MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

UNIVERSITY OF ALGIERS 2 ABOULKACEM SAADALLAH

FACULTY OF FOREIGN LANGUAGES

DEPARTMENT OF ENGLISH

Investigating Foreign Language Writing Anxiety from Think to Ink with Reference to Sources of Anxiety , and Task-related Anxiety:
The Case of First-year and Third-year Students at the English Department of Algiers 2 University

A thesis submitted to the Department of English-Faculty of Foreign Languages-University of Algiers II in accordance with the requirement for the degree of Doctorate Es-sciences in English Linguistics and Didactics

Submitted by: **Supervised by:**

Mrs. Chahrazad MOUHOUBI-MESSADH   Professor. Kamel KHALDI

Board of Examiners

Chair: Prof. Fatiha Hamitouche, University of Algiers 2

Supervisor: Prof. Kamel Khaldi, University of Algiers 2

Internal Examiner: Dr. Nesrine Aoudjit-Bessai, University of Algiers 2

External Examiner: Prof. Fatma Zohra Nedjai, High School of Fine Arts of Algiers

External Examiner: Dr.Ali Mohamed Chaabane, University of Blida 2

Academic Year: 2022-2023

Board of Examiners

Chair: Prof. Fatiha Hamitouche, University of Algiers 2

Supervisor: Prof. Kamel Khaldi, University of Algiers 2

Internal Examiner: Dr. Nesrine Aoudjit-Bessai, University of Algiers 2

External Examiner: Prof. Fatma Zohra Nedjai, High School of Fine Arts of Algiers

External Examiner: Dr.Ali Mohamed Chaabane, University of Blida 2

Declaration

I hereby declare that the substance of this dissertation is entirely the result of my investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

I am duly informed that any person practicing plagiarism will be subject to disciplinary sanctions issued by university authorities under the rules and regulations in force.

Date: March 13th, 2023

Signed: Chahrazad MOUHOUBI-MESSADH

Dedication

I dedicate this work to my family, especially *my mother,* who taught me to stand up and never give up, whatever the circumstances.

My heartfelt thanks go to my husband and children for their understanding and support.

Very special thanks are also addressed to my youngest uncle and brother Sidali, who is a real source of my courage and resistance.

My sincere appreciation also extends to my ever-outstanding friends and colleagues:

Assia Kaced, NesrineBessai, Lynda Silhadi, Fyzia Bouchama, Amina Bezzazi, Adela Talbi, and Lynda Ghout for their encouragement and endless support. I am so grateful to them.

Acknowledgements

Abstract

As writing in a foreign language requires both cognitive and emotional involvement on the part of language students, this present study attempts to address writing anxiety and its potential sources as experienced by undergraduate students at the Department of English of Algiers 2 University. More specifically, this research is a humble endeavour to contribute to the recent area of inquiry, that of the dynamic approach to anxiety. The research to date has tended to focus on the notion of causality rather than the person-in-context view of learners, including a myriad of perceptions and experiences. This research also sheds light on the effect of increased exposure to the target language on the students'writing anxiety. It also seeks to examine anxiety specific to different writing tasks. In addition to that, and with the shift into hybrid teaching due to the COVID-19 pandemic outbreak in Algeria, there was a need to identify the impact of the new teaching e-platforms like Moodle on students' writing anxiety. The methodological approach taken in this study is a mixed-methods research paradigm using a variety of data collection tools namely: two questionnaires administered to 168 students grouped into first-year and third-year students, focus group interviews conducted with 16 students, a writing task experiment done with 50 students, and two questionnaires completed by 11 teachers. The research findings indicate that significant anxiety is experienced by many of the subjects in relation to specific aspects of EFL writing. Most of the items indicative of behavioural signs of anxiety on fear of limited self-expression, forgetfulness, and lack of concentration were supported by a third or more than half of the participants who took part in the study. Data from the focus group interviews that were subject to thematic analysis helped as well in understanding some of the negative feelings peculiar to writing anxiety, like uneasiness and discomfort. Further, it was also found that writing anxiety does not necessarily diminish as students' proficiency in EFL increases. The findings also revealed that writing anxiety could derive from a cluster of sources ranging from personal to instructional ones. As far as writing tasks are concerned, the present study shows that affective reactions to task performance can be too perfectionist, especially for third-year students. In trying to shed light on the effect of Moodle implementation on students' writing anxiety, the findings revealed that most of the teachers consider

Moodle teaching a stressful experience for the majority of their students. On the basis of these results, a number of implications relative to classroom practice are suggested. Ways to deal with writing anxiety are subsequently offered. Those suggestions are inspired by anxiety research and the findings of the study as well.

