

The Effects of Writing Apprehension in English on the Writing Process of Jordanian EFL Students at Yarmouk University

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Abstract— Many researchers as well as practitioners in the area of English writing instruction and learning have highlighted the problem of writing apprehension as crucial determinant of student's success in learning to write effectively in English. Thus, this research aims to investigate the effects of writing apprehension on the writing process of Jordanian EFL students at Yarmouk University in Jordan. The sampling of this study consisted of sixty third year students studying B.A English Language and Literature at Yarmouk University in Jordan for the academic year 2010/ 2011. The instruments used in this study were Adapted Daly and Miller's [14] Writing Apprehension Test (WAT) by Gungle and Taylor [19] to measure writing apprehension and the writing strategy questionnaire which was adapted from the questionnaire used by Petric and Czár [27]. The results of this study showed that majority of the Jordanian EFL students at Yarmouk University in Jordan experienced high level of writing apprehension. Furthermore, There were a significant differences among high, mid, low in the frequency use across the three writing stages. These statistics suggested writing apprehension level of students had affected the frequency of strategy use and type of strategy use. English Language and Literature students at Yarmouk University in Jordan of different writing apprehension levels had preference over different and frequency of strategy use.

Keywords— EFL, Jordanian Students, Writing Apprehension, Writing Processes, Yarmouk University..

I. INTRODUCTION

WRITING is considered to be the most complex and difficult skill to master and as a rule, is more complex and difficult than writing in one's native language [5]. Writing presents a great confront for most students in academic context, both in the mother tongue and in an ESL/EFL contexts. As English has become the most popular language universally, the important of English writing cannot be too emphasized [10]. This difficulty of master writing, as in [30], "lies not only in generating and organizing of ideas but also in translating these ideas into readable texts". To [27], there are three stages in writing involving pre-writing, while-writing and post-writing. These three stages of the writing process are interconnected and they are non-linear in that they may overlap and may occur repeatedly without any fixed sequence or order [23]. Hence, L2 students need to use

various techniques and strategies as required at each stage of the writing process [12]. In their study, [27] stated that the pre-writing stage involved planning to write. Usually teachers provided a lot of help at this stage to support the students in the generation of ideas. After that, in the second stage, that is the while writing stage, the first draft would be written by the students themselves who then went on to revise and to produce the second draft. Finally, in the post-writing stage, the students would focus on the grammatical aspects, idea organization, and vocabulary. After the final editing, they would then submit their final written task.

In Jordan, the importance of English is limited to the process of university entrance selection purposes and as a foreign language, it is not used as "one of the primary means of communication in the society but taught simply as a school subject" [24]. Most studies that were conducted in Jordanian EFL contexts (e.g. [35] - [36] - [37]; [2]; [3]; [28]) assures that most EFL students are weak in writing. These studies have shown that EFL Jordanian students encounter several problems in all language skills, particularly in writing. Similarly, the previous studies assure that the weaknesses of Jordanian EFL students due to several reasons, including English language department curricula imposed by the EFL teachers in Jordan which focus on the traditional methods employed to teach writing to EFL students not on the process of writing. These studies have also recommended further research for explaining the sources and causes of the weakness of writing by Jordanian EFL students. The present study will look beyond the previous studies to gain more understanding and attempts to investigate the reasons behind the weakness of Jordanian EFL students in writing. The researcher thought the problem is more complicated than other Jordanian researchers addressed, despite the fact that writing apprehension is a problem facing many L2 writers ([15]; [19]; [9]; [4]) L2 writers experience high levels of apprehension, which tends to cause writing hate and avoid the writing process.

As such, this research studied the writing process of a group of university students at higher education level studying in the Department of English Language and Literature at Yarmouk University in Jordan. All the subjects are selected from the English Language and Literature degree since the

focus of this study was the writing problems among students learning L2 English language. These students were representative of the target respondents since they were the EFL students mentioned in this study. This research would also try to find ways to improve on the teaching of logical thinking and independent writing ability, promote more effective teaching and learning methodologies or strategies for teachers and students and encourage further future research to improve the teaching and learning of EFL in Jordan.

