Their paragraphs tend to be short and have less developed language and sentence structure. Whereas the second type,students with low WA produce better quality in their essays or compositions than those written by high writing apprehensive students(ibid).

Daly and Wilson (1983:327) state that the high apprehensive individuals find writing unrewarding publishing .Therefore, they avoid writing in possible situations where writing is required . When placed in such situations they experience anxiety. This anxiety is reflected in the written products and in their behaviours and attitudes about writing process.

Furthermore, individuals with high WA convert message in special codes that differ in length,quality and language intensity. So, students with high level apprehensive can be characterized as writing less,avoiding writing classes ,using less intense language ,facing difficulties in choosing topics to write about ,writing fewer statements and common words.In addition,when they write short essays or compositions, their ideas are incomplete , they lack knowledge of how to write well-formed sentences like using less punctuation and fewer words as compared with low apprehensive students. Moreover, they like procrastination in their writings ,may behave less successful and less confident, have lower SE, like to choose causes and careers that they believe involve little writing, have few writing role models at homes, in school and in college ,write very little out of class have lower marks in tests of verbal ability ,reading comprehension and standardized tests of writing ability used for college placement and lack of motivation in writing (Rose,1984:389 and Smith,1984:378).

On the other hand, students with low level apprehensive can be characterized as writing more words, more sentences, more nouns ,adjectives and prepositional phrases than high apprehensive students. They make less spelling errors, write more information than their high counterparts,their essays are better in quality,have more attitude and motivation toward writing, have higher self-esteem, easily choose topics

to write than those written by high apprehensive students and finally, they tend to achieve higher marks in composition courses.

### **2.14.1 Attitude and Motivation Towards Writing**

According to Wingersky and Boerner(2004:2) one of the most important skills in life is the ability to communicate with others. People need this skill when they write to others and when write to or for other people. Most people like to talk rather than write because they can use facial expressions and gestures to get their point across.

However, it is impossible to communicate everything in personality. So, being able to communicate through writing is extremely important. One of the major points that may face students as a writer is being able to write down their ideas which seems to be an impossible task. This happens to many students; even professional writers say "I am experiencing a dry spell". It means that they are having a difficult time writing. In this case students even professional ones, have two choices they can give up and say "I just can not do it right" and the other option is that they can start writing down anything because one idea often leads to another. Everyone has to start somewhere and often writing only involves getting started. A student has start before he can be successful.

Anderman (2008:389) expresses that attitude and motivation towards writing as an effective disposition refers to how the act of writing writer feel, ranging from happy to unhappy. Attitude can best be thought of as an affective motivational state. Accordingly, students' attitude towards writing is less stale and more subject to change than a situation driven and short-lived emotion.

Rose (2009:7) concludes that attitude and motivation are "evaluation orientation" toward writing. In this case, the result of composing attitude and motivation toward writing are formed by one's history of evaluation by others and are reflected in the evaluation a student's level at. For example, these evaluations can be broad (this paper is not good) or can be specific (my conclusion seems tacked-on). In this case, evaluation is rooted in a comparison with internalized criteria of better writing or with beliefs about the criteria other audiences will use. Evaluation becomes improper when the criteria a student has internalized and attributed to others are full-blown or not enough understood.



### 2.14.2 Self Efficacy

The construct of self-efficacy which was introduced by Bandura(1977:54) represents one core aspect of his social-cognitive theory. Bandura(1997:91) states that self-efficacy is how a person believes, thinks and feels in his or her ability to succeed in a particular situation. It can have an impact on everything from psychological states to behaviours and motivation. Self-efficacy plays a major role in how tasks, goals and challenges are approached. Students with a strong self-efficacy:

- 1.view challenging problems as tasks to be mastered,
- 2.develop deeper interest in the activities in which they participate,
- 3.recover quickly from setbacks and disappointments,and
- 4.have a stronger sense of commitment to their interests and activities.

In contrast , students with weak self-efficacy:

- 1.focus on personal feelings and negative outcomes,
- 2.avoid challenging tasks,
- 3.quickly lose confidence in personal abilities,and
- 4.believe that difficult tasks and situations are beyond their capabilities( ibid).

Bandura (1986:75-76) believes that self-efficacy and WA are measured in the same sample. Many researchers find that apprehension does not contribute a significant amount to the variance of writing outcomes beyond that contributed by students' self-efficacy belief.

Likewise, WA is correlated with writing performance. When self-efficacy is controlled, this relationship is diminished. Thus, self-efficacy is believed to mediate the relationship between apprehension and writing performance. Furthermore, when self-initial writing competence (also accounts for prior influences of motivation) gender and grade are

controlled, self-efficacy still makes a significant independent contribution to difference in writing outcomes.

In order to measure self-efficacy for writing, one can focus on mechanisms of writing like: grammar, planning, editing, setting, spelling...etc. Writing task could be a term paper, friendly letter, creating an advertisement or graded writing performance. This separation of foci for self-efficacy is defensible given that writing skills, especially lower-level transcription skills such as spelling and handwriting influence on how students accomplish tasks when these skills are under developed (ibid).

According to (Troia, et al, 2010:75-78) self-efficacy may be differentiated according to the specific aspect of writing for which an individual is judging his/her competence skill, task or successful performance. Therefore, the differentiation between task and skill efficacy. Self-efficacy for writing skills are independent contributions to difference in third graders' holistic story quality, while teacher ratings of writing performance, general academic achievement, and writing self-concept and attitudes did not, while self-efficacy for writing skills and writing achievement on a statewide test had a direct effect on ninth graders' holistic essay quality in response to a timed prompt. Self-efficacy for writing skills and initial writing performance measures at the starting of the semester predict important unique variance in holistic essay quality in reply to a timed prompt given at the end of the semester, but self-efficacy for writing tasks does not.

Self-efficacy for writing tasks improves overtime, but self-efficacy for writing skills remains relatively stable and perhaps even drops. This difference may be an artifact of a protracted course of development for the vast array of writing skills necessary to the performance of a more limited set of academic writing tasks or it may be connected with how writing is taught. Students spend more time writing for varied purposes (tasks) than practising exclusive writing skills within a process writing instructional framework (ibid).

These distinctions shed light on the importance of matching items on self-efficacy measures with outcomes measures, especially measures of self-efficacy for writing skills involve features connected with virtually

any combining activity like, spelling and punctuation .Whereas, measures of self -efficacy for writing tasks address a variety of writing activities beyond the criterion writing task used to assess writing performance. So, skill efficacy has been found to have a stronger relationship with writing performance than task efficacy because skills apply to any given writing activity and typically only one writing activity is used as a criterion measure in studies of self-efficacy for writing(ibid).

Students may feel less efficacious with respect to writing skills because middle and high school teachersexpected them to have mastered basic writing skills.They believe that instruction in basic writing skills is not consistent with content area learning goals, andmay not tolerate class writing performance defaced by poorly developed skills and provide feedback to that effect(ibid:43).

### **2.14.3 Self Esteem**

According to Branden(1969:xiii) Self-esteem(SE,henceforth ) is used to describe a person's overall sense of self-worth or personal value.It is seen as a personality trait which means that it tends to be fixed and enduring. Self-esteem involves a variety of beliefs about the self, such as the appraisal of one's ownemotions,beliefs,appearance and behaviours.It plays an important role in psychology, SE depicts as one of the basic human motivations. People need both esteem from other people as well as inner self-respect. Both of these needs must be fulfilled in order for an individual to grow as a person and achieve self- actualization. The following are the three components of SE:

- 1.self-esteem is an essential human need that is vital for survival and normal.
- 2.self-esteem arises automatically based on a person's beliefs and consciousness and
- 3.self-esteem occurs in conjunction with a person's thoughts, behaviours, actions and feelings.

Maslow(1987:21-22)says that SE is a concept distinct from self-efficacy which involves the belief in future actions, performance and abilities.Once one has some measure of SE and confidence,one gains the

psychological freedom to be creative and to grow as well as to be more generous to others.

There are factors that can influence SE such as, genetic factors that help in shaping overall personality, but it is often our experiences that form the basis for overall SE. Those who consistently receive overly critical or negative assessments from family members and friends, for example, will likely experience problems with low SE (Morrison and Ruiz, 2011:4).

Smith and Mackie (2007:107) state that the concept of SE refers to what we think about the self. It is the positive or negative evaluations of the self, as in how we feel about it. Self-esteem is attractive as a social psychological construct because researchers have conceptualized it as an influential predictor of certain outcomes. It can be applied to a particular dimension (for example, I believe I am a good writer and feel happy about or a global extent or I believe I am a bad person and feel bad about myself in general). Psychologists usually regard SE as an enduring personality characteristic "trait self-esteem".

Hewitt (2009:217-224) believes that SE is a feeling of satisfaction that someone has in herself or himself and his or her abilities, i.e. a realistic respect for or favourable impression of oneself. Self-esteem can be an important part of success. Too little SE can leave people feeling defeated or depressed, it can also lead people to make bad choices. It may be positive or negative. It gives us the strength and the flexibility to change our lives and correct our mistakes without fear of rejection.

So, there are some obvious signs of positive SE including: confidence, self-direction, an awareness of personal strengths, an ability to accept mistakes from others, an ability to solve problems, feeling comfortable with a wide range of emotions, an ability to trust others, good self-care and the ability to say no (ibid).

However, low SE is a debilitating condition that prevents individuals from realizing their full potential. Students with low SE feel unworthy, incapable and incompetent. In fact, students or persons with low SE feel so poorly about themselves. Such feelings may actually cause continued low SE to people. Characteristics of low SE include negative view of

life, blame behaviour ,fear of taking risks ,fear of being ridiculed and perfectionist attitude(ibid).

#### **2.14.4 Self- Confidence**

According to Snyder and Lopez(2009:217) self –confidence is a general term used to explain the inner strength of human beings .In other words,self-confidence is defined as one's personal judgment, ability, power,etc.One increases self-confidence from experiences of having mastered particular activities.It is a positive belief that in the future one can accomplish what one wishes to do.

Performance accomplishments are supposed to provide the most dependable confidence information because they are based on one's own mastery experiences.Student's or writer's or any one's mastery experiences affect self-confidence beliefs through cognitive processing of such information. If one has repeatedly viewed these experiences as failure,self-confidence will decrease but if these experiences are viewed as success ,self-confidence will increase(ibid).

Moreover, the self-monitoring or focus on successes or failures should have differential effects on behaviour and self-confidence depending on which is monitored.Focusing on one's success should provide more encouragement and greater confidence than focusing on one's failure(ibid).

Ingleson(2010:5) realizes that when self-confidence is reduced the whole world takes on a different view, the thoughts can become negative, the students or writers may feel apprehension and full of fear and can feel powerless. Everyone has his own way of reacting to reduced levels of confidence although most of us do not have the skills to make good choices while we are in this place.

So that,self-confidence consists of eight modules, which should be worked through sequentially , they are: commitment and responsibility, habits and behaviours, beliefs and values, confidence, taking action, goals, communication and motivation(ibid:10).