Key words: writing anxiety, sources of writing anxiety, writing tasks, Moodle implementation.

List of Abbreviations

BIQ: Background Information Questionnaire

EFL: English as a Foreign Language

ESL: English as a Second Language

FG: Focus Group

FL: Foreign Language

FLA: Foreign Language Anxiety

FLCAS: Foreign Language Classroom Anxiety Scale

FLRAS: Foreign Language Reading Anxiety Scale

FLWASQ: Foreign Language Writing Anxiety Survey Questionnaire

ICT: Information and Communications Technology

IT: Information Technology

L1: First Language

L2: Second Language

LMD: Licence-Master-Doctorat

SLA: Second Language Acquisition

SLWAI: Second Language Writing Anxiety Inventory

SLWAT: Second Language Writing Apprehension Test

WAS: Writing Apprehension Scale

WAT: Writing Apprehension Test

TABLE OF CONTENTS

CHAPTER ONE

Theoretical Background

CHAPTER TWO

Research Design and Procedures

CHAPTER THREE
Presentation and Analysis of the Students' Questionnaires

CHAPTER FOUR

Presentation and Analysis of the Focus Group Interviews

CHAPTER FIVE

Presentation and Analysis of the Writing Tasks Experiment

CHAPTER SIX

Presentation and Analysis of the Teachers' Questionnaires

CHAPTER SEVEN

Discussion, Interpretation of the Results, and Pedagogical Implications

List of Tables

	Writing Inadequacies	
Table 7.5	Summary of the FLWASQ Answers on Competitiveness and Peer Editing	**280**
Table 7.6	Summary of the FLWASQ Answers on Students'Preferred Modes of Correction	**281**

List of Figures

General Introduction

1. Statement of the Problem

Over the last four decades, there has been a considerable interest in language learner psychology. Anxiety, in particular, as a complex emotion has attracted researchers' attention across a plethora of academic contexts. However, previous research on language anxiety concentrated extensively on findings yielded from group averages and statistics. Such results were depersonalizing students and language learners, depicting little of their individual differences (Ushioda, 2011). In response to such concerns, the focus of recent research into language anxiety shifted the direction of thought into a dynamic approach within a contextualized trend of inquiry (MacIntyre, 2017; Dewaele, 2017 b).

As such, the present research attempted to investigate the anxiety associated with Algerian EFL students' writing adopting a dynamic approach. The study also tried to examine the effects of anxiety on writing and identify its sources for different levels of proficiency: first-year and third-year university students. In addition to that, the research endeavoured to explore whether anxiety in EFL writing was related to certain writing tasks. As there was a shift towards hybrid teaching, the study sought to investigate teachers' perceptions of students' writing anxiety relative to virtual classrooms as opposed to face-to-face settings.

To this end, this exploratory research project tried to extend the previous research studies on anxiety and its impact on the EFL writing of university undergraduates. There was a need to document writing anxiety in a university context like ours by combining both quantitative and qualitative measures. In fact, my magister research work paved the way for this project as a follow-up study. The focus of my former study was anxiety related to speaking of undergraduate students at the English Department, University of Algiers 2.

A growing body of research was conducted to examine language anxiety in the last decades. The negative detrimental effects of anxiety in relation to foreign language learning and performance became the interest of language researchers and

1

professionals in different contexts. Initially, the studies in the 1970s and 1980s were characterised by inconclusive results. Researchers have attributed the difficulty in interpreting results relative to language anxiety to the lack of specific anxiety measures and scales.