II. LITERATURE REVIEW

It is common knowledge that the way a student feels about the task of learning strongly influence the learning of the student with regard to the learning task. In the past, teachers of writing have the tendency to blame students' poor performances as an outcome of the students' poor attitude toward writing. The same teachers also think that students with positive attitudes toward writing often write very well in any given task. It is disastrous when some of these teachers believed this simplistic analysis is accurate but they do not try to improve the attitude of poor student writers in their class. In contrast, responsible teachers could understand the importance of positive writing experiences and positive feedback and have tried to introduce in their writing classes large doses of encouragement [4]. Writing is an enjoyable activity for some students and they see it as enjoyable exercise when they put their thought or ideas on paper. For those students who have difficulty putting their thoughts into written words, the activity will be a very uncomfortable, and even fearful experience each time they face a written task [13]. It is only normal that different students differ in their enjoyment and propensity to writing and this is known as writing apprehension. Hence, writers with different abilities in writing will face different anxiety when they are writing.

This is consistent with the opinion of [19] who stated that anxiety associated with first language writing has been investigated since the 1970s when Daly and Miller [14] coined the term "writing apprehension" which refers to writing-specific anxiety. The definition given by Daly and Miller regarding writing apprehension is that it is a "situation and subject specific individual difference associated with a person's tendencies to approach or avoid situation perceived to potentially require writing accompanied by some amount of perceived evaluation". For [34], writing anxiety is more of a 'fear of the writing process that outweighs the projected gain from the ability to write'. Reference [13] further referred to it as a psychological concept linked to a person's tendencies or predisposition to approach or avoid situations required for writing and accompanied by some amount of evaluation. Similarly, reference [6] defines writing anxiety as "a label for one or a combination of feelings, beliefs, or behaviors that interfere with a person's ability to start, work on, or finish a given writing task that he or she is intellectually capable of

doing". In short, writing anxiety is the psychological predisposition faced by an individual in the course of a writing task due to tendencies of overwhelming fear arising from a combination of feelings, beliefs, and behaviors affecting the individual's ability to write in the writing process as compared to the projected gain from the ability to write. Therefore, in the course of L2 learning, writing apprehension is often governed by a lack of personal belief in the individual's own ability to write [6].

A. The Effects of Writing Apprehension

Teachers have less faith in their ability to achieve success in their future academic work [13]. In a more detailed study, reference [13] found that the high apprehensive students faced problems dealing with agreement, punctuation, adjectives and adverbs, case, recognition of sentence fragments, pronouns, diction, recognition of faulty references, and parallelism.

The effect of writing apprehension on writing performance can be a predictor of the quality of the writing. For instance, reference [17] discovered that low apprehensive students tend to achieve higher grades in composition courses than high apprehensive students. In addition, low apprehensive students were found to write three times more words than high apprehensive students [7]. Other than that, according to reference [7] low apprehensive students also wrote significantly more paragraphs, more words per paragraph; more sentences, more nouns, pronouns, adjectives and prepositional phrases than the high apprehensive students. Incidentally the low apprehensive students also made less spelling errors than did high apprehensive students. Finally, Book noted that essays written by low apprehensive students wrote significantly more information than their high counterparts. In terms of writing quality, reference [13] had similar view as that held by reference [7] where his study showed a significant relationship between apprehension and quality evaluations. He also found that essays written by low apprehensive students were significantly better in quality than those written by high apprehensive students.

B. Causes of Writing Apprehension

Some studies in writing have found that there are many causes of writing apprehension. It was found that these causes have been detected as originating from several sources ranging from an individual's ability to write, the amount of preparation the student put in to complete the writing task, the fear of being assessed and judged on the basis of writing tasks, to the mixed messages students receive from their teachers through the direct and indirect feedback in their class [22], [26].

There have been many attempts to identify the causes of writing apprehension. Reference [13], suggested that wholly negative comments written by teachers on their students' essays resulted in reduced confidence, reinforcement and

satisfaction. On the contrary, reference [16], found that teachers who wrote positive comments on their students' essays tend to encourage their students to develop positive attitudes toward writing. Reference [29] also discovered a similar finding as [16], regarding the positive relationship between a writer's confidence and the ability to write.