Malhotra(2013:14-17) defines self-confidence as an attitude which allows individuals to have positive yet realistic views of themselves and their situations. Self-confident people or students who trust in their own abilities have a general sense of control in their lives and believe that within reason, they will be able to do what they wish, plan and expect. However, having self-confidence does not mean that individuals will be able to do everything. Self-confident people have expectations that are realistic even when some of their expectations are not met, they continue to be positive and to accept themselves.

People or students who are not self-confident depend excessively on the approval of others in order to feel good about themselves. They tend to avoid taking risks because they fear failure. They often put themselves down and tend to ignore compliments paid to them. In contrast, self-confident people are willing to risk the disapproval of others because they generally trust in their own abilities. They tend to accept themselves; they do not feel they have to conform in order to be accepted.

## **2.15 Characteristics of Students Who Suffer from Writing Apprehension**

These points indicate the characteristics of students who suffer from WA as follows:

1. Avoid writing tasks and feel anxious about them make students suffering from WA. Daly and Miller (1975:6) address the issue of gender, but they find the data mixed and thus, conclude that it is likely that gender differences do not strongly influence writing apprehension.
2. The cognitive and affective models of blocking behaviour have tended to focus on the individual subject, without considering individuals' social position as a possible factor in blocking behaviour (Olsen and Dobrin, 1994:50).
3. Another characteristic that leads students to WA is that they lack the ability to organize and express their ideas. Anxiety may undermine their ability to think cohesively. They may also lack the needed vocabulary, structures and expressions. They do not know how to organize or express good ideas; and they may not practise writing extensively. They may not

be interested in writing using English language because they believe that writing is very difficult(Onwuegbuzie,1997:5).

4.Students who have apprehension about writing must make a regularly scheduled routine just as individuals who are apprehensive about oral communication as they speak and reveal less about themselves. Individuals identified as writing apprehensive write less information(ibid).

5.The extent to the negative self-statements during writing are stable characteristics of apprehensive writers. Those writers may not be sensitive to the objective difficulty of writing the assignment.Non-apprehensive writers ,on the other hand, may worry more about their performance when the task is more challenging(ibid).

6.Writing situation is another characteristic that may interact with WA. For example, when time pressures are applied, the time lost through negative self-talk may be costly for the final product, when students are required to write personal narratives. Focusing on a subject may add to the evaluation anxiety and increase negative self-talk to the point where it interferes with the composing process. These interpretations are testable and would shed additional light on the mechanisms of WA(Levy and Ransdell,2013:305-307).

7.Students may not want to share their writings with others and may hide them from the teacher.They may also feel anxious ,worried and they are not able to complete writing within the limited time.When they are anxious and worried, they can not manage their time appropriately(ibid).

8.They also fear about their writing being evaluated since they are worried about what the teacher and other students would think or say about them after the evaluation. They may not want to feel inferior in front of their peers(Hall,2007:35).

9.They also avoid writing because of frustration stemming from the self-evaluation and self-expectations of how well one should write,fear of how the teacher and their peers would evaluate their writing(ibid).

10.Students who have difficulty in thinking of what to write about produce shorter pieces of writing than their peers and show less variety in sentences, patterns ,fail to develop their ideas adequately and have

difficulty with language use and mechanisms of writing(Faigley et al ,1981:16).

11.Finally, students who lack planning skills have difficulties with grammar issues and basic usage of language including punctuation and knowledge of sentence structure. Also, students with limited self-efficacy exhibit signs of stress, resisted writing and are extremely sensitive to the comments and reactions of the peers(ibid).

## **2.16 Relationship between Writing Apprehension and Writing Performance**

Writing apprehension has shown to possess an inverse relationship with writing performance and competency.Many researchers have suggested that there is a negative relationship between WA and writing performance in English as a native language. Students with low apprehension level produce different and better essays or compositions than those students with high levels of apprehension(Daly and Miller,1975:240).

Faigley et al,(1981:22)find that students with high WA have lower marks than students with low WA . When students with high WA are given writing tasks , they write short and ill-formed less essays or compositions than the lowapprehensive students.Moreover,Masny&Foxall(1992:19) conclude that high achievers have lower apprehension marks . Also, students with high apprehension correlate with reluctance to take more writing classes.

Hasan (2001:5) points out that high apprehensive students are not able to produce quality essays or compositions as compared to students with low apprehensive.Students with low apprehensivehave higher SE than high apprehensive students. It is important to know that students' attitudes towards writing skill affect their writing performance regardless of their ability in writing skill.

Based on the above, it seems that there is a general agreement among many researchers that WA or anxiety affects writing performance negatively and may obstruct students' academic achievement. However,there is no consensus on how WA affects writing performance and what are the best ways that can help students to succeed in education.



Consequently, writing teachers or instructors should try to help their students to control their writing fears so that they are able to produce good essays or compositions or any pieces of writing (Badrasaw,et al ,2016:134-135).

More recent research inverses with earlier studies and concludes that students(individuals) suffering from higher levels of apprehension have lower marks in essays, compositions and written exams. Overall, the body of research done in this area seems to suggest moderate associations(Daly &Wilson,1983) which are potentially related to the tendency of apprehensive to avert writing activities-accurately.The practise that is needful for the development of writing competencies(ibid).

## **2.17 Writer's Block**

According to Rose(1984:132) writer's block is defined as inability to start or continue writing for causes other than lack of a basic skill or commitment .The lack of motivation is sometimes a reaction to the stress that is connected with writer's block and WA or anxiety. So, students who are" high-blockers" may lose their knowledge or motivation. The lack of motivation may cause writer's block or ever interact with them and should not be excluded from study.

Therefore, writer's block is a broader concept and subsumes WA as a possible reason or reaction to blocking the anxiety being caused by prior negative evaluations can result from the fix that writers or students find themselves in. Writer's block occurs when apprehension over a writing assignment ceases to be productive and the student or writer is unable to put his thoughts on paper.Many writers like teachers, professional writers,businessmen or women technicians, and students suffer from writer's block at some time.

Flaherty(2004:108) says that writer's block may occur as a result for several causes including: some creative problems that originate within an author's or student's work itself. A writer may run out of inspiration or focus on other events, block may be produced by adverse circumstances in a student's or writer's life or career like depression, physical illness , end of a relationship or a sense of failure. Pressure to produce work may

in itself contribute to writers' block, specially if they are compelled to work in ways that are against their natural inclination. Writer's block may also come from feeling intimidated by one's previous big success. In addition, students or writers are often unaware of the change which may lead them to believe that they are creatively blocked.

Consequently, Flaherty (ibid) argues that literary creativity is a function of specific areas of the brain and that block may be the result of brain being distracted in those areas.

Moreover, Hartley (2008:166) adds that writer's block means inability to put words on paper which means that nothing is written for a week or two, a month or two, or even a year or two. In this case, writers often complain that the task is too complex and they have too much conflicting material to deal with. Blocking is not simply measured by the passage of time (for writer's or student's) sometimes spend productive time just toying without putting a pen on a paper but by the passage of time with limited productive involvement in the writing task. Some feelings like anxiety, anger, confusion or frustration are connected with blocking, which is often a characteristic of unproductive work. Unproductive work students or writers may be obvious in a variety of ways; some students produce only a few sentences, while others may produce more sentences but they are ill-formed or have wrong vocabulary or punctuation.

Some students or writers just repeat or disconnect fragments of discourse; they produce amount of satisfactory prose just to stop in mid-essay or composition but since blocking is a composing process of dysfunction that is related to skill in complex not easy ways, some high-blockers may eventually produce quality papers. Hartley (ibid) concludes that writer's block occurs because of many factors, such as: procrastination, fear of failure, self-censoring criticism and perfectionism.

Rose (2009:4-11) adds that writer's block occurs for many variables including:

1. the rules by which the students or writers guide their composing processes are inappropriate, incorrect or rigid.
2. they edit too early in the composing process.
3. their assumptions about composing are misleading.

4. they lack appropriate discourse strategies and planning or rely on inflexible or inappropriate strategies.
5. they are conflicting with rules, plans, assumptions and strategies.
6. they evaluate their writing with inappropriate criteria or criteria that are inadequately understood.
7. some students may lack the ability to produce and manipulate the frames of discourse that are required in academic writing.
8. they may also lack a repertoire of inter and intra- paragraph cohesive devices- particularly transitional devices or rhetorical strategies necessary to establish complex relations among ideas.
9. finally, they may lack the wide range of sentence level and syntactic options needed to represent the ideational complexities they wish to articulate.

In view of that, blocking can occur if assumptions, plans, strategies rules or frames that hold a student or writer too rigidly to a top-down or bottom-up orientation or in some other ways restrict opportunistic play. Conflict occurs if the criteria to which we match our production are inappropriate or inadequate

Leki, et al (2010:110) explain that more writing apprehension is felt by less skilled L2 writers than by more skilled writers and graduate students. Apprehension sources are different for different groups and levels of writing experience. More apprehension occurs in L1 rather than in L2. Apprehension is decreased as bilingual writing experience increased. Higher apprehension is correlated with lower quality of writing. Writing apprehension and writer's block are interrelated.

## **2.18 Reading and Writing Apprehension**

Jeri(1983:15) concludes that reading reduces WA through three categories including: cognitive knowledge( synthesis and application of reading skills), psychomotor (actual reading); and affective( reading is enjoyable). Therefore, reading ability contributes to low apprehension of writing and lack of reading ability to high WA, which, in turn, keep anxious writers from effective reading.

Krashen(2004:36) states that reading is a powerful means of developing reading comprehension ability, writing style, grammar, vocabulary and spelling .So, students who read more have less WA because of their superiority in the written language . In other words, students who have less WA enjoy reading more. Language acquisition needs to be "open" to the input or have a low "affective filter" when language acquirers are anxious, or put on the defensive, the input may be understood but it will not reach those parts of brain that are responsible for language acquisition. The affective filter will keep the input out.However , writing is not to prepare a complete survey of what is known about writing and how writing ability develops but to make two essential points:

1.Writing style results from reading, not from writing experience. Students can learn to write by reading.One of the most important reasons showing that writing style results from reading is the complex argument that applies to writing and the difference between formal and informal conversational language. It is difficult to learn one rule at a time until the readers can recognize good writing. Some researchers have not succeeded to completely describing what thing makes a " good" writing style as good .Writing style is not consciously learnt ,but is subconsciously acquired from reading.

2. Writing can help us solve problems and make us smarter , the reading hypothesis confirms that this is not true .So, students do not learn to write by writing until they reflect on how anyone writes in school or college. No one writes enough to learn more than a small part of what writers need to know(ibid:133).

To sum up, when making a comparison between WA and reading, reading plays an important role in the lack of WA.For example,when students reported 1.15 hours per week in"total reading" but only two hours per week in writing (1.9 hours for "short reading" and .1 hours for "long writing").Assuming even a very slow reading rate 200 words per minute(WPM,for short) and a very fast writing rate(typing at 60WPM), this still means that students deal with far more words in reading than in writing(a ratio of 25 to 1).The true ratio is probably more like 1 to 150.Considering the complexity of the system that is to be acquired, this data severely weakens the case for writing as an important source of language acquisition(ibid:29).

