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ENGLISH WRITING ANXIETY IN SAUDI UNDERGRADUATE FEMALE STUDENTS

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ENGLISH WRITING ANXIETY IN SAUDI UNDERGRADUATE FEMALE STUDENTS

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DEDICATION

I dedicate this dissertation to my parents, siblings and friends who have provided emotional and physical support over the past four years of my doctoral journey. Thank you for your tremendous support and never-ending encouragement. I am looking forward to the next adventure and I know you will be with me!

ACKNOWLEDGEMENT

ABSTRACT

The purpose of the present study was to address the phenomenon of English writing anxiety in Saudi female undergraduate students in the preparatory year English language program (PYEL). The newly-designed instrument, English Writing Anxiety Survey (EWAS), was developed to identify the levels of English writing anxiety in students; examine the key factors provoking second language (L2) writing anxiety (i.e., language classroom anxiety and cognitive anxiety); determine the effect of writing apprehension on students' writing performance; investigate the roles of variables, such as reading motivation and language proficiency on students' L2 writing anxiety; and to provide strategies to alleviate writing anxiety in apprehensive writers. Data were collected quantitatively via an online self-reported survey during the first semester of the PYEL program at Taibah University in Fall 2018. Participants ($n=$ 296) completed the Arabic version of the EWAS via Qualtrics.

Descriptive and statistical analyses revealed that the subjects were experiencing high English writing apprehension, high cognitive anxiety and had moderate reading motivation. Further data analysis showed that there was a negative correlation between writing anxiety and reading motivation. However, no significant relationship was observed and detected between writing anxiety and students' second language proficiency. Multiple regression analysis revealed that reading motivation was a significant predicator of students' writing anxiety, while language proficiency was found to be non-significant. Findings also revealed that writing anxiety had negatively affected the subjects' writing performance. Students attributed their writing anxiety to several sources, such as lack of confidence, fear of making mistakes and fear of evaluation. In the light of the study's findings, the present study discussed practical and instructional

implications and suggests several techniques based on pedagogically sound approaches to help

reduce L2 writing anxiety in apprehensive language learners.

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER 1

INTRODUCTION

While some people savor the experience of writing, others may find it a daunting and quite an arduous experience, especially when writing in their L2 (second language) (Silva, 1992). Writing in L2 requires knowledge of writing conventions, grammar, vocabulary and rhetorical and strategic skills, which can be far different from writing in L1 (first language). It is a complex activity that demands linguistic and cognitive knowledge and the ability to deliver the message clearly to a specific audience. Therefore, second language writers may exhibit less ability to plan, write, proofread and revise because they lack the lexical resources and/or compositional skills to write in their L2. These obstacles, in turn, may provoke several challenges for L2 writers (Cumming, 2001; Erkan & Saban 2011; Gilmore, 2009; Giridharan, 2012; Silva, 1997).

L2 writing challenges have been attributed to several factors including, limited exposure to L2; limited opportunities to practice L2 in a natural setting; deficiency in certain dimensions of writing skills; lack of knowledge of L2 structure and writing conventions; lack of knowledge of L2 writing process; inadequate vocabulary and linguistic knowledge; and/or psychological factors, such as self-confidence, self-efficacy and/ or anxiety (Akbaria, 2015; AlAsmari, 2013; Cheng, 2004; Daud, Daud & Kassim, 2005; Fareh, 2010; Jebreila, Azizifara & Gowharya, 2015; Kara, 2013; Olanezhad, 2015; Rezaeia & Jafarib, 2014; Shang, 2013a). Language learners, hence, may experience anxiety/ apprehension as they are very much aware of their lack of proficiency in their L2 and their inability to authentically communicate who they are in their L1 (Gregersen & MacIntyre, 2014; Horwitz, 2008). Anxiety is commonly described as "a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Young, 1991, p. 434). It has been found that anxiety interferes with

1

language learning, and its effect may culminate in lower proficiency (Gregersen & MacIntyre, 2014; Horwitz, Horwitz, & Cope, 1986; Ni, 2012). Although anxiety is usually associated with listening and speaking skills, recent investigations reveal that language learners may experience anxiety when they read or write in their L2 (Gregersen & MacIntyre, 2014; Horwitz, 2008). Writing in L2 is a complex task as it requires gaining control of several prerequisites and composing skills before being able to master writing (Alico, 2016; Gregersen & MacIntyre, 2014; Silva, 1992). Mastering this demanding task can leave learners apprehensive, and their deficiency may heighten their feelings of anxiety when writing in their L2 (Gregersen & MacIntyre, 2014).

Sheng (2013) argues that anxiety is "pervasive in EFL writing classrooms no matter how many years students have learned English writing in the past" (p. 9). Thus, there has been a recent interest in the literature to identify the sources of writing anxiety in foreign language (FL) classrooms and determine its effect on students' writing performance (Kara, 2013). Yet, there is a shortage of research on writing anxiety in FL classrooms (Cheng, 2002). Those that exist have revealed several features of apprehensive writers in English as a foreign language (EFL) classrooms. Their English writing anxiety has been attributed to factors, such as L1 interference; lack of motivation to write; L2 writing instruction; fear of teachers' feedback; lack of knowledge of L2 writing process, skills and vocabulary; inadequate linguistic knowledge of their L2; and psychological factors, such as self-confidence and self-efficacy (Akbaria, 2015; AlAsmari, 2013; Cheng, 2004; Daud et al., 2005; Fareh, 2010; Jebreila et al., 2015; Kara, 2013; Olanezhad, 2015; Rezaeia & Jafarib, 2014; Shang, 2013a). Little research, however, has addressed writing anxiety in Arabic-speaking students in EFL contexts in general and among Saudi undergraduate writers

in particular. Thus, this study aims to contribute to the body of descriptive research on L2 writing in EFL classrooms to:

1. identify the primary factors provoking writing anxiety among Saudi undergraduate students.

2. examine the influence of writing anxiety on students' writing performance.

3. determine the relationship between students' motivation to read and writing anxiety.

4. determine the relationship between students' writing proficiency and writing anxiety.

5. provide strategies to help students conquer their blank page paralysis when faced with a topic and blank piece of paper.

6. discuss the role of teaching reading and writing simultaneously to reduce L2 writing apprehension.

Research supports that "one cannot become a proficient writer in any language without also developing an array of literacy skills, including the ability to comprehend written text" (Ferris & Hedgcock, 2013, p. 94). This belief suggests that instructors should approach teaching writing and reading simultaneously. A review of the literature on this issue has revealed that learners in foreign language contexts, such as in Saudi Arabia, most likely have limited exposure, experiences and opportunities to read and write extensively in their L2 (Ferris & Hedgcock, 2013). Classroom instructions and print media may provide opportunities for practicing their receptive skills (i.e., listening and reading). Yet, learners may have minimal or no opportunities to use the language in authentic communication situations (Ringbom, 1980). Several studies have supported the positive links between reading and writing. Additionally, they have revealed that reading contributes to the development of L2 composition skills and improves the quality of students' writing, which in turn may help writers avoid the emotional turmoil they

experience when writing in their L2 (Ferris & Hedgcock, 2013; Krashen, 1993; Krashen, 2004; Smith, 1988).

Background of the Study

It has been argued that foreign language anxiety (FLA) is not simply a general classroom anxiety. Phillips (1991) argues that FLA is "not merely an abstract construct studied by theorists or by researchers under laboratory or induced-anxiety conditions; instead, it is a reality for many students" (p. 1). Rather, it is an independent type of anxiety, which emerges due to the uniqueness of language learning (Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1994; Zheng, 2008). Research on FLA consists of several studies addressing the influence of anxiety on speaking, listening, reading and writing skills (Yan & Wang, 2014). However, early studies on FLA have primarily focused on examining the influence of anxiety on language learners' oral performance because "many researchers believe that speaking is the most anxiety-provoking of the four language skills" (Choi, 2013). In the late 1990s, the attention shifted to study other areas of foreign language anxiety, including listening, reading and writing anxiety (Yan & Wang, 2014).

A few studies have investigated writing anxiety in foreign language classrooms (Cheng, 2002), and they have found that FLA and foreign language writing anxiety (FLWA) are "related but distinguishable constructs" (Cheng et al. 1999, p. 436). Research also reveals evidence that there is a relatively high correlation between FLA and writing anxiety (Claypool, 1980). Badrasawi, Zubairi and Idrus (2016) define FLWA as having a "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" (p. 134). According to Schweiker-Marra and Marra (2000), FLWA occurs due to the complexity of writing as a skill. Language learners may experience a considerable

amount of anxiety when they perform activities that require productive skills (Claypool, 1980). Thus, several studies have reported a negative correlation between L2 writing anxiety and students' writing performance (AlAsmari, 2013; Badraswai et al., 2016; Erkan, & Saban, 2011; Shang, 2013a).

This study, therefore, adopted the *Affective Filter Hypothesis* by Krashen (1985) to explain the role of emotional variables, such as anxiety, on language learners (Zhang, 2011). According to Krashen's theory, *affect* refers to non-linguistic variables, such as motivation, self-confidence and anxiety. Learners have an affective filter which is made up of their feeling about language learning (Horwitz, 2008). High level of anxiety creates a filter that hinders language acquisition and makes learners unreceptive to language input (Horwitz & Young, 1991; Schutz, 1998). Low stress situations, on the other hand, create ample opportunities for language learners to enhance their language skills and to engage in a meaningful use of the target language (Schutz, 1998). There is evidence in the literature that suggests a relatively high correlation between FLA and English writing anxiety. This implies that reducing classroom anxiety is a key prerequisite for overcoming English writing anxiety (Choi, 2013).

The targeted population of the present study was Arabic-speaking learners. Data were collected from a first-year Saudi female undergraduate students enrolled in the Preparatory Year English Language (PYEL) program at Taibah University in Medina, Saudi Arabia. PYEL program is a year-long program and offered in two semesters. It prepares first-year students for the transition from high school to the rigor of college. It provides intensive EFL classes, along with establishing students' academic skills to help first-year students succeed in their classes and majors (Taibah University Website).

Aljafen (2013) states that "the goal of writing in English [according to the Ministry of Education in Saudi Arabia] is considered [to be] achieved when the student is able to communicate by producing correct grammar and proper written organization" (p. 1). Thus, in this context, L2 Saudi students may have inadequate knowledge of the appropriate and required skills of L2 writing, and they struggle with communicating in written and spoken English (AlAsmari, 2013; Aljafen, 2013). To some Saudi EFL students, writing in English means translating their L1 thoughts word-by-word into the L2. They expect writing in the L2 has the same organizational patterns as writing in Arabic, which might "impede the quality, quantity and time of students' writing" (Alnufaie & Grenfell, 2013, p.86). During the semester, students at public schools usually write one or two short paragraphs or only one essay. Before the final exam, instructors would usually ask their students to memorize two or three essays and write about one of these essays in the final exam. Aljafen (2013) concludes that "the huge gap between the way [Saudi students] were taught writing in their public-school education and the seriousness and necessity of writing English at the college level could be expected to cause writing apprehension" (p. 3).

Statement of the Problem

There has been a recent interest in the literature to identify the sources of writing anxiety in FL classrooms and to determine the relationship between writing anxiety and writing performance (Kara, 2013). However, there is a dearth of research that has directly dealt with writing apprehension among undergraduate Arabic-speaking students and Saudis in particular. A few studies so far have investigated writing anxiety in Arabic-speaking learners in EFL settings, (e.g., the Gulf region and Middle East), where English is not the dominant language. Previous research has primarily addressed writing anxiety in native speakers of English or has been

conducted in English as a second language (ESL) settings, where English is the dominant language (e.g., U.S) (AlAsmari, 2013; Aljafen, 2013; Alnufaie & Grenfell, 2013; AlShboul & Huwari, 2015). A few studies have revealed that Arabic-speaking learners face several challenges when writing in their L2. Researchers have found that these challenges are due to learners' limited exposure to L2 and limited opportunities to practice and learn English in a natural setting. According to Abbad (1988), for Arab learners to enhance their L2 language skills, and particularly in writing, they should be exposed more often to the target language (i.e., L2). Additionally, writing anxiety in Arab learners has been found to be a consequence of several factors including, students' underdeveloped writing skills; their prior experience in writing; their limited knowledge about L2 writing and language use; their lack of self-confidence and/or self-efficacy; their fear of evaluation; and/or their lack of linguistic competence and vocabulary knowledge (Abbad, 1988; AlAsmari, 2013; Aljafen, 2013; Alnufaie & Grenfell, 2013; AlShboul & Huwari, 2015; AlKhasawneh, 2010; Daud et al., 2005).

Purpose of the Study

The purpose of this study was to provide some genuine understanding of EFL writing anxiety in Saudi undergraduate students. The principal investigator intended to examine the factors provoking writing anxiety; determine the influence of writing anxiety on students' performance; determine the roles of variables, such as students' reading motivation and L2 language proficiency on students' writing anxiety; and to provide techniques for instructors to help apprehensive writers cope with their anxiety. EFL writing anxiety deserves attention from language researchers and instructors, and its impact on students' performance need to be investigated and understood. By acknowledging the existence of this issue in EFL classrooms and recognizing its sources, instructors can help students deal with the emotional turmoil they experience when faced with a

topic and a blank piece of paper. As Choi (2013) has stated "there should be more research that looks at writing anxiety not as a unitary or generalized thing but as something that may be situated and affected by the writing tasks instructors design for their students"(p. 23). Therefore, the study addressed the following research questions:

1. To what extent do Saudi EFL female students in the preparatory year English language (PYEL) program experience writing anxiety?

2. Which factors are more frequently reported to provoke writing anxiety in Saudi EFL female students in the (PYEL) program: language classroom anxiety or cognitive anxiety?

3. To what extent is there a relationship between students' reading motivation and writing anxiety?

4. To what extent does writing anxiety affect students' writing performance?

5. To what extent is there a relationship between students' language proficiency and writing anxiety?

Need for the Study

Researchers have found that Arabic-speaking students experience L2 writing challenges due to students' lack of exposure to L2 and their limited opportunities to practice and acquire English in a natural setting (Abbad, 1988; AlAsmari, 2013; Aljafen, 2013; Alnufaie & Grenfell, 2013; AlShboul & Huwari, 2015; AlKhasawneh, 2010; Daud et al., 2005). AlKhasawneh (2010) mentions that Arab learners attribute their L2 writing anxiety to the weak foundation of teaching English, in addition to students' and teachers' low motivation and lack of interest. Other possible causes of L2 writing anxiety in Arab learners relate to the strategies used by students and weak methods of teaching L2 (e.g., using Arabic to teach English), which give the students few opportunities to practice L2 writing. Thus, the effect of L2 writing anxiety on students'

performance needs to be thoroughly investigated to provide appropriate strategies for apprehensive writers in EFL settings in general and Arabic-speaking learners in particular.

Language learners, especially those in FL settings, such as in Saudi Arabia, may have limited access to and opportunities for authentic listening experience in English. However, reading has the potential to provide a wide range of authentic language they would not frequently encounter in their classrooms, textbooks and/or their daily lives. Therefore, this study also sought to thoroughly discuss teaching reading and writing together, which has been found to reduce students' writing anxiety. By teaching reading and writing simultaneously, students will have models, language structures and ideas that they can apply in their own writing, and it can contribute to learners' development as autonomous competent language learners (Horwitz, 2008; Hsu, 2004; Krashen, 2004; Smith 1988). Reading has the potential to provide language learners with a wide range of comprehensible input that learners may not have access to in other ways (Horwitz, 2008). Krashen (1993) has found that "[a] substantial amount of research strongly suggests that we learn to write by reading" (p. 27). That is, through reading, learners can become competent readers and writers; develop their reading comprehension skills and writing styles; and strengthen their vocabulary knowledge, grammatical competence and spelling (Smith, 1988; Krashen, 2004).

Assumptions

It was assumed that,

1. the participants would answer the survey questions honestly and factually and would not project subject bias.

2. undergraduate female students in the PYEL program at Taibah University would experience writing anxiety due to two major factors (language classroom anxiety and/or cognitive anxiety).

3. there was a relationship between students' motivation to read and their writing anxiety.

4. writing anxiety would affect students' writing performance.

5. there was a relationship between students' language proficiency and their writing anxiety.

Delimitations

There were several delimitations in this study.

1. This study was restricted to female Saudi undergraduate students enrolled in the preparatory year English program at Taibah University in Medina. The researcher only gathered data from female students as she only had access to female students and faculty. Saudi is a country that advocates for single-gender classrooms. Students are enrolled in single-sex classes; male and female students attend classes in separate buildings and schools. As religion and tradition play vital roles in Saudi, single-sex education has been the *status quo* in Saudi since public education for females was introduced in the early 1960s. The goal is to maintain the cultural and social conservatism in Saudi and preserve traditional Saudi morality and social mores, which greatly influence and shape education in Saudi (Alwedinani, 2016). Direct contact with male professors is permitted when it is necessary; there is a shortage of female professors in areas of medicine and business. Otherwise, the use of videoconferencing is preferred for female students where live transmission of video and audio televised lectures can be conducted by male instructors.

2. Additionally, data were collected from one university. This allowed the study to be manageable and be completed in a reasonable time and manner. Due to this delimitation, research results cannot be generalized to all EFL learners.

3. Data were obtained via online survey as it was convenient for both the researcher and participants. Internet-based surveys are easy to administer and allow data collection from many respondents. Advanced statistical techniques can be utilized to analyze data and determine validity, reliability and statistical significances. Data collected from surveys can less likely affect the outcome and influence the responses, which increases the reliability of obtained data. Surveys can be administered and conducted remotely and make collecting data from many respondents possible and convenient for researchers; "[t]his capability of reaching thousands, even hundreds of thousands, of individuals in one click is a survey researcher's dream come true" (Weber & Bradley, 2006, p. 5). Additionally, Weber and Bradley (2006) found that the quality of responses collected using Web-based instruments is "at least equal and is some cases better, especially with regards to sensitive topics of inquiry, to the quality of traditional methods"(p. 6). In fact, several studies have concluded that Internet-based surveys are more practical, convenient and desirable than the conventional methods. They are efficient and convenient for participants. They require less time to be completed, and respondents may be more willing to share sensitive information since there is no face-to-face interviewer (Lyons, Cude, Lawerence, & Gutter, 2005; Rea & Parker, 2005; Sue & Ritter, 2007; Weber & Bradley, 2006).

Limitations

This study was limited by the generalizability of the findings due to sample selection, research design and quantitative methodology.

1. Data were only obtained from undergraduate female students in the preparatory year program at Taibah University. As such, generalizations of the findings to other populations would be restricted.

2. Quantitative research has drawbacks despite its strengths. It somehow fails in shedding light on the complexity of human perceptions and/or experiences. It may provide narrow information and only captures a snapshot of a phenomenon (Denzin, & Lincoln, 1998; Schofield, 2007). That is, "it measures variables at a specific moment in time and disregards whether the photograph happened to catch one looking one's best or looking unusually disarranged" (Rahman, 2017, p. 106). This may provoke the question whether the research, in fact, measures what it is supposed and claims to measure. Due to the limited connection between the principal investigator and her participants during data collection, a quantitative research paradigm might fail in considering the perceptions and/or experiences of respondents (Rahman, 2017).

3. The online survey was the primary method to collect data. The self-reporting nature of the study might limit the chances to collect honest responses from the respondents. This might further limit the chances to find additional factors causing writing anxiety than the ones addressed in the survey's questions. Using other modes (e.g., observations, interviews and pre-post writing tests) would allow the participants to share their feelings and attitudes and thus reveal more valuable and reliable results. For example, through interviews the researcher could probe for detail and clarify unclear and confusing

questions. She would be able to gather sufficient information and data that are not easily obtained and collected solely through questionnaires.

Methodology

Data were collected quantitatively via an online self-reported survey. Participants completed a new survey instrument, English Writing Anxiety Survey (EWAS), developed by the researcher to answer the research questions. Components of the new survey were adapted from four original instruments after obtaining permission from the original authors and developers. The instruments were: Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz, Horwitz and Cope (1986); Second Language Writing Anxiety Inventory (SLWAI) developed by Cheng (2004); Writing Apprehension Test (WAT) developed by Daly and Miller (1975); and The Motivation for Reading Questionnaire (MRQ) developed by Guthrie (1995). The EWAS was completed online via Qualtrics. The link to the survey was distributed to participants via email and was active for three weeks. The online survey, along with the consent form, were translated into the participants' L1 (Arabic). (More details about the design of the EWAS, conducting the pilot testing and data collection procedures and analysis will be in Chapter 3).

Definitions of Terms

The affective filter refers to non-linguistic factors (i.e., motivation, self-confidence and anxiety) that may promote and facilitate or prevent and block the reception and processing of comprehensible input (Krashen, 1982).

Context is the setting where language learning takes place, particularly the difference between a foreign language setting and a second language setting (Horwitz, 2008).

English as a foreign language (EFL) refers to learning or teaching English in an overseas context where English is not spoken (Horwitz, 2008).

English as a second language (ESL) refers to learning or teaching English within a geographical region where English is spoken as the primary language (Horwitz, 2008).

First language (L1) refers to the learner's home language and the learner's strongest language (Horwitz, 2008).

Foreign language (FL) is a language that is learned largely in the classroom, and it is not spoken in the society where the teaching occurs (Moller & Catalano, 2015). For example, English is considered to be a foreign language in Saudi Arabia.

Language acquisition device (LAD) is the innate biological ability of humans to acquire and develop languages. According to Chomsky's hypothesis, children are born with a special ability to process language through an innate language acquisition device (Chomsky, 1965).

Preparatory year program (PYP) in Saudi Arabia extends over one academic year (two semesters). English language courses are considered the most important components of the PYP program. PYP also enhances students' skills and knowledge in computer use, research and communication. It offers courses in science, mathematics, health education, critical thinking and learning skills and Islamic and Arabic education. Overall, it is designed to engage college students in academic, social and research aspects of university life, prepare students for their higher education and provide them with basic academic skills (Alaqeeli, 2014).

Language proficiency refers to the individuals' overall ability in the target/ second language (Horwitz, 2008).

Reading motivation refers to individuals' willingness, interest and desire to engage in reading activities (Watkins & Coffey, 2004).

Second language (SL) refers to language learning or teaching within the country where the target language is spoken (Horwitz, 2008).

Second language (L2) refers to learning or acquiring a language in addition to one's first/ native language (L1) (Horwitz, 2008).

Target language (TL) refers to a language that is being learned or taught other than one's first/ native language (i.e., second language or foreign language) (Horwitz, 2008).

Organization

This study is organized into five chapters. Chapter 1 introduces the study and its significance and concludes with thorough discussions of the methodology, limitations, delimitations, and definitions of key vocabulary terms of the study. Chapter 2 provides a detailed discussion of the framework and provides a literature review on writing anxiety. Chapter 3 discusses the methodology and method used to conduct the research and collect data. The findings will be analyzed in Chapter 4. Finally, Chapter 5 will discuss the major findings, present implications and offer suggestions for future research in this field.

Chapter Summary

Chapter 1 introduced the topic and presented general background information about the present study. A concise, precise and focused statement on the purpose of the current study was discussed to address the rationale of this study. This was followed by a thorough discussion on the need for the study, theoretical framework, research questions, assumptions, delimitations, limitations and methodology.

Chapter 2 will present a review of the related literature on L2 writing anxiety, its effect on writers' performance, and review several strategies to reduce the levels of L2 writing apprehension.

CHAPTER 2

LITERATURE REVIEW

Introduction

The first section of Chapter 2 highlights the theoretical framework of the present study. The second section is a review of the literature to provide some insight into the impact of anxiety on language learners. This section will overview the causes of L2 writing anxiety and its on students' writing performance. Chapter 2 also discusses the effect of variables, such as students' motivation to read and their L2 language proficiency on their writing anxiety levels. This chapter concludes with an overview of techniques to alleviate writing anxiety, including reading.