In an early clarification of the idea of writing apprehension reference [29], hypothesized on many major causes of writing apprehension. The many causes include the writers being too worried over their ability to write; and having limited time to plan and write, and to revise the writing product. Here, students who think they are weak will feel pressured by the time constraints. As a result the anxiety levels will increase. Other causes of writing apprehension are students are not able to elaborate on their ideas, difficulty in developing arguments, limited range of vocabulary, and incapable of displaying the aesthetic quality of their texts; excessive criticism and repeated, arbitrary revision of the writer's work by editors and supervisors; and the fear of being assessed and judged on the basis of writing tasks. Reference [32] added to the causes in his note that when a student is not aware of the value of preparation and methods to adequately cope with the writing demands of the given task, then the student will suffer writing anxiety (cited in [25]).

Similarly, reference [13] suggested nine other causes of writing apprehension including the kind of writing tasks given, not enough writing skills, teachers' reactions to mechanical problems, the inclination to link writing with negative outcomes, apprehensive writers think their teachers are keen to punish them, scorn and embarrassment when a writer's work is compared with others publicly, teachers giving negative feedback with regard to the content of essays, writers perceive themselves poorly, and inadequate role models especially in a weak class.

Apart from the causes discussed above, the role of the teacher may also affect the students' writing apprehension. In this respect, reference [18] reported that the situation where teachers fail to write their feedback may become another major cause of writing anxiety. This is proved by situations where students with high writing apprehension had reported that positive comments from their teachers instilled confidence in their writing. Other apprehensive writers may think that their teachers forced them to write as a form of punishment because they could not write well, or they fear and resent past experiences of struggling to complete writing tasks with difficult formats and discouraging writing evaluations. All these causes surfaced due to the fact that most teachers are constrained by the education institutions' curriculum requirements to focus on teaching the theoretical concepts of writing and ignoring its practical aspects [18], [8].

III. METHODS

A. Subjects

Sixty students randomly selected from third year English Language and Literature students took part in this study. The subjects were all Jordanian students learning English and Literature at Yarmouk University in Jordan. The idea behind choosing (60) participants for this study because "there is no clear-cut answer, for the correct sample size, it depends on the purpose of the study and the nature of the population under scrutiny" [11]. Students in Yarmouk University generally come from different cities and towns in Jordan. The population represents almost all the existing socio-economic classes such as low, middle, and high classes in the country since social-class differences that are reflected and reproduced in schools have profound effects on students' writing achievements. They are similar in age, ranging from 19-22 years, but different in gender. They are also homogenous with regard to nationality, native language (Arabic), and educational background.

B. Measurements

Two instruments were used for this research were: A writing apprehension test (WAT) and writing strategy questionnaire. For this study, the researcher used Daly and Miller's WAT which was adapted by Gungle and Taylor to assess students' apprehension about writing. It is a standard writing apprehension measure and has been widely used across time on various groups of respondents. This scale consists of 26 items dealing with students' tendencies not to write, attitudes towards writing tasks and feelings as they write. The five-point Likert scale used by Gungle and Taylor were used in this study, which included the variables (1) strongly agree, (2) agree, (3) Uncertain, (4) disagree, (5) strongly disagree (See Appendix B).

The second instrument which was used in this study was writing strategy questionnaire by reference [27]. Originally, this questionnaire consists of 38 items covering three different sections. The first section is of general information on the background of the participants including their age and gender. The second section examines the writing process, namely, pre-writing, writing, and revising stages. The items of the questionnaires cover planning stages (8 items), while-writing stages (14 items), and revising stages (16 items) with a five-point Likert Rating Scale ranging from 1 – 'never true' to 5 – 'always true'.

In order to use it in EFL context, the researcher adapted writing strategy questionnaire. The questionnaire was shown to a panel of two experts holding Ph.Ds in English language. Some items were either changed or entirely deleted based on the experts' opinions, where some items were deleted. The panel recommended that some of the phrases or words be changed to ensure the respondents would not face any difficulty in understanding the questions or items. The total

numbers of items after this process was (33) items covering three different sections, pre-writing (8 items), while writing (12 items) and revising (13 items) (See Appendix A). As for the remaining items in the writing apprehension questionnaire, the panel recommended the use of Daly and Miller's five-point Likert scale using "strongly agree", "agree", "uncertain", "disagree" and "strongly disagree" instead of Gungle and Taylor's adapted six-point Likert scale to avoid any misunderstanding by students. The questionnaires used both the Arabic and English language for greater accuracy of selecting the most appropriate responses by the respondents (See Appendix B).