## **2.19 Methods and Measures to Reduce Second / Foreign Language Learning Apprehension**

Clark(2005:6-9)concludes that apprehension from writing in learning L2 can be reduced by many methods. Firstly ,the teacher can conduct the lessons with creativity and hence the classroom environment helps students to reduce their apprehension from writing. Secondly, teachers need to pay attention to their students' learning rate and different cultural background.Thirdly, teachers must relate the teaching plan with updated issues occurred in the society in order to attract students' attention. This thing can help students remember what the teacher has taught them, easily.

On the other hand, students must do their best to reduce their apprehension in learning a L2 .They also need to lower their apprehension by persuading themselves that they can speak in front of their teachers or peers. They can look straight into teacher's eyes to get some support from the teacher. A peer interaction is very important because students may learn from each other and they will improve together.

There are many ways to reduce WA when students learn L2 including:

- 1.students' feel fear of evaluation, especially negativeevaluation. Teachers can help their students by giving them writing assignments that will not be graded. For example, exploratory writing on a topic or a draft of essay.
2. teaching writing as a process rather than as a final product.
3. referring to peers' feedback as an exchange for teaching.This feedback should be given in a non-threatening way , i.e.non-evaluative context.
- 4.identifying error patterns made by students and helping them to correct these errors rather than correcting every single error by the teacher. It is accepted that this technique can help in overcoming high levels of WA among students.
- 5.encouraging students to spend enough time on free writing activities.

These are the most frequently cited ways followed to reduce high WA levels(Grabe&Kaplan, 1996:87).

## **2.20 Strategies and Activities to Avoid Writing Apprehension**

Reeves(1997:35-40) and Tharp (1997:422)suggest that there are several strategies that teachers can use with their students whose WA interrupts their writing efforts,as follows:

1.Teachers speak about past experiences with writing in small groups early in the course as a way of helping students put past experiences in perspective . For example, students who are accustomed to receiving failing grades or primarily negative feedback may feel that they are unable to produce effective writing.

2.Teachers can help students examine these feelings and understand their source. So, teachers can encourage their students to work through their apprehension.

3.Teachers can include daily non-threatening writing activities in a practice -like atmosphere because many students have either had little experience in writing or have only received criticism about past writings. The aim is to help students develop their self-confidence .

4.Teachers can help students get overcome their apprehension through reviewing samples of their errors. This assurance on systematic logic can help struggling students rise their confidence and be sure that they can learn from past errors.

5.Teacher can help students who are apprehensive by structuring writing activities in ways that promote balancing flexibility ,structure and success to help students "unblock" themselves.

6.Facilitate learning through joint productive activities among students . and teachers. So, learning is effective when learners and experts work together for a common goal and when they have opportunities to speak about what they are doing.

7. Develop competence in the language and literacy of instruction throughout all instructional activities. Literacy and language development should be fostered through purposive conversation not through exercises and decontextualized rules.

8. Contextualized teaching and curriculum in the experiences and skills of home and community. Students at school or college need to provide experiences that show how rules are drawn from and apply to the everyday world. Patterns of participation and speech from family and community should be used in school or college as a bridge to school patterns of participation.

9. Challenge students with cognitively complex intellectually engaging curricula. Students can be engaged cognitively into conversations, especially the instructional conversations. This process makes students and teachers engage in questioning and sharing knowledge and ideas. Students' engagement into academic writing activities makes explicit the features of well-written texts in English clear (ibid:423).

Reeves (1997:39) and Gabaldon (2001:67) offer three techniques which have been successful and could develop confidence for students while writing, as follows:

1. Reflective dictation: in this technique, teachers can choose a passage from any primary passage source document. Students take dictation as precisely as they can and they can discuss errors as a class, and then examine the original piece more closely after that, they write a brief reflective answer to the piece in terms of personal answer to it, looking at the content and thinking about the structure of the piece. Students have language practice but also are able to make a personal connection to some type of the text or ideas

2. A focused listening writing: in this technique, teachers ask their students to write 500 words on a given topic. Students are sometimes intimidated by the task but by having them list everything they know about the topic and begin thinking about subtopics, students often find that the 500 words requirement is reasonable. This technique helps students develop their confidence in their new language.

3. Metaphorical questions: in this technique, students are unready to revise their essays or compositions. In other words, the second draft is not different from the first draft. For example, teachers may ask their students to answer questions such as " what does sleep look, feel, taste, smell? What words are synonyms for sleep? or What plant or creature would be a good symbol for sleep? The teacher asks students to revise the essay using some of the new information they have generated.

So, teachers can also help their students look at the errors in their writing in terms of patterns which can be learned and applied. Students will correct their essays or compositions if the teacher models possess grammar and vocabulary. When teachers are teaching writing to their students they need to go beyond language conventions and help their students build confidence. One of the most important techniques that help students build their confidence is to make them familiar with the conventions of the kinds of writing they will do in the class. Teachers can help their students understand conventions of English not only by pointing them out and modeling them but by making students discussing about writing in their first language or their native language.

Furthermore, students can benefit from many opportunities of using English through writing and speaking in a literacy environment.

Reeves(1997:36-37) suggests that there are :

1. In-class writing activities: In this activity students may feel less apprehensive about writing if a teacher gives note cards which provide a small amount of writing space and ask them to respond using their own words. Another way that can be helpful, is to tell them that they have ten minutes to write the assigned paper. Setting a timer and making them write for ten minutes will help them find a " a way to writing or at least help them recognize the main points that they want to make in their writing. Some students work better when teachers help them "break down" a larger essay into pieces, for example, spend some class time working on the introduction or just one paragraph of support initially.

2. Structured writing activities :some students need structure at the beginning to help them feel less threatened by writing. Teachers can allow students to look for content without the pressure of having to make decisions about the form of the content. For example, graphic organizers



can provide students a visual pattern for writing. As students improve their writing, teachers can help them move beyond these structural activities and show them how to write "from scratch" using their own planning techniques.

3. Helping students work through writing blocks : In this activity teachers can help their students continue to write even when they are feeling apprehension through the following ways:

A: Teachers can tell students to imagine a different audience for the piece, the students may be able to write a first draft of an essay or a composition or letter to the editor by first imagining their best friends as the audience.

B: Students can choose a part of the piece as a starting point to just begin writing getting something on paper.

C: In technology, students can do invisible writing by turning off the computers monitor in order not to see what they are writing . Hence, students' attention will tend to thinking inside the head and may affect the way that they conceptualize what they will . Also, this helps students who are concerned about " correctness" to refocus their attention since they can not check the correctness of what they write while they continue to write.

D. Teachers can also help their students through using journal articles or books describing specific writing assignment. This thing allows teachers not only see whether or not the assignment will be useful to their students but also build their confidence as writers .

## **2.21 Summary**

To summary ,the four main types of writing are: expository, persuasive,narrative and descriptive writing.The process of learning writing is highly structured and students should perform it within stages.Moreover, writing differs from speaking with respect to:age, university ,formality ,prestige ,hesitations and grammar .Academic writing also differs from other types of writing as it is explained in this chapter.

Topic sentence ,unity, coherence, cohesion, binding, content length and concluding sentence formulate the features of effective paragraphs. There are also many ways for making writing more sophisticated,in addition of using appropriate punctuation marks.

Besides,it is probably true to say that students face challenges in their writing. These challenges make them feel apprehensive when they are writing.Most students find it difficult to complete their writing.For example, when they are asked to write acomposition or an essay most of them are unable to write or complete their writing because of many reasons such as , lack of knowledge in vocabulary, grammar or they lack their own ideas in writing, inadequate time to complete writing,apprehensive writer's perception that teachers are a source of punishment of their students, the negative reactions given by teachers to the content of student's essays or compositions, they have difficulty in developing arguments, they are having limited time to plan,write and to revise the written draft, they are unable to show the aesthetic quality of their texts, and they fear of evaluation ...etc.

Most students keep in mind comparison with their classmates, all these factors make writing a highly challenging and demanding skill and lead to negative attitudes towards writing. Therefore, students of EFL should pay more attention to causes of WA in order to avoid them in their writing.Moreover,they are required to have continuous and sufficient practice on activities, techniques of WA.

## **Part Two: Previous Studies**

### **2.2.0 Overview**

This part sheds light on the related studies that have been conducted previously in the area of WA.

#### **Marshall Leisa and Anthony Varnon 2.2.1(2009)**

The study aimed at:

1. exploring the relationship of WA to writing performance on non-personal types of writing ; the types of writing performed by accounting professionals.
2. evaluating changes if any in WA levels and potentially in writing performance that result from additional writing assignments in an accounting curriculum that requires writing.

The following procedures were adopted in order to achieve the aims of the study:

1. selecting 221 students earned in the Business writing course.
2. constructing a test using Chi-square formula and the Binomial Proportion test.
3. drawing results of the test through using Pearson's Correlation Coefficient formula.

Results of this study indicated the following:

1. more writing assignment "as a method of teaching writing in accounting courses" serves to decrease WA and possibly enhances writing performance so that, WA of students will be decreased.
2. more writing assignments serve to validate the fears of the already high writing apprehensive accounting students. This fear of writing situations or high levels of WA negatively affects writing performance.

### **2.2.2 Huwari , Ibrahim Fathiand Abd Aziz ,Hashima Noor(2011)**

This study investigated:

- 1.the levels of WA among the Jordanian postgraduate students when writing in English at University Utara Malaysia.
- 2.the relationship between age and socio-economic status and WA .
- 3.the writing situations that make the Jordanian postgraduate students feel most apprehensive when writing in English (writing theses, assignments or journals).

The following procedures were used in this study:

- 1.selecting a sample of 103 Jordanian postgraduate students at University Utara Malaysia,
2. constructing a test and a questionnaire. Part A was about the test that consisted of demographic information such as, age and socio-economic status and part B was about the questionnaire consisted of 26 items.
- 3.drawing results of the test and the questionnaire through using Statistical Package for Social sciences(SPSS) and ANOVA.

Results showed that:

- 1.the majority of the Jordanian postgraduate students experienced high level of WA.
- 2.there is a significant relationship between age , socio –economic status and WA.
- 3.for the open-ended question, the majority of the respondents said that they experienced apprehension in writing theses more than in writing assignments or writing journals.

### **Mareia, Johnson (2012) 2.2.3**

This study aimed to

1. explore teachers'perception for barriers to self-efficacy in high school student writers.

2. look the pedagogical practices which contribute to efficacy, students' behaviours which impact self-efficacy, writing stress and apprehension and best practices.

These aims were achieved through using the following procedures:

1. selecting a 1260 male and female high school students.
2. constructing a pre and post- tests as well as interviewing the students.
3. drawing results through using statistical means.

Results of this study indicated the following:

1. interview students in order to know whether they can remember how to write simple things like their names or small words. Results indicated that none can actually remember learning to write paragraphs or papers. This absence of memory was perplexing and these responses were so negative. It seemed that the students were discouraged to write.
2. interview students in order to discuss WA and writing self- efficacy. It seemed that students response choose their classes based on the writing or reading requirements or lack thereof.

#### **2.2.4 Heather ,Michelle Williams (2012)**

This aimed to:

enable students to become more self- aware of their own SE . The researcher led the class to discuss the meaning of the word SE in terms that a third grade can understand after asking if the students know what SE mean.