Theoretical Framework

Affective Filter

Krashen's (1982) *Affective Filter Hypothesis* embodies the influence of affective factors on second language acquisition (Krashen, 1982). The concept was initially introduced by Dulay and Burt (1977). They defined affective filter as "an innate processing system which subconsciously impedes the learners' absorption of the target language" (Yang, 2012, p. 41). According to Krashen (1982), affect, such as motivation, self-confidence and anxiety, refers to non-linguistic factors that may promote and facilitate or prevent and block the reception and processing of comprehensible input (see Figure 1). Learners with low levels of anxiety, high motivation and high self-confidence are better equipped to acquire their L2. They are relatively confident about learning their L2 and have positive dispositions toward the target language. However, learners with high affective filters may experience anxiety and inability to effectively comprehend or communicate well in the target language.
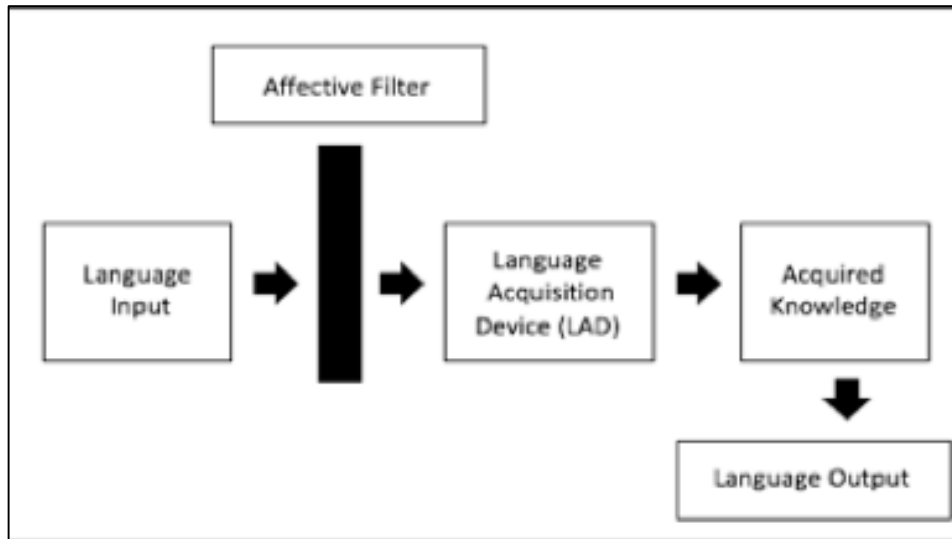
Figure 1. Adapted from Krashen's (1982) affective filter hypothesis.

Thus, Krashen (1985) argues that low anxiety, high motivation and high self-confidence facilitate second language acquisition. On the other hand, high anxiety, low motivation and low self-esteem create a mental block or a filter, which disrupts and interferes with the acquisition process. When the filter is *up*, it hinders language acquisition, and thereby, prevents language learners from being receptive towards comprehensible language input (Krashen, 1982; Schutz, 1998).

Tobias's (1986) model of the cognitive effects of anxiety on learning describes the stages (input, processing and output stages) at which anxiety may interfere with the individual's learning and cognitive performance (Young, 1999). The arousal of anxiety at the *input stage* acts as a filter disrupting the cognitive process and preventing information to pass along to the next stage, which refers to Krashen's concept of *Affective Filter*. Therefore, during the *processing stage*, anxiety acts as a distraction, which can affect students' accuracy and speed of learning and influence the quality of L2 communication at the output stage.
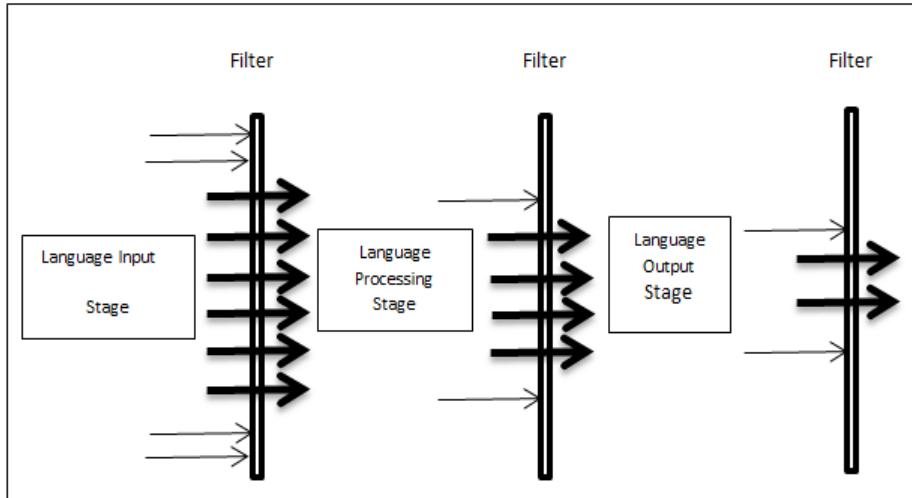
Figure 2. Adapted from Tobias's (1986) model of the cognitive effects of anxiety.

At the *output stage*, the arousal of anxiety acts as a disruption to the ability to retrieve information (Young, 1999). Additionally, the affective filter hypothesis argues that acquirers with negative attitudes tend to receive less input and have high affective filter. Consequently, even if they understand the message, "the input will not reach that part of the brain responsible for second language acquisition or the language acquisition device" (Krashen, 1982, p. 31). On the other hand, acquirers with positive attitudes towards their L2 tend to seek and receive more input and have a lower filter. That is, "they will be more open to the input, and it will strike deeper" (Krashen, 1982, p. 31).

Krashen (1982) asserts the importance of creating a classroom environment that stimulates low filter situations because "as soon as students are made feel relaxed, immediate positive results will be forthcoming" (Young, 1999, p. 24). Instructors are urged to minimize the effects of affective filter for successful acquisition to occur. It is always important to create a welcoming, non-threatening and safe environment where learners can produce language, take risks, make mistakes and learn. Instructors, thus, should be aware of the role of affect in teaching writing. They should take learners' affective factors into full consideration when giving feedback

and correcting errors because their feedback contributes greatly to students' emotional states, especially their motivation, self-confidence and anxiety. Language instructors should create a classroom environment that reduces stress and anxiety and increases English language learners' (ELLs) motivation and self-esteem to provide opportunities for language acquisition to occur more efficiently (Choi, 2013; Horwitz, 2008).

The following section in Chapter 2 reviews the literature on foreign language anxiety. There is a thorough discussion on the definitions and types of anxiety; the sources and causes of L2 writing anxiety; the effect of L2 writing anxiety on students' writing performance; and the relationship between students' language proficiency and their L2 writing anxiety. Finally, this chapter presents several strategies in the literature to alleviate L2 writing apprehension, including reading.

Anxiety

Definitions and Types of Anxiety

Anxiety has been studied since 1970s, and it is a highly examined phenomenon in psychology and education (Horwitz, 2001). It can be difficult to define anxiety as it can range from "an amalgam of overt behavioral characteristics that can be studied scientifically to introspecting feelings that are inaccessible" (Shabani, 2012, p. 2378). Broadly speaking, it is defined as a "complex and multidimensional phenomenon and can be defined as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Young, 1991, p. 434). The term *anxiety* describes an unpleasant emotional state in which individuals exhibit feelings of tension, worry, apprehension and nervousness (Sieber, O'Neil, & Tobias, 1977). Existential philosophers, Kierkgaard, Jaspers, Heidegger and Sartre, argue that anxiety has both negative and positive consequences. The

negative consequences of apprehension are feeling discomfort, fear and anxious. On the other hand, its positive outcomes are individuals' attainment and acquiring of new competent to reach a higher stage of psychological improvement (Sieber et al., 1977).

There are several ways of measuring anxiety in research. This phenomenon can be measured through participants' self-reports, which are used most often to study anxiety in educational domains. Researchers can also use behavioral observation or psychological assessment (e.g., blood pressure tests or heart rates) to measure individuals' levels of apprehension and tension (Zheng, 2008). Psychologists identify three types of anxiety, *trait anxiety*, *situation-specific anxiety* and *state anxiety* (Young, 1999). Individuals with *trait anxiety* probably become nervous in any situation and lack emotional stability. *Situation-specific anxiety*, however, refers to feeling anxious in a single situation. Each context is different. One situation can trigger anxiety and tension and not in other situations (e.g., test anxiety, language anxiety and stage fright). While trait and situation-specific anxieties refer to the probability of feeling anxious in a particular situation or context, *state anxiety* refers to the experience of anxiety itself. This type affects individual emotional, cognitive and behavioral state (Young, 1999).

According to Bigdeli and Bai (2009), anxiety is not biological, but a learned behavior, which relates to how learners view and value their learning. While some people believe that anxiety is a minor inconvenience for language learners (Young, 1999), others believe that it may interfere with language learning, and its effects may culminate in lower proficiency (Gregersen & MacIntyre, 2014; Horwitz, Horwitz, & Cope, 1986; Ni, 2012).

Foreign Language Anxiety (FLA)

Foreign Language Anxiety (FLA) has long been well-researched over the past two decades (Horwitz, 2010). It is not merely an abstract construct. It is, in fact, a reality for many language learners (Phillips, 1991). It reflects learners' worry, tension and negative emotional reaction activated when learning a second language (Gregersen & MacIntyre, 2014). Language anxiety research is greatly influenced by two critical papers: Scovel (1978) and Horwitz, Horwitz, and Cope (1986).

1. Scovel (1978) has found that early research on anxiety/ apprehension revealed mixed results regarding the relationship between anxiety and language learners' achievement in their L2. These inconsistent results are attributed to two factors, "different anxiety measures and different conceptualizing of anxiety" (Zheng, 2008, p. 2). Scovel (1978) argues that these inconsistent and mixed results could be resolved by differentiating between *facilitating* and *debilitating anxiety*. *Facilitating anxiety* refers to a proper and small amount of anxiety, which can spur learners into action. This type of anxiety can be beneficial and improve learners' performance. However, tasks trigger extreme apprehension can lead to *debilitating effects*, which may influence learners' performance and motivation to complete the task (Horwitz et al., 1986).

2. Horwitz, Horwitz, and Cope (1986) are the first "to conceptualize [FLA] as a unique type of anxiety specific to foreign language learning" (Zheng, 2008, p. 2). Their theory has been widely accepted and plays a remarkable role in language anxiety research (Trang et al., 2013). Horwitz et al. (1986) defines this phenomenon as "a distinct complex of self-perceptions, beliefs, feeling and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). Their paper is a major

21

contribution for developing Foreign Language Classroom Anxiety Scale (FLCAS). It is widely applied by many scholars and has become a "standard measure of language anxiety" (Horwitz, 2010, p. 158). Many researchers have utilized and adapted FLCAS to measure foreign language classroom anxiety in learners to correlate the relationship between anxiety and students' language performance (Choi, 2013).

Horwitz and Cope (1986) conceptualize FLA as "a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). Similarly, MacIntyre and Gardner (1994) define FLA as "the feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening, and learning, or the worry and negative emotional reaction arousal when learning or using a second or foreign language" (p. 284). FLA has been categorized as a situation-specific anxiety, and it is not simply a general classroom anxiety. It is an independent and unique type of anxiety that emerges due to the uniqueness of language learning (Horwitz & Cope, 1986; MacIntyre & Gardner, 1994; Zheng, 2008). Horwitz and Young (1991) argue that half of language learners in language classrooms may, in fact, experience FLA (Young, 1999). They discuss two approaches to identifying FLA. The first perspective proposes that language anxiety is a transfer of other forms of anxiety from another domain into the L2 domain (e.g., test anxiety). The second perspective suggests that language learning triggers a unique type of anxiety (Young, 1999).

Studies on FLA have primarily focused on the influence of apprehension on students' oral performance in FL/ SL classrooms because researchers consider speaking the most anxiety-provoking language skill (Choi, 2013). In the late 1990s, the attention shifted to study other areas of FLA, including writing anxiety (Yan, & Wang, 2014). There are only a few studies addressing

writing anxiety in foreign language classrooms (Cheng, 2002). However, recently, there has been an interest in the literature to identify the sources of L2 writing anxiety and examine the relationship between writing anxiety and learners' writing performance (Kara, 2013).

Writing Anxiety/ Apprehension

The term *writing apprehension* was coined with Daly and Miller (1975) to describe "a general avoidance of writing and situations perceived by the individual to potentially require some amount of writing accompanied by the potential for evaluation of that writing" (Daly, 1979, p. 37). The term refers to a writer's tendency to experience apprehension when assigned a writing task (Daly, 1985). A review of the literature has revealed several studies that have examined writing apprehension in both native speakers (Daly & Miller, 1975; Faigley, Daly, & Witt; 1981; Daniel & Stacks, 1992; Robert, 1993) and in non-native speakers in second language and foreign language settings (Aljafen, 2013; Daud, Daud, & Kassim, 2005; DeDeyn, 2011; Shang, 2013a; Rezaeia & Jafarib, 2014).

Writing Anxiety in Native Speakers

Several studies have been conducted with undergraduate native speakers to determine the causes of writing anxiety and the effect of variables, such as students' majors, gender and age on learners' writing apprehension. Findings have revealed several factors attributed to L1 learners' writing anxiety. For instance, Daniel and Stacks (1992) found that students with mass communication majors reported a lack of confidence when writing and reported a fear of teachers' feedback and evaluation, as well as experiencing blank page paralysis. Data collected from Faigley, Daly, and Witt (1981) and Daly and Miller (1975) showed that participants with high levels of anxiety feared evaluation and teachers' feedback and thus produced shorter papers with lower quality work. Faigley et al. (1981) found that writing anxiety influenced apprehensive

writers' behaviors, attitudes and written products. For example, apprehensive writers do not necessarily lack motivation, but they tend to avoid writing and avoid majors/ courses which require frequent writing. Eventually, they tend to select careers that also require no or little writing. They may lack self-confidence due to prior negative teacher responses and fear of feedback. They tend to be more apprehensive when writing personal narratives which requires sharing personal experiences, feelings and/ or beliefs. However, they are less apprehensive when writing argumentative persuasive essays in which writers avoid involving their personal feelings. Additionally, they tend to produce short, low quality pieces of writing and struggle with creativity, developing their ideas and varying sentence patterns (Reeves, 1997).

According to Robert (1993), the six most common causes of writing block are: censors, fear of failure, perfectionism, past-experience with authoritarian teachers, procrastination and mental health. He proposed strategies, such as automatic exercises "a reduced awareness of what is being written" (p. 30); and free writing "writing whatever comes to mind, without stopping to edit" (p.32) to help writers conquer blank page paralysis. In addition, Reeves (1997) suggests several strategies to alleviate students' writing apprehensions: to write more; discourage appropriation of voice; listen to fearful writers; talk about past writing experiences; find patterns in students' errors; contextualize and customize; conference during the drafting stages; collaborate with students for evaluation criteria; coach peers for effective response; validate intrapersonal communication- self-talk; be aware of possible gender differences; vary writing modes; monitor attitudes; introduce discourse communities; talk about writers you like; give and attend public readings; and share writing with the class (pp. 39-43).

Foreign Language Writing Anxiety (FLWA)

Language learners may experience a considerable amount of anxiety when they perform activities that require productive skills, such as writing (Schweiker-Marra & Marra, 2000) because it considers "...one of the most complex activities necessary for human literacy development" (Munoz-Luna, 2015, p. 2). It can be a daunting experience for language learners because it is a "...complex activity that requires a certain level of linguistic knowledge, writing conventions, vocabulary, and grammar" (Erkan & Saban, 2011, p. 165). According to Badrasawi et al. (2016), foreign language writing anxiety is generally understood as having "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" (p. 134). Research conducted on this domain has also suggested strategies to alleviate the level of writing apprehension and discussed the benefits of teaching reading and writing simultaneously to help writers cope with their L2 writing anxiety. Yet, there is a lack of research that has directly examined writing apprehension in undergraduate Arabic-speaking students in general and Saudis in particular (AlAsmari, 2013; Aljafen, 2013; Alnufaie & Grenfell, 2013; AlShboul & Huwari, 2015). This study aimed to fill the gap in this domain to better understand the factors provoking writing anxiety in Saudi language learners and help both instructors and students cope with this issue inside and outside the classroom.

FL settings, such as in Saudi Arabia, include learners of a homogenous linguistic and cultural background, where English is not the dominant language, and learning most likely occurs in a classroom context (Ferris & Hedgcock, 2013). Learners have limited exposure to L2-speaking culture, most often through classroom instructions, TV, music, media and/ or print resources, which may provide opportunities for practicing the receptive skills (i.e., listening and reading). Yet, learners in FL settings have "little or no opportunity to use the language in natural

communication situations" (Ringbom, 1980, p. 39). The purpose of literacy instruction might only be for meeting requirements for graduation from secondary or postsecondary programs and/or for college admission. EFL learners have strong L1 literacy skills, which can be "transferr[ed] to L2 reading and composing tasks" (Ferris & Hedgcock, 2013, p. 34). However, they may have limited exposure, experience and opportunities to read and write extensively in their L2 (Ferris & Hedgcock, 2013). Language learners may, in turn, experience writing anxiety because they are poorly prepared to write. They may have had insufficient practice to develop a set of sophisticated writing skills in their L2 (Daud et al., 2005).

The following section is an attempt to review the literature on writing anxiety in EFL context in terms of its sources, effects and its relationship with variables, such as students' L2 language proficiency. It concludes with a thorough discussion of techniques for reducing L2 writing anxiety.

Sources/Causes of English Writing Anxiety

It has been found that the primary sources of writing anxiety in language learners are: students' prior experience in writing in their L2; negative attitude toward writing; lack of self-confidence; fear of teacher's evaluation; inadequate linguistic knowledge of L2 writing; and the complexity of writing tasks/ assignments (Akbaria, 2015; AlAsmari, 2013; Cheng, 2004; Daud et al., 2005; Fareh, 2010; Jebreila et al., 2015; Kara, 2013; Olanezhad, 2015; Rezaeia & Jafarib, 2014; Shang, 2013a).

Aljafen (2013) considers one of the initiatives to examine writing anxiety among EFL undergraduate Saudi students. Participants reported that the main factors causing their writing anxiety were the lack of confidence in writing in English; teachers' evaluation and feedback; and their prior experience in L2 writing in schools. Likewise, Cheng (2004) found that writing

anxiety in undergraduate EFL writers in Taiwan were attributed to factors, such as "(1) instructional practices, (2) personal beliefs about writing and learning to write, (3) self-perceptions, and (4) interpersonal threats" (p. 41).

Rezaeia and Jafari (2014) found that the primary sources of writing anxiety in EFL Iranian writers were: meeting teachers' high expectations; students' fear of teachers' negative feedback; inadequate linguistic knowledge of L2; and low self-confidence. Rezaeia and Jafari (2014) argued that the educational system and classroom practices in Iran played a big role in creating this issue. They suggested an urgent change of teaching approach to "a non-punitive, non-judgmental, and non-mixed message process approach to teaching L2 writing" (p. 1551) to encourage effort rather than perfect work. Similarly, Olanezhad (2015) found that the major three sources of writing anxiety in Iranian EFL writers were: students' prior experience in writing in their L2; lack of self- confidence; and fear of teachers' evaluations.

Kara (2013) reported that Turkish undergraduate writers rarely write in English in their courses. Thus, they are not familiarized with the writing process in English. They lack knowledge of organizing and combining ideas in L2, as well as gathering information. Participants thus reported experiencing writing anxiety, which was attributed to teachers' feedback, attitude and teaching styles; and the poor quality of the selected textbooks which do not expose writers to authentic models/ examples. Shang (2013a) also found that EFL Taiwanese learners experience writing anxiety as they believe that a good writer does not make any errors/ mistakes -- because writing instructors in Taiwan emphasize on accuracy in writing classes rather than encouraging effort (Cheng, 2004; Shang, 2013a). EFL writers in Taiwan link writing with exams; "[s]uch a link…may make them feel frightened when it comes to writing" (Shang, 2013, p. 1). They consider writing in English as being challenging, difficult and frustrating

"because their writing is generally poor in terms of content, organization, vocabulary, and language use" (Shang, 2013a, p. 1).

AlShboul and Huwari (2015) state that there are limited studies that primarily investigate writing anxiety in EFL settings, especially among Arab postgraduates. Early research has focused primarily on writing anxiety in English native speakers or has been conducted in ESL settings. AlShboul and Huwari (2015) found four major causes of writing anxiety, which made it a prevalent phenomenon among Arab graduate students: (1) inadequate knowledge of academic writing in L2; (2) poor writing experience in the past, which increased the level of apprehension; (3) negative attitude toward writing due to students' low motivation to write in English and fear of evaluation; (4) and finally, lack of knowledge in English structure, including having limited vocabulary and problems with coherence and cohesion. Similarly, Alkhasawneh (2010) investigated the academic writing issues in Arab-postgraduate students in Malaysia. The results revealed that the interviewees were required to write several types of academic texts (e.g., project papers, article reviews, summaries, reports, article critiques, proposals, book reviews and essays). Due to the complexity of these writing tasks/ assignments, students faced challenges in relation to vocabulary register, organization of ideas, grammar, spelling and referencing. They experienced anxiety as they were very much aware of their lack of proficiency in writing in their L2. Students attributed their L2 writing challenges to the poor quality of curriculum design and the methods of teaching writing (e.g., using Arabic in English classes).

Research in writing apprehension reveals that writing anxiety negatively affects writing performance (Young, 1999). Theoretically, anxiety impedes learning and reduces L2 acquisition. Those with low writing apprehension perform better on writing tasks than apprehensive writers. The results from the following studies suggest that this theory is true (Erkan & Saban, 2011).

The Effect of L2 Writing Anxiety on Students' Writing Performance

Several studies conclude that there is, in fact, negative correlation between writing anxiety and learners' writing performance. Badrasawi et al. (2016) summarize the impact of anxiety on writing performance below.

> The apprehensive tried to avoid writing; took longer time to start writing; lacked vocabulary, expressions and mature ideas; got low marks; worried about their writing being evaluated; afraid of what others would say or think about their writings; preferred writing outside the classroom; not willing to share their writing with other friends; could not organize or express ideas properly; had negative predisposition toward their ability in writing; and kept silent most of the class time. (p. 141)

Apprehensive writers experienced writing anxiety regardless of how long they have been writing in their L2 due to their fear of making mistakes, fear of teachers' feedback, and students' low confidence (AlAsmari, 2013; Badrasawi et al., 2016; Erkan & Saban, 2011; Shang, 2013a). Their fears often interfered with their ability to write effectively in their L2, which in turn had a negative influence on students' writing performance. On the other hand, students with low levels of writing anxiety reported higher self-efficacy and had better writing achievement as compared with high apprehensive writers. Shang (2013a) concluded that "anxiety is quite pervasive in EFL writing classrooms no matter how many years students have learned English writing in the past" (p. 9). Thus, reducing classroom anxiety in general has become an essential prerequisite for overcoming L2 writing anxiety (Horwitz, 2008). Researchers have discussed the important role of instructors in reducing writing apprehension. They should take learners' affective factors into full consideration, especially when giving feedback and correcting errors, because their feedback contributes greatly to students' emotional states.

The Relationship between Language Proficiency and Writing Anxiety

Daud et al. (2005) used the deficit hypothesis as a guiding principle to discover if writing anxiety is a cause or a consequence. The deficit hypothesis states that low-performing students are more anxious than high performing students due to insufficiently developed skills and the deficiency in their writing skills. The results revealed that low-performing students were more anxious than high-performing students and exhibit underdeveloped writing skills in L2. Similarly, Shang (2013a) and Shang (2013b) found that participants experiencing writing anxiety exhibited low levels of language proficiency, and there was a significant negative correlation between these two variables. That is, writing anxiety in students decreases as their L2 language proficiency increases and vice-versa. This is consistent with previous research findings that have revealed that "...the more proficient in English the students were, the less anxious they seemed to be" (Liu, 2006, p. 310). Additionally, Clement (1994) asserts that, in general, language learners who exhibit little apprehension when using English are highly motivated. They also have reported frequent and positive contact with English and rated themselves as proficient learners.

Strategies to Alleviate L2 Writing Anxiety

Instructors can help apprehensive writers deal with their writing anxiety through,

1. having a whole class discussion would help students be aware that they are not the only ones experiencing anxiety and that even some professional writers and teachers experience writing apprehension (Cheng, 2004).