In the mid-1980s, Horwitz, Horwitz, and Cope were the first to consider foreign language anxiety as a distinct phenomenon unique to language learning. They developed the Foreign Language Classroom Anxiety Scale (FLCAS) as a specific scale to measure language anxiety. Their work provided a remedy to the previous inconclusive results in the field of anxiety research. Horwitz, Horwitz, and Cope (1986) proposed that language anxiety was a specific anxiety called Foreign Language Anxiety rather than a trait form of anxiety. Such anxiety construct was found to be responsible for students' negative experiences in language classes. Specifically, Horwitz et al (1986) conceived language 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). According to Tsui (1996), the uniqueness of language learning may be explained by the fact that learners are much more subjected to criticism and negative evaluation than in other subjects. The chances of making mistakes in the language class are much greater. Language learners may get the answer right in terms of content, but wrong in form or pronunciation (Tsui, 1996).

The research findings concerning anxiety and language achievement indicated a consistent moderate negative relationship between anxiety and achievement (Horwitz et al., 1986; Philips, 1992). Those studies suggested that poor language learning was a cause rather than a result of language anxiety in some individuals, including difficulty in authentic self-presentation and various language teaching practices (Horwitz, 2001).

Studies have been centering on anxiety research from different specific perspectives. The other more focused trends in language anxiety research have attempted to identify aspects of language learning that might provoke anxiety for students, such as reading and writing. Horwitz, Saito and Garza (1999) investigated the relationship between reading and foreign language anxiety. They found anxiety as

an important factor in second language reading difficulties. In another study, Cheng, Horwitz and Schallert (1999) examined the link between classroom anxiety and foreign language writing anxiety. They found a significant negative correlation between anxiety and writing-speaking components.

2. Background to the Research Study

Writing is a demanding skill as students are required to write in a language they are in the process of mastering, and there could be a number of reasons for such a situation. As a teacher at the English Department, there were assumptions that there might be a link between students' willingness to write in English as a foreign language and students' levels of anxiety. The major interest to examine anxiety and its impact on writing stemmed also from reading the research studies conducted on foreign language learning anxiety. Previously, many studies focused on anxiety and its negative effects on language learning in general. In the last years, there appeared a new direction in this area of research by trying to link anxiety to different specific language skills such as listening, reading, and writing.

In first language acquisition research, the concept of writing apprehension was first used by Daly and Miller (1975a) to describe a person's willingness to undertake or to avoid writing tasks. The Daly-Miller Writing Apprehension Test or the WAT was used as a primary instrument to measure students' writing apprehension when writing in English as a first language. Daly and Miller's (1975a) study revealed that students with high writing apprehension levels showed less willingness to take advanced courses in writing.

Within the field of second language acquisition research, Gungle and Taylor (1989) investigated writing apprehension and its relation to students' willingness to take writing courses and to the choice of occupation for college programmes requiring writing. Gungle and Taylor (1989) used a modified Daly and Miller's (1975a) writing apprehension test and posited a negative correlation between ESL writing apprehension and the perceived writing requirements of ESL students' majors.

Masny and Foxall (1992) explored the links between writing apprehension, preferred writing processes, and academic achievement. The participants were tested and categorised as high and low achievers in their writing classes. The scores of the writing apprehension questionnaire also classified students as having high or low anxiety levels. The results of the study indicated that high achievers had lower apprehension scores. High apprehension correlated with unwillingness to take more writing classes. In terms of gender differences, Masny and Foxall's (1992) study demonstrated that females were more apprehensive than males.

Cheng (2004a) developed a self-report second language writing anxiety measure that conforms to a three-dimensional conceptualization of anxiety. The Second Language Writing Anxiety Inventory (SLWAI) consists of three subscales: Somatic Anxiety, Cognitive Anxiety, and Avoidance Behaviour. The study generated a preliminary version of second language writing anxiety.

A high level of anxiety could present a major hindrance in second language learning (Oxford 1999). To what extent could that be true for a writing class? Writing in an EFL context might not be an easy task for some students. Most of the time, they are trying to perform in a language they are trying to master and learn. In a writing class, for instance, the amount of production might be affected not only by students' limited linguistic competences but by anxiety as well. As such, examining anxiety and its impacts on student' writing presented a central issue in this study. In addition to that, this study aims to provide theoretical and practical contributions to the existing research on foreign language learning anxiety.

What follows is an overview of the major research questions and the rationale behind the choice of questions underlying the study, as well as the ultimate research objectives.