The sample of the study consisted of ninety -four students at third grade. An achievement test had been constructed and applied to the selected sample of students. Results were drawn through using ANOVA to show:

1. a significant positive relation was found between writing attitude and beliefs of SE both at pretest and at posttest.
2. students who tend to rate themselves as having a higher writing attitude would also tend to rate themselves as having a higher SE for writing.

3. another significant positive relation is found between writing ideas and grammar, i.e. results were broken down into two sub-scores for the writing assessment, writing ideas and grammar in the writing.

**Huwari , Fathi Ibrahim (2014:2.5)**

This study aimed to:

1. explore the causes of WA.
2. explore the effects of WA , and
3. identify the strategies that the Jordanian Ph.D. students used to reduce WA.

These aims are achieved through using the following procedures:

1. selecting a twenty-one Jordanian Ph.D. students, nine supervisors and nine Ph.D. proposals.
2. constructing a test about WA such as, causes, effects and strategies in order to reduce WA.
3. drawing results of the test through using appropriate statistical tools.

Results of this study indicated that:

1. the causes of WA were lack of knowledge in English structure , negative attitude toward writing, and negative writing experience in the past and inadequate knowledge in academic writing.
2. the effects of WA were personal effects, social effects, and academic effects.
3. the strategies employed to reduce WA were behaviour strategy and feedback, cognitive strategy and affective strategy.

So, this study concluded that WA was a prevalent phenomenon among the students.

### **2.2.6 Abbas, Salam Hamid(2016)**

This study aimed to :

- 1.investigate Iraqi EFL students' orientation of locus of control , their level of WAand level of writing performance, and
- 2.investigate the correlation between Iraqi EFL students' orientation of locus of control, level of WA and level of writing performance according to the locus of control orientation; internal and external.

The following procedures were used in this study:

- 1.selecting 160 studentsrandomly from the 3rd and 4th years , fifty students from every stage at the College of Education / Ibn Rashd whereas sixty student from every stage at the College of Education for Women/University of Baghdad.
- 2.constructing a test about writing apprehension and performance according to his/her academic locus of control orientation.
- 3.drawing results of the test through using statistical means.

Results of this study indicated the following points:

- 1.Iraqi EFL university students had eternal orientation of academic locus of control orientation, high level of WA, and low level of writing performance.
- 2.there was no correlation betweenacademic locus of control orientation(including both internal and external) and the level of WA of students.
- 3.students' writing performance correlated positively with internal orientation of academic locus and negatively with external orientation.
- 4.students' WA and writing performance of both internal and external academic locus of control orientation students were in negative correlation.

## **2.2.7 Discussions of the Previous Studies**

### **• Aims**

The previous studies were basically related to studying WA. They included various aims, samples, procedures and results.

They found that students face challenges in their writing for many reasons. For example, Marshall and Anthony(2009) explored the relationship of WA to writing performance on non- personal types of writing. Whereas, Huwari and Abd Aziz(2011) studied the relationship between age and socio-economic status and WA. Mareia (2012) was concerned with the exploring teachers' perception for barriers to self-efficacy in school student writers. While, Heather(2012) had compared the relationship between writing and self-efficacy

Huwari(2014) was concerned with exploring the causes and effects of WA. Abbas(2016) was concerned with investigating the correlation between Iraqi EFL students' orientation of locus of control, levels of WA and level of writing performance according to the locus of control orientation.

The current study is majorly concerned with investigating the average of EFL University students in WA and writing.

### **• Instruments**

Most of the previous studies constructed a test as in :Marshell and Anthony(2009), Heather(2012), Huwari(2014) and, Abbas(2016). However, Huwari and Abd Aziz(2011) are utilized a questionnaire and a test. While, Mareia(2012) utilized a pre and post- test in addition of interviewing the involved students.

In the current study a questionnaire plus an achievement test will be constructed and utilized for collecting the required data.

### **• Samples**

The samples involved in the previous studies are different in number, type and place. Marshall and Anthony(2009) have selected 221 males and



females students from Valdosta State University. Huwari and Abd Aziz(2011) have selected 103 male and female students from University Utara Malaysia. While, Mareia(2012) has involved 1260 male and female high school students. Whereas, Heather(2012) has involved ninety-four students at the third grade. Huwari(2014) had involved twenty-one Jordanian Ph.D. students, nine supervisors and nine Ph.D. proposals. While, Abbas(2016) has involved 160 students who are selected from the 3<sup>rd</sup> and 4<sup>th</sup> years, fifty student from every stage at the College of Education/Ibn Rashd whereas sixty student from every stage at the College of Education for Women University of Baghdad.

The sample of the current study consists of 109 male and female students from the University of Tikrit and University of Samara'a.

### • Results

All the previous studies revealed that EFL the students have apprehension in their writing and their fear sometimes prevents them from completing their writing.

Marshall and Anthony(2009) revealed that more writing assignments as a method of teaching writing decreases WA and possibly enhances writing performance. This result is in line with Huwari and Abd Aziz(2011) who revealed that a lack of knowledge towards writing like assignments, articles, etc. decreases apprehension, apprehension in writing. Mareia(2012) revealed that none can actually remember learning to write paragraphs or papers. This absence of memory was perplexing and these responses were so negative. It seems that students were discouraged to write. This result is in line with Huwari (2014) who indicated that the negative attitude toward writing, negative writing experience in the past, and inadequate knowledge in writing lead to apprehension in writing.

Heather(2012) results indicated that the positive relation was found between writing attitude and beliefs of SE. While, Abbas (2016) who revealed that the students' WA and writing performance of both internal and external academic locus of control orientation students were in negative correlation.

## **Chapter Three**

### **Research Methodology**

#### **3.0 Overview**

This chapter presents the procedures of the current study. These procedures include the population and sampling, instruments of the study, i.e. a questionnaire and an achievement test and the statistical tools used for the treatment of the collected data.

#### **3.1 Population and Sampling**

Population refers to the subjects or examiners of a specific study or everyone who is the subject of a statistical observation (Reddy, 2004:28). In short, population means a set of individuals or objects. A sample is taken from the population where each individual or object being independent and having an equal chance of selection, the average of the sample is an example of a random sample estimate of a population value (Schumacker and Tomek, 2013:43). In other words, the sampling plan is the methodology used for selecting the sample from the whole population (Lemeshow and Levy, 2013:3).

The population of this study consists of 109 fourth-year university students of the Department of English at both University of Tikrit, College of Education for Human Sciences (CEHS), College of Education for Women (CEW) and University of Samara'a, College of Education (CE). The number of the students at the University of Tikrit is ninety. Sixty-nine students are at the CEHS and only twenty-one students are at the CEW. Twelve students have been randomly selected from the CEHS to represent the sample of the pilot administration of the constructed questionnaire and test. As a result, the remaining number is fifty-seven students and twenty-one from CEW who represent 87% of its original population. The number of the students at the University of Samara'a for CE is thirty-one students which form 100% of its original population, as shown in Table (1).

**Table(1)**

**The Population and Sample of the Current Study**

<b>No.of University</b>	<b>Name of University</b>	<b>Name of College</b>	<b>Population</b>	<b>Pilot</b>	<b>Sample</b>
1	Tikrit	College of Education for Human Sciences	69	12	57
		College of Education for Women	21	-	21
2	Samara'a	College of Education	31	-	31
<b>Total</b>	<b>2</b>	<b>3</b>	<b>121</b>	<b>12</b>	<b>109</b>

**3.2 Instruments of the Study**

The current study includes two instruments, i.e. a questionnaire and an achievement test, as follows:

**3.2.1 Construction of the Questionnaire**

Questionnaires are any written instruments that present respondents with a number of questions or instruments to which they are to react either by writing out their responses or selecting from the existing responses(Dornyei and Taquchi,2013:3-4). In other words, A questionnaire is a written list of questions which are answered by a lot of people in order to collect statistical information for a report or survey(Mangal,2013:337).

The items of the questionnaire can be put in a closed form or an opened form.In the current study a closed form questionnaire is used which has a set of options to each item from which the answers can be

chosen, as shown in Appendix(A). A Likert scale is used in the current study for studying and measuring answers' stances. They are usually used to determine answers' levels of satisfaction or agreement (Remeni and Onofrei, 2015:15-16).

A questionnaire of thirty items has been constructed and distributed to EFL students in order to discover the difficulties that students face in their WA at University level. The included thirty items are presented in the form of statements to be endorsed on a five-point Likert scale which ranges from strongly agree to strongly disagree.

### **3.2.1.1 Validity of the Questionnaire**

Validity refers to the extent to which an instrument actually measures what it sets out to measure (Wilkison and Stein, 2007:699). In other words, it refers to the degree that an instrument measures what it is intended to measure. Content validity is achieved in the process of constructing the questionnaire (Rodriguez and Raz, 2008:148).

The constructed questionnaire has been exposed to a jury\* of specialists in Linguistics and Methodology. The jurors have been asked to review the questionnaire and reflect their ideas about the validity of the included items and areas of the questionnaire.

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#### **\*The Jurors**

1. Prof. Ahmed Makta'ar. (Ph.D.) University of AL-Nileen..
2. Prof. Sami AbdulAzeez Al-Mamoori. (Ph.D.) University of Diayla.
3. Prof. Abdullah Yassen. (Ph.D.) Sudan University of Sciences and Technology.
4. Prof. Mohamed Ameen. (Ph.D.) Ribat University.
- Asst. Prof. Abbas Makta'ar (Ph.D.) Sudan University of Sciences and Technology 5..
- Dr. Dunai Tahar Hameed. (Ph.D.) University of Tikrit 6..
- Dr. Marwa Kareem. (Ph.D.) University of Tikrit 7..

The jurors have mostly indicated that the questionnaire items and areas are suitable except for some modifications concerning some items that have been handled before the pilot administration of the questionnaire.

In other words, to test the validity of the questionnaire we have two approaches:

1. Virtual Validity: the intended questionnaire contains all of the subjects that are directly related to the subject of the study and exposed to a number of jurors in order to judge its appropriateness and get its validity.

2. Discriminatory Validity: in this approach we arrange the degrees of the questionnaire from high to low and then divided the results into two parts, The first part contain the high responses and the second part contain the low responses, Then we select (25%) from the high responses also we select (25%) from the low responses.

The computed T-value is 8.943 which is greater than the tabulated T-value which is 1.701 at a significant level 0.05. Therefore, it is concluded that there are a significant difference between the students in apprehension of writing. So that, mean the validity of questionnaire is discriminatory.

### **3.2.1.2 Reliability of the Questionnaire**

Reliability is an important property of a good questionnaire. It refers to the consistency of the results gained concerning the extent to which the instrument yields the same results in repeated trials (Bibbie, 2012:148). The questionnaire must be reliable in order to collect appropriate data. In other words, items measuring the same construct should generate consistent answers and be pertinent to the construct that the items are intended to measure (Andrew, et al, 2011:202).