2. helping students recognizing their writing success areas, being flexible and shifting the focus from accuracy to fluency. Additionally, avoiding overcorrection of errors, and instead correcting errors occurring frequently (Alnufaie, 2013; Cheng, 2004; Horwitz, 2008; Leki, 1999).

3. encouraging students to spend enough time on free writing activities and considering giving students writing assignments that are not graded (e.g., journal writing) (Abu Shawish & Abdelraheem, 2010; Salem, 2007).

4. giving students the opportunity to select and write about topics they are interested in and can relate to (Alnufaie, 2013; Cheng, 2004).

5. using alternative methods, such as games, music and technology to encourage writers to use their L2 in less-stressful situations (Alnufaie, 2013; Cheng, 2004).

6. allowing writers to write multiple drafts before assigning a final grade. They can brainstorm their ideas in groups and revise their papers with their peers (Cheng, 2004; Leki, 1999). Instructors' comments should not primarily focus on grammar and mechanics "… thereby sending students the wrong message that their ideas and voices are not valued at all" (Cheng, 2004, p. 56).

7. combining reading and writing has the potential to reduce writing anxiety. Students can read authentic texts that they can use later as models. They can learn new structures that they can apply in their own writing (Cheng, 2004; Ferris & Hedgcock, 2013; Krashen, 1993; Krashen, 2004; Leki, 1999; Smith, 1988).

Because English language classes in Saudi Arabia may provide limited exposure to L2, reading could be the window into the target language and culture. It is valuable language tool to teach idiomatic language, promote literacy development, improve reading and comprehension skills and encourage students to read for enjoyment (Ferris & Hedgcock, 2013; Krashen, 1993; Krashen, 2004; Smith 1988). Several researchers assert that reading is the basis for learning writing, and it considers to be the most important tool to learn writing in L1 and L2 (AlOmrani,

2014; Ferris & Hedgcock, 1998; Ferris & Hedgcock, 2013; Krashen, 1993; Krashen, 2004; Smith, 1988).

Combining Reading and Writing to Alleviate L2 Writing Anxiety

Smith (1988) argues that "…to learn to write for newspapers, you must read newspapers; textbooks about them will not suffice. For magazines, browse through magazines rather than through correspondence courses on magazine writing. To write poetry, read it" (Smith, 1988, p. 20). Reading serves as an effective substitute for the traditional writing instructions and practices, "particularly when reading is self-initiated or self-selected" (Ferris & Hedgcock, 2013, p. 98). It is a powerful means for promoting cognitive development and developing learners' writing style, grammar and spelling. It gives learners the opportunity to pick up new language structures, learn new vocabulary words, language use and idiomatic usage, which learners can borrow and incorporate into their writing (Hafiz & Tudor, 1989; Hsu, 2004; Kirin, 2010; Krashen, 2004; Krashen & Lee, 2004). Several studies have also found that extensive reading provides meaningful input to EFL writers and exposes them to the conventions of L2. Reading has the potential to empower learners with knowledge of L2 writing, ease their apprehension, and offer models in which writers can learn how a new genre is organized and developed and how sentence structures are used. Furthermore, reading can reduce social distance, improve writer's grammar accuracy and increase their L2 vocabulary and text structure knowledge (AlOmrani, 2014; Macbeth 2010).

Learners in FL settings have little or no opportunity to use the language in natural communication situations, which may limit their opportunities to develop their literacy skills. (Ringbom, 1980). The purpose of literacy instruction might be for meeting requirements for graduation. Learners may have limited exposure, experience and opportunities to read and write

extensively in their L2 (Ferris & Hedgcock, 2013). As this setting provides limited exposure to the target language culture and language, reading would be an effective means to develop a good writing style; promote literacy development; develop the ability to understand and use grammatical constructions; improve reading and comprehension skills; acquire a large vocabulary; and encourage students to read for enjoyment (AlOmrani, 2014; Cho & Brutt-Griffler, 2015; Chuenchaichon, 2011; Hafiz & Tudor, 1989; Lee & Hsu, 2009; Mermelstein, 2015).

Instructors are, thus, urged to recognize the importance of incorporating reading in EFL writing classrooms because "[t]eaching writing in isolation of reading probably hinders the development of writing skills" (AlOmrani, 2014, p. 101). Cho and Brutt-Griffler (2015) assert that reading considers a major input in EFL contexts where students have limited authentic exposure to authentic input. Reading allows students to notice how a text is organized and developed in the target language, organize content and make logical connections between ideas, sentences and paragraphs. Reading texts with complex and compound sentences allows students to notice how these sentences are formed and worded. They provide authentic models for writers to learn skills they can apply in their own writing. Integrating reading allows learners to learn a variety of relevant text types/ genres. Hence, students can gain in-depth insights on how they should write in the L2 (Chuenchaichon, 2011; Tuan, 2012). Lee and Hsu (2009) examined the effect of using in-class extensive reading and sustained silent reading on writing among EFL undergraduate Taiwanese learners. They conclude that reading is not the only source that may contribute to students' writing competence; however, EFL writers show significant gains and improvement in terms of "fluency, content, organization, language use, vocabulary, and mechanics" (Lee & Hsu, 2009, p. 19).

33

Chapter Summary

Chapter 2 presented the theoretical framework of the present study. Additionally, it overviewed the related literature on foreign language anxiety and L2 writing anxiety in native and non-native speakers of English. It reviewed the sources/ causes of L2 writing anxiety, the effect of L2 writing anxiety on students' writing performance and the relationship between students' L2 language proficiency and their writing anxiety levels. This chapter also discussed several strategies to alleviate L2 writing apprehension. Chapter 2 concluded with a discussion on the benefits of teaching reading and writing in EFL settings to help apprehensive writers cope with their anxiety and enhance their writing skills.

Chapter 3 will introduce the research methodology of this study. There will also be a discussion of the research setting, participants, developing and pilot testing the new instrument and data collection and analysis procedures.

CHAPTER 3

METHODOLOGY

Introduction

Chapter 3 describes the methodology used to collect data, including the research design, research setting, participants, developing the new instrument, pilot testing, and data collection and data analysis procedures. This study aimed to provide some genuine understanding of EFL writing anxiety, and how it could be addressed. EFL writing anxiety deserves attention from language researchers and instructors, and its impact on students' performance needs to be examined to acknowledge its existence in EFL classrooms and identify its sources. As Choi (2013) has stated, "there should be more research that looks at writing anxiety not as a unitary or generalized thing but as something that may be situated and affected by the writing tasks instructors design for their students" (p. 23). Therefore, this study addressed the following research questions:

1. To what extent do Saudi EFL female students in the preparatory year English language (PYEL) program experience writing anxiety?

2. Which factors are more frequently reported to provoke writing anxiety in Saudi EFL female students in the (PYEL) program: language classroom anxiety and/ or cognitive anxiety?

3. To what extent is there a relationship between students' reading motivation and writing anxiety?

4. To what extent does writing anxiety affect students' writing performance?

5. To what extent is there a relationship between students' language proficiency and writing anxiety?

Research Design

The quantitative approach and Internet-based survey research were adopted to answer the research questions. This objective approach allows generalizations of the results to a whole population or a sub-population if the instrument of data collection is well-designed, and the research sample well represents the targeted population (Carr, 1994). Data are easy to analyze and are less time consuming as this approach utilizes statistical software, such as Statistical Package for Social Sciences (SPSS). Thus, researchers can report the results in few numerical statistics and interpret the findings in brief statements (Connolly, 2007).

The present study utilized survey research to collect data, which is one of the most used quantitative method (Nardi, 2003). According to Weber and Bradley (2006), surveys "have been and remain a popular method for data collection in the social, behavioral and consumer sciences" (p. 3). It is designed to obtain self-reported, verbal information from the targeted sample and examine attitudes and/or opinions that are not easily observable (Rea & Parker, 2005). This method allows researchers to learn and possibly generalize results. The flexibility of survey design enables researchers to ask sensitive questions, collect a broad range of data and preserve respondents' anonymity (e.g., attitudes, opinions and behavior) (Bethlehem & Biffignandi, 2012, Sue & Ritter, 2007; Weber & Bradley, 2006). Additionally, it allows researchers to obtain in-depth information about a phenomenon; understand the behaviors of the targeted population; examine behaviors that people find difficult or uncomfortable to share with someone else face-to-face; examine people's perceptions and attitudes; and discover relative incidence and interrelations (Kerlinger, 1973; Nardi, 2003; Perumal, 2014; Queirós, Faria, & Almeida, 2017; Rea & Parker, 2005).

Surveys are fast and easy to develop compared with other methods of data collection. The entire data collection period is shortened. They are objective. This increases the potential reliability of data collection because the researchers are not influencing the outcomes and decreases the chance of human error of coding and data entry. They are easy to administer thanks to the available advanced survey software, which allows utilizing advanced statistical techniques to analyze data and determine reliability, validity and statistical significance (Czaja & Blair, 2005; Nardi 2003; Rea & Parker, 2005; Weber & Bradley, 2006). In addition, Weber and Bradley (2006) assert that, "[c]ollecting data online, in general, takes comparatively less time and is a less expensive avenue for tapping into basic human attitudes, opinions and behaviors" (p. 5). According to Lyons et al. (2005) and Wright (2005), the Internet has added to surveys several advantages compared with the more conventional methods of data collection (i.e., pencil-and-paper questionnaires and phone interviews).

Like all research methods, Internet/online survey research has benefits as well as drawbacks and limitations despite its widespread acceptance (Bethlehem & Biffignandi, 2012; Rea & Parker, 2005; Sue & Ritter, 2007). There are certain populations who may not have access to the Internet and may be excluded from technological advancements (Birnbaum, 2004; Nardi 2003; Weber & Bradley, 2006). Therefore, it may not be the preferred and appropriate mode of data collection if respondents are in hard-to-reach areas. Using Web-based surveys can possibly result in less reliable data due to the absence of the interviewer to clarify some items. Respondents may provide answers that could lead to unclear data because certain answer options may be misinterpreted due to the absence of an interviewer. There are possible cooperation problems when some participants neglect completing the survey, or respondents may not feel encouraged to provide honest and/or accurate answers. Lower response rates or non-responses

are another drawback threatening the reliability and validity of Web-based surveys. However, researchers can use several methods to increase response rates and generalize the results to a larger population. It is recommended to make follow-up calls; send a notice, emails and/or mails as reminders; or send follow-up cards and incentives to increase the percentage of participants (Bethlehem & Biffignanadi, 2012; Czaja & Blair, 2005; Dillman 2000; Lyons et al., 2005; Nardi 2003). Despite the drawbacks of Web-based surveys, Weber and Bradley (2006) conclude that "[t]he number of advantages [of Web-based surveys], has been shown to outweigh the disadvantages of moving away from pencil-and-paper surveys as the sole method of collecting survey data" (p. 3).

Research Setting

Data were collected from Saudi female undergraduate students enrolled in the Preparatory Year English Language (PYEL) program at Taibah University in Medina, Saudi Arabia in Fall 2018. Taibah University was founded in 2003 with 7761 male and female students. It was first established with only seven colleges. By 2014, the university had expanded to include 28 collages and one institute. Today, there are around 69,110 students enrolled in 156 programs. The university also provides distance education using advanced technology and partial face-to-face training in addition to its regular programs (Taibah University Website).

One of the mandatory programs for undergraduate students at Taibah University is the PYEL program. It is a year-long program which offers two mandatory English courses over two semesters, and it is a compulsory prerequisite for students before starting their first college year. The program is supervised by the English Language Center (ELC), which is an independent teaching unit at Taibah University. The first semester of the PYEL program requires students to enroll in the English Language Skills 1 (ENG 1) course as a prerequisite to the English Language

Skills 2 (ENG 2) course which is offered during the second semester of the first college year. Tabiah University recognized the fact that many Saudi students enrolled in colleges lacked the prerequisite English language skills required for succeeding at the college level. Therefore, the university decided to offer the mandatory PYEL program to enhance first-year students' English language skills (English Language Center Website).

Arabic is the official language of Saudi Arabia, and it is the medium of instruction from K-12 up to the university level. However, English is also used as the medium of instruction in areas such as science, engineering and medicine. English is taught as a foreign language in Saudi public and private schools. It is introduced as a compulsory subject from class four up to the university level; and it is taught either as a core or elective course to prepare students for the global demand of English language skills. Therefore, English is considered one of the major subjects in the education system of Saudi Arabia, and all students, regardless of their majors, are required to take the introductory English course at the preparatory year program (Rahman & Alhaisoni, 2013).

Nevertheless, many Saudi students in college may have achieved little in terms of language proficiency and may not have internalized anything that they have been taught (AlAsmari, 2013). They have limited exposure to an English-speaking culture, most often through classroom instructions. They also have limited social interaction experiences and very few opportunities to use English. L2 learners in this setting most likely have minimal knowledge of L2 culture and a few opportunities for L2 exposure. Thus, motivation and attitude issues toward the new language and culture may arise because "[s]ome students are there for the same reason that others are enrolled in algebra and chemistry classes—because they must complete those courses to graduate" (Ferris & Hedgcock, 2013, p. 33). For some Saudi students, learning

39

English may not seem relevant as it is not part of their daily lives, and learning English may not have any obvious practical benefit. Their intrinsic motivation can be low, and in many cases, they are required to learn English because it is a compulsory subject (Aljafen, 2013). As English is not used as a means of communication among Saudi students outside the classroom, they have limited authentic exposure to the target language except for few hours of language instructions every week. Most often, Arabic, is the language of instruction used in the classroom to teach English. Thus, "[t]he English skills of reading, writing, listening, and speaking are usually not addressed properly" (Aljafen, 2013, p. 2).

Participants

Data were obtained from 296 female Saudi undergraduate students (18 years old or older), who were distributed equally into 10 sections. The participants completed an online self-reported survey, EWAS, via Qualtrics to measure their English writing anxiety. The study was conducted during the first semester of the PYEL program in Fall 2018 at Taibah University. The ENG 1 course was offered during this semester, which was designed to introduce students to the basic rules of sentences and paragraph writing in English. ENG 1 was delivered through 16 contact hours a week for 15 weeks (total 240 contact hours during the first semester). Convenience sampling was used to recruit the participants because the subjects were conveniently available to participate in this study. As seen in Table 1, findings showed that 245 students (nearly 57%) were public-school graduates, who most likely were exposed to English 45 minutes per class, 4 days each week over 6 years.

Table 1

Participants' Demographics

Statements	n	%
Went to a public school	245	57%
Went to a private school	75	16.7%
Travelled abroad	70	16.3%
Studied abroad	13	3%
Have the opportunities to write in English outside the university	30	7%

Whereas, nearly 16.7% (n=75) went to private schools prior to enrolling in college.

About 16.3% (n=70) of the students reported traveling abroad at some point in their lives. Only

3% (n=13) had the chance to study abroad; and only 30 students (nearly 7%) stated that they had

opportunities to write in English outside of class.

Additionally, the participants were asked to select the proficiency level that best

described their English writing proficiency (*7= Advanced Mid; 6 = Advanced Low; 5 =*

Intermediate High; 4 = Intermediate Mid; 3 = Intermediate Low; 2 = Novice High; 1 = Novice

Mid). Findings revealed that the majority, approximately 19.9%, (n= 59) reported that they were

Advanced Low writers. Students in this level can write compositions and simple summaries.

They can state their viewpoints with supporting evidence using paragraphs across major time

frames. Only 7.8% (n=23) reported that they were *Novice Mid* writers. This level describes

writers who can supply limited and basic information on simple forms and documents. They can

write about familiar and everyday topics using a mixture of practiced or memorized words and

phrases. About 12.2% (n=36) were classified as *Novice High* writers. This proficiency level

represents writers who can meet limited basic practical writing needs (e.g., writing about

activities, familiar and everyday topics and preferences).

Almost 10.8% (n=36) reported that they were *Intermediate Low* writers. In this level, students can write short and simple sentences with basic word order and can write exclusively in the present tense. Approximately 15.5% (n=46) stated that they were *Intermediate Mid* writers. This level represents students who can write short, simple compositions and series connected sentences in the present but may contain references to the past and/or future. They can also state their viewpoints about familiar topics and give reasons to support it. Nearly 18.2% (n=54) were classified as *Intermediate High* writers. This level describes students who can write compositions and simple summaries. They can state their viewpoints with supporting evidence using paragraphs across major time frames. Approximately 14.2% (n=42) stated that they were *Advanced Mid* writers. Students in this level can write straightforward summaries. They can express their thoughts clearly and support them with some elaboration using paragraphs across time frames and present an argument with supporting evidence. Table 2 and Figure 3 show the English writing proficiency levels of the participants.

Table 2

Participants' English Writing Proficiency Levels

English writing proficiency levels	n	%
1= Novice mid	23	7.8
2= Novice high	36	12.2
3= Intermediate low	32	10.8
4= Intermediate mid	46	15.5
5= Intermediate high	54	18.2
6= Advanced low	59	19.9
7= Advanced mid	42	14.2
Missing Data	4	1.4
Total	296	100
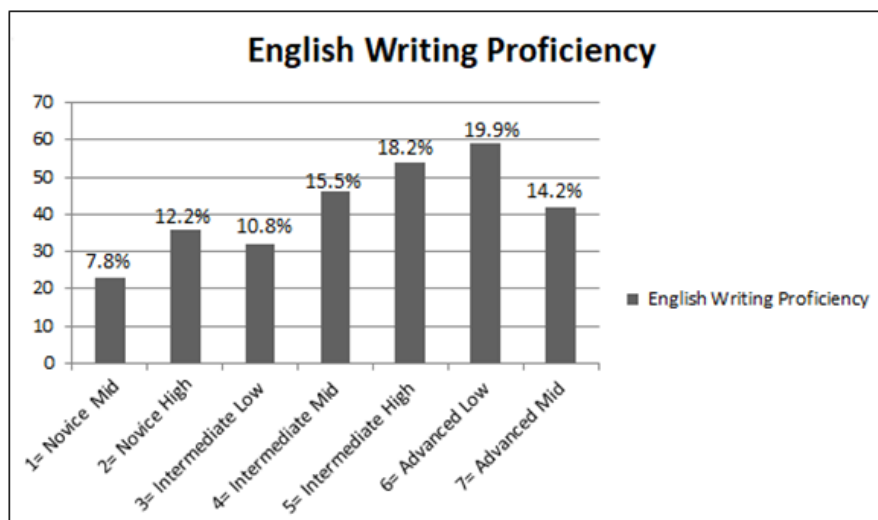
Figure 3. Participants' English writing proficiency levels.

The following sections in this chapter present the components of the new instrument; discuss the pilot testing of the EWAS and the C-Tests; and describe data collection and data analysis procedures.

Developing the New Instrument- English Writing Anxiety Survey (EWAS)

A new online self-reported survey was designed by the researcher to examine EFL writing anxiety in Saudi female students. A thorough review of the literature was conducted to identify already existing measures of the constructs of interest. The items of the EWAS were adapted from four original published surveys after obtaining permission from the original developers and authors (see Appendices A, B, C, & D). The instruments from which the EWAS was constructed are presented below.

Second Language Writing Anxiety Inventory (SLWAI)

SLWAI is developed by Cheng (2014). It considers the first self-reported measure of ESL writing anxiety. This 22-item scale is a 5 Likert-type instrument which ranges from *strongly agree* to *strongly disagree*. It consists of three subscales: Somatic Anxiety, Cognitive Anxiety

and Avoidance Behavior. SLWAI has a high internal consistency (.91) and has an adequate convergent, discriminant and criterion-related validity (Cheng, 2004). Examples of statements from the SLWAI are: "Unless I have no choice, I would not use English to write compositions," "I'm afraid my English composition being chosen as a sample to be discussed in class," and "Whenever possible, I would use English to write compositions."

Writing Apprehension Test (WAT)

Daly and Miller (1975) developed the first systematic instrument to measure writing apprehension. It is a standardized self-reporting instrument to measure writing apprehension in native speakers. It considers the most widely used instrument to measure writing anxiety in L1 and L2 contexts. This is a 5 Likert-type instrument which ranges from (*1= strongly agree* to *5 = strongly disagree*). This 26-item questionnaire features 13 positively-worded items and 13 negatively-worded items. WAT has reported a satisfactory internal consistency reliability with concurrent and predictive validity (Cheng, 2004). The internal consistency of the measure was quite high (.94), and test-retest reliability was also high (.92) (Daly, 1985). However, its construct validity raised questions. It was found that only four items measuring writing anxiety. WAT was also considered a measure of individuals' self-efficacy beliefs rather than their writing apprehension because 9 of the 26 items measure individuals' writing self-esteem (Cheng, 2004). Examples of statements from the WAT are: "I have no fear of my writings being evaluated," "I like to write down my ideas," and "When I hand in a composition, I know I'm going to do poorly."

Foreign Language Classroom Anxiety Scale (FLCAS)

This 33-item scale is developed by Horwitz, Horwitz, and Cope (1986)**.** It is widely used by many scholars and has become a "standard measure of language anxiety" (Horwitz, 2010,

p. 158). It is a 5 Likert-type instrument which ranges from (*5= strongly agree* to *1= strongly disagree)*. It measures language learners' test apprehension, fear of evaluation and communication anxiety. Many researchers have utilized and/ or adapted FLCAS to measure the degree to which language learners feel anxious in foreign language classes (Choi, 2013). The FLCAS found to be reliable and valid (Horwitz, 1986). Its internal consistency was (.93), and test-retest reliability was (r=.83). The construct validity of the FLCAS was also conducted. Correlation of the FLCAS with the State-Trait Anxiety Inventory was (r=.29); with the Personal Report of Communication (r=.28); with the Fear of Negative Evaluation (r=.36); and with the Test Anxiety Scale (r=.53) (Horwitz, 1986). Examples of statements from FLCAS are: "I never feel quite sure of myself when I am speaking in my foreign Language," "I worry about the consequences of failing my foreign language class," and "I am afraid that my language teacher is ready to correct every mistake I make."

Motivation for Reading Questionnaire (MRQ)

MRQ was originally developed by Wigfield and Guthire (1995) to determine students' motivation to read in their L1. MRQ was improved by Wigfield and Guthire in (1997). The revised MRQ contains 53 items to measure 11 constructs of reading motivation, which are: reading efficacy; reading challenges; reading curiosity; reading involvement; importance of reading; reading work avoidance; competition in reading; recognition for reading; reading for grades; and social reasons for reading and compliance. The response format ranges from (*1= very different from me* to *4= a lot like me*). The instrument developers reported that the reliabilities of the 53-item range from .43 to .81. Factor analyses indicated evidence of construct validity. Examples of statements from the MRQ are: "I like being the best at reading," "I read to improve my grades," and "I make pictures in my mind when I read."

The Components of the English Writing Anxiety Survey (EWAS)

The newly-designed survey consists of five parts. (See the English Version of the EWAS in Appendix E and the Arabic Version in Appendix F).

Part One is a demographic question. It seeks to collect basic information about respondents to better understand their backgrounds and characteristics.

Part Two is a self-reporting question. It is adapted from the American Council on the Teaching of Foreign Languages (ACTFL). Respondents should select the proficiency level that best describes their current English writing proficiency (7= Advanced Mid; 6 = Advanced Low; 5 = Intermediate High; 4 = Intermediate Mid; 3 = Intermediate Low; 2 = Novice High; 1 = Novice Mid).

Part Three consists of 33 statements. They are divided into positively and negatively-worded statements and randomly sequenced to avoid response bias. The response format followed the normally used interval scale of five responses: *strongly agree=5, agree=4, uncertain=3, disagree=2 and strongly disagree=1*. There are 12 statements addressing Language Classroom Anxiety (statements 1, 2, 6, 7, 8, 10, 11, 12, 17, 20, 23, and 29). Horwitz and Cope (1986) define language classroom anxiety as "a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p.128). This factor refers to learners' worry and having an unpleasant negative reaction which heightened when learning or using a foreign language (MacIntyre & Gardner, 1994). There are 12 statements addressing Cognitive Anxiety (statements 4, 5, 9, 13, 14, 18, 19, 21, 24, 26, 27, and 31). Cheng (2004) defines cognitive anxiety as "the mental aspect of anxiety experience, including negative expectations, preoccupation with performance, and concern about others' perceptions" (p. 316). This factor

refers to students' mental manifestations of anxiety and feeling worry and unease, having repetitive negative thoughts and fear of negative evaluation. In addition, there are nine items addressing subjects' motivation to read in English to determine the relationship between students' reading motivation and their writing anxiety (statements 3,15, 16, 22, 25, 28, 30, 32 and 33).

