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The Effects of Writing Apprehension in English Language on Mastering the Writing Skill

آثار قلق الكتابة باللغة الإنجليزية على إتقان مهارة الكتابة

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Abstract:

Writing apprehension has been considered as one of the affective factors that has a negative impact on foreign language learners' performance in writing. Therefore, this paper aims to investigate how writing apprehension effects Libyan EFL university students' writing at the Faculty of Education-Janzour. The participants of this study were 36 female students majored in English. They were enrolled in the third semester of the academic year (2014-2015). The data of this study was generated from an adapted version of Daly and Miller's Writing Apprehension Test (WAT) by Gungle and Taylor (1989). The results revealed that students have been suffering from a high level of writing apprehension. Accordingly, the English writing instructors have been recommended to apply the appropriate methods for eliminating the impact of writing apprehension.

Keywords: Writing Apprehension, Writing Performance

ملخص البحث:

يعتبر قلق الكتابة أحد العوامل العاطفية التي تؤثر سلبا على أداء الكتابة في اللغة الأجنبية، ولذلك تهدف هذه الورقة إلى التحقق من تأثير قلق الكتابة على كتابة طلبة قسم اللغة الإنجليزية في كلية التربية بجنزور. تكونت عينة الدراسة من 36 طالبة متخصصة في اللغة الإنجليزية من ضمن طالبات الفصل الدراسي الثالث للعام الجامعي (2014-2015). تم استيفاء بيانات هذه الدراسة من نسخة معدلة من اختبار دالي وميلر قلق الكتابة (WAT) بواسطة جانقول وتيلور (1986). أظهرت النتائج أن الطلاب يعانون من مستوى عالٍ من قلق الكتابة، وعليه تمت التوصية بضرورة إتباع معلمي الكتابة الطرق المناسبة للتخلص من التأثير السلبي لقلق الكتابة على أداء متعلمي اللغة الإنجليزية كلغة أجنبية.

Introduction:

In the educational environment, the affective aspects of learners such as anxiety should receive more attention in order to achieve the goal of language acquisition. According to Horwitz, *et al.* (1986:128), Language anxiety is identified as a situation-specific anxiety which associated with Foreign Language (FL) learning.

They demonstrated that FL anxiety is “*a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning arising process*”. Additionally, many scholars asserted that language anxiety had a doubtless function in acquiring a second language (SL) (Oxford, 1999; Young, 1990). In other words, language anxiety has had a negative influence upon mastering the four skills of a language in general and in writing in particular.

Therefore, writing skill is considered as a challenging skill demanding subject that is required to produce a good pattern of writing, the students should be aware of the words that are chosen, the grammatical structure and the coherence of their writing. Consequently, it could trigger their level of anxiety. Many second language learners usually show strong anxiety about writing, which often interfere with their ability to master the writing skill (Kharma and Bakir, 2003). Writing apprehension means writing specific anxiety is a term coined by Daly *et. al.*, (1975). In other words, writing apprehension is used interchangeably with writing anxiety. It was defined as a “*situation and subject specific individual difference associated with a person's tendencies to approach or avoid situations perceived to potentially require writing accompanied by some amount of perceived evaluation*”(Daly and Wilson, 1983:327). According to Rankin-Brown (2006: 2), writing apprehension means “*negative, anxious feelings (about oneself as a writer, one's writing situation, or one's writing task) that disrupt some part of the writing process*”.

Causes of Writing Apprehension

Writing apprehension of Foreign Language Learners (FLL) and English Foreign Learners (EFL) has generated from different sources. The causes of writing apprehension derive not only from the students themselves but also from their teachers and peers. Firstly, the causes that trigger the writing apprehension from the learners themselves are had bad writing experience, poor linguistic background such as lack of vocabulary and grammatical structure and negative attitude towards writing tasks (Daud, *et. al.*, 2005; Al-Shboul and Huwari, 2015). For instance, fear of negative evaluation is addressed as a source of language anxiety. It can be aroused by both the instructor and the peers (Horwitz, Horwitz and Cope, 1986). So, Students who are scare from making mistakes in front of the classmates and the teacher, usually have less participation in language classes. This claim matched with Ehrman and Oxford (1995) who itemized that Students fear of linguistic errors and fail in expressing themselves clearly are significant sources of language anxiety among students. Lin and Ho (2009) Added that

“thinking of the limitation of a time during testing” was one of writing anxiety sources among undergraduate Taiwan students. Not fully understand the writing assignment and lack of self-confidence where the students feel that they are not good in writing can elevate their anxiety in writing classes. The perfectionism is considered as a reason of writing anxiety. Students are very apprehensive to have a perfect writing production such as having a perfect spelling and perfect grammatical structure. Finally, one of writing anxiety sources that make the students anxious in writing class is tight deadline when the students postpone writing their assignments to the last minute.