The reliability coefficient of the questionnaire has been found out by using Cronbach's Alpha formula which is a measure of internal consistency. Reliability is how well a questionnaire measures what it intended the items if the numbers of items are increases, Cronbach's Alpha increases as well (Soh, 2016:107). In order to gain reliability, we have two methods:

## 1.Split Half Method

In this method we divide the thirty items of the questionnaire are divided into two parts, the first part contains odd questions and the second part contains even questions. Then Pearson Correlation Coefficient is computed between the two parts by using Spearman – Brown adjusted equation the reliability coefficient for the first half is equal to 0.80 and 0.78 for the second half, so the Gultman split – half Coefficient is 0.82 which is an acceptable value that enables the researcher to depend on the results of the current study.

## 2.Interior Consistence Method

This method depends on the consistency of responders' answers from one question to another question, Cronbach`s – Alpha value is 0.85 which represents a high degree of reliability that enables the researcher to depend on the results of the current study.

### **3.2.1.3 Pilot Administration of the Questionnaire**

A pilot study is a research study conducted before the intended study. It is only a small part of a main study. The aims of this phase are as follows:

1. to assess the effectiveness of the instructions provided, questions validity and questioning technique.
2. to analyze the answers and identify any gaps in the data or any unnecessary data collection.
3. to seek feedback from pilot students, regarding the content and structure of the questionnaire, checking in specific for their understanding and if any questions are difficult or ambiguous (Fillippaios and Beson, 2016:53).

The questionnaire has been tried out on twelve fourth year students who have not been involved within the original sample of the study, in order to analyze students' responses, to check whether or not the items are ambiguous or difficult and the clarity of the given instructions and questioning technique.

### **3.2.1.4 Final Administration of the Questionnaire**

After ensuring the validity, reliability, and the effectiveness of the thirty items, the final administration of the questionnaire to the sample of the study has been carried out on January 3<sup>rd</sup> 2018 on 109 male and female students.

Students are required to read each item of the questionnaire and put their respondents if they strongly agree, agree, neutral, disagree or strongly disagree by putting a tick(√) in the column of their choice and in front of each statement.

### 3.2.2 Construction of the Achievement Test

An achievement test is a tool to measure the level of knowledge or skill students learned in school or college to determine the academic progress they have made over a period of time. In other words, a test is a way to measure "general knowledge" that would be useful inside and outside of the class (Kautz and Heckman, 2014:3).

Therefore, an achievement test has been constructed to measure students' level of performance in reading comprehension, an essay, writing a composition and, writing an email, as shown in Appendix (B).

Table (2) describes the contents and behaviours of the achievement test. It indicates that the test involves four questions, questions one and two are scored out of thirty whereas, questions three and four are scored out of ten. Hence, the total score of the test is eighty.

**Table(2)**

#### **The Specifications of Contents, behaviours and Scores of the Achievement Test**

<b>No.of Qs.</b>	<b>Contents</b>	<b>Behaviours</b>	<b>Scores</b>
Q1	Reading Comprehension	to understand the given passage and conclude the correct	10
Q2	Essay	to write a critical analysis of something using appropriate vocabulary, grammar, spelling, punctuation and other issues	30
Q3	Composition	answer to write a composition in terms of marking scheme involving grammar,	30

		vocabulary, punctuation, spelling and other issues	
Q4	Writing an-email	to write an-email showing the personality,and some information about the appearance and character of the best friend.	10
<b>Total</b>			<b>80</b>

### 3.2.2.1 Validity of the Test

The first important criteria of a good test is validity. Validity refers to whether or not a test measures what it claims to measure, it always refers to the degree to which that evidence supports the inferences that are made from test scores (Braun and Wainer, 2013:16).

The most important kinds of validity are face validity and content validity. Content validity is the estimate of how much a measure represents every element of a construct. In other words, content validity is crucial for tests of the content in order to measure the quality of knowledge that is related to the test (Gravetter and Forzano, 2018:127).

Another important type of validity is face validity that refers to the degree to which a test measures what it appears to measure (Anastas, 2012:321). The constructed test has been exposed to the same jurors who judged the face validity of the questionnaire see (4.2.1.1) on page 67 to indicate whether the test items are appropriate to the involved sample of students and to add any suggestions and modifications if necessary. The jurors mostly state that the test is valid and appropriate for the level of test takers except for few modifications that have been reviewed and considered.

### 3.2.2.2 Pilot Administration of the Test

A pilot study is a process used to check all procedures and materials of the test. It is used in order to test feasibility, time, cost of the test, to test whether the study instrument is asking the intended questions, and whether the validated tool is suitable for the target population (Mauch and Park, 2003:136).



In order to achieve these aims the constructed test has been applied to a pilot sample of the twelve students who have not been included in the final administration of the test. Results show that the given questions are clear to the students and the time needed to answer the test questions ranges from one hour to an hour and a half.

### **3.2.2.3 Reliability of the Test**

The second important property of a good test is reliability. It refers to the degree to which an assessment tool produces stable and consistent results (Klyatis, 2012:368). Reliability is a characteristic of the items shown by the probability of success or the probability that the system will perform its intended function under the given conditions for a stated time interval (Birolini, 2017:2).

Reliability has sub-types that must be satisfied before a test or assessment such as parallel-forms, internal consistency reliability, inter-rater and test-retest reliability. A test-retest method is used in the current study by giving the same test to the same students at two different times and obtaining the same results each time (Birolini, 2013:299).

According to this method the same test has already been given to the pilot sample of twelve students twice at two different times. The obtained Pearson's Correlation Coefficient is 0.82 which is considered an acceptable degree.

### **2.2.2.4 Item Analysis**

Item analysis is a process which examines student answers to individual test items (questions), in order to assess the quality of those items and the whole test (Gorsuch and Griffee, 2017:59). In other words, item analysis is a general term for a set of statistical methods used to evaluate test items (Gorsuch, 2014:98).

Therefore, testees' responses on the four questions of the test are arranged in a descending order, i.e. from the highest grade till the lowest one. Then the 27% of the upper grades as well as the 27% of the lowest grades are taken and treated statistically, in order to find the discrimination power and the difficulty level of the test, as follows:

#### **3.2.2.4.1 Difficulty Level**

The difficulty of an item is defined in terms of the percentage or proportion of students who answer it correctly(Kline,2013:174).

According to (Gulliksen,2013:392) difficulty level refers to the proportion of the number of students in the upper and lower groups who responded to an item correctly.

To calculate the difficulty level of each item of the test,the formula items difficulty has been applied and results indicated that the level of the difficulty of the test items ranges from 0.60 to 0.17 ,as shown in Appendix (C).

#### **3.2.2.4.2 Discrimination Power**

It refers to the degree to which an item differentiates correctly among test takers in the behaviours that the test is designed to measure(Roy,2013:184).

According to Forsyth,et al(2013:85) discrimination power is an instrument used to discriminate between the students who scored high and those who scored low in the whole test.One way to determine an item's power to discriminate is to compare the scores of the students who have done very well with those who have done very poorly.

The results gained from the application of the discrimination power formula indicate that the discrimination power of the items included in the test ranges from 0-80 to 0-30 ,as shown in Appendix(C).

#### **3.2.3 Final Administration of the Test**

After ensuring the validity,reliability,discrimination power and difficulty level of the test, it has been administration on a sample of seventy-eighty students from the University of Tikrit(CEHS) and( CEW) and thirty-one students from the University of Samara'a(CE),on 4rd January 2018.The involved students are asked to answer the questions of the test and finish their responses within a period of an hour and a half.Finally, all the test papers have been collected to be scored by the researcher according to the prepared scoring scheme.

#### **3.2.4 Scoring Scheme of the Test**

Scoring scheme is a process of teaching and learning strategy that can aid students understanding. It increases reliability of the test and helps to obtain a consistent data about students' performance. It provides clear information on the criteria and standards of performance against which students work will be judged (Firth and Ralston, 2013:201). In general, a scoring scheme should be tight and the marks of each part of questions should be indicated on the examination papers (Eilks and Byers, 2015:220).

According to Claire et al (2015:48) state that a scoring scheme aims to create transparency by providing teachers with clear criteria to mark students' work. It is necessary to determine a marking scheme before marking and thereafter sharing it with the students when the task is first set or better still, get them included in drawing up the scoring scheme and suggesting additional personal criteria.

The constructed test includes four questions. Each of questions one, and four is given ten marks whereas, questions two and three is given thirty marks. The thirty marks are distributed equally among; the three aspects of vocabulary, grammar, and punctuation. Whereas, question one including ten items, and given ten marks. Each item is given one mark. Finally question four is given ten mark which is distributed equally among. The three aspects, vocabulary, grammar, and punctuation, as shown in Table(3). Hence, the total mark of the whole test is eighty, as shown in Appendix(D).

**Table (3)**

**The Scoring Scheme of the Achievement Test**

<b>No. of Question</b>	<b>Criteria</b>	<b>Qualities</b>	<b>Scores</b>
Q1:Reading Comprehension	Vocabulary	Correct	1
		Wrong	0
Q2:Essay	Vocabulary	Correct	10
		Wrong	0
	Grammar	Correct	10
		Wrong	0
	Punctuation	Correct	10
		Wrong	0
Q3:Composition	Vocabulary	Correct	10
		Wrong	0

	Grammar	Correct	10
		Wrong	0
	Punctuation	Correct	10
		Wrong	0
Q4:Writing an- email	Vocabulary	Correct	4
		Wrong	0
	Grammar	Correct	3
		Wrong	0
	Punctuation	Correct	3
		Wrong	0

### 3.2.5 Statistical Tools

The following statistical tools are used for analyzing the collected data of the current study:

1.Cronbach's Alpha Formula to calculate the reliability of the questionnaire and test.The formula is as follows:

$$A = \frac{N}{N-1} \left\{ 1 - \frac{\sum s_1^2}{s_2^2} \right\}$$

Where: (Schreiber & Anser self,2011:112)

N=Number of item in a questionnaire

$s_1$  = Variance of the first group

$s_2$  = Variance of the second group

2.One sample T-Test to find out the differences between the mean scores of the EFL College students performance in the achievement test.The formula is as follows:

$$T = \frac{\bar{x} - A}{s/\sqrt{N}}$$

Where=

T= T-test value

$\bar{x}$ =The mean scores

A= The theoretical mean

SD= Standard deviation

N= Number of the students (ibid)

3. Two independent sample T-Test formula is used to find out differences between the mean scores of the achievement of the two Universities (Tikrit and Samaraa) and between the two groups male and female students. The formula is as follows:

$$T = \frac{X_1 - X_2}{\sqrt{\frac{(N_1 - 1) f_1^2 + (N_2 - 1) f_2^2}{N_1 + N_2 - 2} \times \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

Where:

$X_1$  = The mean scores of the first group

$X_2$  = The mean scores of the second group

$N_1$  = The number of the first group

$N_2$  = The number of the subjects in the second group

$f_1^2$  = Variance of the first group

$f_2^2$  = Variance of the second group (Howell, 2013:185)

4. Difficulty level formula is used to estimate the difficulty level of each item of the tools of the study, i.e. the questionnaire as well as the test:

$$DL = \frac{H + L}{N}$$

Where:

DL = Difficulty level

H = Number of high correct answers.

L = Number of low correct answers.

N =Total number of students in both group (Bloom,1971:181).

5.Discrimination power formula is used to compute the discrimination power of each item of the questionnaire as well as the test:

$$DP = \frac{RU - RL}{1/2T}$$

Where:

DP= Discrimination power

RU= The number of students in the higher group who get the items right.