Some of the selected items from the original surveys are modified because they are not worded to measure writing anxiety and L2 reading motivation specifically. For example, the original statement the "Language class moves so quickly I worry about getting left behind" is modified to the "English writing class moves so quickly I worry about getting left behind," and "I read to improve my grades" is modified to "I think reading improves my writing skills." (See Appendix G.)

Part Four is an open-ended question. It examines the effect of English writing anxiety on students' writing performance. They should respond in a few sentences to answer the question: "How does English writing anxiety affect your writing performance?"

Part Five is a C-Test measuring participants' language proficiency. The C-Test was developed by Klein-Braley and Raatz (1985) to supersede the cloze technique to measure language learners' overall proficiency, which depends less on the test taker's creative imagination (Assiri, 2015; Klein-Braley, 1985). According to Klein-Braley (1997), the C-Test is "an attempt to retain the positive aspects of cloze tests but to remedy their technical defects" (p. 63). It is an adaptation of the cloze technique which requires word completion and is based on the same theoretical rationale as the cloze test. The C-Test follows the rule of two. The first sentence is left intact, so candidates will be able to restore the missing letters. Deletion begins at the second

sentence by deleting the second half of every second word. A C-Test should contain at least 100 blanks, which are spread over short, distinct passages (Klein-Braley & Raatz, 1982).

Klein-Braley (1985) argues that cloze tests are unsatisfactory techniques to measure the overall language proficiency of test takers, while C-Tests are superior. Although they both use authentic materials/ texts and adapt the idea of reduced redundancy to determine learners' knowledge of a language, the construction procedure is different (Klein-Braley, 1985). Raatz and Klein-Braley (1981) conclude that C-Tests are authentic tests to measure language proficiency, and they reveal meaningful relationships with other aspects of learners' language knowledge and performance. They are easy to conduct, administer and interpret. They can be objectively scored as it is rare to have more than one correct possible answer (Grotjahn, 1987). The results are encouraging in terms of reliability and validity. However, the face validity of the C-Test is low because there are several blanks. Also, if the deleted words are difficult, the test takers may concentrate on guessing the missing letters rather than comprehending the text.

For the current study, the passages selected to conduct the C-Test were adapted from Jaekel's instrument (2015), which was found to be reliable and valid. The passages have good internal consistency and their reliabilities range between (.75) and (.81). They also have highly significant concurrent validity (Jaekel, 2015). They do not contain specialized vocabulary and content, and each passage is given a title to show test-takers that each passage has a different topic (see Appendix H).

Deletion procedures followed the rule of two. The first line of each passage remained intact. The second half of every other word was deleted starting from the second sentence. One more letter was deleted with words with odd number of letters. The exception of deletion was single-letter words like *a* (the indefinite article). The remaining text was left intact after 25

deletions in each passage. Instructions with a sample passage were provided before the test-takers started the actual test to provide explicit guidance and familiarize them with C-Test procedures (see Appendix I). There was a link at the end of the survey to forward the participants directly to the C-Test. Students were assigned a randomized ID number connecting their responses to the survey with their answers to the C-Tests (see Appendix I). Data would then be correlated to determine the relationship between participants' writing anxiety and their language proficiency.

Translating the New Instrument

The EWAS was translated into the participants' first language (Arabic) to ensure linguistic comprehensibility so that limited English proficiency would not be a barrier for participating in this study. The back-translation method was used to translate the survey. The initial translation of the EWAS from the original language (English) to the target language (Arabic) was done by the principal investigator because she was aware of the survey's objectives, constructs and concepts and could provide a translation that closely resembles the original instrument. The back translation was done by another translator-- an EFL instructor who was proficient in both English and Arabic. To avoid bias, the bilingual translator was not involved in the initial translation of the survey. She also had no prior knowledge of the study's objectives or its specific context. She translated the EWAS from the target language (Arabic) back into the original language (English).

<p align="center">Pilot Testing the New Instrument</p>

The purpose of pilot testing the new instrument was to collect preliminary data in order to test the reliability and validity of the instrument, evaluate the validity of the Arabic version of the EWAS and evaluate the efficiency of the C-Tests. A total of 30 Saudi undergraduate female

students (18 years old or older), who were enrolled in the PYEL program at Taibah University in Fall 2018, completed the EWAS. The link to the survey was distributed to the participants via email and remained active for 3 weeks.

Reliability and Validity of the EWAS

The pilot testing revealed that the new instrument was reliable and adequately valid. A Cronbach's alpha was conducted to assess the reliability of the EWAS and test its internal consistency. The internal consistency would reveal how well the items would produce and yield similar results (Bordens & Abbott, 2011). As seen in Table 3, the internal consistency reliability value of the items measuring writing anxiety (i.e., language classroom anxiety and cognitive anxiety) was high ($\alpha = .88$). The Cronbach's alpha value of the Language Classroom Anxiety items was fairly acceptable ($\alpha = .70$), and the Cronbach's alpha value of the Cognitive Anxiety items was good ($\alpha = .84$). The internal consistency reliability value of the overall items measuring reading motivation was good ($\alpha = .80$).

To assess the validity of the survey and how well the instrument measured what it was purported to measure, face and content validity were conducted. Face validity refers to "the extent to which a measurement method appears 'on its face' to measure the construct of interest" (Price, Jhangiani, & Chiang, 2015, para. 13). Content validity refers to "the extent to which a measure 'covers' the construct of interest" (Price et al., 2015, para 15).

Table 3

Reliability of the Survey's Items

The reliability value of the items measuring	*N of items*	*Cronbach's Alpha*
Writing anxiety	24	.878
Language classroom anxiety	12	.695
Cognitive anxiety	12	.8321
Reading motivation	9	.801

Experts' judgment was the primary method used to determine the validity of the instrument. Therefore, a panel of experts familiar with the constructs examined the English and Arabic version of the new instrument. The panel included the researcher, a translator and two bilingual Saudi EFL language instructors with a master's degree in linguistics and TESOL (Teaching English to Speakers of Other Languages). The research committee members (i.e., the committee chair, an ESL specialist, a literacy expert, a theoretical model/framework expert, and a statistician) were also consulted to validate the new instrument. In addition, the participants were involved in this process (during the pilot study) to obtain their feedback.

After completing the back-translation, the bilingual translator compared her backward translation (i.e., from Arabic to English) with the original translation completed by the researcher to validate the translated questionnaire. The two bilingual language instructors also examined the Arabic and English versions of the survey to ensure the accuracy of the translation. Unclear wordings were modified prior to conducting the pilot testing and the full-scale study. To establish face and content validity of the new instrument, the two language instructors and the research committee were consulted to assess how well the survey's items and questions represented the constructs of interest; modification were made accordingly in the final questionnaire. Modifications made included adding Part One (the demographic question) and Part Two (the self-reporting question) to the new instrument, randomizing the survey's items, and rewording some of the survey's statements. Furthermore, to assess and validate the C-Tests, feedback was obtained from the participants during the pilot testing phase of the C-Tests. Consultation with the committee chair and the ESL specialist yielded the final version of the C-Tests.

Pilot Testing the Arabic Version of the EWAS

The Arabic version of the EWAS was tested to assess whether its items and instructions were comprehensible and accurately addressed the research questions. No significant or major issues were observed and detected on the survey's items and instructions. Thus, there were no modifications and changes needed on the EWAS prior to conducting the full-scale study.

Pilot Testing the C-Tests

The pilot C-Test consisted of four independent topics adapted from Jaekel (2015): Pets, Decorating, Cornwall, and Driving in London. They were ordered in difficulty from easy to hard. According to Grotjahn (2002), this would "reduce possible frustration from too difficult C-Tests at the beginning of assessments" (as cited in Jaekel, 2015, p. 178). Participants had one attempt and 15 minutes to complete the C-Tests and fill in the 100 blanks with the missing letters. Out of the 30 students who took the survey, only 14 students attempted to complete the C-Tests. According to the classroom instructor, students who attempted to take the C-Tests stated that they did not have enough time to fill in all the blanks in the four passages because the texts were too long and difficult. Table 4 and Figure 4 show the number of attempts made to complete the four texts.

Table 4

Number of Attempts Made to Complete the C-Tests

Passages' titles	*n*	*%*
Pets	14	46.7%
Decorating	4	13.3%
Cornwall	2	6.7%
Driving in London	1	3.3%
Missing Data	9	30%
Total	30	100
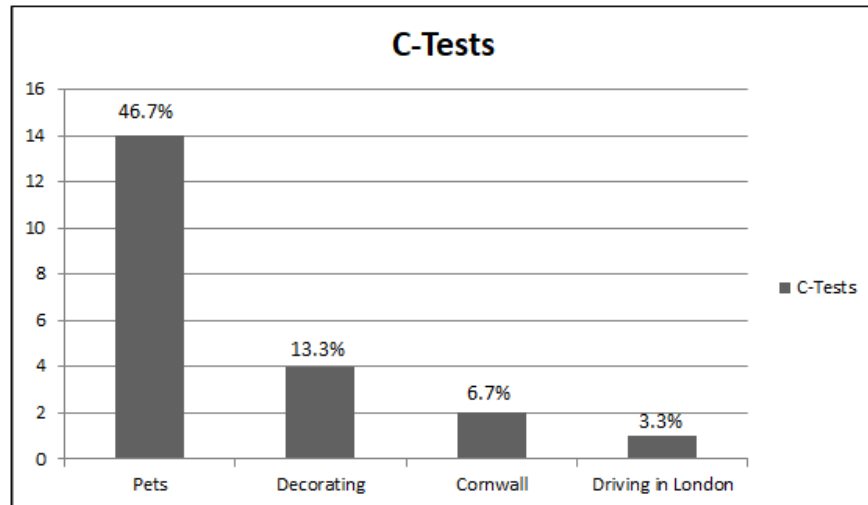
Figure 4. Number of attempts made to complete the C-Tests.

The majority, nearly 47% (n=14) attempted to fill in the blanks in the passage "Pets." About 13% (n=4) made an attempt to complete the words in the passage "Decorating." About 7% (n=2) tried to fill in the blanks in the passage "Cornwall." Only one student attempted to guess the missing letters in the passage "Driving in London." Therefore, modifications were made in the final version of the C-Tests. The easiest passage "Pets" and the most challenging passage "Driving in London" were selected to measure students' language proficiency in the full-scale.

Data Collection Procedure

The researcher obtained a written permission from the Director of English Language Center (ELC) at Taibah University to conduct the pilot testing and the full-scale study (see Appendix J). Instructors forwarded the link to the survey along with the consent form via email to their students. To increase the response rate, the online survey was active for three weeks, and three email reminders were sent at the beginning of each week.

Data Analysis

Data collected from the new instrument, EWAS, were analyzed quantitatively via the Statistical Package for Social Sciences (SPSS 25). In this study, the factors provoking writing anxiety (language classroom anxiety and cognitive anxiety), students' reading motivation and students' language proficiency were considered the independent variables. Whereas, English writing anxiety and students' writing performance constituted the dependent variables. A probability level of less than .05 was the benchmark for statistical significance. The following procedure was followed for data analysis.

1. To answer Question One and Two, descriptive statistics, including measures of central tendency and standard deviation were applied to determine the levels of English writing anxiety in the subject. Additionally, frequency and percentage were computed to identify the most frequently reported factors provoking English writing anxiety.

2. Descriptive statistics and Pearson correlation coefficients (r) were used to answer Question Three to reveal whether a significant linear relationship existed between writing anxiety and students' motivation to read.

3. Question Four was an open-ended question addressing the participants' perspectives on the effect of writing anxiety on their writing performance. The researcher identified words and/or phrases that seemed to stand out using in-vivo coding. It is "a form of qualitative data analysis that places emphasis on the actual spoken words of the participants" (Manning, 2007, para. 2). The codes were taken verbatim from the exact words of the participants. After highlighting key words/ phrases reported frequently in the participants' responses, coded data with common characteristics were grouped into

categories (Strauss & Corbin, 2007). Several themes were then identified as outcomes of coding the data.

4. To answer Question Five and analyze the data obtained from the C-Tests, descriptive statistics and Pearson's *r* were calculated to determine whether a significant linear relationship existed between writing anxiety and students' English language proficiency.

5. Multiple regression analysis was computed to further investigate whether English writing anxiety could be predicted based on L2 reading motivation and students' language proficiency.

Prior to running any statistical analyses, the 12 steps of data cleaning helped identifying and minimizing the impact of errors that may occur despite careful study design. Step One was creating a detailed codebook containing the variables' information. Step Two was creating a detailed analysis plan of data cleaning and analyses. Step Three was performing initial frequencies on every variable in the dataset to check for initial coding errors and spelling errors in variable names/labels and to check variables that had missing data and extreme values/outliers. Step Four was checking for coding errors and comparing the values in the frequency tables to the values listed in the codebook.

In Step Five, the researcher began the process of preparing variables for analyses. Step Six was conducting descriptive analyses on continuous variables and measuring the central tendency and variability. Step Seven was making decisions regarding the outliers which might potentially had an undue impact on the results. Step Eight was making decisions regarding non-normality. Step Nine was dealing with and make decisions regarding missing data (i.e., treat missing data as data), especially if they were non-random, because they might reveal a relationship between the participants and missing data. Step Ten was determining whether there

was an adequate sample size in each of the cells and making decisions regarding unequal cell sample sizes. Step Eleven was running the frequencies and descriptive statistics a final time to compose the evaluation report. Step Twelve was discussing the assumptions of the current study (Morrow & Skolits, 2013).

Chapter Summary

Chapter 3 discussed the methodology and method of the present study. The chapter described the research design, research setting and participants. There was a thorough description of the components of the EWAS and translating and pilot testing the new instrument. The chapter also discussed the procedures of data collection and data analysis.

Chapter 4 will analyze the collected data following the descriptive and statistical procedures described in this chapter.

CHAPTER 4

RESULTS

Introduction

The purpose of the present study was to address the phenomenon of English writing anxiety in Saudi female undergraduate students in the preparatory year program. The newly-designed instrument, English Writing Anxiety Survey (EWAS), was developed to identify the levels of English writing anxiety in students; examine the key factors provoking L2 writing anxiety; determine the effect of writing apprehension on students' writing performance; investigate the roles of variables, such as reading motivation and language proficiency on students' L2 writing anxiety; and to provide strategies to alleviate writing anxiety in apprehensive writers. Hence, this study addressed the following research questions:

1. To what extent do Saudi EFL female students in the preparatory year English language (PYEL) program experience writing anxiety?

2. Which factors are more frequently reported to provoke writing anxiety in Saudi EFL female students in the (PYEL) program: language classroom anxiety or cognitive anxiety?

3. To what extent is there a relationship between students' reading motivation and writing anxiety?

4. To what extent does writing anxiety affect students' writing performance?

5. To what extent is there a relationship between students' language proficiency and writing anxiety?

Data were collected quantitatively via an online self-reported survey during the

first semester of the PYEL program at Taibah University in Fall 2018. Participants (n= 296)

completed the Arabic version of the EWAS via Qualtrics. The components of the EWAS were

adapted from four original published surveys: SLWAI by Cheng (2004); WAT by Daly and

Miller (1975); FLCAS by Horwitz et al. (1986); and MRQ by Wigfield and Guthire (1997). The

link to the survey, along with the consent form, was distributed to the participants via email, and

it remained active for 3 weeks. The data were analyzed using (SPSS 25), and a probability level

of less than .05 was the benchmark for statistical significance. To answer Questions One and

Two, descriptive statistics (i.e., frequency and percentage) were computed to determine the

levels of English writing anxiety in the targeted sample. Descriptive statistics and Pearson's r

were applied to answer Questions Three and Five to examine the relationship between writing

anxiety and subjects' reading motivation and language proficiency. In addition, a multiple

regression analysis was conducted to determine whether the dependent variable, English writing

anxiety, could be predicted based on the independent variables, reading motivation and/or

language proficiency. Several themes were identified to answer Research Question 4, which

provided pedagogical implications and teaching strategies for coping with L2 writing anxiety.

Research Question One

To what extent do Saudi EFL female students in the preparatory year English language (PYEL)
program experience writing anxiety?

To determine the levels of English writing apprehension in the targeted sample, the

participants completed 24 statements on the EWAS, adapted from SLWAI (2004), FLCAS

(1986) and WAT (1975), addressing the key factors provoking writing anxiety: Language

Classroom Anxiety (12 items) and Cognitive Anxiety (12 items). The response format followed

an interval scale format of five responses: *strongly agree=5, agree=4, uncertain=3, disagree=2 and strongly disagree=1*. A score of (*5= strongly agree*) reflected a high level of writing anxiety, while a score of (*1= strongly disagree*) reflected a low level of writing anxiety. Negatively-worded statements (1, 4, 7, 8, 11, 19, 20, 23. 24, 26, 27, and 29), such as, "I am afraid that my writing teacher will correct every mistake I make," were scored in this straightforward way. However, positively-worded statements (2, 5, 6, 9, 10, 12, 14, 17, 18, and 21), such as, "I feel confident in my ability to express my ideas clearly when writing in English," were reversed (*5= strongly disagree; 1= strongly agree*). Thus, high total scores would indicate high levels of English writing anxiety. In the absence of any available published methodology examining relative ranking of English writing anxiety, Cheng's (2004) method of scoring was applied to identify the levels of writing apprehension in the students in the present study. The total score of each participant was computed by adding up their responses to the 24 items. A total score of 65 points and above indicated a high level of writing anxiety; a total score below 50 points indicated a low level of writing anxiety; and a total score in-between indicated a moderate level of writing anxiety. The descriptive analysis revealed that the participants in this study experienced high writing apprehension (M = 69.19) (see Table 5 and Figure 5).

Table 5

Levels of English Writing Anxiety Applying Cheng's (2004) Method of Scoring

Levels of English writing anxiety	n	%	Minimum score	Maximum score	Mean
High writing anxiety	173	60.48%	65	99	81.60
Moderate writing anxiety	94	32.86%	50	64	57
Low writing anxiety	19	6.64%	32	49	43.67
Total	286	96.62%	32	99	69.19
Missing data	10	3.37%			
Number of items	24				
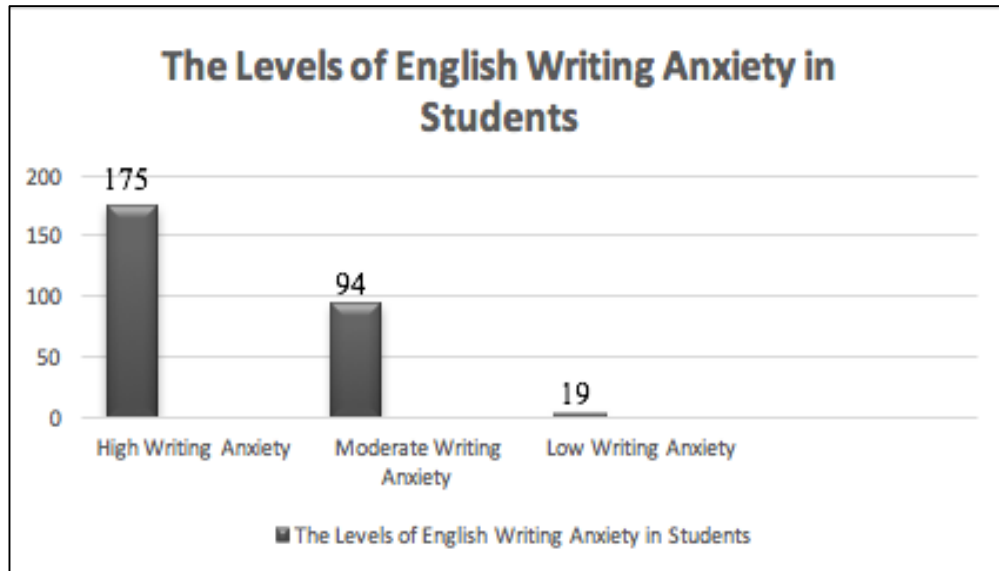
Figure 5. Levels of English writing anxiety in participants.

The total number of students who experienced high writing apprehension and scored 65 points and above (n=173) were approximately 60.48% (M= 81.60). Respondents who reported experiencing moderate writing apprehension and scored below 65 (n= 94) were nearly 32.9% (M= 57). Those who reported experiencing low writing apprehension and scored below 50 points (n= 19) were about 6.64% (M= 43.67).

Research Question Two

Which factors are more frequently reported to provoke writing anxiety in Saudi EFL female students in the (PYEL) program: language classroom anxiety or cognitive anxiety?

Table 6 shows the descriptive analysis of L2 writing anxiety-provoking factors: language classroom anxiety (12 items) and cognitive anxiety (12 items). By calculating the total scores of the items related to each category, findings revealed that Cognitive Anxiety was the most type of anxiety experienced among the participants (M=3.03), whereas Language Classroom Anxiety was the least (M= 2.47).

Table 6

The Descriptive Analysis of L2 Writing Anxiety-Provoking Factors

Writing anxiety-provoking factors	*N of items*	*n*	*%*	*Missing Data*	*M*
Language classroom anxiety	12	290	97.97%	6	2.47
Cognitive anxiety	12	291	98.31%	5	3.03

Language Classroom Anxiety

Table 7 summarizes the participants' responses to the 12 items addressing Language Classroom Anxiety (1, 2, 6, 7, 8, 10, 11, 12, 17, 20, 23 and 29), and it shows the number of participants who agreed and disagreed with each statement. As Table 7 states, almost 66.22% (n= 196, M= 2.25, SD=1.094) reported that they did not avoid writing in their L2. The majority, nearly 83.78% (n=248, M= 1.69, SD= 1.069), indicated that they were proficient writers in Arabic, and nearly 48.12% (n=141, M= 2.74, SD=1.133) considered themselves proficient writers in English. Whereas, approximately 25.26% (n=75) reported that they were not proficient writers in English, and 26.4% (n=78) were uncertain of their English writing proficiency. Nearly 45.95% (n= 136, M= 3.13, SD=1.254) felt overwhelmed by the number of rules that they had to learn and master to write in English. About 50.1% (n= 148, M= 3.21, SD= 1.290) *froze up* when unexpectedly asked to write English compositions. Almost 45.92% (n=135, M=3.13, SD= 1.313) stated that they would worry about making mistakes when writing in their L2. Approximately 47.30% (n=140, M= 2.88, SD= 1.341) were not afraid that their writing teachers would correct their mistakes. Yet, about 42.75% (n=126) feared their teachers' feedback.