The Effects of Writing Apprehension

Many researchers addressed that this kind apprehension linked to the trend of unwilling to involve in writing situations. Such an anxiety has a strong influence on the students' ability to grasp the writing courses content. In other words, writing anxiety has many effects on the second language learners' performance which in turn makes writing as difficult and awful activity. For example Abbas (2016) investigated 800 Iraqi EFL university students to find out the link between writing apprehension and writing performance by utilizing Writing Apprehension Test (WAT) and writing performance test. The results indicated that writing apprehension negatively correlated with writing performance. The students have high level of writing apprehension and low level of writing performance. Furthermore, a study of Al-Asmaril (2013) was conducted to explore how writing strategies and writing achievement associated with foreign language apprehension among 198 Saudi EFL-major university students. The findings showed that high apprehensive students were less user of writing strategies than the low apprehensive students; moreover, the writing apprehension and writing achievement was significantly and negatively correlated.

Additionally, writing anxiety negatively influences the writing quality of learners' tasks. The anxious students in the writing classes could produce essays or paragraphs that were shorter and with a lot of grammatical mistakes. For example, the results of Onwuegbuzie's study (1997) indicated that highly apprehensive students were likely to produce research proposals which were *“underdeveloped, shorter, less clearly written and that contained more grammatical errors.”* He also added that writing apprehension *“undermined the students' ability to think cohesively enough to write effectively.”* Furthermore, Hanna (2010: 43) said that the high anxious students demonstrated to postpone to submit their writing tasks and to avoid of being engaged in writing activities. Salem and Foo (2012) conducted a study in order to explore writing apprehension level by utilized Writing Apprehension Test (WAT) and its

relation to writing process of 60 Jordanian EFL students. The results revealed that high level of writing apprehension was experienced by the learners and these anxious learners “*consider writing to be unrewarding, and that these individuals will avoid classes that involve writing assignments*” (10). Moreover, the anxious students could not generate their ideas in order to give more details or to explain more about their writing topic; consequently, their piece of writing was so limited in terms of the variety of vocabulary or grammatical structure and punctuation marks (Faigley *et. al.*, 1991).

Furthermore, writing apprehension has been related to the learner’s attitude towards the writing subject. According to literature, there was inverse correlation between writing apprehension and students’ willing and motivation and self-esteem towards writing tasks. Daly and Miller (1983) stated that low apprehensive individuals are more confident in their competence to write and often enjoy having more writing assignments. On the other hand, high anxious students find writing unrewarding and demanding. Accordingly, they escape from any situation that require writing. And this kind of anxiety is mirrored on their behavior, their writing outcomes and their attitude about writing situations. A study was conducted by Hassan (2001) aimed to investigate whether writing apprehension and self-esteem of EFL university Egyptian students associated with quality and quantity of their writing. The results revealed that writing apprehension is negatively linked with self-esteem of EFL Egyptian university students and low apprehensive students had high self-esteem than high apprehensive counterparts. It also showed that low self-esteem students were more anxious in their writing. Additionally, in terms of the quality of writing, low apprehension students produce better quality composition compared with high anxious students. However, students suffer from all these deleterious effect; certainly their grade will be affected. In other words, the students who were anxious had low scores on writing tests. This claim was maintained by Kim’ study (2006) which was aimed to find out the level of writing apprehension and the correlation between writing apprehension and writing achievement among 136 Korean college students. The data was gathered through Writing Apprehension Test and final course grades. The results propagate that the participants had high level of writing apprehension and writing apprehension significantly related to final course grades. Although, writing apprehension is a serious issue that prohibits EFL learners of mastering the writing skill, few number of studies that has conducted among EF Libyan students, in particular. Therefore, this study aimed to investigate the effects of writing apprehension among Libyan undergraduate students at the Faculty of Education-Janzour.