RL= The number of students in the lower group who get the items right.

T=The total number of the two groups.

(Mehren and Lehman,1973:192) .

## **Chapter Four**

### **Analysis and Discussion of ResultsData**

## 4.0 Overview

The purpose of this chapter is to analyze the collected data and discuss the obtained results related to the two involved instruments, i.e. the questionnaire and the achievement test of the current study.

### 4.1 Percentages of Students' Responses on the Questionnaire

1. In the first statement: "I have no fear of my English writing being evaluated", in this statement 14% of the respondents strongly agree, and 19% of the respondents appearing their agreement, however 18% of the respondents select neutral, so the percentage of the respondents who disagree with this statement is 21%. Hence, the highest percentage of students' is for the strongly disagree which is 28%.

2. In the second statement: "I am afraid of writing essays in English when I know they will be evaluated", 17% of respondents strongly agree about this statement. This percentage is equal to those respondents who selected agree, 27% of the respondents say neutral, and 22% of respondents record their disagreement about it, and 17% of the respondents strongly disagree with it.

3. 17% of respondents strongly agree and also 17% show their agreement with the third statement: "I am nervous about writing in English", 40% of the respondents say neutral, and 19% of respondents shown their disagreement about the statements and only 7% refer to strongly disagree.

4. Nearly third of respondents, i.e. 31% show their strongly agreement with the fourth statement: "I would enjoy sending my English writing to magazines for evaluation and publication", and more of quarter of the sample, i.e. 26% show their agreement, 23% of respondents select neutral, and 9% show their disagreement and the rest percentage 11% select strongly disagree.

5. In the fifth statement: "I have a terrible time organizing my thought in a composition course", 29% of the respondents strongly agree with it, and 30% of them agree so 17% of them select neutral, 14% of the respondents chose disagree, and only 12% refer to strongly disagree.

6. Nearly quarter of respondents, i.e. 24% show their strongly agree with sixth statement: "I should get a good grade regardless of the quality of my work", and 28% show their agree, 22% of the respondents select neutral, so 16% of the sample show their disagree, and only 10% was strongly disagree about it.

7. Results show that 18% of sample strongly agree with the contain of the seventh statement which is: "I should prepare assignments in time" and 22% of the respondents show their agree, however 29% select neutral, quarter of sample refer to their disagree, and just 6% refer to strongly disagree about it.

8. 28% of respondents was strongly agree with the eighth statement: "expressing ideas through writing in English seems to be a waste of time" and 24% of the sample refers to their agree, 19% of the respondents are neutral, so 17% show their disagree, and only 13% strongly disagree.

9. 22% of respondents agree and 40% say agree with the ninth statement: "I often change some sentences and read them again", and 22% say neutral, so the respondents disagree percentage was 10%, and just 6% refer to their strongly disagree.

10. The respondents strongly agreed with the tenth statement: "I stop after writing each sentence to read it again", 14% from the sample and 34% agree with it, so the percentage of neutral 30%, so the respondents show their disagree 12%, and only 10% refer to strongly disagree.

11. 31% of the respondents strongly agree with the eleventh statement: "I use comma, colon, semi colon and abbreviation, when it is necessary", and 18% agree, however 22% of the respondents select neutral, so the percentage of the respondents who disagree 17%, and just 14% refer to strongly disagree.

12. 18% of respondents strongly agreed about the twelfth statement: "it is easy for me to write good compositions", 37% of the respondents agreed with it, and 26% say neutral, 13% of respondents show their disagreement about it, and just 6% of the respondents strongly disagree



13.20% of respondents strongly agree and 21% refer to their agreement with the thirteenth statement: "I feel relaxed when listening to my teacher", 27% say neutral, and 22% of the respondents show their disagreement, and just 10% refer to strongly disagree.

14.33% of respondents show their strongly agree with the fourteenth statement: "I feel satisfied when my teacher is talking and teaching", 36% refer to their agreement, and 15% of respondents select neutral, and 10% show their disagree, and just 6% refer to strongly disagree.

15.30% of the respondents strongly agree with the fifteenth statement: "I feel more comfortable when I write than when I talk or read and 30% agree, so 20% select neutral, 13% of the respondents chose disagree, and only 12% refer to strongly disagree.

16. 28% show their strongly agree with the sixteenth statement: "I like see my thoughts on papers in English", 31% show their agree, 22% of respondents select neutral, 8% of respondents show their disagree, and only 11% strongly disagree.

17.32% strongly agree with the seventeenth statement: "I am able to clearly write down my ideas in English", 28% of the respondents show their agree, however 16% select neutral, 17% refer to their disagree while 7% refer to strongly disagree.

18.29% of respondents strongly agreed with the eighteenth statement: "I expect to do poorly in English composition lessons even before they begin", 31% of respondents refer to their agreement, 18% say neutral, whereas, 13% disagree, and only 9% strongly disagree.

19. 33% of the respondents strongly agree about the nineteenth statement: "I can complete writing my composition in the fixed time", 31% of the respondents agree, 17% of the respondents say neutral, while, 14% disagree, and only 5% show their strongly disagree.

20. 40% of the respondents strongly agree, 29% agree about the twentieth statement: "I always try to avoid writing anything on papers", 17% of the respondents say neutral, 8% of the respondents disagree, and only 4% refer to strongly disagree.

21.34% of the respondents strongly agree with the twenty one statement: "my mind seems to go blank when I start to work on my composition", 27% show their agree, 19% of the respondents say neutral, while, 12% select disagree, and only 8% strongly disagree.

22.19% of respondents strongly agree with the twenty two statement: "I feel confident in my ability to clearly express my ideas in writing", 28% say agree, and the same of the respondents 28% say neutral, 14% of respondents show their disagreement, and only 11% strongly disagree.

23. 20% of respondents strongly agree, 19% refer to their agree with the twenty three statement: "I like to have my friends read what I have written", 21% say neutral, 18% of the respondents show their disagreement, and only 22% select strongly disagree.

24.27% of respondents strongly agree with the twenty four statement: "writing is a lot of fun", 31% show their agreement, 22% of the respondents say neutral, 14% select disagree, and only 6% refer to strongly disagree.

25.17% of respondents strongly agree with the twenty five statement: "my classmates will get the enjoyment of what I write", 24% say agree, 20% select neutral, 22% of the respondents disagree about, and only 17% refer to strongly disagree.

26.15% of respondents show their strongly agree with the twenty six statement: "I get a lot of benefit when my teacher explain the topic to us", 17% select agreement, 37% say neutral, whereas, 21% of the respondents show their disagree, and only 10% select strongly disagree.

27.25% strongly agree with the twenty seven statement: "discussing my writing with others is an enjoyable experience", the same percentage 25% of the respondents show their agreement, while, 19% say neutral, 7% select disagree, and only 7% refer to strongly disagree.

28.16% of the respondents strongly agree with the twenty eight statement: "I do not think I am able to write as most of other students do", 17% of the respondents refer to agree, 14% select neutral, whereas, 36% disagree, and only 17% strongly disagree.

29.6% of the respondents strongly agree with the twenty nine statement:"I feel disturbed when my teacher talks with me", 34% agree,27% say neutral ,while,26% of the respondents disagree ,and only 7% strongly disagree.

30.40% strongly agree,39% agree about the thirty statement:"I do not have the ability to develop my writing",13% say neutral,the respondents disagree 5%, and only 3% refer to strongly disagree.

In general the total percentages for the respondents of the whole statements are 24% "for strongly agree",and 27% for "agree", while 22% for "neutral", 16% for "disagree", and only11% for "strongly disagree" ,as shown in Table(4).

These results conclude that EFL university students have apprehension in their writing .In general,51% of the respondents are "strongly agree" and" agree", while 49% of the respondents record "neutral"," disagree" and "stronglydisagree".

**Table(4)**

**The Percentages of Students' Responses  
On the Questionnaire**

No.of Items	Items	Strongly Agree		Agree		Neutral		Disagree		Strongly Disagree	
		N	%	N	%	N	%	N	%	N	%
1	I have no fear of my English writing being evaluated.	15	14	21	19	20	18	23	21	30	28
2	I am afraid of writing essays in English when I know they will be evaluated.	19	17	19	17	29	27	24	22	18	17
3	I am nervous about writing in English	18	17	18	17	44	40	21	19	8	7
4	I would enjoy sending my English writing to magazines for evaluation and publication.	34	31	28	26	25	23	10	9	12	11

5	I have a terrible time organizing my thoughts in a composition course.	29	27	33	30	18	17	16	14	13	12
6	I should get a good grade regardless of the quality of my work.	26	24	30	28	24	22	17	16	12	10
7	I should prepare assignments in time	19	18	24	22	32	29	27	25	7	6
8	Expressing ideas through writing in English seems to be a waste of time	30	28	26	24	21	19	18	17	14	13
9	I often change some sentences and read them again.	24	22	44	40	24	22	11	10	6	6
10	I stop after writing each sentence to read it again.	15	14	37	34	32	30	13	12	12	10
11	I use comma,colon,semi colon and abbreviation, when it is necessary.	34	31	20	18	22	20	18	17	15	14
12	It is easy for me to write good compositions.	20	18	40	37	28	26	15	13	6	6
13	I feel relaxed when listening to my teacher .	22	20	23	21	29	27	24	22	11	10
14	I feel satisfied when my teacher is talking and teaching .	36	33	39	36	16	15	11	10	7	6
15	I feel more comfortable when I write than when I talk or read.	33	30	33	30	21	20	14	13	8	7
16	I like to see my thoughts on papers in English .	30	28	34	31	24	22	9	8	12	11
17	I am able to clearly write down my ideas in English.	35	32	30	28	17	16	18	17	9	7
18	I expect to do poorly in English composition lessons even before they begin.	31	29	34	31	20	18	14	13	10	9
19	I can complete writing my composition in the fixed time.	36	33	34	31	18	17	15	14	6	5
20	I always try to avoid	43	40	31	29	19	17	9	8	7	4

	writing anything on papers.										
21	My mind seems to go blank when I start to work on my composition.	37	34	29	27	21	19	13	12	9	8
22	I feel confident in my ability to clearly express my ideas in writing.	20	19	31	28	31	28	15	14	12	11
23	I like to have my friends read what I have written.	22	20	20	19	23	21	20	18	24	22
24	Writing is a lot of fun.	29	27	34	31	24	22	16	14	6	6
25	My classmates will get the enjoyment of what I write.	19	17	26	24	22	20	24	22	18	17
26	I get a lot of benefit when the teacher explain the topic to us.	17	15	18	17	40	37	23	21	11	10
27	Discussing my writing with others is an enjoyable experience.	27	25	27	25	26	24	21	19	8	7
28	I do not think I am able to write as most of other students do .	17	16	19	17	15	14	39	36	19	17
29	I feel disturbed when my teacher talks with me.	7	6	37	34	29	27	28	26	8	7
30	I do not have the ability to develop my writing.	44	40	42	39	14	13	5	5	4	3
<b>Total</b>		788	24	881	27	728	22	531	16	342	11

## 4.2 Analysis of the Collected Data in Terms of the Formulated Hypotheses

### 4.2.1 Average of Students' in Performance of Writing

In order to verify the first hypothesis of the study which reads “The average of EFL university students is within the theoretical mean scores in performance of Writing”, students mean scores as well as their standard deviation in the achievement test are obtained. They are 31.93 and 14.743, respectively. T – test formula for one sample has been applied in order to compare between the obtained level of performance and the theoretical level of performance. Results show that the computed t – value is 26.073, whereas the tabulated t – value is 1.965 at 0.05 level of

significance and 108 degree of freedom, as shown in Table(5). Since the computed t-value is larger than the tabulated t-value. It means that there are significant differences between students' level of performance and the theoretical level of performance which is 40. This indicates that students face real difficulties in WA. Hence, the first hypothesis is rejected.