Table 7

Descriptive Analysis of the Language Classroom Anxiety Statements

Statements	*Sd*	*D*	*U*	*A*	*Sa*	*M*	*SD*
1. I avoid writing in my English writing class.	84 (28%)	112 (38.8%)	51 (17.2%)	41 (13.9%)	8 (2.7) (2.70%)	2.25	1.094
	196 (66.22%)			49 (16.55%)			
2. I am a proficient writer in Arabic. (R)	11 (3.7%)	17 (5.7%)	20 (6.8%)	70 (23.6%)	178 (60.1%)	1.69	1.069
	28 (9.46%)			248 (83.78%)			
6. I am a proficient writer in English. (R)	25 (8.4%)	49 (16.6%)	78 (26.4%)	106 (35.8)	35 (11.8%)	2.74	1.133
	74 (25.26%)			141 (48.12%)			
7. I feel overwhelmed by the number of rules I have to learn to write in English.	32 (10.8%)	76 (25.7%)	52 (17.6%)	93 (31.4%)	43 (14.5%)	3.13	1.254
	108 (36.49%)			136 (45.95%)			
8. I freeze up when unexpectedly asked to write English compositions.	37 (12.5%)	60 (20.3%)	50 (16.9%)	99 (33.4%)	49 (16.6%)	3.21	1.290
	97 (32.88%)			148 (50.17%)			
10. I don't worry about making mistakes in my writing class. (R)	50 (16.9%)	85 (28.7%)	51 (17.2%)	69 (23.3%)	39 (13.2%)	3.13	1.313
	135 (45.92%)			108 (36.74%)			
11. I am afraid that my writing teacher will correct every mistake I make.	55 (18.6%)	85 (28.7%)	29 (9.8%)	92 (31.1%)	34 (11.5%)	2.88	1.341
	140 (47.30%)			126 (42.57%)			
12. I enjoy writing in my English writing class. (R)	62 (20.9%)	101 (34.1%)	79 (26.7%)	35 (11.8%)	18 (6.1%)	3.52	1.130
	163 (55.25%)			53 (17.97%)			
17. I always feel that other students write better than I do. (R)	33 (11.1%)	65 (22 %)	67 (22.6%)	73 (24.7%)	56 (18.9%)	2.82	1.285
	98 (33.33%)			129 (43.88%)			
20. Taking a composition course makes me feel nervous.	77 (26%)	117 (39.5%)	39 (13.2%)	45 (15.2%)	17 (5.7%)	2.35	1.185
	194 (65.76%)			62 (21.01%)			

Table 7 (Continued)

Statements	Sd	D	U	A	Sa	M	SD
23. I often feel like not going to my English writing class	84 (28.4)	81 (27.4%)	64 (21.6%)	50 (16.9%)	16 (5.4%)	2.43	1.218
	165 (55.93%)			66 (22.4%)			
29. Writing class moves so quickly I worry about getting left behind.	65 (22%)	86 (29.1)	63 (21.3%)	57 (19.3%)	24 (8.1%)	2.62	1.247
	151 (51.19%)			81 (27.46%)			

Sd =Strongly disagree   Sa=Strongly agree
D =Disagree   M= Mean
U =Uncertain   SD= Standard Deviation
A =Agree   (R) = Reversed Scored Statement

The majority, approximately 55.25% (n=163, M= 3.52, SD=1.130), reported that they did not enjoy their English writing classes. Nearly 43.88% (n= 129; M= 2.82, SD= 1.285) felt that their peers wrote better than they did. Almost 65.76% (n=194, M= 2.35, SD= 1.185) stated that they did not feel nervous to take composition courses, whereas about 21.01% (n=62) revealed that composition courses made them nervous. Approximately 55.93% (n=165, M=2.43, SD= 1.218) implied that they would likely attend their English writing classes, while almost 22.4% (n=66) disagreed with this statement. Finally, nearly 51.19% (n= 151, M= 2.62, SD= 1.247) indicated that they did not feel left behind in their writing classes. Yet, about 27.46% (n=81) stated that writing classes moved so quickly, and they struggled to keep up with the class.

Cognitive Anxiety

Table 8 shows the participants' responses to the 12 items addressing Cognitive Anxiety (4, 5, 9, 13, 14, 18, 19, 21, 24, 26, 27 and 31), and it presents the number of participants who agreed and disagreed with each statement. As seen in Table 8, the majority, nearly 45.95% (n= 136, M= 3.11, SD=1.349), reported that they trembled and panicked when they had to write

English compositions under time pressure. Almost 38.98% (n= 136, M= 2.85, SD= 1.213) stated that they would seek opportunities to write English compositions outside the class. Yet, nearly 32.54% (n= 96) disagreed with the statement. Approximately 40% (n= 118, M= 3.33, SD= 1.214) liked to have their peers read their writing. However, about 33.9% (n=100) were uncomfortable sharing their writing with their classmates. About 42.54% (n=155, M=3.33, SD= 1.295) reported that writing under time constraints negatively affected their ability to write in their L2. The majority, nearly 50.51% (n= 149, M= 3.28, SD= 1.285), reported feeling nervous while writing in their L2. Almost 41.50% (n= 122, M= 2.99, SD=1.280) were afraid to have their English compositions evaluated. On the other hand, about 42.18% (n=124) did not mind having their writing evaluated.

The majority, approximately 65.42% (n= 193, M= 3.60, SD= 1.336), worried about getting poor grades if their English compositions were evaluated. Almost 49.31% (n= 145, M= 2.76, SD= 1.226) felt confident in their ability to express their ideas. However, nearly 40.48% (n=119, M= 3.02, SD= 1.249), reported facing challenges writing down their ideas clearly in English. More than half of the respondents (n=186, nearly 63.05%, M= 2.44, 1.351) were afraid that their peers would ridicule their writing. About 50.85% (n= 150, M= 3.29, SD= 1.268) reported that their minds went blank when they started writing in their L2. Finally, almost 43.73% (n=129, M=2.84, SD=1.222) stated that they could write good compositions in English with ease. However, about 31.19% (n= 92) disagreed with this statement and reported experiencing writing paralysis.

Table 8

Descriptive Analysis of the Cognitive Anxiety Statements

Statements	Sd	D	U	A	Sa	M	sd
4. I often tremble or feel panic when I write English compositions under time pressure.	46 (15.5%)	64 (21.6%)	50 (16.9%)	84 (28.4%)	52 (17.6%)	3.11	1.349
	110 (37.16%)			136 (45.95%)			
5. I usually seek every possible chance to write English compositions outside of class. (R)	26 (8.8%)	70 (23.6%)	84 (28.4%)	65 (22%)	50 (16.9%)	2.85	1.213
	96 (32.54%)			115 (38.98%)			
9. I like to have my classmates read what I have written in English. (R)	24 (8.1%)	76 (25.7%)	77 (26%)	68 (23%)	50 (16.9%)	2.85	1.214
	100 (33.9%)			118(40%)			
13. My thoughts become jumbled when I write English compositions under time constraints.	30 (10.1%)	61 (20.6%)	49 (16.6%)	92 (31.1%)	63 (21.3%)	3.33	1.295
	91 (30.85%)			155 (52.54%)			
14. While writing in English, I'm not nervous at all. (R)	57 (19.3%)	92 (31.1%)	56 (18.9%)	57 (19.3%)	33 (11.1%)	3.28	1.285
	149 (50.51%)			90 (30.51%)			
18. I am not afraid to have my English compositions evaluated. (R)	36 (12.2%)	88 (29.7%)	48 (16.2%)	80 (27%)	42 (14.2%)	2.99	1.280
	124 (42.18%)			122 (41.50%)			
19. If my English composition is to be evaluated, I worry about getting a poor grade.	32 (10.8%)	42 (14.2%)	28 (9.5%)	104 (35.1%)	89 (30.1%)	3.60	1.336
	74 (25.08%)			193 (65.42%)			
21. I feel confident in my ability to express my ideas clearly when writing in English. (R)	28 (9.5%)	63 (21.3%)	58 (19.6%)	99 (33.4%)	46 (15.5%)	2.76	1.226
	91 (30.95%)			145 (49.31%)			

Table 8 (Continued)

Statements	Sd	D	U	A	Sa	M	SD
24. I never seem to be able to write down my ideas clearly in English.	37 (12.5%)	76 (25.7%)	62 (20.9%)	81 (27.4%)	38 (12.8%)	3.02	1.249
	113 (38.44%)			119 (40.48%)			
26. I'm afraid that other students may ridicule my writing in English.	92 (31.1%)	94 (31.8%)	25 (8.4%)	56 (18.9%)	28 (9.5%)	2.44	1.351
	186 (63.05%)			84 (28.47%)			
27. My mind often goes blank when I start to work on an English composition.	31 (10.5%)	58 (19.6%)	56 (18.9%)	95 (32.1%)	55 (18.6%)	3.29	1.268
	89 (30.17%)			150 (50.85%)			
31. It's easy for me to write good compositions in English. (R)	33 (11.1%)	59 (19.9%)	74 (25%)	87 (29.4%)	42 (14.2%)	2.84	1.222
	92 (31.19%)			129 (43.73%)			

Sd =Strongly disagree   Sa=Strongly agree
D =Disagree   M= Mean
U =Uncertain   SD= Standard Deviation
A =Agree   (R) = Reversed Scored Statement

Research Question Three

To what extent is there a relationship between students' reading motivation and writing anxiety?

   To examine the levels of reading motivation in the targeted sample, the participants completed 9 statements adapted from the MRQ (1995). The response format followed the normally used interval scale of five responses: *strongly agree=5, agree=4, uncertain=3, disagree=2 and strongly disagree=1*. A score of (*5= strongly agree*) reflected a high level of reading motivation, while a score of (*1= strongly disagree*) reflected a low level of reading motivation. Positively-worded statements (3, 15, 16, 30, 32, and 33), such as, "I usually seek every possible chance to read in English outside of class," were scored in this straightforward

way. However, negatively-worded statements (22, 25, and 28), such as, "I read in English because I have to," were reversed (*5= strongly disagree; 1= strongly agree*). Thus, high total scores would indicate high levels of L2 reading motivation. Wigfield and Guthire's (1995) method of scoring was applied to determine the levels of reading motivation. Participants' responses were added up and then divided by the number of items completed (i.e., 9). Scores of 4 and above indicated a high level of reading motivation; participants who scored below 3 were not probably motivated to read; and a total score in-between reflected a moderate reading motivation.

As seen in Table 9 and Figure 6, the participants in this study were moderately motivated to read in English (M= 3.63, SD=.76). Nearly 41.64% (n=122; M= 3.44) scored between (3.89-3.00) and were considered moderately-motivated readers. Approximately 38.91% (n= 114, M=4.5) scored between (4.00-5.00) and were classified as highly-motivated readers. Those who scored below 3 were about 19.45% (n= 57, M=2.33). They were classified as low-motivated readers and scored between (2.89-1.78).

Table 9

Levels of English Reading Motivation in Participants

Levels of English reading motivation	n	%	Minimum score	Maximum score	Mean
High reading motivation	114	38.91%	4	5	4.5
Moderate reading motivation	122	41.64%	3	3.89	3.44
Low reading motivation	57	19.45%	1.78	2.89	2.33
Total	293	98.99%	1.78	5	3.63
Missing data	3	1.01%			
Number of items	9				
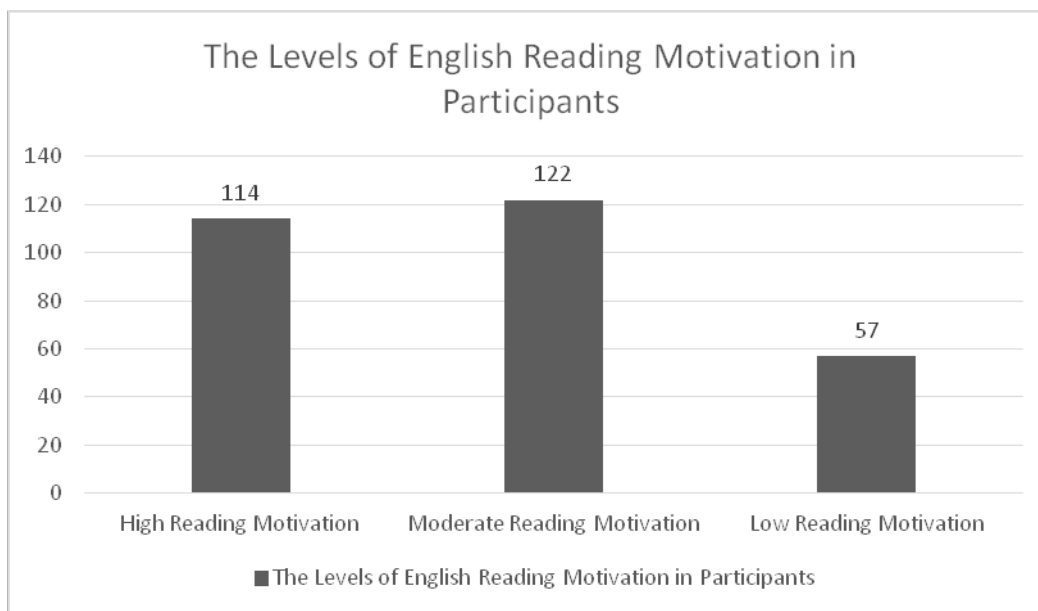
Figure 6. Levels of English reading motivation in participants.

Table 10 summarizes the participants' responses to the 9 items addressing L2 Reading Motivation (3, 15, 16, 22, 25, 28, 30, 32 and 33), and it shows the number of participants who agreed and disagreed with each statement. Almost 81.08% (n= 260, M= 4.23, SD= 1.041) believed that reading would improve their L2 writing skills. Nearly 54.24% (n= 160, M= 3.46, SD= 1.231) stated that they would seek every possible chance to read in English outside of class. However, almost 23.05% (n= 68) disagreed with this statement. Approximately 55.10% (n= 162, M= 3.51, SD=1.202) enjoyed reading in English, whereas about 60 respondents (nearly 20.41%) disagreed with the statement. About 57.29%, (n=169, M=3.37, SD=1.252) reported that they had high motivation to read in their L2. Nearly 47.46% (n= 140, M= 3.09, SD= 1.434) indicated that they would not *freeze up* when unexpectedly asked to read aloud in class, but, nearly 43.39% (n=128) felt unease while reading aloud.

Approximately 63.95% (n= 188, M= 3.54, SD=1.408) did not fear that their peers would ridicule their reading. However, nearly 29.6% (n=87) worried that their classmates would deride their reading. The majority, nearly 89.83% (n= 265, M= 4.53, SD=.982), believed that learning

and knowing how to read in English was very important. About 50.51% (n=149, M=3.38, SD=1.163) stated that they were proficient readers in English. Whereas, about 22.37 % (n=66) reported that they were not proficient readers, and nearly 27% (n=80) were uncertain of their reading proficiency levels. Almost 57.63% (n= 170, M=3.57, SD=1.246) were curious to read about new things in their L2. However, nearly 19.32% (n=57) stated that they would unlikely read about new topics in their L2, and about 23% (n=68) were uncertain.

In addition, a Pearson correlation coefficient was computed to assess the relationship between writing anxiety and reading motivation. Overall, there was a negative correlation between the two variables, (r= -.626, n= 284, p= .000). When students' reading motivation increased, their writing anxiety decreased. In other words, participants who experienced high writing apprehension also reported experiencing low reading motivation and vice versa (see Figure 7).
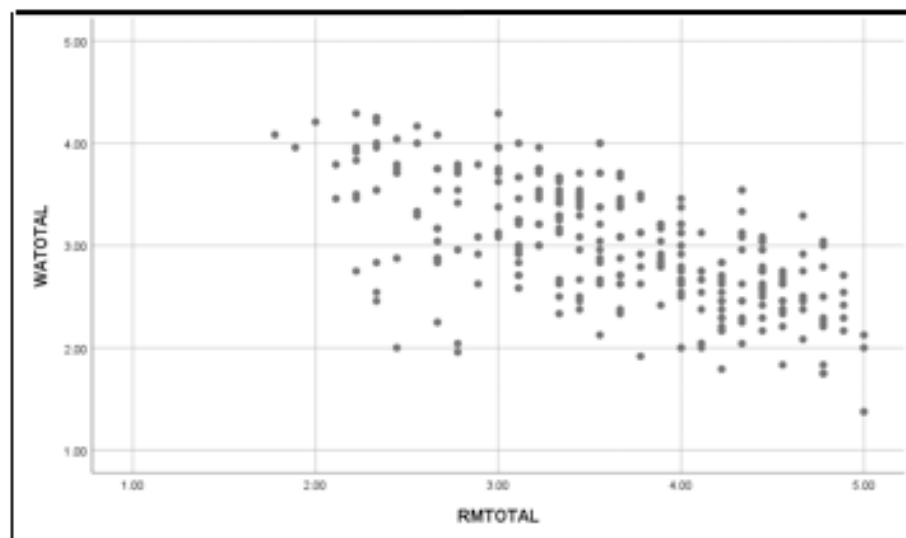

Figure 7. Correlation between reading motivation and writing anxiety.
WA= Writing Anxiety   RM= Reading Motivation

Table 10

Descriptive Analysis of L2 Reading Motivation Statements

Statements	Sd	D	U	A	Sa	M	SD
3. I think reading improves my writing skills.	12 (4.1%)	9 (3%)	35 (11.8%)	84 (28.4%)	156 (25.7%)	4.23	1.041
	21(7.09%)			240(81.08%)			
15. I usually seek every possible chance to read in English outside of class.	25 (8.4%)	43 (14.5%)	67 (22.6%)	92 (31.1%)	68 (23%)	3.46	1.231
	68 (23.05%)			160 (54.24%)			
16. Reading in English is something I like to do.	22 (7.4%)	38 (12.8%)	72 (24.3%)	91 (30.7%)	71 (24%)	3.51	1.202
	60 (20.41%)			162 (55.10%)			
22. I read in English because I have to. (R)	56 (18.9%)	113 (38.2%)	34 (11.5%)	68 (23%)	24 (8.1%)	3.37	1.252
	169 (57.29%)			92 (31.19%)			
25. I freeze up when unexpectedly asked to read out aloud in class. (R)	64 (21.6%)	76 (25.7%)	27 (9.1%)	79 (26.7%)	49 (16.6%)	3.09	1.434
	140 (47. 46%)			128 (43.39%)			
28. I'm afraid that other students would deride my reading. (R)	95 (32.1%)	93 (31.4%)	19 (6.4%)	51 (17.2%)	36 (12.2%)	3.54	1.408
	188 (63.95%)			87 (29. 6%)			
30. Learning and knowing how to read in English is very important.	13 (4.4%)	5 (1.7%)	12 (4.1%)	47 (15.9%)	218 (73.6%)	4.53	.982
	18 (6.1%)			265 (89.83%)			
32. I am a good reader.	23 (7.8%)	43 (14.5%)	80 (27%)	97 (32.85%)	52 (17.9%)	3.38	1.163
	66 (22. 37%)			149 (50.51%)			
33. I like to read about new things in English.	27 (9.1%)	30 (10.1%)	68 (23%)	89 (30.1%)	81 (27.4%)	3.57	1.246
	57 (19.32%)			170 (57.63%)			

Sd =Strongly disagree   Sa=Strongly agree
D =Disagree   M= Mean
U =Uncertain   SD= Standard Deviation
A =Agree   (R) = Reversed Scored Statement

Research Question Four

To what extent does writing anxiety affect students' writing performance?

The fourth research question was an attempt to examine the influence of writing anxiety on students' writing performance. Analysis of the open-ended question was conducted in three steps.

Step One: In-Vivo Coding

In-vivo coding was used to honor the voices of the participants and identify codes based on actual words and/or key phrases reported frequently by the participants.

Step Two: Creating Categories

After completing the in-vivo coding, the researcher created three coding categories based around the following common codes and elements:

1. L2 writing apprehension disrupts students' writing performance.

2. L2 writing apprehension is attributed to several factors.

3. Anxiety is facilitative.

Step Three: Identifying Major Themes

Three themes were identified as major outcomes:

1. The negative effects of L2 writing anxiety on students' writing performance

2. The sources/causes of students' L2 writing anxiety

3. The positive effects of anxiety on students' writing performance

Theme One: The negative effects of L2 writing anxiety on students' writing performance. Out of 296 students, 195 participants (65.88%) answered the open-ended question. The majority, nearly 83.07% (n=162), revealed that writing apprehension had negatively affected their overall English writing performance. Participants in this study stated that apprehension increased their fear of making mistakes and affected their overall performance in class. They felt that they were left behind and could not keep up with the class, so they kept silent. They were struggling with creativity, developing ideas, coherence and cohesion, and properly organizing their ideas. Many of the participants stated that apprehension hindered their ability to express their ideas clearly in their L2. They produced short and low-quality papers, and they preferred writing short and simple sentences to avoid making grammatical and spelling mistakes.

Due to anxiety and stress, some of the students stated that they would feel frustrated and bored in their writing classes, and therefore, they were unmotivated to write and/or read in English. They reported having difficulties in concentrating while writing in English. They trembled and felt paralyzed when they had to write unexpectedly under time pressure. Their anxiety intensely increased when writing under time constraints (e.g., during exams). They worried about getting poor grades and worried that their classmates would ridicule their writing and reading. Finally, a few of the participants mentioned that they avoided writing personal essays/ narratives, and subsequently would also select careers that would require no or little writing in English (see Table 11).

Table 11

Theme One List of Codes with Associated Quotes

Codes	Quotes from the Participants' Responses	Frequency %
"performance"	"Anxiety affects my performance in class. I always get panicked when unexpectedly asked to write in class. I feel left behind. I feel my peers are doing better than me. I'm always worried about what my friends would say if I made mistakes when speaking or reading aloud in English."	30.25%
"developing ideas"	"Anxiety has negatively affected my ability to develop my ideas in English. My mind goes blank, and I can't think of anything to write. What is most frustrating is that I know exactly what I want to say in Arabic, but I struggle to write down these thoughts and ideas in English."	16.04%
"express ideas in English"	"Anxiety affects my ability to express my ideas confidently in English. I can't convey my thoughts, opinions and ideas clearly because I lack the appropriate vocabulary knowledge. I only know very limited and simple words, which make my writing style in English weak."	12.96%
"simple sentences"	"It prevents me from expressing my thoughts clearly. Even though my English language proficiency is advanced, I tend to use simple sentences and avoid using certain vocabs in my writing because I want to be in the safe side and avoid making errors."	9.88%
"uninterested"	"I'm uninterested and not eager to write in English because I fear making mistakes, and I can't find the proper words to convey my ideas. My insufficient vocabulary knowledge hinders my ability to write down my ideas clearly. Sometimes, I don't feel like writing or speaking in English, but our classroom instructor is very cooperative and helps us boost our self-confidence."	8.64%
"concentrate"	"I can't concentrate while writing in English, especially during exams. My internal doubts about my English writing proficiency always distracts me and makes me highly apprehensive and nervous."	8.02%
"time pressure"	"I feel extremely nervous when unexpectedly asked to write in English under time pressure"	6.17%
"my classmates"	"Comparing myself with my classmates has put me under a lot of pressure. I'm always nervous, stressed and worried that I will never be proficient in English. I feel that I'm a slow learner comparing to my classmates."	5.56%

Table 11 (Continued)

Codes	Quotes from the Participants' Responses	Frequency %
"poor grades"	"I fear getting poor grades. During exams, I'm always concerned and worried about the grades more than completing the task."	5.56%
"career"	"I'm worried about getting a career that requires writing in English in a regular basis"	1.23%
"personal topics"	"For some reason I don't feel confident and comfortable to write personal essays in English. I get nervous when asked to write about myself. But I don't mind writing about academic and general topics in English."	1.23%

Theme Two: The sources/ causes of students' L2 writing anxiety. The participants attributed their English writing anxiety to several factors. The primary sources of English writing apprehension found among the participants were: low self-confidence; fear of failure; students' prior experience in L2 writing; fear of making mistakes; insufficient knowledge of L2 writing techniques and practices; fear of writing tests; lack of knowledge of L2 writing process and conventions; fear of writing under time constraints; lack of vocabulary and grammar knowledge; differences between Arabic and English; and fear of teachers' feedback and evaluation (see Table 12).

Theme Three: The positive effects of anxiety on students' writing performance. On the other hand, approximately 16. 92% (n= 33) indicated that anxiety had a positive effect on their writing performance. They considered anxiety a normal stage in their language learning. They did not view it as a threat or an obstacle, rather they embraced it to enhance and fuel their performance. Anxiety did not hinder nor impair their performance. In fact, experiencing some degree of anxiety boosted their motivation and encouraged them to be prepared and put extra effort to start and finish their writing tasks on time (see Table 13).