3. Research Questions

After stating the general scope in the present study, we then address a number of research questions:

Research Question 1

Foreign language anxiety poses real problems for language students because it can interfere with the acquisition, retention, and the production of new language. The majority of previous anxiety research has been conducted in foreign language settings, particularly in the USA, Canada, and Far Eastern countries (Masny & Foxall,1992; Cheng et al., 1999; Horwitz, 2001; Cheng 2004a; Cheng 2004b; Horwitz et al., 2010; Zhang, 2011; Rezaei & Jafari, 2014). It is thought that a study on writing anxiety in a different learning context like ours would contribute to this area of inquiry. As a first step in the present study, we want to find out whether students show any levels of anxiety when they write in English. Thus, our first research question is formulated as follows:

RQ1: Does anxiety specific to writing in a foreign language exist among EFL students of the Department of English-Algiers 2 University?

Research Question 2

Exposure to the target language might be one of the contributing factors that could be accounted for in examining anxiety. The present research study employed participants of different proficiency levels, namely first-year and third-year university students. Another concern of the study is to find out whether high ability students would be less prone to anxiety if compared to low ability students. The second research question is addressed as follows:

RQ 2: Does anxiety in foreign language writing vary with increased exposure to the target language?

Research Question 3

In order to reduce anxiety in writing, there is a need to identify its sources. The specific sources of writing anxiety have not yet been overtly recognized. Studies examining the relationships between anxiety and learner variables will help increase our understanding of language learning from the learners' perspective and provide a wider range of insights.

RQ 3: Which sources are likely to influence anxiety in foreign language writing for students of different proficiency levels?

Research Question 4

Theoretically, little is known about the possible writing tasks that could augment negative affect anxiety for students. Researchers have posited that negative emotions like anxiety could be better understood through a process-oriented view. Affective reactions are "dynamic moment-by-moment needs" that could be more than a simplistic explanation of cause-effect relationship (White, 2018; MacIntyre ,2017; Gkonou, 2017). From this standpoint, our research relies on this vision of considering anxiety in language writing within specific contexts. The concern is to depict learners in a cluster of factors rather than focusing on cause-effect relationships that might skip valuable details. Researchers like Gkonou (2017), MacIntyre (2017), Gregerson and MacIntyre (2012), and White (2018) clearly highlighted the need for research into the construct of anxiety adopting a dynamic approach.

The following question addresses this issue:
RQ 4: Does anxiety vary with specific tasks in foreign language writing?

Research Question 5

The research data of our study were collected during the traditional face-to-face writing classes. Thus, the interruption during the COVID-19 pandemic has led us to think of updating our research and make some changes due to the demands of the learning-teaching context. One parameter to consider is the new e-learning and hybrid teaching environment. To date, very few studies have tackled the issue of writing

anxiety in an online learning environment. Hence, our fifth research question is formulated as follows:

RQ 5: To what extent has Moodle implementation had any impact on students' writing anxiety?

4. Purpose of the Study

This study is limited to the English Department of the University of Algiers 2. This implies that the ultimate findings, as well as conclusions and pedagogical implications, solely reflect this context of study. This research in particular focuses on investigating the foreign language writing anxiety of students of diverse ability levels. Foreign language students experience worry and fear when forced to use the language they are studying. If we assume that anxiety can have negative effects on writing and cause difficulties for students, the present study has set forth the following objectives:

1- To understand the construct of anxiety related to studying writing in an EFL university context. More precisely, the aim is to contribute to the theory of language anxiety.

2- To conceptualise anxiety-provoking situations in foreign language writing relative to intrinsic and/or extrinsic sources for different levels of proficiency.

3- To raise teachers' awareness of the types of writing activities and tasks that would influence students' anxiety in foreign language writing. In particular, the writing situations that students are likely to avoid and feel anxious about.

4- To suggest ways that could help in dealing with anxiety specific to foreign language writing.

5- To deal with teachers' perceptions of Moodle implementation in the teaching of writing and its impact on students' writing anxiety.

5. Significance of the Study

The different research studies that dealt with language anxiety acknowledged its negative effects on language learning as a whole. Such studies have been conducted in

different settings, utilising various research instruments such as questionnaires, interviews, and diaries.