**Table (5)**

**The Mean Scores, Standard Deviation and T-Value of Students Performance in Writing**

No of students	Mean scores	Theoretical mean	SD	Variance	T – Value		DF	Level of significance
					Comp	Tabu.		
109	31.93	40	14.743	217.35	15.631	1.965	108	0.05

**4.2.2 A Comparison between Males' and Females' Performance in Achievement of Writing**

In order to verify the second hypothesis which reads "There are no statistically significant differences between the mean scores of male students, and that of female students in performance of writing". The mean scores of the two groups as well as their standard deviations are obtained.

The obtained results show that the mean scores for the males is 29.78 with a standard deviation of 14.350, whereas the mean scores of females is 38.04 with a standard deviation 11.494, as shown in Table(6). Then t-test formula for two independent samples is used in order to see whether the obtained differences are significant or not. The computed t-value is 9.110, whereas the tabulated t-value is 1.965 at 0.05 level of significance and with a degree of freedom 108. Since the computed t-value is larger than the tabulated t-value, this means that there are significant differences between male and female students in performance of writing and in favour of females, hence, the second hypothesis "is rejected.

**Table (6)**

**The Mean Scores, Standard Deviation and T-Value of Males and Females' Performance in Achievement of Writing**

Group	No. of students	Mean scores	SD	T – Value		DF	Level of Significance
				Comp.	Tabu.		
Male	54	29.78	14.350	9.110	1.965	108	0.05
Female	55	38.04	11.494				

**4.2.3 A Comparison between Students' at the University of Tikrit and the University of Samara'a in Performance of Writing**

In order to verify the third hypothesis which reads “There are no statistically significant differences between the mean scores of students' at the university of Tikrit( CEHS)and CEW)) and that of the university of Samara'a(CE) in performance of writing ”,the mean scores for university of Tikrit is 37.85with a standard deviation 110.589,whereas the mean scores of university of Samara`a is 29.61with a standard deviation 12.295 ,as shown in Table(7)

In order to see whether the obtained differences are significant or not,t-test formula for two independent samples is used. The computed t – value is 7.306,whereas the tabulated t – value is 1.965 at 0.05 level of significance and at a degree of freedom 108.These results indicate that there are significant differences between the students of the two universities in their performance and in favour of the university of Tikrit, hence, the third hypothesis is rejected.

**Table (7)**

**The Mean Scores, Standard Deviation and T-Value of the University of Tikrit and University of Samara'a Performance in the Achievement of Writing**

Group	No. of students	Mean Scores	SD	T – Value		DF	Level of significance
				Comp.	Tabu.		
University of Tikrit	78	37.85	10.589	7.306	1.965	108	0.05
University of Samara`a	31	29.61	12.295				

**4.3 Discussion of the Obtained Results**

The obtained results have revealed that students at both the university of Tikrit and that of the university of Samara'a face difficulties and challenges in their writing. Results show that the majority of the Iraqi EFL undergraduate students' have high level of difficulties in their writing, whether in writing a composition or an essay, and an-email.

According to questions two, three and four of the test the majority of the students' have faced difficulties at three aspects, these aspects are:

1. Vocabulary aspect: One of the most important aspects that prevent students to write correctly or to complete their writing is vocabulary mistakes, there are four types of vocabulary mistakes such as:

a. misuse of homonyms: homonyms are words that sound the same, but differ in meaning, spelling and usage. While writing, students can easily confuse such words and as a result, the College lecturers or teachers will fail to understand the idea.

b. confused words: Apart from homonyms, there are words which are similar in spelling, sound and meaning and, thus are often confused such as, accept/expect, affect/effect, quite/quit/quiet, then/than... etc.



c. wrong word forms: some students write quickly, this point can also make a mistake in writing a word form, different from what they are going to write. This is specially true going to write about parts of speech reference. For example, it is a common mistake to write a verb instead of an adjective, which can change the meaning.

This aspect is very important and essential for effective communication at writing skill. The lack of vocabulary make students unable to explain their ideas. Some students struggle to communicate what they are thinking, this can be a lack of words to describe what they want to write. Some students use the same words at question two, three and four over and over again, a lack of descriptive words, adjectives and adverbs means students stick to the few words they know. Some students have difficulty in developing argument. The lack of adequate vocabulary knowledge is already an obvious and serious obstacle for many students to write or to complete their writing.

2. Grammar aspect: Another aspect of students' mistakes in writing is grammar mistakes. Students sometimes do not choose the correct English verb tense for expressing an idea or do not use it in its correct form. They fail to use the articles correctly, or place words in the wrong order in a sentence. Grammatical errors involves errors of different word classes, subject-verb agreement, forms of singular and plural, using present simple or present continuous in some.

3. Punctuation aspect. The other aspect of students' mistakes in the writing is punctuation that involves capitalization, use of comma and apostrophe. Most of punctuation mistakes made by students are due to the lack of a clear understanding of what a sentence is and students results are in complete sentences.

Another challenge is the correct usage of words, i.e. they fail to use the required or appropriate words instead, they use one word in place of another one which give the weak sentences. Some students' lack knowledge of vocabulary and rare use of punctuation marks, some students their writing are very limited.

All the previous studies have show that lack of self-efficacy and self-confidence of students in their writing. According to Marshall and Anthony (2009) the lack of writing assignments increased apprehension

in writing and vice-versa, this negatively affects writing performance. Whereas, Huwari and Abd Aziz (2011), Mareia (2012) and Heather (2012) have indicated that the lack of self-efficacy leads to apprehension in their writing also in the current study, lack of self-efficacy in vocabulary, grammar and punctuation lead to lack achievement students' writing apprehension in students' writing. While, Huwari (2014) concludes that the lack knowledge in English structure, negative attitude toward writing, negative writing experience in the past and inadequate knowledge in academic writing, all these causes lead to apprehension. Finally, Abbas (2016) revealed that students WA and writing performance of both internal and external academic locus of control orientation students were in negative orientation.

## Chapter Five

### Summary, Recommendations and Suggestions

#### For Further Studies

##### 5.0 Overview

There are three sections included in this chapter. Summary are stated first, then some recommendations and suggestions for future studies in the field of WA, are given as follows:

##### 5.1 Summary

The findings of the current study lead to the following summary:

1. In general, EFL undergraduate students have apprehension in their writing. Shortly, 51% of the respondents on the questionnaire are "strongly agree" and "agree". Whereas, 49% of the respondents record "neutral", "disagree" and "strongly disagree". As shown in Table(4).

2. In general, EFL Undergraduate students' at the fourth year face difficulties in the area of writing. Results revealed that students' face difficulties at writing a composition or an essay, and writing an email. Most students lack knowledge in vocabulary, grammar and punctuation. So, they fail to express correctly about their ideas. Other students lack confidence in their basic mechanical skills and miss checking every word.

3. The findings reveal that undergraduate EFL students are deficient linguistically (including command over grammar, vocabulary and punctuation, writing anxiety, lack of ideas, reliance on L1 and weak structure organization). These challenges are influenced by various factors involving untrained teachers, ineffective teaching methods and examination system, lack of reading and writing practice, low motivation and lack of ideas.

4. Students face difficulties in the organization of their ideas. They also have limited time to arrange their ideas or to reflect on their writing process and consequently, they commit careless mistakes or produce

incomplete work,also lack of sufficient amount of grammar and vocabulary.

5. Writing is very important to EFL students' but some students at school or at the level of College do not like writing a composition or an essay or an-email when their teachers ask them to write ,also most of them lack the ability to arrange their thoughts even when they are interested in the topic.This lack may be attributed to their shortage of SE or confidence.

6.Results also show that the students' lack necessary strategies such as gathering information,organizing ideas and combining ideas.Moreover, they believe that their English is not enough to express themselves clearly.

7.Writing is not only a cognitive activity but also an emotional activity. So, students' motivation strongly influences all the steps of the writing.Students apprehension of writing stems from the lack of accuracy,self-confidence and their negative attitudes towards writing courses.Thus,College lecturers need to motivate their students in order to reduce the level of their WA and increase their competence through increasing their self- confidence.

8.Writing apprehension relates to students' unwillingness to write or even fear of failing that prevent students from completing their writing.

## **5.2 Recommendations**

On the basis of the obtained results and stated conclusions ,the following points are recommended.

1.College lecturers should take their students' WA into consideration. Determining the level of students' WA is a positive step towards the treatment of this issue.

2.The way or method according to which writing is integrated in learning and teaching EFL needs to be addressed. For example, structured student-centered methods of teaching writing can decrease students apprehension of writing.

3. Teaching strategies like modeling, affective support and reflective instruction could have a positive impact on students' attitudes toward writing EFL.
4. Apart from teaching strategies, specific individualized instructional materials could be useful. The different instructional materials and methods may need to be useful for preventing highly apprehension in their writing.
5. To minimize students' WA, teachers should try to activate their students' background knowledge during the brainstorming phase, trying to recall and refresh their semantic and syntactic stores. These points to the target context, word games and synonym exercises should be carefully employed to cultivate their vocabulary knowledge and specific points of grammatical structures are introduced to ensure they will be able to apply them in the writing process.
6. College lecturers must allow their students to write less than perfect sentences and paragraphs, and motivate them through relaxing games and music.
7. College lecturers must teach writing as for the sake of writing-not for the sake of exams and evaluation. Their comments should be positive thereby minimizing negative comments on their students' writings.
8. College lecturers need to help their students' overcome their poor English writing by adopting a comprehensive approach to teaching writing that can meet their strategic, linguistic and psychological needs.
9. College lecturers need to allow their students to write in the classrooms and allow their students' to use dictionaries and topic-related sources during writing exams.
10. College lecturers could allow students' using computer technology to improve writing ability and to reduce their apprehension of writing.
11. College lecturers could use familiar topics in writing compositions and essays during writing tests.

### **5.3 Suggestions for Further Studies**

To follow up this study, the following topics are suggested:

1. A study could be carried out to find out the average of EFL undergraduate students' WA in the various stages of study.
2. Investigating whether students' attitudes toward writing is improved by providing them with effective training.
3. A new study should be conducted in order to assess the relationship between reading comprehension and apprehension of writing.
4. Finding out the role of modern teaching strategies in reducing EFL undergraduate students' WA.

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## **Appendix A**

### **The Questionnaire**

**Dear Sir/Madam,**

The researcher intends to carry out a Ph.D.study entitled"Writing Apprehension among EFL Undergraduate Iraqi Students in Iraq".As you are an outstanding figure in the field of teaching English,your opinion is of a great value in passing judgment on the validity of the questionnaire items.You are kindly required to put a tick(√) in the column you choose and in front of each item.