74

Table 12

Theme Two List of Codes with Associated Quotes

Codes	Quotes from the Participants' Responses	Frequency %
"self-confidence"	"I have a strong desire and willingness to learn writing and reading in English. However, anxiety hinders my progress, and my lack of self-confidence and fear of making mistakes impair my learning."	20.37%
"failure"	"My fear of failure makes me extremely nervous. I always feel that I am not good enough when writing in English. The process of writing usually makes me feel stressed out. It is worth mentioning that I consider myself a good writer."	15.43%
"not well-prepared"	"My previous experience in writing back in school was very poor. I don't think that I am well-prepared to write essays in English. Once I start writing, my thoughts and ideas become jumbled. I struggle with finding the proper words, phrases and expressions to compose in English."	11.73%
"making mistakes"	"I avoid writing in English to avoid making spelling and grammar mistakes. I prefer writing in Arabic."	11.11%
"English writing techniques"	'My lack of knowledge on how to use the English writing techniques properly makes me use unpractical ways, such as translating my thoughts word by word from Arabic to English."	9.26%
"tests"	"My anxiety increases especially during the test. Once I see the questions, I forget all the answers."	9.26%
"English writing process"	"Lack of knowledge of the English writing process usually makes me nervous and stressed when writing."	7.41%
"time constraints"	" I always spend a long time to generate my ideas. So, writing under time constraints always makes me very nervous because I feel that I will never be able to finish my writing assignments on time."	7.41%
"limited vocabulary"	"My poor vocabulary knowledge in English limits my ability to fully express my ideas and opinions in English. Therefore, I use simple words and short sentences because my limited vocabulary knowledge prevents from properly translating my ideas from Arabic to English."	6.79%
"differences between Arabic and English"	"The numerous differences between Arabic and English in terms of sentence structure and grammar makes me extremely nervous."	5.56%
"feedback"	"I feel kind of anxious when the teacher reduces my grades after checking my paper. I would love to know my mistakes and get a feedback from the teacher and some suggestions to improve my writing skills. But I feel worried about getting poor grades."	4.32%

Table 13

Theme Three List of Codes with Associated Quotes

Codes	Quotes from the participants' responses	Frequency %
"normal"	"Anxiety doesn't impair my performance because I know that language anxiety is a normal stage when learning a second language."	66.67%
"improve [writing] performance"	"I don't feel anxious at all when writing in English. In fact, I appreciate receiving feedback from my teacher, so I can learn from my mistakes and improve my writing."	15.15%
"[high] motivation"	"On the contrary, I'm highly motivated to learn English, and I don't feel anxious or worried at all."	15.15%
"positive effect"	"Experiencing some degree of anxiety has a positive effect on my performance. It keeps me motivated, on track and prepared."	15.15%
"prepared"	"For me, writing under time constraints encourages me to prepare myself and get ready ahead of time before the assignment's deadline."	9.09%

Research Question Five

To what extent is there a relationship between students' language proficiency and writing anxiety?

C-Tests were adapted from Jaekel (2015) and were designed to measure the participants' language proficiency. They completed two independent passages, "Pets" and "Driving in London," which were ordered from easy to hard. They had one attempt and 15 minutes to fill in a total of 50 blanks—25 blanks in each passage. The scoring method was adapted from Park (1998). Each blank was scored one point. Incorrect responses or no responses were not awarded any points, and spelling errors were counted as incorrect. There were two different scoring methods for correct responses—the *exact* scoring method and the *acceptable* scoring method. With the former method, test-takers received one point for filling the blank with the exact missing letters in the original texts. With the latter method, filling the blank with appropriate alternatives was considered correct. For example, *colour* would be an acceptable answer for *color*. Table 14 presents the participants' scores on the C-Tests. Out of the 296 students who

took the survey, only 81 students completed the C-Tests (nearly 27.36%, M= 11.53, SD= 9.66).

Descriptive analysis revealed that the highest score was 40 (n=1) and the lowest was zero

(n=215).

In addition, Pearson's *r* was computed to examine the degree of association between

writing anxiety and participants' language proficiency. Findings showed no significant

correlation existed between these two variables; (r= -.101, n= 81, *p*= .375). Participants' non-

responses to the C-Tests, either by failing to fill in the blanks with the correct missing letters or

by not completing the tests, lowered the completion rate. As a result, data collected from the C-

Tests were insufficient to identify the participants' language proficiency and to examine the

relationship between writing anxiety and students' language proficiency (see Figure 8).
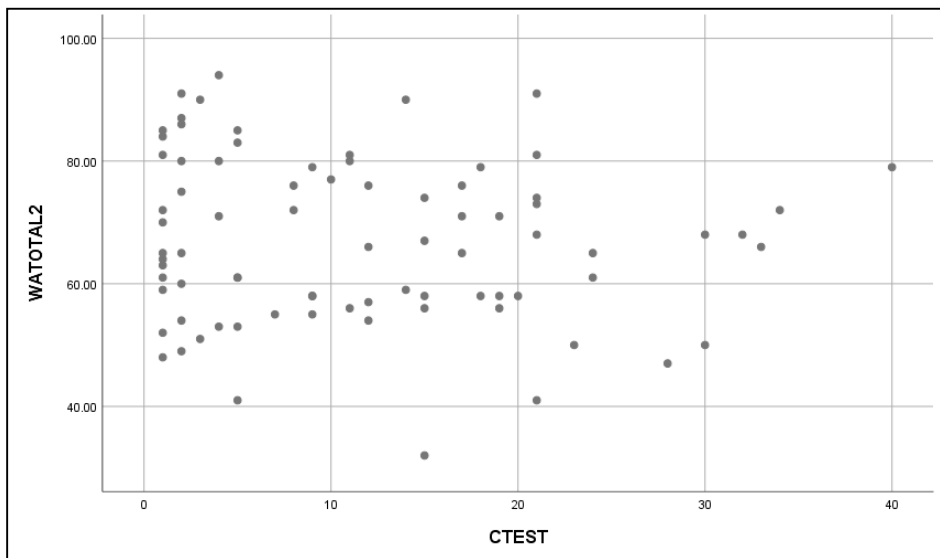
Figure 8. Correlation between the C-Test and writing anxiety

Table 14

Participants' Scores on the C-Tests

Scores	*n*	*%*
0	215	72.64
1	12	4.1
2	9	3.0
3	2	.7
4	4	1.4
5	6	2.0
7	1	.3
8	2	.7
9	4	1.4
10	1	.3
11	4	1.4
12	4	1.4
14	2	.7
15	5	1.7
17	3	1.0
18	2	.7
19	3	1.0
20	1	.3
21	6	2.0
23	1	.3
24	2	.7
28	1	.3
30	2	.7
32	1	.3
33	1	.3
34	1	.3
40	1	.3
Mean	11.53	
SD	9.66	

Multiple Regression Analysis

A multiple regression analysis was calculated to test if reading motivation and language proficiency significantly predicted participants' writing anxiety. Findings revealed that the two predictors/ independent variables explained 46% of the variance (R^2 =.447, F (2,77) =32.99, p <.05). It was found that reading motivation significantly predicted writing anxiety (β = -.11.64, p < .05, p=.000). However, the predictor, language proficiency, was found to be non-significant (β = -.041, p >.05, p=.723).

Chapter Summary

Chapter 4 analyzed the data obtained from the EWAS and the C-Tests. Descriptive and statistical analyses revealed that the subjects were experiencing high English writing apprehension, high cognitive anxiety and moderate reading motivation. Further data analysis revealed that there was a negative correlation between writing anxiety and reading motivation. Responses to the open-ended question revealed three major themes. The majority stated that writing anxiety had negatively affected the subjects' English writing performance. The participants also attributed their writing anxiety to several sources, such as lack of confidence, fear of making mistakes, and fear of evaluation. In addition, a few of the participants indicated that experiencing some degree of anxiety was facilitative. Chapter 4 also examined the relationship between writing anxiety and the subjects' level of language proficiency. Due to non-response issues, no significant relationship between these two variables was detected. The multiple regression analysis revealed that reading motivation was a significant predicator of students' writing anxiety, while language proficiency was found to be non-significant.

Chapter 5 will summarize the research study, discuss the findings, present implications of the study, and offer recommendations for further research

CHAPTER 5

DISCUSSION, IMPLICATIONS AND RECOMMENDATIONS

Introduction

Chapter 5 presents and discusses the major findings and the implications of the present study. This chapter concludes with several suggestions and recommendations for future research.

The purpose of this study was to identify the levels of writing anxiety in Saudi undergraduate female students in the preparatory year of their post-secondary education. Additionally, this study sought to examine the primary factors provoking writing anxiety; determine whether a significant linear relationship existed between writing anxiety and students' reading motivation and language proficiency; investigate the influence of writing anxiety on students' writing performance; and suggest several practical strategies to alleviate the levels of L2 writing anxiety. Specifically, this study aimed to answer the following research questions:

1. To what extent do Saudi EFL female students in the preparatory year English language (PYEL) program experience writing anxiety?

2. Which factors are more frequently reported to provoke writing anxiety in Saudi EFL female students in the (PYEL) program: language classroom anxiety and/ or cognitive anxiety?

3. To what extent is there a relationship between students' reading motivation and writing anxiety?

4. To what extent does writing anxiety affect students' writing performance?

5. To what extent is there a relationship between students' language proficiency and writing anxiety?

Data were collected quantitatively via an online self-reported Qualtrics survey during the first semester of the PYEL program at Taibah University in Fall 2018. Participants (n= 296) completed the Arabic version of the EWAS. The majority of the participants (n= 245, nearly 57 %) were public-school graduates. Whereas, approximately 16.7% (n= 75) had gone to private schools prior to enrolling in college. Almost 16.3% (n= 70) reported traveling abroad at some point in their lives. About 3% (n= 13) had the chance to study abroad; and only 30 students (nearly 7%) stated that they had opportunities to write in English outside of class.

The Qualtrics online survey consisted of five parts: Part One was a demographic question; Part Two was a self-reporting question assessing participants' English writing proficiency; Part Three consisted of 33 statements measuring students' L2 writing anxiety and reading motivation; Part Four was an open-ended question examining the effect of writing anxiety on students' performance; and Part Five consisted of C-Tests measuring the participants' language proficiency. Research Questions One and Two were answered using descriptive statistics, frequency and percentage. Descriptive statistics and Pearson's r were applied to answer Question Three and Five. In addition, a multiple regression analysis was calculated to determine whether writing anxiety could be predicted based on reading motivation and/or language proficiency. Several themes were identified in the responses to Question Four. These themes provided pedagogical implications and teaching strategies which will be discussed at the end of this chapter.

Summary of Major Findings

The major findings obtained from this study are summarized as follows:

1. The pilot testing revealed that the new instrument was reliable and adequately valid. The internal consistency reliability value of the items measuring writing anxiety

(i.e., language classroom anxiety and cognitive anxiety) was high (α = .88). The internal consistency reliability value of the items measuring reading motivation was good (α = .80). Subject matter experts were consulted to establish face and content validity and assess how well the questions in the current survey represented the variables under investigation.

2. Most of the students, approximately 19.9% (n= 59), reported that they were *Advanced Low* writers. The least selected writing proficiency level was *Novice Mid* (n=23, nearly 7.8%). Followed by *Intermediate Low* (n= 32, about 10.8%); *Novice High* (n= 36, nearly 12.2%); *Advanced Mid* (n= 42, nearly 14.2%); *Intermediate Mid* (n=46, almost 15.5%); and *Intermediate High* (n=54, about 18.2%).

3. The participants in this study experienced high English writing apprehension (M = 69.19) and high cognitive anxiety (M=3.03). They were moderately-motivated readers (M= 3.63). Findings also revealed a negative correlation between students' writing anxiety and reading motivation (r= -.626, n= 284, *p*= .000). Thus, reading motivation was found a significant predictor of writing anxiety (p < .05).

4. Data analysis identified three major themes. First, the majority, nearly 83.07% of the students, revealed that writing apprehension had negatively affected their writing performance. Second, the participants attributed their writing anxiety to several sources, such as lack of confidence, fear of making mistakes and fear of evaluation. Third, approximately 16.92% indicated that they performed better when they experienced some degree of anxiety.

5. Out of the 296 students who took the survey, only 81 students completed the C-Tests. Due to insufficient data collected from the C-Tests, there was no significant correlation detected between writing anxiety and students' language proficiency (r= -.101, n= 81, p= .375). Thus, the predictor, language proficiency, was found to be non-significant (p >.05, p=.723).

Discussion of the Findings

This section discusses the major findings of the research study in terms of: participants' response bias; levels of English writing anxiety in Saudi female students in the preparatory year; L2 writing anxiety-provoking factors; the relationship between writing anxiety and reading motivation; the effect of writing apprehension on students' performance; and finally, the relationship between writing anxiety and students' language proficiency.

Participants' Response Bias

One of the limitations of self-reporting surveys is that they are subject to social desirability bias. It is a type of response bias, which is defined as the "tendency for people to present a favorable image of themselves on questionnaires" (Van de Mortel, 2008, p. 40). Respondents in this study potentially altered their behaviors to *fake good* and over-report a desirable and good behavior and under-report undesirable and negatively-perceived behavior. They possibly reported positive self-views and projected a favorable image of themselves to avoid criticism or negative evaluations and be viewed as favorably by the researcher (Gramzow, Elliot, Asher & McGregor, 2003; Karpen, 2018; Paulhus & Trapnell, 2008; Van de Mortel, 2008). For example, most of the participants in the present study reported that they were advanced and proficient writers and identified themselves as proficient readers in English. The majority stated that they were confident in their ability to express their ideas, and they could

83

write good compositions in English with ease. Participants might not always provide accurate and honest responses to self-reporting and self-assessment questions. They may exaggerate their assets to portray a desired image rather than an accurate evaluation of their own ability, behavior and personality. According to Paulhus and Trapnell (2008), "[a]s a rule, people present themselves more favorably to public audiences than they do in private situations where the only audience is the self" (p. 492).

Levels of English Writing Anxiety

The results of the present study supported the first hypothesis and found that Saudi female undergraduate students were experiencing high levels of English writing anxiety. The majority, approximately 60.48%, scored 65 points and above which reflected high levels of L2 writing anxiety. This finding was similar to prior studies conducted in EFL contexts among undergraduate language learners, which revealed high levels of English writing apprehension in their participants (Al-Sawalha & Chow, 2012; Cronwell, Steve, Mckay & Tonia, 1999; Kim, 2006; Latif, 2007).

There is a lack of research that has directly examined L2 writing anxiety in female language learners. Yet, prior studies attempted to uncover significant differences in L2 writing anxiety between male and female subjects but yielded mixed results. For example, Abu Shawish and Atea (2010), Al-Sawalha et al. (2012) and Fowler and Kroll (1980) did not find statistically significant differences in writing anxiety between male and female subjects. Other studies found that male students had significantly higher writing anxiety than females (Jebreila, Azizifara, & Gowharya, 2015). On the contrary, other studies revealed that female students were more likely to encounter writing anxiety than males and that they experienced significantly higher levels of L2 writing anxiety than male students (Cheng, 2002; Kim, 2006; Larson 1985). Their anxiety

84

was impacted by factors, such as fear of making mistakes and leaving an unfavorable impression and hypersensitivity to negative evaluation and error correction (Larson, 1985; Rodriguez-Sabiote, Serna-Quiles, Alvarez-Rodriguez, & Gamez-Duran, 2017). These inconsistent results imply that there is still little evidence to support the correlation between writing anxiety and gender (Rodriguez-Sabiote, et al., 2017).

L2 Writing Anxiety-Provoking Factors

The findings of the present study revealed that participants most intensely experienced cognitive anxiety. This type of anxiety refers to students' mental manifestations of anxiety and feeling worry and unease, having repetitive negative thoughts and fear of test and negative evaluation (Cheng, 2004). The findings align with prior studies that found high levels of cognitive anxiety among their participants (Cheng, 2004; Jebreila, Azizifara & Gowharya, 2015; Marszec-Stawiarska, 2012; Wahyuni & Umam, 2017; Zhang, 2011). The results of the current study showed that the majority reported feeling nervous while writing in their L2. Apprehensive writers felt worry and unease when they had to write English compositions under time pressure. They stated that writing under time constraints negatively affected their writing performance. Their minds went blank when they started writing in their L2, and they struggled writing down their ideas clearly. Additionally, they were afraid to have their compositions evaluated and worried about getting poor grades. The participants were willing to be engaged in peer feedback sessions; however, they feared negative criticism and loss of face.

Furthermore, findings revealed that students experienced a considerable amount of language classroom anxiety. This type of anxiety refers to learners' worry and having an unpleasant negative reaction which is heightened when learning or using a foreign language (Horowtiz & Cope, 1986; MacIntyre & Gardner, 1994). They worried about making mistakes,

feared their teachers' feedback, and felt that their peers performed better than they did. They stated that they did not enjoy their English writing classes and felt overwhelmed by the number of rules that they had to master to write in English. They experienced high anxiety when unexpectedly asked to write English compositions. However, the participants also reported that they did not feel nervous to take composition courses, and they would likely attend their English writing classes. Thus, the participants in this study potentially had high instrumental motivation and practical goals to attend their writing classes. Gardner and Lambert (1970) argue that instrumentally-motivated language learners have pragmatic and practical reasons for learning a language (e.g., fulfill a college requirement or pass a course). They possibly enrolled in English writing classes for the same reason that others enrolled in algebra classes because it is a compulsory course and must be completed to graduate (Ferris & Hedgcock, 2013).

The Relationship between Writing Anxiety and Reading Motivation

This study's results supported the hypothesis that there was a relationship between reading motivation and writing anxiety. Although 41.64% (n=122) of the participants in this study were moderately-motivated to read in English, Pearson's r revealed that there was a negative correlation between writing anxiety and reading motivation. That is, high apprehensive writers were also found to experience low reading motivation. Thus, reading motivation was found to be a significant predictor of writing anxiety ($p < .05$).

The participants in the present study believed that reading would contribute to the development of their English composition skills. Some of the participants reported that they would seek every possible opportunity to read in English outside the class. They stated that they had high motivation to read, enjoyed reading, were curious to read about new things in English, and were not afraid that their classmates would ridicule their reading. On the other hand, a

considerable number of the students (n= 57, 19.45%) showed signs of low reading motivation. They avoided reading in their L2 in- and outside the class and were very unlikely motivated to read in English. They felt unease and worry when unexpectedly asked to read aloud in class because they feared that their classmates would deride their oral reading.

There is a shortage of research that has investigated the relationship between writing anxiety and reading motivation. However, reading has proved to be a powerful tool in the writing classes (Bell, 1998). Language instructors are, therefore, recommended to "make the best use of such uniqueness derived from the interface of these two skills" (Hsu, 2004, p.16). Evidence shows that reading lowers writing apprehension (Krashen, 2004). According to Krashen and Lee (as cited in Krashen, 2004), those who read more have lower writing anxiety because of "…their superior command of written language" (Krashen, 2004, p. 36).

The Effect of Writing Anxiety on Students' Writing Performance

Three major themes were emerged and identified as outcomes:

Theme One: the negative effects of L2 writing anxiety on students' writing performance. An open-ended question tested the hypothesis concerning the negative influence of writing apprehension on EFL writing performance. An in-depth analysis of students' responses supported the hypothesis that writing apprehension disrupted students' performance and negatively influenced the quality of their composition writing. The findings of the present study were consistent with the results of prior studies that found a negative association between these two variables (Badraswai et al., 2016; Jebrel et al., 2015; Liu & Ni, 2015; Negari & Rezaabadi, 2012; Zhang, 2011).

The students in the present study stated that writing apprehension impaired their writing performance. It interfered with their motivation to write in their L2. It hindered their ability to

write cohesively and properly organize their ideas in English. As a result, apprehensive writers produced low quality papers with short compositions and simple sentences to avoid making mistakes and getting low grades. They struggled with starting writing and finishing on time, especially when unexpectedly asked to write under time constraints inside the classroom or during exams. They also stated that anxiety affected their overall performance in class. They could not keep up with the class and felt left behind. They were unmotivated and become uninterested to write in their L2 due to their negative predisposition toward their ability.

Theme Two: The sources/causes of students' L2 writing anxiety. Further analysis revealed that English writing anxiety was associated with several factors that were consistent with prior studies (Aljafen, 2013; Cheng, 2004; Hassan, 2001; Kara, 2013; Liu & Ni, 2015; Olzanezhad, 2015; Rezaeia & Jafari, 2014; Shang 2013; Zhang, 2011). The participants in this study attributed their L2 writing apprehension to: low self-confidence; fear of failure; students' prior experience in L2 writing; fear of making mistakes; insufficient knowledge of L2 writing techniques and practices; fear of writing tests; lack of knowledge of L2 writing process and conventions; fear of writing under time constraints; lack of vocabulary and grammar knowledge; differences between Arabic and English; and fear of teachers' feedback and evaluation.

Theme Three: The positive effects of anxiety on students' writing performance. On the other hand, 33 students stated that anxiety did not hold them back or negatively influenced their writing performance. In fact, they performed better when they experienced some degree of anxiety. It boosted their energy and focus, kept them on track and improved their contingency planning. Thus, rather than suppressing their anxiety, they acknowledged and embraced it. These findings were consistent with previous studies that suggested experiencing some degree of anxiety would be facilitative and keep learners alert (Alpert & Haber, 1960; Scovel, 1978).

88

Jebreila et al. (2015) asserts that, "adequate anxiety plays a positive role and can motivate students to maintain their efforts on learning... because completely avoiding all these anxiety-provoking situations is neither practical nor helpful" (p. 195).

The Relationship between Writing Anxiety and Language Proficiency

The study attempted to establish possible correlation between students' level of anxiety and their language proficiency and to discover if the latter was a predictor of learners' writing apprehension. It was hypothesized that individuals with high language proficiency are low apprehensive writes. Prior studies found that high proficient language learners tend to have a stronger command of a language and therefore, they would perform significantly better than high apprehensive writers. Whereas, writers with a low language proficiency level tend to be highly apprehensive due to their inadequate language skills.

Nevertheless, the results of this study were not consistent with existing theories and previous research that revealed a correlation between these two variables (Daud et al. 2005; Liu, 2006; Shang, 2013b). Pearson's r was calculated and rejected the hypothesis and found no significant correlation between these two variables (p >.05). The multiple regression analysis was also calculated and suggested that the predicator, language proficiency, was found to be non-significant (p=.723). Out of the 296 students who took the survey, only 81 students attempted to complete the C-Tests. Modifications were made to the C-Tests after the pilot testing to reduce the nonresponse rate (e.g., reducing the number of texts from 4 to 2). Yet, the response rate was still very low. Students either withdrew from the test before completing the task, or they failed in their attempt to fill in the blanks with the correct missing letters. Thus, data collected from the C-Tests were insufficient to assess the test-takers' language proficiency and to determine the degree of association between the variables under investigation.

There is evidence in the literature to suggest that the C-Tests are effective tools to measure learners' language proficiency (Klein-Braley, 1985; Jaekel, 2015; Raatz & Klein-Braley, 1981). However, the C-Tests were ineffective to measure the students' language proficiency in the present study. Thus, the findings of the present study did not support the hypothesis due to several reasons. To the best of the researcher's knowledge, this was the first study to utilize the C-Tests to assess the language proficiency of Arabic-speaking adult female language learners. The C-Tests are rarely and uncommonly utilized in EFL Arabic-speaking settings to measure L2 learners' language competence, which might explain why the test failed to identify the students' language proficiency. The unique characteristics of the test-takers, in terms of age, gender, L1 and cultural background, might cause the results to turn out differently than expected. For example, the participants potentially scored low on the C-Tests because they did not have previous driving experiences as females. Since women in Saudi Arabia had only recently been allowed to obtain a driver's license, they were most likely unfamiliar with the vocabulary associated with driving. Finally, administering the test online rather than using the traditional mode (i.e., pen and paper) in a controlled experiment might result in a higher non-response rate and incomplete data issues.

Practical Implications

In the light of the study's findings, this section discusses practical and instructional implications and suggests several techniques based on pedagogically sound approaches to reduce high writing anxiety in apprehensive language learners. These suggestions are also appropriate for writers who do not experience writing apprehension. The following sections will discuss:

1. teaching reading and writing simultaneously to increase students' knowledge of vocabulary, grammar and English composition writing;

90

2. teaching writing as a process rather than a one-time product and encouraging using pre-writing and drafting strategies to help students translate their ideas into organized, concise and clear well-written statements;

3. responding to students' errors;

4. using journals and peer-feedback sessions to alleviate students' fear of making mistakes, feedback and evaluation; and

5. reducing students' test anxiety

Teaching Reading and Writing Simultaneously

Research supports this strong conclusion that "one cannot become a proficient writer in any language without also developing an array of literacy skills including the ability to comprehend written text" (Ferris & Hedgcock, 2013, p. 94). This firm belief suggests that teachers should approach teaching writing and reading simultaneously. Several studies have supported the positive links between reading and writing and have shown that reading contributes to the development of L2 composing skills and improves the quality of students' L2 writing (Ferris & Hedgcock, 2013; Krashen, 1993; Krashen, 2004; Smith, 1988).