The present study proposes a continuum and extends previous research findings that called for investigating the more subtle effects of anxiety on language skills (MacIntyre & Grander, 1994b; Horwitz et al., 1986). Students, teachers, and researchers agree that anxiety is a common experience, and they have been interested in knowing the extent to which anxiety inhibits language learning and language production (Dewaele , 2017).

Daly and Miller (1975a) based their study on first language learning. Although the results were significant in showing the anxiety-writing relationship, the study was conducted to measure students' apprehension when writing in English as a first language. There is an assumption that exploring writing in an EFL context would generate different research findings.

In Gungle and Taylor's (1989) study, the results were not conclusive. There were no significant correlations between writing apprehension and students' attention to form or content in ESL writing. Gungle and Taylor (1989) used a modified Daly-Miller Writing Apprehension Test (1975a) and suggested that the WAT might not be capable of testing ESL students' levels of writing anxiety.

For Masny and Foxall's (1992) study, the number of participants was relatively small to account for writing anxiety. The sample consisted of twenty-eight adult learners of ESL ranging in age from twenty to fifty-five years-old. The participants come from different nationalities: Arabic, French, Japanese, Polish, and Spanish. Besides, they had varying language backgrounds in an intensive ESL class. We assume that age differences and some socio-cultural factors might have affected the results of the study. Moreover, language learning in an intensive setting might have contributed to students' anxieties. Thus, more formal evaluations of anxiety in writing are recommended in non-intensive settings such as ours.

To the best of our knowledge, very few studies have tackled writing anxiety in the Algerian EFL context. We can refer to Akhrib and Nedjai's (2021) study on the

relationship of EFL writing achievement with test anxiety and writing anxiety. The study investigated the extent to which EFL middle school learners' writing achievement correlated with test anxiety and writing anxiety. We assume that studies on university students could reveal other parameters that cannot be accessed by middle school pupils. The scarcity of literature on writing anxiety in Algeria has increased our interest to this domain of research. As not much is done on the dynamic nature of anxiety, the significance of the present research also stems from Tsui and Cheng's (2022) argument that more studies taking the dynamic perspective in formulating research are much desired in order to offer a more sophisticated and in-depth understanding of the impact of foreign language anxiety across a variety of contexts.

6. Operational Definitions of Key Terms

Writing Anxiety: In this study, writing anxiety refers to the fear or apprehension associated with writing in English as a foreign language. For practical reasons, the distinct forms of anxiety related to second language or foreign language learning are beyond the scope of the present doctoral research. The notion of anxiety applies to foreign language specifically. As such, we use the concept of language anxiety to refer to language learning anxiety in general.

Second or Foreign Language: For the purpose of simplifying the analysis and discussion throughout the whole research work, the terms second or foreign language are used interchangeably.

7. Structure of the Dissertation

This dissertation consists of seven chapters. The core of the whole work begins with a general introduction and ends with a conclusion. The general introduction explains the focus of the present study. It deals with the rationale for understanding this research, the research questions, and the aims of the study.

Chapter one is devoted to related literature to provide the theoretical basis of our study. It starts with an overview of research into affect in language learning. Section two gives a historical background to language anxiety approaches and refers to the

dynamic approach that underlies the scope of our study. In the third section, research studies on anxiety in first language writing are examined by referring to English as a first language and Chinese as a first language. The fourth section considers anxiety in second language writing research. Signs and types of writing anxiety constitute the focus of section five. One more section of the chapter explores the possible potential sources and factors that might influence the development of anxiety in EFL writing. The last section of the theoretical chapter covers the inclusion of the Moodle platform in the teaching of EFL writing.

The methodology used in the present research forms the focus of chapter two. It reminds the reader of the research questions. An explanation of the research design and a description of the research instruments as well as the setting are dealt with. The selection of the research tools employed in the study and the procedures for collecting data are described. In the last section, the method of data analysis is explained.

Chapters three, four, five, and six are devoted to the analysis and presentation of the data obtained from the students' questionnaires, the focus group interviews, the writing tasks experiment, as well as the teachers' questionnaires. In each chapter, the results are presented in categories and themes that relate to the focus of the study, that of anxiety in EFL writing.