C. Data Analysis

The data from the study were all analyzed using SPSS 18 program. To analyze the data, descriptive analysis and one-way variance analysis (ANOVA) were used. The analyses were carried out at a significance level of $p = .05$. Respondents were classified as high, moderate, or low in writing apprehension on the basis of their responses to WAT.

IV. RESULTS

The results of this study are presented based on the research questions. The first question is: What are the writing processes undergone by students in their academic work? The summary of writing strategy use in the three writing stages, namely, planning, writing and revising were presented in Table I.

TABLE I
SUMMARY OF WRITING STRATEGY USE IN EACH STAGE

Stage	M	SD
Planning	3.34	1.08
Writing	3.21	1.21
Revising	3.38	1.07
Overall writing Strategy use	3.31	1.12

Descriptive statistics of mean and standard deviation for average strategy use in each of the three writing stages and overall strategy use were listed in table (4.6). The mean of overall strategy use was (3.31), which suggested that writing strategies were not frequently used among English Language and Literature students at Yarmouk University in Jordan. In addition, the mean of strategy use in the stage of revising (3.38) appeared to be higher than that of stage of planning (3.34) and writing (3.21).

Regarding to the second question for this study: What is the relationship between Jordanian EFL university students' writing process and their writing apprehension? Students were distributed to high apprehensive, mid or (moderate) and low apprehensive writer. Table II displays the distribution of students based on their apprehension level.

TABLE II
DISTRIBUTION OF STUDENTS BASED ON THE WRITING APPREHENSION LEVEL

Apprehension Levels	Frequency	Percent
High level of apprehension	43	71.7
Mid level of apprehension	3	5.0
low level of apprehension	14	23.3
Total	60	100

In Table II, the students were separated into three groups according to their level of apprehension which are high, middle and low level. The largest group is that of 43 or 71.7 % of the respondents who experienced a high level of writing apprehension, followed by another (14) or 23.3 % of respondents who experienced low level of writing apprehension. The remaining (3) (5.0%) of the respondents were those who experienced mid-level writing apprehension.

To determine the affect the apprehension level of English Language and Literature students at Yarmouk University in Jordan on writing process, Table III and IV below presented the data.

TABLE III
SUMMARY OF MEANS AND STANDARD DEVIATIONS FOR WRITING PROCESS USE BY APPREHENSION LEVEL

Level of apprehension	Planning Stage		Writing Stage		Revising Stage	
	M	SD	M	SD	M	SD
High (n=43)	3.912	.447	3.608	.118	3.941	.484
Mid (n=3)	3.373	.866	2.916	.500	3.641	1.022
Low (n=14)	2.456	.262	2.339	.100	2.626	.262
Total	3.545	.751	3.277	.751	3.619	.725

TABLE IV
ANOVA RESULTS FOR WRITING PROCESS USE IN THREE STAGES BY APPREHENSION LEVEL

Stages		SS	Df	MS	F	Sig
Planning Stage	Between groups	22.526	2	11.263	59.350	.000
	Within groups	10.817	57	.190		
	Total	33.343	59			
Writing Stage	Between groups	17.426	2	8.713	17.333	.000
	Within groups	28.653	57	.503		
	Total	46.079	59			
Revising Stage	Between groups	18.253	2	9.127	40.551	.000
	Within groups	12.829	57	.225		
	Total	31.082	59			

As Table III and IV indicate, there were significant differences among high, mid, low in the frequency use across the three writing stages namely, planning ($F=59.350$, $P=.000<.05$) writing ($F=17.333$, $P=.000<.05$), revising ($F=40.551$, $P=.000<.05$). These statistics suggested writing

apprehension level of students had affected the frequency of strategy use and type of strategy use. English Language and Literature students at Yarmouk University in Jordan of different writing apprehension levels had preference over different and frequency of strategy use.