Research Question:

- To what extent writing apprehension affects the mastery of writing skill by Libyan students at the Faculty of Education-Janzour?

Research Methodology:

Participants

The participants of this study were 36 females English language students at the Faculty of Education-Janzour. They enrolled in the third semester of the academic year (2014-2015). They take different subjects include the writing subject which is the specialized one. Furthermore, they should attend writing lectures twice a week to have enough exposure to it. They are all Libyan, and they are similar in terms of the native language which is Arabic and have the same educational background.

Instruments

This study was quantitative in nature and the data of this study was created from an adapted version of Daly and Miller's Writing Apprehension Test (WAT) by Gungle and Taylor (1989). This test was utilized to measure the writing apprehension among Libyan students. It is with 5-point Likert Scales (1=Strongly disagree, disagree= 2, uncertain= 3, agree= 4 and 5=Strongly agree) for participants to indicate their degree of agreement and disagreement. Furthermore, WAT contains 26 items were categorized into three factors which created by Kim (2006). The three factors are Negative Perception about Writing Ability (number of items is (12): 5,7,11,12,13,16,18,22,23,24,26), Fear of Evaluation (number of items is (7) : 2,4,6,9,14,20,25) and Avoidance of Writing in English (number of items is (7) : 1, 3, 8, 10, 15, 17, 19)

Procedure

The writing Apprehension Test (WAT) was distributed to the participants at the Faculty of Education-Janzour. The participants were informed that the purpose of this test was only to gather the information about the writing apprehension. In order to obtain better results, the subjects were inquired to read carefully the items before giving their answers. The test would not state any data that could be utilized to recognize subjects individually, for example, the respondents were not asked to write their names. The test was returned after the participants completed them.

Data Analysis

The responses for WAT ranged from 1 to 5 for each statement. And the positive items as instance “It’s easy for me to write good compositions in English.” and “I enjoy writing in English.” were adverse scored prior to WAT level calculation. Consequently, high score means high degree of WAT in English writing. The 36 questionnaires were manually coded and the SPSS program version.17 was applied to analyze the data of this research. To measure the levels of writing apprehension, means and standard deviation were computed.

The Results:

Table 1 illustrates the total scores of Libyan students at the Faculty of Education – Janzour to the WA instrument. The mean and standard deviation stated across the whole test. The results yielded the mean value for the whole group was 2.55 Thus, the mean value revealed that the level of writing apprehension was high. This reflects that the students experienced high level of English writing apprehension.

Table 1: The Level of Writing Apprehension

	No	Minimum	Maximum	Mean	Std. Deviation
The average	36	1.35	3.65	2.55	0.52

No=36 students

Table 2 demonstrates the total scores of Libyan students to the WAT instrument. The mean value stated across the three factors of writing apprehension. The findings showed the mean value for the whole group was 2.55. Thus, the mean value revealed that the level of language anxiety was high. The mean value of Negative Perception about Writing Ability was (2.28) whereas the mean of Fear of Evaluation was the highest mean value (2.94) compared with the two writing apprehension factors. On the other hand, Avoiding of Writing in English was ranked as lowest one (2.11). This reflects that the students were more anxious of being evaluated by others than of being anxious from the other factors.

Table 2: The Three Factors of WAT

	The Three Factors	Mean
1	Negative Perception about Writing Ability	2.58
2	Fear of Evaluation	2.94
3	Avoiding of Writing in Writing	2.11
Average mean		2.55

Table 3 illustrates the results of the three factors of WAT, and the mean and standard deviation of each statement are summarized. Starting with the first factor, twelve items, the Libyan students were suffering from organizing their ideas in English composition course with highest mean score (3.27, item 21). Followed by item 24 with mean score (2.91), where students suffering from self-derogation-they could not write like the others. They had negative expectation of doing poorly in writing courses even before entering the writing classes (item 18, mean = 2.80). This followed by item 7 (mean= 2.72), the student anxiety affected on their mind in order to start writing normally since they seemed to get blank when they started writing. In terms of the mean value for items 16 and 5 were quite similar (2.66 and 2.61) respectively. In the former item, the students were suffering from disability to write their ideas clearly, and in the later item, taking writing course was the most frightening experience to them. The participants believed that they anxious because they were not good in writing English (item 26, mean = 2.50). It is obvious that the mean value for all the items that mentioned above were higher than the overall WRT mean (2.55) except item 26 (mean= 2.50).