Thank you in advance for your assistance and cooperation

Ph.D. Candidate

**Ala'a Ali Hasan**

No.of Items	Items	Strongly agree 5	Agree 4	Uncertain 3	Disagree 2	Strongly Disagree 1
1	I have no fear of my English writing being evaluated.					
2	I am afraid of writing essays in English when I know they will be evaluated.					
3	I am nervous about writing in English					
4	I would enjoy sending my English writing to magazines for evaluation and publication.					
5	I have a terrible time organizing my thoughts in a composition course.					
6	I should get a good grade regardless of the quality of my work.					
7	I should prepare my assignment in time					
8	Expressing ideas through writing in English seems to be a waste of time					
9	I often change some sentences and read them again.					
10	I stop after writing each sentence to read it again.					
11	I use comma,colon,semi colon and abbreviation, when it is necessary.					
12	It is easy for me to write good compositions.					
13	I feel relaxed when listening to my teacher.					
14	I feel satisfied when my teacher is talking and teaching .					
15	I feel more comfortable when I write than when I talk or read.					
16	I like to see my thoughts on papers in English .					
17	I am able to clearly write down my ideas in English.					
18	I expect to do poorly in English composition lessons even before they begin.					

19	I can complete writing my composition in the fixed time.					
20	I always try to avoid writing anything on papers .					
21	My mind seems to go blank when I start to work on my composition.					
22	I feel confident in my ability to clearly express my ideas in writing					
23	I like to have my friends read what I have written.					
24	Writing is a lot of fun.					
25	My classmates will get the enjoyment of what I write.					
26	I get a lot of benefit when the teacher explain the topic to us.					
27	Discussing my writing with others is an enjoyable experience.					
28	I do not think I am able to write as most of other students do .					
29	I feel disturbed when my teacher talks with me.					
30	I do not have the ability to develop my writing.					

## **Appendix B**

### **The Achievement Test**

**Dear sir /Madam,**

The researcher intends to carry out a study entitled "Writing Apprehension among EFL Undergraduate Iraqi Students in Iraq". As you are an outstanding figure in the field of teaching English, your opinion is of a great value in passing judgment on the validity of the test items. You are kindly required to put a tick(√) in the column you choose and in front of each item.

Thank you in advance for your assistance and cooperation

Ph.D. Candidate

Ala'a Ali Hasan

No.	Items	Valid	Invalid	Notes
1	<p><b>Reading Comprehension:</b></p> <p><b>Read the following passage carefully, then fill in the blanks with the appropriate words</b></p> <p>In the mid-1990s, a biologist named Rachel Carson was afraid that someday there might be no more birds. Farmers were spraying a chemical called DDT on their fields to kill insects. DDT prevented the babies from hatching. She wrote a book called silent spring to warn about the dangers of DDT. Pollution happens when chemicals that are harmful to living things get into the environment. Rachel Carson feared that DDT would get into the food people ate. Her book scared a lot of people. Governments banned the use of DDT. people then began to worry about other kinds of pollution and pollution could harm people's health. Pollution can kill or sicken plants, animals, and people. It can also change the environment. Things that cause pollution are called pollutants and can get into the air. Air pollution can irritate people's lungs. Polluted air can mix with rain to make acid rain kills trees and harms fish in lakes. Pollution can also get into soil and water. From there, pollutants can get into the food chain. Plants take in the pollution from the ground. Animals that eat the plants can be harmed, too. Bigger animals and even people might eat the damaged animals. Air pollution comes from factories and power plants that burn and oil. Smoke from factories and power plants can mix with water in the air to make acid rain. Air pollution also comes from cars and other vehicles that burn gasoline.</p>			

	<p><b>Now complete the following statements with appropriate information:</b></p> <p>1. Rachel Carson was a.....      2. DDT kills.....</p> <p>3. Rachel Carson feared that DDT would get into.....</p> <p>4. Acid rain comes from.....    5. Green houses gases make air.....</p> <p>6. plants take in pollution from the.....</p> <p>7. people started to worry .....about some .....types of</p> <p>8. Air .....comes from cars. 9. Pollution may harm people's.....</p> <p>10. Pollution can get into....</p>			
2	Write an Essay about " the advantages and disadvantages of the Internet"			
3	Write a composition about a " <b>HappyJourney</b> " that you made at a camp with your friends			
4	Write an-email to a relative about your best friend. Referring to his/ her name, age, nationality, work, hobbies, appearance and character			

## Appendix (C)

### The Difficulty Level and Discrimination Power of the Test

No. of students	DL	No. of Students	DP
18	0.60	21	0.80
108	0.60	106	0.80
32	0.59	51	0.80
107	0.59	86	0.80
47	0.57	108	0.80
103	0.57	85	0.80
48	0.56	107	0.80
100	0.56	93	0.78
17	0.55	40	0.78
105	0.55	103	0.78
99	0.55	84	0.78
7	0.55	41	0.77
101	0.55	94	0.77
98	0.55	22	0.77
102	0.55	39	0.77
33	0.55	83	0.75
46	0.54	105	0.75
106	0.54	31	0.75
96	0.53	17	0.75
34	0.53	38	0.74
95	0.52	50	0.74
94	0.52	52	0.74
16	0.51	32	0.74
31	0.50	42	0.74
30	0.50	63	0.74



45	0.50	109	0.74
15	0.50	5	0.73
73	0.50	30	0.73
62	0.50	74	0.72
93	0.50	49	0.72
60	0.49	16	0.71
44	0.49	4	0.70
61	0.49	92	0.70
59	0.46	62	0.70
92	0.46	82	0.70
29	0.46	43	0.70
43	0.46	15	0.69
71	0.46	73	0.69
72	0.46	61	0.68
91	0.46	87	0.67
9	0.46	81	0.67
89	0.44	91	0.67
52	0.44	75	0.65
88	0.44	13	0.65
51	0.44	60	0.65
25	0.44	65	0.65
87	0.44	72	0.65
49	0.44	48	0.65
2	0.44	18	0.63
70	0.43	36	0.63
80	0.43	59	0.61
40	0.43	64	0.61
50	0.42	3	0.60
1	0.42	25	0.60

69	0.41	53	0.58
24	0.42	37	0.58
39	0.40	88	0.57
58	0.40	58	0.55
79	0.39	19	0.55
41	0.39	11	0.55
57	0.39	12	0.54
23	0.39	71	0.54
42	0.38	33	0.53
68	0.37	23	0.52
104	0.37	2	0.50
78	0.36	66	0.48
86	0.35	20	0.48
14	0.35	14	0.48
85	0.35	47	0.48
38	0.33	77	0.46
76	0.33	95	0.46
13	0.32	100	0.46
10	0.32	46	0.46
67	0.32	76	0.43
28	0.30	96	0.43
56	0.30	24	0.43
77	0.30	102	0.43
27	0.30	34	0.43
75	0.29	6	0.43
84	0.29	101	0.43
55	0.29	67	0.42
66	0.29	26	0.42
74	0.29	54	0.40

109	0.29	97	0.40
63	0.29	78	0.40
65	0.28	1	0.40
22	0.28	68	0.39
64	0.28	55	0.39
37	0.28	69	0.38
5	0.28	27	0.38
21	0.28	35	0.36
8	0.28	7	0.36
83	0.27	79	0.36
36	0.27	56	0.35
6	0.25	90	0.35
53	0.25	104	0.35
20	0.25	29	0.35
97	0.24	57	0.35
4	0.23	44	0.35
90	0.23	99	0.35
54	0.23	8	0.34
82	0.23	89	0.34
12	0.21	98	0.33
19	0.21	9	0.33
81	0.21	70	0.33
35	0.21	45	0.33
26	0.19	28	0.33
11	0.17	10	0.31
3	0.17	80	0.30

## Appendix(D)

### Students' General Achievement

No.of Student	Score Q1	Score Q2	Score Q3	Score Q4	Total
1	8	20	15	6	49
2	10	20	20	6	56
3	9	20	13	5	47
4	9	18	23	1	51
5	5	1	14	5	25
6	6	10	1	8	25
7	10	3	2	1	16
8	9	25	23	8	65
9	6	7	1	1	15
10	3	1	1	1	6
11	9	1	1	1	12
12	9	1	1	1	12
13	5	15	10	1	31
14	8	2	20	1	31
15	5	14	13	1	33
16	9	26	15	7	57
17	7	10	16	1	34
18	5	15	13	4	37
19	7	1	27	1	36
20	1	1	1	1	4
21	3	20	22	1	46
22	1	1	1	1	4
23	3	1	15	1	20
24	8	1	1	6	16
25	9	5	9	5	28
26	5	1	1	10	17
27	9	1	1	6	17
28	4	6	4	7	21
29	2	6	10	1	19
30	9	5	5	7	26
31	8	10	5	6	29
32	8	8	6	6	28
33	7	3	2	7	19
34	3	1	1	1	6
35	4	13	13	5	35
36	4	12	12	6	34

37	3	10	10	5	28
38	4	20	10	2	36
39	6	17	5	8	36
40	7	5	16	1	29
41	8	6	22	3	39
42	7	20	18	6	51
43	5	5	13	8	31
44	8	14	5	1	28
45	8	13	10	5	36
46	5	8	10	5	28
47	7	5	5	5	22
48	7	10	10	8	35
49	5	5	17	7	34
50	8	25	25	10	68
51	6	13	5	5	29
52	8	3	18	10	39
53	2	20	13	6	41
54	8	3	20	2	33
55	7	3	22	8	40
56	3	8	6	5	22
57	8	25	22	10	65
58	5	5	17	7	34
59	5	25	26	10	66
60	6	13	5	5	29
61	7	15	12	8	42
62	8	10	15	9	42
63	8	20	15	6	49
64	10	20	20	6	56
65	9	18	3	1	31
66	10	3	2	1	16
67	8	2	20	1	31
68	9	26	15	7	57
69	7	1	27	1	36
70	3	5	3	5	16
71	9	5	9	5	28
72	3	1	15	1	20
73	1	3	2	1	7
74	9	5	9	5	28
75	1	1	1	1	4
76	6	10	1	8	25
77	3	1	15	1	20
78	1	2	20	2	25

79	5	10	15	9	39
80	5	5	2	5	17
81	7	5	9	8	29
82	5	5	10	5	25
83	4	6	12	6	28
84	5	11	15	5	36
85	7	12	18	7	44
86	8	16	19	9	52
87	8	5	18	8	39
88	7	5	13	8	33
89	6	5	10	9	30
90	7	5	13	9	34
91	7	17	16	7	47
92	7	14	10	8	39
93	10	1	12	1	24
94	3	20	25	8	56
95	4	1	1	6	12
96	10	20	15	5	50
97	3	1	10	1	15
98	6	1	15	1	23
99	5	13	17	8	43
100	7	15	10	3	35
101	9	1	25	5	40
102	8	2	15	6	31
103	7	9	10	5	31
104	6	25	25	8	64
105	6	10	15	3	34
106	6	8	22	1	37
107	3	28	28	10	69
108	7	20	13	7	47
109	3	3	5	3	14