Finally, chapter seven provides a discussion of the research findings and answers to the research questions put forward in the general introduction. The discussion is guided by research into the area of anxiety in language writing. Based on the outcomes of the study, a set of pedagogical implications is dealt with. In the last section, limitations of the present study are highlighted, and suggestions for future research into writing anxiety are offered.

The present dissertation ends with a general conclusion.

CHAPTER ONE

Theoretical Background

The aim of the present chapter is to provide a review of related literature. The first section deals with the affective turn in language learning research and approaches to anxiety research. The affective filter hypothesis, along with the effects of anxiety on learning processes, represent the second section. The third section tackles the history of research into anxiety in first and second language writing. As anxiety is multidimensional, an account of factors interfering with anxiety in writing is included in the fourth section of this chapter. As the teaching of writing in tertiary education witnessed the inclusion of the Moodle platform, the final section aims at reviewing some of the related studies to discuss the notion of writing anxiety in hybrid contexts.

1.1. The Affective Turn in Language Learning Research

For a very long time, most studies in the field of second language acquisition and learning were dominated by approaches that focused primarily on the role of cognition (Arnold, 2019; White, 2018). That dominance of cognitive studies has restricted researchers' understanding of the ways emotion and cognition could influence language learning and teaching. However, in the last decades, researchers began to consider the role played by affect, especially after the development of research in social sciences and education. Researchers' turn towards affect in language learning and teaching marked the beginning of a new era in the study of language. Nevertheless, dealing with topics related to emotions and feelings has been a great challenge for researchers. That essentially derived from the difficulty of defining affective constructs and conducting research studies on variables that are largely interrelated.

Historically, early attempts to depict the role played by affect in language learning derive from Stephan Krashen's Monitor model (1982) and his hypothesis of the affective filter. He argued that the degree of language input processing is dependent on the learner's emotional and psychological states. The learner's affective filter could be raised or lowered depending on levels of anxiety, motivation, and self-

esteem. Krashen (1982) was one of the pioneers who sparkled researchers' interest into the area of affect. He pointed to the significant contribution of teachers in fostering anxiety-free contexts of learning. The subsequent research studies centred around Krashen's significant indications. The analysis of the teacher's role was to reappear in several academic contexts (White, 2018).

Despite its recognised importance during the late 1970s and 1980s, 'affect' was marked by an absence of conceptual clarity (White, 2018). For some researchers, affect was described as a term that covers a wide range of constructs and behaviours (Scovel, 1978). MacIntyre and Gregerson (2012, p.103) defined 'affect' as "feelings of self-confidence, feeling willing to communicate or feeling anxious". For other researchers like Arnold (2019, 2011), the term 'affect' has to do with aspects of individuals' emotional being as there is a wide spectrum of factors related to affect which might influence language learning and teaching. The new conceptualization of 'affect' is no longer restricted to the language learner, it further extends to the language teacher as well. Therefore, a broad understanding of affect in language learning and teaching is crucial as attention to affective aspects could help in more effective language learning. In this vein, Arnold and Brown (1999) point out that:

> ...attention needs to be given both to how we can overcome problems created by negative emotions and to how we can create and use more positive, facilitation emotions (p.02).

As the field developed, more recent explanations approached affect and emotion from an interactionist perspective. Researchers started to regard affect and emotion from both psychological and social perspectives (White, 2018). This means that emotions cannot be detached from the social aspects of interaction. The argument is that human emotions are not internal to the person, but rather experienced through interaction with other factors such as the context and the way the interacting individual may emotionally react (Maynard, 2002). Those approaches to affect and emotion have a process focus that requires narrative and interpretive methodologies to understand particular individuals' emotional experiences (White,2018). Therefore, affect and emotions could not be understood when isolated from the context with all its

complexities. As described by White (2018), emotion is better understood when regarded as:

> a socio-cultural experience and focus on the interpretation of emotion by individuals; the emphasis is on emotions primarily determined not by individual characteristics but by the relationships and social contexts (p.21).