Table 3: Three-Factor of English Writing Apprehension

		Mean	Std. Deviation
Factor 1: Negative Perception about Writing Ability			
5	Taking an English composition course is a very frightening experience.	2.61	1.27
7	My mind seems to go blank when I start to work on a composition in English.	2.72	1.08
11	I feel confident in my ability clearly express my ideas when writing in English.	2.00	1.04
12	I like to have my friends read what I have written in English.	1.91	.93
13	I'm nervous about writing in English.	2.41	1.27
16	I never seem to be able to clearly write down my ideas in English.	2.66	1.26
18	I expect to do poorly in English composition classes even before I enter them.	2.80	1.30
21	I have a terrible time organizing my ideas in an English composition course.	3.27	1.03
22	When I hand in an English composition I know I'm going to do poorly.	2.22	.95
23	It's easy for me to write good compositions in English.	2.97	.97
24	I don't think I write in English as well as most other people.	2.91	1.36
26	I'm no good at writing in English.	2.50	1.57
Factor 2: Fear of Evaluation			
2	I have no fear of my English writing being evaluated.	2.88	1.08
4	I am afraid of writing essays in English when I know they will be evaluated.	3.36	1.01

6	Handing in a composition in English makes me feel good	2.27	1.18
9	I would enjoy sending my English writing to magazines for evaluation and publication.	2.47	1.13
14	People seem to enjoy what I write in English.	2.88	1.06
20	Discussing my English writing with others is an enjoyable experience.	2.88	1.06
25	I don't like my English compositions to be evaluated.	2.88	1.21

Factor 3: Avoiding of Writing in English

1	I avoid writing in English.	1.91	1.10
3	I look forward to writing down my ideas in English.	1.88	1.00
8	Expressing ideas through writing in English seem to be a waste of time.	2.05	1.32
10	I like to write my ideas down in English.	2.11	1.16
15	I enjoy writing in English.	2.37	1.33
17	Writing in English is a lot of fun.	2.47	1.25
19	I like seeing my thoughts on paper in English.	2.00	1.09

No=36 students

On the other hand, the second WAT factor indicates the distribution of the participants to the statements, seven items, which concerned to fear of evaluation. From 26 items, the highest mean (3.36) was associated with the students' fear of writing essays in English if their writing would be evaluated. And this mean is much higher even from the overall mean (2.55). The students do not like their composition to be evaluated (mean = 2.88). Surprisingly, the means for the items (2, 14, 20 and 25) were the same (2.88).

Nevertheless, the majority of the Libyan students displayed low score on the third factor of writing apprehension, Avoiding of Writing in English with seven items, displaying that writing class are compulsory subject for English specialized students; and they cannot avoid it. For instance, item 1 gained just (mean =1.91). Moreover, the other items of this factor indicated the enjoyment of writing in English among the participants with means from (2.00 to 2.47).

Discussion and Conclusion:

Level of writing apprehension among Libyan students

The results indicated that students suffered from high level of writing apprehension. In other words, the students were anxious about writing and fear of negative evaluation of their writing product. This result sustained by the study of Salem and Foo, (2012). They conducted a study in order to explore the writing apprehension level by utilized (Writing Apprehension Test) and its relation to writing process of 60 Jordanian EFL students. The results of this study revealed that high level of writing apprehension was experienced by the learners. Furthermore, this level of writing apprehension conforms to that of Kim (2006) who investigated the

correlation between writing apprehension, using WAT, and achievement among 136 Kurian students who were learning English as a foreign language. Her findings indicated that the majority of students had high level of writing anxiety.