V. DISCUSSION AND CONCLUSION

The term "writing apprehension" was coined by [14], to describe "the tendency of a person to avoid the process of writing". Learners experiencing apprehension often avoid writing, have difficulty putting their thoughts into written words and find writing classes unfavorable. In the present study, the researcher found that English Language and Literature students at Yarmouk University in Jordan experienced high level of writing apprehension. The findings of this study were in line with those of many other researchers findings in EFL context such as [20], [1], [31], [21] and [33]

found that EFL students experienced high level of writing apprehension and students with high levels of writing apprehension consider writing to be unrewarding, and that these individuals will avoid classes that involve writing assignments.

The results of this study highlight the affective dimensions of EFL learning. English language teachers at universities level need to be aware of high apprehensive level of learners in writing, to use modern methodology to teach writing, to motivate their students to write more and practice English inside English writing classrooms by introduce more learner-centered activities and allow students more autonomy in classroom activities. When students are given more autonomy over how they learn and do things, it follows that confidence is boosted and a positive attitude toward word is fostered. When such a situation is encouraged, it would most likely lead to decrease levels of apprehension.

APPENDIX (A)

University Matric No. الرقم الجامعي : _____

Gender الجنس : Female انثى _____ Male ذكر _____ (please put an X)

Age العمر : _____ years

Instructions: In this part, you will find statement about the different stages of writing in English: before writing, while writing, and when revising. Please read each statement carefully and circle the number indicating **how true of you the statement is**.

التعليمات: في هذا القسم سوف تجد عبارات عن مختلف مراحل عملية الكتابة في اللغة الإنجليزية: قبل الكتابة, أثناء الكتابة, أثناء المراجعة. الرجاء قراءة كل عبارة بشكل كاف وضع دائرة حول الرقم الذي تشعر أنه يحدد موقفك من عدمه.

BEFORE I START WRITING AN ESSAY IN ENGLISH

Please circle the appropriate number.

BEFORE I START WRITING AN ESSAY IN ENGLISH	always 1 دائماً	Often 2 غالباً	Sometimes 3 أحياناً	seldo m 4 نادراً	never 5 أبداً
1 I make a timetable for the writing process. أضع جدول زمني لعملية الكتابة	1	2	3	4	5
2 Before I start writing I revise the requirements. قبل البدء بعملية الكتابة أراجع المتطلبات	1	2	3	4	5
3 I look at a model written by a native speaker or more proficient writer. أطلع على نموذج كتب من قبل متحدثين أصليين للغة أو على نماذج كتبت من قبل الكتبة الأكثر مهارة	1	2	3	4	5
4 I start writing without having a written or mental plan. أبدأ عملية الكتابة دون إمتلاك خطة مكتوبه أو ذهنية	1	2	3	4	5
5 I think about what I want to write and have a plan in my mind, but not on paper. أفكر بما أريد كتابته ولدي خطة في ذهني ولكن ليس على الورق	1	2	3	4	5
6 I note down words and short notes related to the topic أدون ملاحظات وكلمات قصيرة تتعلق بالعنوان المراد الكتابة عنه	1	2	3	4	5
7 I write an outline of my paper in English أكتب الخطوط العريضة باللغة الإنجليزية	1	2	3	4	5
8 I write notes or an outline in Arabic أكتب ملاحظات وخطوط عريضة باللغة العربية	1	2	3	4	5