Gradually, developments in the field of second language acquisition have led researchers to focus on the study of affect in general and individual differences in particular. That trend of thought represented one of the most influential paradigms in second language acquisition and learning research for many decades (Gkonou, 2017). Each individual learner is seen as 'different' from other learners. Traditional research and its theoretical models placed strong emphasis on similarities and differences among learners. However, previous research in second language acquisition and learning concentrated extensively on group averages and statistics that were depersonalising learners by depicting little of their individual differences (Ushioda, 2011). In language acquisition and learning in particular, affect is very complex. It goes up and down as " it is dynamic, and influenced by a myriad of different variables" (Gregerson et al., 2017, p. 132).

In response to such research concerns, and with the objective of reducing a 'depersonalization' of language learners, researchers of individual differences altered their direction of thought. As such, the focus of researchers shifted to a "person-in-context" view of the learner that would highlight complex and dynamic patterns among individuals, their contexts and their personal histories" (Gkonou, 2017, p. 136). Context as explained by Gkonou (2017) refers to a cluster of external factors that are likely to influence individual differences or learner-internal variables such as language anxiety.

Language teachers are required to be aware of the importance of negative emotions and of ways to handle them. In the area of affect, language anxiety has been shown to be vulnerable to different circumstances like teacher's behaviour and the social milieu (Gregerson et al., 2017) . Of all other psychological factors that might influence language learning, anxiety is possibly the one that most obstructs language learning. It

has been recognised as an emotion that pervades the experience of many language learners (White, 2018). It is associated with negative feelings such as uneasiness, frustration, self-doubt , apprehension, and tension. Anxiety makes individuals nervous and afraid and leads to poor performance (Arnold, 2011; Arnold & Brown,1999). The feelings of fear and nervousness are connected to the cognitive side of anxiety which is "worry". It has debilitating effects on "learners' linguistic growth" as well as "emotional and psychological well-being"(Gregerson et al.,2017). Other researcher view language anxiety as a negative emotion that shackles learner interaction and inhibits the acquisition , retention and production of the target language (Gkonou, 2017; Horwitz, 2017). For that reason, researchers have repeatedly noted that "the affective side of learning" is not in opposition to the cognitive side because "when both are used together, the learning process can be constructed on a firmer foundation" (Arnold & Brown, 1999, p .01).

The affective turn in applied linguistics research shows that negative emotions like anxiety could be better understood through a process-oriented view. Affective reactions are "dynamic moment-by-moment needs" that could be in more than a simplistic explanation of cause-effect relationship (White, 2018; MacIntyre, 2017; Gkonou, 2017). From this standpoint, our research relies on this vision of considering anxiety in language writing within specific contexts. The objective is to depict students in a cluster of factors rather than focusing on cause-effect relationships that might skip valuable details. Researchers like Gkonou (2017), MacIntyre (2017) ,Gregerson and MacIntyre (2012), and White (2018) clearly highlighted the need for research into the construct of anxiety adopting a dynamic approach.

1.2. Approaches to Language Anxiety Research

For many researchers, it is very safe to consider language anxiety as the most examined emotional variable in SLA research (Dewaele,2017a; MacIntyre, 2017; MacIntyre & Gregerson, 2012). Language anxiety research has witnessed broad approaches that deeply reflected historical directions and premises. The major trends of language anxiety research will be dealt within three phases relying on Dewaele's (2017) and MacIntyre's (2017) categorizations. On the whole, such detrimental phases

in language anxiety research are classified into the Confounded, the Specialised, and the Dynamic approaches.

1.2.1. The Confounded Approach in Language Anxiety Research

Historically speaking, the first phase of language anxiety research started in the 1970's. At the time, major research studies provided confusing results. Ideas about anxiety and its relationship to language learning were given without an in-depth consideration and analysis of the construct itself. Scovel's (1978) review on "the effect of affect on foreign language learning" represented a turning point in the field of language learning anxiety research. In his review of the literature, Scovel (1978) explains that:

> The research into the relationship of anxiety to foreign language learning has provided mixed and confusing results, immediately suggesting that anxiety itself is neither a simple nor well-understood psychological construct and that it is perhaps premature to attempt to relate it to the global and comprehensive task of language acquisition (p.132).