Factors of Writing Apprehension:

The first factor of writing apprehension was Negative Perception about Writing Ability (mean= 2.58). In relation to this anxiety factor, the findings indicated that Libyan students were suffering from self-derogation about the writing ability, negative self-perception and low self-confident or (self -esteem) in English writing ability (refer Table 2). In other words, the level of WAT adversely influences the students' ability to deal with writing situation. Consequently, this negative feeling prevents them from accomplish the goal of mastering English writing. This finding is, however, compatible with those of Daly and Miller (1983) that demonstrated high anxious students find writing unrewarding and demanding. This result gains support by a study that was conducted by Hassan (2001) aimed to investigate whether writing apprehension and self-esteem of EFL university Egyptian students associated to quality and quantity of their writing. The results revealed that writing apprehension negatively linked with self-esteem of EFL Egyptian university students and low self-esteem students were more anxious in their writing. Furthermore, the Libyan students faced difficulty in cohesion and cohesive of their writing according to item 21 (mean=3.36). This result goes in the same line with Onwuegbuzie's results (1997). His findings indicated that highly apprehensive individuals were likely to produce research proposals which were "*underdeveloped, shorter, less clearly written and that contained more grammatical errors*". And his results also showed that the writing apprehension destroyed "*the students' ability to think cohesively enough to write effectively.*" The result of the current study also underpins the results of Faigley *et. al.*, (1991) who stated the anxious students could not generate their ideas in order to give more details or explain more about their writing topic; consequently, their piece of writing was so limited in terms of the variety of vocabulary or grammatical structure and punctuation marks. According to these effects of WAT, the quality and the quantity of the Libyan students could be influenced. This recalls the claim of Hassan (2001) the high apprehensive students have low writing quality compared with those who have low WRT level. This low quality of writing product could lead Libyan students to obtain low mark and grades. This justification can be associated with Kim's (2006) finding that the participants had high level of writing apprehension and writing apprehension significantly associated with final course grades.

The scores of WAT manifested that Fear of Evaluation was the foremost factor of writing apprehension (Table 2). That is, the students were more anxious about evaluation of their writing outcomes by others in English than the other two factors (mean= 2.94). The majority of the students revealed that fear of writing an essay when they know their writing outcomes will be evaluated (mean=3.36). This result is matched with Horwitz *et.al* (1984) that fear of negative evaluation is addressed as source of language anxiety. It arouses by the instructor and the peers. So, students, who are scare of making mistakes in their writing and the others cannot understand their essays especially their teacher, usually have less participation in language classes. Furthermore, this result finding aligns with those of Ehrman and Oxford (1995) who itemized that Students fear of linguistic errors and fail in expressing themselves clearly are significant sources of language anxiety among students. Therefore, Libyan students could avoid the situations that require writing assignment. From the statistics, nonetheless, it could be seen that the students enjoyed to discussing and sharing their writing with others. This result conflicts with the ones that mentioned above. This confliction may be explicated by considering if related to marks or not. If the students will write for enjoying with peer rather than for grade, they may be more relaxed of being evaluated by their instructors. This claim is supported by Singh and Rajalingam (2012) results of their study, the participants fear of evaluation because they expected low marks after writing tasks such as essays. In other words, fear of being failed or having low marks could impact their writing quality.

The third factor of writing apprehension, on the other hand, was Avoiding of Writing in English which gained the lowest mean value (2.11) among Libyan students. This result agreed with that of Kim (2006) where this factor had the lowest score among the other two factors. This low score could be explained as that the participants were all English majors, and the writing skill is a compulsory subject and the attendance is required. Likewise, the participants somehow had enjoyment in writing in English. This result conflicts with other findings in the current study. The conflict results from this factor may be explicated by considering time of completing the questionnaire which was at the end of semester, where the participants might be more relaxed and familiar with the writing process than of other times such as the beginning of semester. This justification recalls the claim of Campbell (1999) that language anxiety has not been found stable over time.

To conclude, the goal of learning a second language is to master the four skills including writing because writing is considered as one of the most significant skills in language learning. Writing apprehension is one of the effective factors that have deleterious impact on the writing

outcomes; and it prevents the language instructors and language learners from achieving their goals. It could be concluded that high level of writing apprehension among Libyan students at the Faculty of Education- Janzour could affect the students' attitude and their feeling about writing in English. Therefore, such a case should not be overlooked in language learning process. Additionally, both the students and the writing instructors are responsible for handling this negative influence in order to accomplish the goal of teaching and learning writing.