It has been found that reading plays a decisive role in the development of learners' writing competence; it seems to be an essential pre-condition to produce good writers. Students can gain in-depth insights on how they should write in their L2. It increases language learners' exposure to the target language and increases vocabulary growth and recognition (Mermelstein, 2015, p. 195). Ferris and Hedgcock (1998) assert that, "[w]riting skills cannot emerge by dint of practice alone" (p. 35). That is, to learn how to write, learners need more than formal writing instruction. When students read for pleasure and get *hooked on books*, they involuntarily will acquire nearly all language skills and develop acceptable levels of literacy. According to Krashen

(2004) "language acquisition comes from input, not output, from comprehension, not production" (p. 136).

Fageeh (2003) found that the lack of attention placed on the relationship between reading and writing and the role of reading in writing classes might be one of the factors for the poor writing performance of Saudi EFL learners at the college level (as cited in AlOmrani, 2014). AlOmrani (2014) argues that reading and writing should be taught together, especially in FL settings, where exposure to the target language is more limited and restricted to the classroom. Reading has the potential to provide a wide range of authentic language that L2 learners would not frequently encounter in their classrooms, textbooks and/or in their daily lives. Instructors are thus recommended to consider teaching reading and writing concurrently, which has been found to reduce students' writing anxiety. Students will have models, language structures and ideas that they can apply in their own writing and can contribute to learners' development as autonomous competent language learners (Horwitz, 2008; Hsu, 2004; Krashen, 2004; Smith 1988).

Teaching Pre-writing and Drafting Strategies

Helping students approach writing as a process and breaking down writing into manageable and small pieces should alleviate the apprehension associated with writing in their L2 (Leki, 1999). Pre-writing practices may include (Leki, 1999):

Brainstorming. In a group, writers generate and write down all the ideas associated with the topic of focus. In this phase, students enumerate rather than evaluate. Their ideas are not criticized, rather they help writers "... feel less alone and thus less anxious about what to say on a topic" (Leki, 1999, p. 69).

Freewriting. Students write as freely as possible without stopping a raw draft on the topic of interest for a few minutes. Like brainstorming, it allows writers to write down their

initial thoughts and ideas in sentences and paragraph form without having concerns that their first attempt must be perfect and ready to be read.

Branching and clustering. They allow writers to generate and create visual ideas and make associations with the chosen topic to show how these ideas are related. In this pre-writing structured technique, students in groups or alone, create a graphic organizer to represent associated words, concepts, ideas, examples and descriptions. They write the topic under discussion in the center of a piece of paper. As details related to the topic are brainstormed, students can jot down these ideas in a graphic format and make associations that are grouped together in clusters.

Outlining. This framework provides writers with a clear picture of how they want their papers to develop. It enables writers to identify the main and supporting ideas of the topic under discussion and organize the main ideas in a logical order. It translates writers' ideas into a logical and coherent structure.

Cubing. Like the six-sided cube, this technique provides writers with opportunities to probe their topic by answering six questions, which allows writers to explore six aspects of the topic of focus (Leki, 1999). (See Cubing Template adapted from Leki (1999) in Appendix K).

1. Describe the topic.

2. Compare/contrast: What is the topic similar to? Different from?

3. Analyze: What are the smaller parts that make up the topic?

4. Associate: What is the topic related to?

5. Apply: What purpose does this topic serve?

6. Argue for or argue against the topic.

Drafting. In this composing stage, students develop a more cohesive text. After gathering enough ideas about the topic in the pre-writing stages, students should select the ideas they want to include in their drafts and number them in the order they want them to appear in their first draft. Writers should start composing and organizing their ideas into meaningful and complete sentences and paragraphs paying more attention to (Leki, 1999):

1. Fluency: encouraging students to compose their first drafts paying more attention on fluency rather than accuracy. Instructors should assure students that their first rough draft should not be perfect, and they have several chances to revisit and edit their drafts.

2. Audience: Who are they? What background information does the audience need to understand the topic?

3. Purpose and content: What is the purpose of writing about the selected topic? What do you want the audience to know about this topic?

Responding to Students' Errors

Language learners will likely exhibit inadequate knowledge of L2 writing and therefore, may produce several errors in their texts related to sentence structure, word choice, idioms, punctuation, fragments and run-ons. With this in mind, it is important to create positive attitudes toward committing mistakes and viewing them as an important part of the learning process. It is also preferred to provide *direct feedback* to beginner writers, who might be unable to recognize and provide the correct form or unable to self-correct structural or lexical mistakes. They need more explicit instructions and expert source to help them find those mistakes (Ferris & Hedgcock, 2014). *Indirect correction*, on the other hand, would be appropriate for more advanced writers. It can provide long-term benefits because it places the burden of spotting the errors on students (Ferris, 2003). In addition, overcorrection of errors, mostly at early stages of

learning writing, can be counterproductive and discouraging. To build up writers' self-confidence, instructors should focus on correcting errors occurring frequently and push the learners towards noticing the linguistic problems through explicit instruction and drawing attention to errors in grammar, word choice, organization and/or punctuation that they sometime interfere with understanding their texts (Ferris & Hedgcock, 2014).

Journals and Peer-Feedback Sessions

These two strategies are recommended to alleviate students' worry of making mistakes and fear of feedback, evaluation and error correction.

Journals. Assigning short expressive writing assignments and encouraging free writing on a regular basis that are not graded is recommended to reduce fear of feedback and evaluation, build writers' fluency and improve the quality of writing. Journal writing is a non-threatening way allowing L2 writers to reflect on the topic of interest and express themselves freely without fear of evaluation, worry about time or having concerns about making mistakes, which shifts writers' focus from grammar to content (Abu Shawish & Abdelrheem, 2010; Salem, 2007). Journals can create opportunities for L2 writers to use the target language outside the classroom context. They consider a "...no-risk storehouse of ideas from which students may draw at will" (Leki, 1999, p. 81). This can function as a pre-writing technique where writers jot down their initial ideas. It has been recommended that students write in their journals 3-5 times a week. They can write about an assigned topic, respond to lists of questions and/ or write initial and rough drafts (Leki, 1999).

Responding to students' journal entries can be very time consuming. Thus, instructors can collect the entries once a week rather than every day, read and respond to a few entries, propose suggestions, exchange ideas and/or ask questions. Instructors are not expected to correct

students' grammatical and spelling mistakes, rather it is preferable to correct students' errors indirectly through rephrasing and/or recasting (Horwitz, 2003; Salem, 2007).

Peer-feedback sessions. Peer review as a nontraditional form of assessment changes the traditional dominated teacher-centered approach and plays a complementary role in improving L2 composition skills, social skills, and cognitive and metacognitive knowledge (Hyland, & Hyland, 2006; Rollinson, 2005; Sotoudehnama, & Pilehvari, 2015). It creates opportunities for students to learn from each other, interact with their peers, develop their self- monitoring and self-evaluation skills and reduce their writing anxiety when they realize that their peers encounter similar difficulties in writing. However, peer feedback has been criticized for being ineffective, especially in L2 writing classrooms, where novice writers lack the adequate knowledge and skills to provide accurate, constructive and helpful feedback to their peers. They tend to comment on surface, formal and local errors (i.e., sentence-level errors) rather than on global errors (i.e., content and ideas). The quality of peer review and interactions in EFL writing classrooms can be improved by:

1. Providing sufficient and extensive training would improve students' skills in offering feedback to their peers, so writers can benefit from their peers' reviews in their subsequent revisions (Min, 2005; Min, 2006; Rahimi, 1992; Stanley, 1992).

2. Allowing using L1 as a scaffolding mechanism would contribute to students' understanding of peer feedback practices and facilitate peer interaction. Both L1 and L2 are two important tools that would enhance EFL students' written peer feedback practices (Yu, 2016; Yu & Lee, 2014). So, "to restrict or prohibit the use of L1 in L2 classes is to deny learners the opportunity of using an important tool" (Storch & Aldosari, 2010, p. 372). The use of L1 would allow and enable EFL writers to provide constructive

comments on content while at the same time they can use their L2 to provide feedback on the language form. For writers, L1 could enhance learners' understanding of their peers' comments. For reviewers, L1 could help produce meaningful and constructive feedback. EFL instructors cannot ignore the fact that L1 will be routinely observed and frequently used among EFL learners during oral interaction in pair or group work (Yu, 2016). Thus, allowing and encouraging using L1 as a scaffolding mechanism would facilitate peer interaction.

3. Grouping students with different proficiency levels (heterogeneous group) is more effective, so low level writers can learn and gain assistance from a more competent peer (Kangni, 2015).

4. Instructors should encourage positive feedback and ask students to identify strengths in their peers' writings because students may hold the view that feedback is all about errors correction. Reviewers may only focus on providing negative comments to their peers, which may discourage writers and lower their motivation (Kangni, 2015).

Reducing Students' Test Anxiety

Instructors can alleviate L2 learners' test anxiety by:

1. Reducing classroom anxiety and creating a non-threatening testing environment should be the first step to alleviate test anxiety (Phillips, 1992). As Huelsman advocates, "something as simple as an encouraging smile before the test begins might diminish the ominous atmosphere" (cited in Aydın, 2007, p. 2).

2. Discussing the issue of test anxiety with the students, so they be aware that they are not the only ones experiencing anxiety. Phillips (1992) states that, "[r]ealizing that the

teacher/evaluator understands their feelings reduces at least a part of the tension associated with assessment" (p. 20).

3. Helping students develop realistic expectations about language learning (Phillips, 1992). Realizing that making mistakes is a natural part of language learning and placing a greater emphasis on fluency rather than accuracy might help "...students get rid of the fears resulting from the numerous grammatical and spelling mistakes committed when writing" (Qashoa, 2013, p. 62).

4. Using familiar topics in the writing tests and allowing students to use dictionaries (Alnufaie & Grenfell, 2013).

5. Teaching strategies, such as outlining and guessing the meaning of new words from the context and neighboring words (Qashoa, 2013).

6. Preparing mock exams to accustom the students to write English compositions under time constraints (Qashoa, 2013).

Recommendations for Future Research

Future research in this field should consider the following suggestions:

1. EFL writing issues are rarely investigated in Arabic-speaking countries and in Saudi Arabia in particular. The findings of this study provide a basis for future studies to build upon and include participants from other Arabic-speaking countries. This will allow future researchers to make broader inferences to a wider population of EFL Arabic-speaking learners.

2. Further research can be conducted to study the phenomenon of English writing anxiety in a longitudinal way to examine whether using apprehension alleviating strategies, such as

pre-writing activities and journals, would reduce the levels of writing anxiety in apprehensive writer and improve their writing performance.

3. Follow-up studies have the potential to add support to the relationship discerned between reading motivation and writing anxiety. However, this study rejected the hypothesis concerning the relationship between writing anxiety and learners' language proficiency due to insufficient data collected from the C-Tests. Thus, follow-up studies should use a more suitable culturally non-biased set of C-Tests and make the appropriate adjustments to the tests in terms of the topics, data collection procedure (i.e., online/ paper and pen) and time required to complete the test.

4. Further research is needed to establish a reliable and valid ranking to rate L2 writing anxiety in language learners.

5. Follow up studies should take into considerations the limitations of this study.

First, this study was restricted to female students and exclusively collected data from undergraduate students enrolled in the preparatory year. As such, generalizations of the findings to other populations would be restricted. More research is needed to examine English writing anxiety in both male and female students and in different academic majors. This would provide a better insight on the impact of L2 writing anxiety in varying sample groups.

Second, this study depended solely on a self-reporting survey and was purely quantitative in nature, which might have limited the chances to collect honest responses. Employing other modes of data collection (e.g., observations, interviews and pre-post writing tests) might limit the social desirability biases and increase the potential to gather reliable data that are not easily obtained solely via questionnaires. In addition, future research is recommended to assess students' actual writing performance and collect concrete evidence on students' writing

competence rather than relying primarily on self-reporting questions to assess students' writing proficiency.

Chapter Summary

Chapter 5 summarized and discussed the major findings of the present study. It also overviewed techniques and strategies based on research to potentially alleviate English writing anxiety and improve EFL learners' L2 writing skills. Finally, this chapter provided several suggestions for future research in this field.

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APPENDICES

Appendix A

Permission Letter from the Original Developer of FLCAS

From: Horwitz, Elaine K <horwitz@austin.utexas.edu>
Sent: Tuesday, May 8, 2018 9:45:26 AM
To: Altukruni, Raja
Subject: Re: Permission Request to Use (FLCAS) in a Research Study

It's nice to meet you. I'm happy to grant you permission, and I will do so below. But you should know that any previously documented psychometric data (reliability and validity) only apply to the original unaltered scale.

I appreciate your interest in my work.
Subject to the usual requirements for acknowledgment, I am pleased to grant you permission to use the Foreign Language Classroom Anxiety Scale in your research. Specifically, you must acknowledge my authorship of the FLCAS in any oral or written reports of your research. I also request that you inform me of your findings. Some scoring information about the FLCAS can be found in my book Becoming a Language Teacher: A Practical Guide to Second Language Learning and Teaching, 2nd edition, Allyn & Bacon, 2013.
Best wishes,
Elaine Horwitz

Appendix B

Permission Letter from the Original Developer of WAT

rose chapter on writing ...
5 MB
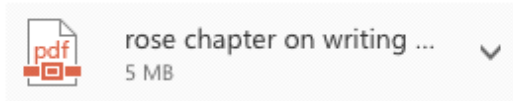
Download   Save to OneDrive - University of Tennessee

Of course. Go right ahead. I am attaching a chapter that summarizes much of the work we did years ago. Good luck and thanks for asking!

Best wishes

John A. Daly
Liddell Professor of Communication & TCB Professor of Management
University of Texas
Austin, TX 78712
daly@austin.utexas.edu
www.johnadaly.com

Appendix C

Permission Letter from the Original Developer of SLWAI

From: ysc.ntnu@gmail.com <ysc.ntnu@gmail.com> on behalf of Yuh-show Cheng <t22035@ntnu.edu.tw>
Sent: Thursday, May 10, 2018 10:22:38 AM
To: Altukruni, Raja
Subject: Re: Permission Request to Use (SLWAI) in a Research Study

Dear Raja,

I'm happy to grant you the permission to use and adapt the SLWAI items for your research. Please acknowledge my authorship the scale in your report, be it written or oral. I also hope to learn more about your findings when you complete your research!

Since you mentioned that you would measure your subjects' classroom anxiety, I would like to remind you that the SLWAI was developed for measuring L2 "writing anxiety," rather than "classroom anxiety."

Wish you a successful research project!

Yuh-show Cheng 程玉秀
Professor
Department of English
National Taiwan Normal University
Taipei, Taiwan, ROC

Appendix D

Permission Letter from the Original Developer of MRQ

From: John T. Guthrie <jguthrie@umd.edu>
Sent: Saturday, June 9, 2018 8:42 PM
To: Altukruni, Raja
Subject: RE: Permission Request to Use (MRQ) in a Research Study

You are permitted to use the MRQ provided you credit the authors fully.
John Guthrie

The English Version of the EWAS

INFORMED CONSENT STATEMENT

English Writing Anxiety in Saudi Undergraduate Female Students

You have been invited to participate in a research study. If you decide to participate, please complete the following survey. Your participation is entirely voluntary. You are free to stop the survey and withdraw from this study at any time. The survey is designed to investigate English writing anxiety among Saudi female undergraduate students in the Preparatory Year English Program at Taibah University. It will take about 25 to 30 minutes to complete the survey. There are no foreseeable risks other than those encountered in everyday life. No benefits accrue to you for answering the survey, but your responses will likely assist to better understand English writing anxiety among Arabic-speaking students. Your responses will be kept confidential and all data will be stored securely and will be made available only to the researcher and her major advisor. If you have any further questions about the study (or you experience any adverse effects as a result of participating in this study) please contact me, Raja Altukruni, at raltukru@vols.utk.edu. You may also contact my advisor, Dr. Patricia Davis-Wiley, at pdwiley@utk.edu.

Thank you for your time.

_____

CONSENT

I have read the above information. Clicking on the button to continue and completing the survey constitutes my consent to participate.

Part One

Please check all that apply:

- ☐ (1) Prior to enrolling in college I went to a public school.

- ☐ (2) Prior to enrolling in college I went to a private school.

- ☐ (3) I have traveled abroad.

- ☐ (4) I have studied abroad.

- ☐ (5) I have opportunities to write in English outside of the university.

Part Two

Select the option that best describes your current English Writing Proficiency:
7 = Advanced Mid; 6 = Advanced Low; 5 = Intermediate High;
4 = Intermediate Mid; 3 = Intermediate Low; 2 = Novice High; 1 = Novice Mid

	Select one option
7. ADVANCED MID: I can write straightforward summaries on topics of general interest. I can write compositions based on concrete experiences in academic, social, and professional topics of interest. I can express my thoughts clearly and support them with some elaboration, using organized paragraphs across major time frames (present, past and future). I can present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest.	○
6. ADVANCED LOW: I can write compositions and simple summaries about school, community events and personal experiences. I can combine and link sentences into texts of paragraph length and structure. I can state my viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across major time frames (present, past and future).	○
5. INTERMEDIATE HIGH: I can write simple compositions and simple summaries on familiar topics. I can describe in different time frames (present, past and future) when writing about everyday events and situations. I can state my viewpoint on familiar topics and provide reasons to support it.	○
4. INTERMEDIATE MID: I can write short, simple compositions and series of connected sentences about my life, activities, events and other social experiences in the present time but may contain references to the past and/or future. I can state my viewpoint about familiar topics and give some reasons to support it.	○
3. INTERMEDIATE LOW: I can write short and simple sentences with basic word order, written almost exclusively in present time. I can write about my life, activities and events and express my preferences on familiar and everyday topics of interest and explain why I feel that way.	○
2. NOVICE HIGH: I can meet limited basic practical writing needs using lists, short messages, postcards and simple notes. I can write about my life and activities and express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.	○
1. NOVICE MID: I can supply limited and basic information on simple forms and documents (e.g., names, numbers and nationality). I can write about very familiar and everyday topics of interest (e.g., myself, interests, activities and preferences), using a mixture of practiced or memorized words and phrases.	○

Part Three

 Please indicate your level of agreement or disagreement with each statement below:

(1) Strongly Disagree; (2) Disagree; (3) Uncertain; (4) Agree; (5) Strongly Agree

	1 SD	2 D	3 U	4 A	5 SA
1. I avoid writing in my English writing class.	○	○	○	○	○
2. I am a proficient writer in Arabic.	○	○	○	○	○
3. I think reading improves my writing skills.	○	○	○	○	○
4. I often tremble or feel panic when I write English compositions under time pressure.	○	○	○	○	○
5. I usually seek every possible chance to write English compositions outside of class.	○	○	○	○	○
6. I am a proficient writer in English.	○	○	○	○	○
7. I feel overwhelmed by the number of rules I have to learn to write in English.	○	○	○	○	○
8. I freeze up when unexpectedly asked to write English compositions.	○	○	○	○	○
9. I like to have my classmates read what I have written in English.	○	○	○	○	○
10. I don't worry about making mistakes in my writing class.	○	○	○	○	○
11. I am afraid that my writing teacher will correct every mistake I make.	○	○	○	○	○
12. I enjoy writing in my English writing class.	○	○	○	○	○
13. My thoughts become jumbled when I write English compositions under time constraints.	○	○	○	○	○
14. While writing in English, I'm not nervous at all.	○	○	○	○	○
15. I usually seek every possible chance to read in English outside of class.	○	○	○	○	○
16. Reading in English is something I like to do.	○	○	○	○	○
17. I always feel that other students write better than I do.	○	○	○	○	○
18. I am not afraid to have my English compositions evaluated.	○	○	○	○	○
19. If my English composition is to be evaluated, I worry about getting a poor grade.	○	○	○	○	○
20. Taking a composition course makes me feel nervous.	○	○	○	○	○

21. I feel confident in my ability to express my ideas clearly when writing in English.

22. I read in English because I have to.

23. I often feel like not going to my English writing class.

24. I never seem to be able to write down my ideas clearly in English.

25. I freeze up when unexpectedly asked to read out aloud in class.

26. I'm afraid that other students may ridicule my writing in English.

27. My mind often goes blank when I start to work on an English composition.

28. I'm afraid that other students would deride my reading.

29. Writing class moves so quickly I worry about getting left behind.

30. Learning and knowing how to read in English is very important.

31. It's easy for me to write good compositions in English.

32. I am a good reader.

33. I like to read about new things in English.

Part Four

Answer the following question in a few sentences:

How does English writing anxiety affect your writing performance?

_____

_____

_____

_____

_____

This is a short test to assess your language proficiency, and it will not affect your course grades.

Directions:
- There are two passages with 100 blanks. Fill in each blank with the missing letters to complete the word.
- Write the letters clearly in the blanks. Do not add any extra words.
- It may help to read the whole passage first before trying to fill in the blanks.
- You have 15 minutes to complete the entire test. You only can take this test once.
- You will be assigned an ID number. Please copy the ID number at the bottom of this page before you begin the test.

Example:

Here is a passage with 7 blanks:

3) Food is an essential resource. You **c**[_____] not **sur**[_____] without it. **Wi**[_____] use of **fo**[_____] effect on our **li**[_____] . Food **c**[_____] help **pre**[_____] disease.

Fill in each blank with the missing letters to complete the word:

3) Food is an essential resource. You **c**[an] not **sur**[vive] without it. **Wi**[hout] use of **fo**[od] effect on our **li**[ves] . Food **c**[an] help **pre**[vent] disease.

Click on the arrow when you are ready to take the test

Remember to copy your ID number
${rand://int/1:600}

Pets

Those people who care for pets like dogs and cats and look after them properly find it hard to believe that there are others who just leave their pets when they get tired of them. It i_____ punishable b_____ law t_____ do su_____ a th_____ in Eng_____. Nevertheless, i_____ August, wh_____ most peo_____ in Lon_____ go o_____ holiday, ma_____ pets a_____ left beh_____ and wand_____ in t_____ streets. Th_____ have sim_____ been thr_____ out b_____ their own_____ during t_____ weeks o_____ the hol_____. When th_____ animals are rescued, they are taken to an Animal Home in Chelsea. Here they are looked after until someone gives them a new home.

Driving in London

An American friend of ours rented a car in London, although he had no experience in driving on the left-hand side of the road. Suddenly o_____ American fri_____ found him_____ going i_____ the wr_____ direction. H_____ braked sha_____, slid side_____, and en_____ up wi_____ both fr_____ wheels o_____ the side_____. He w_____ almost reli_____ when a poli_____ came ov_____ to he_____ him o_____. As a hu_____ policeman lea_____ in a_____ the op_____ window o_____ friend wai_____ for the angry scold. But the policeman surprised him and said, "we seldom see anyone do that, sir."

End of Survey

Appendix F

The Arabic Version of the EWAS

<div dir="rtl">

القلق و التوتر عند الكتابة باللغة الانجليزية لدى طالبات السنة التحضيرية

لقد تمت دعوتكِ للمشاركة في هذه الدراسة لمعرفة العوامل المسببة للقلق و التوتر عند الكتابة باللغة الانجليزية لدى طالبات السنة التحضيرية في جامعة طيبة. إذا قررتِ المشاركة في البحث، يرجى إكمال الاستبيان التالي. لا توجد مخاطر من المشاركة في البحث و مشاركتكِ تطوعية تماماً، و لكِ الحرية التامة للانسحاب من الاستبيان و الدراسة في أي وقت. سيستغرق إكمال الاستبيان ما بين 20 إلى 25 دقيقة أو أقل. تأكدي من أن جميع المعلومات التي يتم جمعها ستكون سرية وسيتم تخزين البيانات بشكل آمن. إذا كان لديكِ أي أسئلة إضافية حول الدراسة) أو اذا واجهتِ تأثيرات ضارة نتيجة المشاركة في هذه الدراسة(، يرجى التواصل مع الباحثة، رجاء أحمد، على raltukru@vols.utk.edu أو التواصل مع المشرفة الدراسية، د. باتريشيا ديفيس -وايلي، على pdwiley@utk.edu.

شكرا

_____

موافقة

لقد قرأت المعلومات المذكوره أعلاه. متابعتي و إكمالي للاستبيان يشير إلى موافقتي على المشاركة في هذه الدراسة.