WHEN WRITING IN ENGLISH

Please circle the appropriate number

WHEN WRITING IN ENGLISH	always 1 دائماً	Often 2 غالباً	Sometimes 3 أحياناً	seldom 4 نادراً	never 5 أبداً
1. I start with the introduction أبدأ عملية الكتابة بكتابة المقدمة	1	2	3	4	5
2. I stop after each sentence to read it again أتوقف بعد كل جملة لقراءتها مرة أخرى	1	2	3	4	5
3. I stop after a few sentences or a whole paragraph, covering one idea. أتوقف بعد عدة جمل أو فقرة كاملة لتغطية فكرة واحدة	1	2	3	4	5
4. I reread what I have written to get ideas how to continue أعد قراءة ما كتبت لتكوين أفكار لكيفية الإستمرار	1	2	3	4	5
5. I go back to my outline and make changes in it if necessarily. أعود إلى الملاحظات والخطوط العريضة وأعمل على تغييرها إذا دعت الضرورة	1	2	3	4	5
6. I write bits of the text in Arabic and then translate them into English. أكتب قليلاً من النص باللغة العربية ومن ثم أترجمه للغة الإنجليزية	1	2	3	4	5
7. I go for sure in grammar and vocabulary. أناكد من القواعد والمفردات	1	2	3	4	5
8. I simplify what I want to write if I don't know how to express my thoughts in English. أبسط ما أريد كتابته إذا لا أستطيع التعبير عن أفكاري باللغة الإنجليزية	1	2	3	4	5
9. If I don't know a word in English, I write it in Arabic and later try to find an appropriate English word. إذا لم أعرف كلمة باللغة الإنجليزية أكتبها باللغة العربية وبعدها أحاول إيجاد الكلمة باللغة الإنجليزية	1	2	3	4	5
10. If I don't know a word in English, I find a similar English word that I know. إذا لم أعرف كلمة باللغة الإنجليزية أحاول أن أجد كلمة بديله أعرفها	1	2	3	4	5
11. If I don't know a word in English, I stop writing and look up the word in the dictionary. إذا لم أعرف كلمة باللغة الإنجليزية أتوقف عن الكتابة وأحاول إيجادها في القاموس	1	2	3	4	5
12. I ask classmates or English teacher to help out when I have problems while writing. أستعين بزملائي ومعلم اللغة الإنجليزية للمساعدة عندما أواجه مشكلة في الكتابة	1	2	3	4	5

WHEN REVISING

Please circle the appropriate number.

WHEN REVISING	always 1 دائماً	Often 2 غالباً	Sometimes 3 أحياناً	seldom 4 نادراً	never 5 أبداً
1. I only read what I have written when I have finished the whole paper. أقرأ فقط ما كتبت عندما أنتهي من كتابة الموضوع بشكل كامل	1	2	3	4	5
2. When I have written my paper, I hand it in without reading it. عندما أنني ما كتبت أقدمها بدون قراءتها	1	2	3	4	5
3. I make changes in vocabulary. أعمل على تغيير في المفردات	1	2	3	4	5
4. I make changes in sentence structure. أعمل على تغيير في تراكيب الجمل	1	2	3	4	5
5. I make changes in the structure of the essay. أعمل على تغيير في تركيب الموضوع	1	2	3	4	5
6. I make changes in the content or ideas. أعمل على تغيير في محتوى الفكره	1	2	3	4	5
7. I focus on one thing at a time when revising (e.g., content, structure) أركز على شيء واحد فقط في عملية المراجعة (المحتوى والتركييب)	1	2	3	4	5

8. I drop my first draft and start writing again. أعمل على إسقاط النسخة الأولى وأبدأ بعملية الكتابة من جديد	1	2	3	4	5
9. I check if my essay matches the requirements. أدقق فيما إذا كان النص حقق جميع المتطلبات	1	2	3	4	5
10. I leave the text aside for a couple of days and then I can see it in a new perspective. أترك النص لعدة أيام ومن ثم أستطيع أن أراه بوجهه نظر جديد	1	2	3	4	5
11. I show my text to somebody and ask for his/her opinion. أعطي النص لشخص ما وأسأله عن رأيه	1	2	3	4	5
12. I compare my paper with the essays written by my classmates on the same topic. أقارن موضوعي بالمواضيع التي كتبت من قبل زملائي في نفس الموضوع	1	2	3	4	5
13. I check my mistakes after I get back the paper with feedback from the teachers, and try to learn from them. أدقق في الأخطاء التي قمت بها بعد مراجعتها وتقييمها من قبل المعلمين وأحاول أن أتعلم منها	1	2	3	4	5

APPENDIX (B)

(ESL) Writing Apprehension Test

Daly-Miller WAT adapted by Gungle and Taylor (1989)

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

التعليمات: في الأسفل سلسلة عبارات حول الكتابة باللغة الإنجليزية . الرجاء الإشارة الى الدرجة التي تنطبق عليك عند عملية الكتابة إذا كانت (1) موافق بشده, (2) موافق, (3) غير متأكد, (4) لا أوافق, (5) لا أوافق بشده . بعض البيانات سوف تبدو لك مكرره , الرجاء أخذ الوقت الكافي لإجابة عليها شاكرًا لكم تعاونكم.