Pedagogical implication to eliminate the Effects of WA:

In order to troubleshoot the writing anxiety among Libyan students, both the students and writing instructors are responsible:

To start, the students need to determine why they feel anxious in the writing class to find the solution to their problem. Furthermore, to overcome the negative impact of writing apprehension, the students should ask for help if they face any difficulties. Therefore, writing is a cooperative skill and it should not be as a solitary act. Having a positive attitude that they are good in writing will play a vital role in handling the students writing apprehension. Thus, it is very important for the students in the writing class to keep away the negative feelings about writing- such as "I am not good writer", or "my writing is always terrible". Additionally, applying brainstorming technique is an effective tool in eliminating the writing anxiety. Based on the researcher's experience in this field, this technique is often helpful in breaking writer block. Furthermore, writing outline before starting to write is a great technique in order to decrease the students' writing apprehension and makes their writing well organized and clearly focused on their topics (Zemach and Rumisek, 2003). Finally, the writing skill needs regular practice about well-known topics in order to be a fluent writer. Therefore, this constant practice contributes to elevate students' self-confidence about writing and decrease their writing apprehension.

On the other hand, writing instructors are also responsible to eliminate the writing apprehension. Writing teachers are recommended to engage students to work in groups. Consequently, they will be given an opportunity to learn from their peers and to develop their writing skill. In other words, the instructors should encourage students to make mistakes in order to develop their language skill. Moreover, the instructors should create a friendly atmosphere with the students to comfort them as much as possible, as advised by Elkhafaifi (2005) and Krashen and Terrel (1983) who emphasized that establishing a rapport environment with the students would be advantageous. The desirable outcomes of learning a language occur

when the learning environment is less stressful and non-threatening. The feedback of writing instructors should be in positive way. Thus, the students seem to be apprehensive from negative judgment by the teacher and the peers, so they lose face and leave a bad impression to the others if they commit mistakes while they use the language. On the other hand, providing the students with sufficient explanation of the writing process will be an effective way to overcome writing apprehension. Therefore, a good writer goes through steps to produce a good piece of writing. Many students may suffer from a mental block while they try to write in the class, and the instructors should be aware of this kind of students.

Limitations and Recommendations:

This study was limited in two ways. The first limitation was the small number of participants of this study; therefore, applying the same study with large sample could enable the future researchers to generalize the findings. The second limitation of this study stems from the type of the instrument which was applied in this study. The findings of this study had been gained just from Writing Apprehension Test. Further study could apply qualitative instruments such as interview or reflective journal to see the unremarkable emotions of participants' writing apprehension the whole semester or academic year. Consequently, these qualitative methods contribute to enrich the understanding about this type of anxiety.

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Appendix

QUESTIONNAIRERRE FOR LIBYA STUDENTS

The purpose of this survey is to investigate the level of writing apprehension among Libyan students; therefore, this variable has an impact in achieving the goal of learning language.

- **Demographic Information**

Please mark (√) in the space provided to indicate your response.

- Gender: Male: Female:

- **(ESL) Writing Apprehension Test**

Directions: below is a series of statements about writing (in English). Please indicate the degree to which each statements applies to you by mark (√) whether you strongly disagree= 1, disagree= 2, uncertain= 3, agree= 4 and strongly agree=5 with the statements. Some of these statements may seem repetitious; just take your time and try to be as honest as possible. Thank you for your cooperation.

Statements	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
1. I avoid writing in English.					
2. I have no fear of my English writing being evaluated.					
3. I look forward to writing down my ideas in English.					
4. I am afraid of writing essays in English when I know they will be evaluated.					
5. Taking an English composition course is a very frightening experience.					
6. Handing in a composition in English makes me feel good.					
7. My mind seems to go blank when I start to work on a composition in English.					
8. Expressing ideas through writing in English seem to be a waste of time.					
9. I would enjoy sending my English writing to magazines for evaluation and publication.					
10. I like to write my ideas down in English.					
11. I feel confident in my ability clearly express my ideas when writing in English					
12. I like to have my friends read what I have written in English.					
13. I'm nervous about writing in English.					
14. People seem to enjoy what I write in English.					
15. I enjoy writing in English.					
16. I never seem to be able to clearly write down my ideas in English.					
17. Writing in English is a lot of fun					
18. I expect to do poorly in English composition classes even before I enter them					
19. I like seeing my thoughts on paper in English.					
20. Discussing my English writing with others is an enjoyable experience.					
21. I have a terrible time organizing my ideas in an English composition course.					
22. When I hand in an English composition I know I'm going to do poorly.					
23. It's easy for me to write good compositions in English.					
24. I don't think I write in English as well as most other people.					
25. I don't like my English compositions to be evaluated.					
26. I'm no good at writing in English.					