</div>

السؤال الأول

يرجى اختيار جميع الاجابات التي تتفق مع حالتك :

☐ (1) درست في مدارس حكومية قبل التحاقي بالجامعة.

☐ (2) درست في مدارس خاصة قبل التحاقي بالجامعة.

☐ (3) سافرت للخارج مسبقا.

☐ (4) درست في الخارج مسبقا.

☐ (5) أملك عدة فرص للكتابة باللغة الانجليزية خارج الجامعة.

السؤال الثاني

اختاري مستوى الكفاءة المناسب الذي يصف مدى إجادتك الكتابة باللغة الانجليزية :

اختاري اجابة واحدة	
○	**(7) متقدم أوسط** :أستطيع كتابة ملخصات حول مواضيع عامة .يمكنني كتابة انشاءات عن مواضيع أكاديمية واجتماعية ومهنية .يمكنني التعبير عن أفكاري بشكل واضح ودعمها ببعض التفاصيل باستخدام فقرات منظمة عبر الأطر الزمنية الرئيسية: المضارع ، الماضي ، والمستقبل .يمكنني تقديم وجهة نظري و الحجج و الأدلة الداعمة.
○	**(6) متقدم أدنى** :أستطيع كتابة انشاءات وملخصات بسيطة حول المدرسة وأحداث المجتمع وتجاربي الشخصية . يمكنني الجمع بين الجمل وربطها .يمكنني أن أذكر وجهة نظري مع الأدلة الداعمة عن مواضيع أكاديمية واجتماعية ومهنية فى أطر زمنية مختلفة: المضارع، الماضي، والمستقبل.
○	**(5) متوسط أعلى** :أستطيع كتابة انشاءات بسيطة وملخصات حول مواضيع مألوفة .أستطيع أن أصف فى أطر زمنية مختلفة: المضارع ، الماضي، والمستقبل عند الكتابة عن الأحداث والمواقف اليومية .يمكنني أن أذكر وجهة نظري حول مواضيع مألوفة وأذكر الاسباب لدعم وجهة نظري.
○	**(4) متوسط أوسط** :أستطيع كتابة سلسلة من الجمل المترابطة و كتابة انشاءات قصيرة وبسيطة حول حياتي و أنشطتي .أستطيع الكتابة عن أحداث و فعاليات اجتماعية في الزمن المضارع وأحيانا يمكنني كتابة جمل في الزمن الماضى أو المستقبل .أستطيع أن أعبِّر عن وجهة نظري حول مواضيع مألوفة وأقدم بعض الأسباب لدعمها.
○	**(3) متوسط أدنى** :أستطيع كتابة جمل قصيرة وبسيطة فى الزمن المضارع .أستطيع أن أكتب عن حياتي وأنشطتي وأعبِّر عن اهتماماتي و أكتب عن مواضيع مألوفة تهمني وأشرح لماذا أشعر بذلك.
○	**(2) مبتدئ أدنى** : أستطيع تلبية احتياجات الكتابة الأساسية المحدودة , مثل :كتابة القوائم والرسائل القصيرة والبطاقات البريدية والملاحظات البسيطة .أستطيع أن أكتب عن مواضيع مألوفة وعن حياتي وأنشطتي وأعبِّر عن اهتماماتي باستخدام جمل بسيطة معظم الوقت.
○	**(1) مبتدئ أوسط** :أستطيع كتابة معلومات محدودة و أساسية عند تعبئة النماذج والوثائق, مثل الأسم والجنسية .باستخدام مزيج من الكلمات والعبارات التي تم تمرنت عليها أو حفظتها مسبقا أستطيع الكتابة عن مواضيع يومية مألوفة جدًا, مثلا عن نفسي و اهتماماتي.

133

السؤال الثالث

اقرأي كل فقرة و أجيبي اذا كنت موافقة أو غير موافقة على مدى انطباق هذه العبارات على حالتك:

(5)أوافق بشدة   (4)أوافق   (3)غير متأكد   (2)لا أوافق   (1)لا أوافق بشدة

5أوافق بشدة	4أوافق	3غير متأكد	2 لا أوافق	1 لا أوافق بشدة	
○	○	○	○	○	1. أتجنب الكتابة باللغة الإنجليزية.
○	○	○	○	○	2. اتقن الكتابة باللغة العربية.
○	○	○	○	○	3. أعتقد أن القراءة تحسِّن مهاراتي عند الكتابة باللغة الانجليزية.
○	○	○	○	○	4. غالبا أرتعش أو أشعر بالارتباك عندما اكتب باللغة الانجليزية في مدة زمنية قصيرة.
○	○	○	○	○	5. عادة أسعى لأي فرصة ممكنة لأكتب باللغة الإنجليزية خارج الفصل.
○	○	○	○	○	6. اتقن الكتابة باللغة الانجليزية.
○	○	○	○	○	7. أشعر بالضغط من عدد القواعد التي يجب أن اتعلمها لأكتب باللغة الإنجليزية.
○	○	○	○	○	8. أشعر بالذعر عندما يطلب مني الكتابة باللغة الإنجليزية في وقت غير متوقع.
○	○	○	○	○	9. احب أن تقرأ زميلاتي في الفصل ما اكتبه باللغة الإنجليزية.
○	○	○	○	○	10. لا اقلق اني سأخطئ عندما اكتب باللغة الانجليزية.
○	○	○	○	○	11. اخشى أن تقوم معلمة الكتابة بتصحيح كل خطأ اقوم به.
○	○	○	○	○	12. استمتع بالكتابة باللغة الإنجليزية.
○	○	○	○	○	13. لا استطيع ترتيب افكاري عند الكتابة باللغة الانجليزية في مدة زمنية معينة.

134

14. لا اشعر بالتوتر على الإطلاق عندما اكتب باللغة الإنجليزية.

○   ○   ○   ○   ○

15. عادة ما ابحث عن اي فرصة ممكنة للقراءة باللغة الإنجليزية خارج الفصل.

○   ○   ○   ○   ○

16. القراءة باللغة الإنجليزية هو شيء احب القيام به.

○   ○   ○   ○   ○

17. اشعر دائما ان زملائي في الفصل افضل مني في الكتابة.

○   ○   ○   ○   ○

18. لا اقلق من ان كتاباتي باللغة الإنجليزية سوف يتم تقييمها.

○   ○   ○   ○   ○

19. اشعر بالقلق من حصولي على درجة ضعيفة جدا في حال تقييم ما أكتبه باللغة الانجليزية.

○   ○   ○   ○   ○

20. دروس تعليم الكتابة باللغة الانجليزية تجعلني اشعر بالقلق

○   ○   ○   ○   ○

21. اشعر بالثقة في قدرتي على التعبير عن افكاري بوضوح عند الكتابة باللغة الإنجليزية.

○   ○   ○   ○   ○

22. اقرأ باللغة الانجليزية لاني ملزمة.

○   ○   ○   ○   ○

23. اشعر غالبًا بعدم الرغبة في حضور دروس تعليم الكتابة باللغة الانجليزية.

○   ○   ○   ○   ○

24. لا استطيع كتابة افكاري بشكل واضح باللغة الإنجليزية.

○   ○   ○   ○   ○

25. اشعر بالذعر عندما يطلب مني القراءة في الفصل باللغة الانجليزية بشكل غير متوقع.

○   ○   ○   ○   ○

26. اخشى ان سخر زملائي في الفصل من كتاباتي باللغة الإنجليزية.

○   ○   ○   ○   ○

27. غالبًا ما يكون ذهني فارغا عندما ابدا الكتابة باللغة الإنجليزية.

○   ○   ○   ○   ○

28. اخشى ان سخرمني زملائي في الفصل عندما اقرأ باللغة الانجليزية.

○   ○   ○   ○   ○

29. اشعر ان دروس تعليم الكتابة باللغة الانجليزية سير بشكل سريع مما يعيقني على مواكبة و استدراك الدرس.

○   ○   ○   ○   ○

30. تعلم ومعرفة القراءة باللغة الإنجليزية امر مهم للغاية.

○   ○   ○   ○   ○

31. من السهل بالنسبة لي ان اكتب باللغة الإنجليزية.

○   ○   ○   ○   ○

.32 انا قارئة جيدة باللغة الانجليزية.

○   ○   ○   ○   ○

33. احب ان اقرأ عن اشياء جديدة باللغة الإنجليزية.

○   ○   ○   ○   ○

☐

السؤال الرابع

من فضلك , أجيبي على السؤال التالي:

كيف أثر شعورك بالقلق و التوتر على أدائك و قدرتك على الكتابة باللغة الانجليزية؟
(مثال : التوتر أثر سلبيا على قدرتي على الكتابة باللغة الانجليزية , لا أشعر بالثقة عندما أكتب باللغة الانجليزية , أشعر بعدم رغبتي في الكتابة باللغة الانجليزية , إلخ)

_____

_____

_____

_____

_____

السؤال الخامس

هذا اختبار قصير لقياس مستوى إجادتك للكتابة باللغة الإنجليزية ,ولن تؤثر نتيجة الاختبار على درجاتك الحالية .

التعليمات :

- الاختبار يحوي على أربع قطع باللغة الانجليزية,و كل قطعة توجد فيها كلمات بحروف ناقصة .
- املاي الفراغات بالحروف المناسبة لاكمال الكلمة الناقصة بما يناسبها .
- اكتبي إجاباتك بوضوح في الفراغات و لا تضيفي أي كلمات إضافية .
- اقراي القطعة اولا ثم حاولي ملء الفراغات .
- لديك (15) دقيقة لإكمال الاختبار بأكمله و لديك محاوله واحده فقط لاكمال الاختبار .
- قبل بدأ الاختبار سيطلب منك ادخال رقم التعريف الشخصي الخاص بك. ID Number الرجاء أنسخي /أحفظي الرقم في أسفل الصفحة و استخدامه قبل بدأ الاختبار .

مثال:

جملة تحوي على عدة كلمات بحروف ناقصة:

3) Food is an essential resource. You c[   ] not sur[   ] without it. Wi
[   ] use of fo[   ] effect on our li[   ] . Food c[   ] help
pre[   ] disease.

املاي الفراغات بالحروف المناسبة لاكمال الكلمة الناقصة بما يناسبها:

3) Food is an essential resource. You c[an   ] not sur[vive   ] without it. Wi
[hout   ] use of fo[od] effect on our li[ves   ] . Food c[an   ] help
pre[vent   ] disease.

من فضلك اضغط السهم عندما تكوني مستعده لإجراء الاختبار

***الرجاء نسخ رقم التعريف الشخصي قبل الانتقال للصفحة التالية ***
${rand://int/1:600}

137

Pets

Those people who care for pets like dogs and cats and look after them properly find it hard to believe that there are others who just leave their pets when they get tired of them. It i_____ punishable b_____ law t_____ do su_____ a th_____ in Eng_____. Nevertheless, i_____ August, wh_____ most peo_____ in Lon_____ go o_____ holiday, ma_____ pets a_____ left beh_____ and wand_____ in t_____ streets. Th_____ have sim_____ been thr_____ out b_____ their own_____ during t_____ weeks o_____ the hol_____. When th_____ animals are rescued, they are taken to an Animal Home in Chelsea. Here they are looked after until someone gives them a new home.

Driving in London

An American friend of ours rented a car in London, although he had no experience in driving on the left-hand side of the road. Suddenly o_____ American fri_____ found him_____ going i_____ the wr_____ direction. H_____ braked sha_____, slid side_____, and en_____ up wi_____ both fr_____ wheels o_____ the side_____. He w_____ almost reli_____ when a poli_____ came ov_____ to he_____ him o_____. As a hu_____ policeman lea_____ in a_____ the op_____ window o_____ friend wai_____ for the angry scold. But the policeman surprised him and said, "we seldom see anyone do that, sir."

نهاية الاستبيان

138

Appendix G

Adapted/ Modified Items from FLCAS, WAT, SLWAI and MRQ

	Original Items	*Adapted/ Modified Items*
***FLCAS**	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	I feel overwhelmed by the number of rules I have to learn to write in English.
	I often feel like not going to my language class.	I often feel like not going to my writing class.
	I am afraid that my language teacher is ready to correct every mistake I make.	I am afraid that my writing instructor will correct every mistake I make.
	Language class moves so quickly I worry about getting left behind.	Writing class moves so quickly I worry about getting left behind.
	I always feel that the other students speak the foreign language better than I do.	I always feel that other students write better than I do.
	I don't worry about making mistakes in language class.	I don't worry about making mistakes in my writing class.
****WAT**	Taking a composition course is a very frightening experience.	Taking a composition course makes me feel nervous.
	I avoid writing.	I avoid writing in my English writing class.
	I enjoy writing.	I enjoy writing in my English writing class.
	I feel confident in my ability to express my ideas clearly when writing.	I feel confident in my ability to express my ideas clearly when writing in English.
	I like to have my friends read what I have written.	I like to have my classmates read what I have written in English.
	It's easy for me to write good composition.	It's easy for me to write good compositions in English.
*****SLWAI**	I tremble or perspire when I write English compositions under time pressure.	I often tremble or feel panic when I write English compositions under time pressure.

	Original Items	*Adapted/ Modified Items*
	I freeze up when unexpectedly asked to write Englísh. compositions	I panic when unexpectedly asked to write English compositions.
	I'm not afraid at all that my English compositions would be rated as very poor.	I'm afraid to have my English compositions evaluated.
	I'm afraid that other students would deride my English composition if they read it.	I'm afraid that other students may ridicule my writing in Engllish.
****MRQ	I read to improve my grades.	I think reading improves my writing skills.
	I am a good reader.	I am a good reader in English.
	I sometimes read to my parents.	I usually seek every possible chance to read in English outside of class.
	I like to read about new things.	I like to read about new things in English.
	It is very important to be a good reader.	Learning and knowing how to read in English is very important.
	I read to learn new information about topics that interest me.	Reading in English is something I like to do.
	I read because I have to.	I read in English because I have to.
	I like to be the best at reading.	I freeze up when unexpectedly asked to read out aloud in class.
	My friends sometimes tell me I am a good reader.	I'm afraid that other students would deride my reading.

*FLCAS Foreign Language Classroom Anxiety Scale
**WAT Writing Apprehension Test
***SLWAI Second Language Writing Anxiety Inventory
****MRQ Motivation to Read Questionnaire

Appendix H

C-Test Passages

Pets

Those people who care for pets like dogs and cats and look after them properly find it hard to believe that there are others who just leave their pets when they get tired of them. It i(1)s punishable b(2)y law t(3)o do su(4)ch a th(5)ing in Eng(6)land. Nevertheless, i(7)n August, wh(8)en most peo(9)ple in Lon(10)don go o(11)n holiday, ma(12)ny pets a(13)re left beh(14)ind and wand(15)ering in t(16)he streets. Th(17)ey have sim(18)ply been thr(19)own out b(20)y their own(21)ers during t(22)he weeks o(23)f the hol(24)iday. When the (25) as animals are rescued, they are taken to an Animal Home in Chelsea. Here they are looked after until someone gives them a new home.

Decorating

Some friends of mine inherited a large house and gradually, room by room, they redecorated the place. At la(1)st the din(2)ing room w(3)as done exa(4)ctly as th(5)ey wanted i(6)t to b(7)e, and t(8)o celebrate fini(9)shing the wo(10)rk they h(11)ad din(12)ner party. A(13)s the inv(14)ited guests mo(15)ved into t(16)he new ro(17)om, one o(18)f them sto(19)pped in t(20)he doorway a(21)nd looked ro(22)und. "Heavens!" h(23)e said, "Wh(24)at fun i(25)t will be doing up this room."

Cornwall

On holiday in Cornwall in England I regularly watched a herdsman driving cows from field to the farmyard, helped by a large dog named Bruce. One d(1)ay I s(2)aw the m(3)an driving t(4)he cows a(5)s usual, b(6)ut without t(7)he dog. How(8)ever, i(9)f a c(10)ow strayed, he st(11)ill called o(12)ut, "Fetch h(13)er back, Br(14)uce," and t(15)he offender alw(16)ays moved ba(17)ck into li(18)ne. The m(19)n explained a(20)s he pas(21)sed me,"it's t(22)he dog's d(23)ay off, b(24)ut the co(25)ws don't know that."

Driving in London

An American friend of ours rented a car in London, although he had no experience in driving on the left-hand side of the road. Suddenly o(1)ur American fri(2)end found him(3)self going i(4)n the wr(5)ong direction. H(6)e braked sha(7)rply, slid side(8)ways, and en(9)ded up wi(10)th both fr(11)ont wheels o(12)n the side(13)walk. He w(14)as almost reli(15)eved when a poli(16)ceman came ov(17)er to he(18)lp him o(19)ut. As a hu(20)ge policeman lea(21)ned in a(22)t the op(23)en window o(24)ur friend wai(25)ted for the angry scold. But the policeman surprised him and said, "we seldom see anyone do that, sir."

Appendix I

C-Test Directions- English Version

This is a short test to assess your language proficiency, and it will not affect your course grades.

Directions:
- There are two passages with 100 blanks. Fill in each blank with the missing letters to complete the word.
- Write the letters clearly in the blanks. Do not add any extra words.
- It may help to read the whole passage first before trying to fill in the blanks.
- You have 15 minutes to complete the entire test. You only can take this test once.
- You will be assigned an ID number. Please copy the ID number at the bottom of this page before you begin the test.

Example:

Here is a passage with 7 blanks:

3) Food is an essential resource. You c[   ] not **sur**[   ] without it. **Wi**[   ] use of **fo**[   ] effect on our **li**[   ] . Food c[   ] help **pre**[   ] disease.

Fill in each blank with the missing letters to complete the word:

3) Food is an essential resource. You c[an] not **sur**[vive] without it. **Wi**[hout] use of **fo**[od] effect on our **li**[ves] . Food c[an] help **pre**[vent] disease.

Click on the arrow when you are ready to take the test

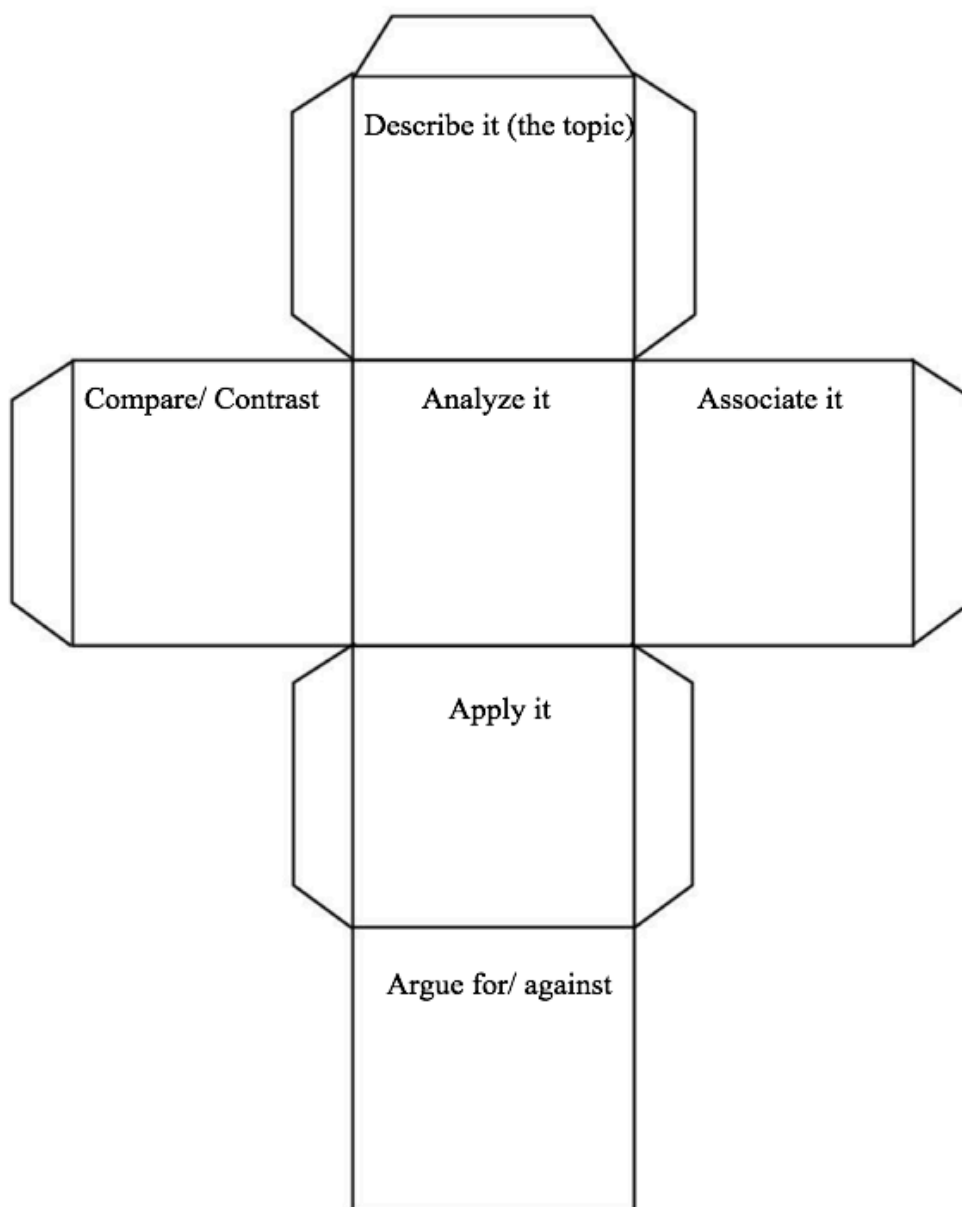****Remember to copy your ID number****
${rand://int/1:600}

142

Appendix J

Permission Letter from the Director of ELC at TaibahU

KINGDOM OF SAUDI ARABIA
Ministry of Education
TAIBAH UNIVERSITY
(039)

عمادة الخدمات التعليمية
Deanship of Academic Services

❖ أنت في طيبة.. فكن طيبا ❖

المملكة العَرَبِيَّة السَّعُودِيَّة
وزارة التَعَلِيم
جامعة طيبة
(٠٣٩)

October 23, 2018

To Whom It May Concern,

I am writing to confirm that the English Language Centre (ELC) at the Deanship of Academic Services in Taibah University welcomes the researcher Raja Altukruni to collect data needed for her PhD project at the University of Tennessee (English Writing Anxiety in Saudi Undergraduate Female Students). She will be allowed to distribute questionnaires amongst students and teachers at the ELC on the condition that this does not interrupt classes and teaching activities. We also request that data provided by our students will be kept confidential and used for academic purposes only. Any violation of these terms and conditions will render this permission letter invalid.

This letter is provided to Ms. Altukruni based on her request without any liability or responsibility whatsoever on the part of the English Language Centre (ELC), the Deanship of Academic Services, and Taibah University.

Sincerely,

Hamza

Dr. Hamza Alshenqeeti
Dean of Academic Services
Taibah University, Madinah, Saudi Arabia
E-mail: das@taibahu.edu.sa

Appendix K

Cubing Template

Compare/ Contrast	**Describe it (the topic)**	
	Analyze it	Associate it
	Apply it	
	Argue for/ against	

Adapted from Leki (1999).

VITA

Raja Altukruni is from Saudi Arabia. She graduated with a BA in English from Taibah University in Medina, Saudi Arabia, in 2011. In 2012, Raja received a full scholarship from the Saudi Ministry of Education to earn her MA in English as a Second Language from Duquesne University in Pittsburgh. Following completion of her MA, she worked as a language instructor for two years at Effat English Academy in Jeddah and Alghad Medical College in Medina in Saudi Arabia. In 2015, Raja received another scholarship from the Saudi government to pursue her PhD. In the spring of 2019, Raja completed her PhD in Education with a concentration in Literacy Studies and a specialization in ESL at The University of Tennessee (Knoxville). Her research interest lies broadly in examining issues and challenges encountered by English language learners on their journey as language learners, especially with issues related to teaching and learning L2 writing in EFL classrooms. She has presented her research in L2 professional venues, and she intends to disseminate her research findings through a variety of professional avenues, including academic publications and workshops. Her ultimate goal is not only to build theory, but also to produce and translate research that is directly relevant to the reality of those who teach and learn English in EFL contexts.