Statements	Strongly agree موافق بشده 1	Agree موافق 2	Uncertain غير متأكد 3	Disagree لا أوافق 4	Strongly disagree لا أوافق بشده 5
1. I avoid writing in English أتجنب الكتابة باللغة الإنجليزية	1	2	3	4	5
2. I have no fear of my English writing being evaluated. أنا لا أخشى من تقييم كتابتي باللغة الإنجليزية	1	2	3	4	5
3. I look forward to writing down my ideas in English. أتطلع لكتابة أفكاري باللغة الإنجليزية	1	2	3	4	5
4. I am afraid of writing essays in English when I know they will be evaluated. أخاف من كتابة موضوع باللغة الإنجليزية عندما أعلم أنه سوف يُقيم	1	2	3	4	5
5. Taking an English composition course is a very frightening experience. الدراسة في فصل كتابة باللغة الإنجليزية تجربة مخيفة	1	2	3	4	5
6. Handing in a composition in English makes me feel good. تسليم موضوع باللغة الإنجليزية يجعلني أشعر بالإرتياح	1	2	3	4	5
7. My mind seems to go blank when I start to work on a composition in English. عند البدء بكتابة موضوع باللغة الإنجليزية أشعر بعثاوة في عقلي	1	2	3	4	5
8. Expressing ideas through writing in English seem to be a waste of time. كتابة الأفكار باللغة الإنجليزية مضيعة للوقت	1	2	3	4	5
9. I would enjoy sending my English writing to magazines for evaluation and publication. سوف أنشر ما أكتبه باللغة الإنجليزية في المجلات	1	2	3	4	5
10. I like to write my ideas down in English. أرغب بكتابة أفكارتي باللغة الإنجليزية	1	2	3	4	5
11. I feel confident in my ability clearly express my ideas when writing in English	1	2	3	4	5

أشعر بالنقمة بقدرتي على التعبير عن أفكارني بالكتابة باللغة الإنجليزية					
12. I like to have my friends read what I have written in English. أرغب بقيام أصدقائي بقراءة ما أكتبه باللغة الإنجليزية	1	2	3	4	5
13. I'm nervous about writing in English. أشعر بالإنزعاج عند القيام بالكتابة باللغة الإنجليزية	1	2	3	4	5
14. People seem to enjoy what I write in English. يبدو على الناس السعادة لكتاباتي باللغة الإنجليزية	1	2	3	4	5
15. I enjoy writing in English. أشعر بالمتعة عندما أكتب باللغة الإنجليزية	1	2	3	4	5
16. I never seem to be able to clearly write down my ideas in English. لا أشعر أبداً أن لدي القدرة على الكتابة باللغة	1	2	3	4	5
17. Writing in English is a lot of fun. الكتابة باللغة الإنجليزية متعة كبيرة	1	2	3	4	5
18. I expect to do poorly in English composition classes even before I enter them. أتوقع بأن يكون مستواي بفصل الكتابة باللغة الإنجليزية ضعيف حتى قبل أن أدخله	1	2	3	4	5
19. I like seeing my thoughts on paper in English. أريد أن أرى أفكارني مكتوبة على الورق باللغة الإنجليزية	1	2	3	4	5
20. Discussing my English writing with others is an enjoyable experience. مناقشة ما أكتب باللغة الإنجليزية مع الآخرين متعة كبيرة	1	2	3	4	5
21. I have a terrible time organizing my ideas in an English composition course. أشعر بضيق في الوقت عندما أنظم أفكارني لكتابتها في فصل الكتابة باللغة الإنجليزية	1	2	3	4	5
22. When I hand in an English composition I know I'm going to do poorly. عندما أسلم موضوع باللغة الإنجليزية أعلم أن الموضوع ضعيف	1	2	3	4	5
23. It's easy for me to write good compositions in English. من السهل جداً علي كتابة موضوع باللغة الإنجليزية	1	2	3	4	5
24. I don't think I write in English as well as most other people. لا أعتقد أنني أكتب باللغة الإنجليزية كما معظم الناس	1	2	3	4	5
25. I don't like my English compositions to be evaluated. لا أرغب بأن المقال الذي أكتبه باللغة الإنجليزية يُقيم	1	2	3	4	5
26. I'm no good at writing in English. أنا غير جيد بالكتابة في اللغة الإنجليزية	1	2	3	4	5

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