He argued that scholars have been unable to establish a clear-cut relationship between anxiety and overall foreign language achievement. Scovel (1978) attributed the "incomplete" and "confusing" results to the inconsistency of the anxiety measures used. The studies reviewed by Scovel (1978), namely the results of the studies of Chastain (1975) and Kleinmann (1977) are primarily empirical and focus on the trait-state dichotomy and the facilitating-debilitating constructs of anxiety. Moreover, those researchers were confronted with challenges of measuring anxiety specific to learning. Most of the measures of anxiety were used in psychology to assess anxiety physio-biologically and behaviourally. However, those psychology-based measures had little to do with language itself (MacIntyre, 2017). This implies that not all types of anxiety are directly related to language learning.

In reviewing the literature on anxiety research of the 1960s and 1970s, Scovel (1978) reported the inconsistent results and distinguished between "facilitating" and "debilitating" anxiety. Additionally, Scovel (1978) appealed to a differentiation between "trait" and "state" types of anxiety. The second distinction appeared to be

more specific to language research. The following subsection will provide a brief account of the prevailing anxiety types research studies of the Confounded Approach to language anxiety:

1.2.1.1. The Facilitating and Debilitating Distinction

Although there is a positive mode of anxiety, a negative relationship exists between anxiety and performance. This leads us to consider research on "facilitating" and "debilitating anxiety". The distinction was first suggested by Alpert and Haber (1960 in Scovel 1978) who developed the Achievement Anxiety Test to examine the amount of facilitating and/or debilitating anxiety a subject possesses. They have pointed out that those constructs are not extremes on a continuum, but are independent of each other. Scovel (1978) reports this dichotomy as follows:

> Facilitating anxiety motivates the learners to "fight" the new learning task, it gears the learner emotionally for approach behaviour. Debilitating anxiety, in contrast, motivates the learner to "flee" the new learning task; it stimulates the individual emotionally to adopt avoidance behaviour (p.139).

The negative kind of anxiety is also called "harmful anxiety' because it harms learners' performance in many ways, both directly through worry and self-doubt or indirectly by reducing participation and creating overt avoidance of the language (Scarcella & Oxford,1992; Oxford,1999). Since it is related to negative attitudes and language performance difficulties, debilitating anxiety is the most frequently highlighted by researchers (Scovel ,1978; Bailey, 1983; Williams, 1991; Oxford, 1999).

Other researchers proposed that language anxiety is actually "helpful" or facilitating in other ways. It has been shown in few studies to be related to the oral production of difficult English structures among Arabic-speaking and Spanish-speaking learners (Kleinmann ,1977) and to competitiveness (Bailey ,1983).

Kleinmann's (1977) work was given as an example of the presence of facilitating and debilitating anxiety in the language learning settings. After reviewing the different studies that revealed incomplete correlations between anxiety and measures of language proficiency, Scovel (1978) reported that Kleinmann's (1977) study took a step in the right direction. The direction is that we look at our students as

individuals who have the potential to respond differently to anxiety (Williams,1991). In his study on avoidance behaviour in adult second language acquisition, Kleinmann (1977) used an adopted version of the Achievement Anxiety Test (Alpert and Haber ,1960) designed to measure the facilitating and debilitating effects of anxiety. One of the interests in Kleinmann's (1977) study was the interaction between "avoidance behaviour" of the subjects and anxiety. He found that the students who scored high on facilitating anxiety measures frequently used the structures that were avoided because of their difficulty (Kleinmann, 1977).

The issue of facilitating versus debilitating anxiety was also examined by Bailey (1983) through an analysis of diary studies. The relationship between competitiveness and anxiety appeared to result in either an unsuccessful or successful self-image, depending on the type of anxiety. It is suggested that there is a cyclic relationship between anxiety and negative competitiveness. As Bailey (1983) puts it:

> In formal instructional settings, if such anxiety motivates the learners to study the target language, it is facilitating. On the other hand, if it is severe enough to cause the learner to withdraw from the language classroom (either mentally or physically, temporarily or permanently), such anxiety is debilitating (p.96)

Although debilitating anxiety was the more common interpretation of anxiety (MacIntyre & Gardner,1991a), positive results emerged on facilitating anxiety. For some learners, if success is guaranteed, there is no reason to be anxious about the possibility of failure (Allwright & Bailey, 1991). Apprehension over learning tasks can sometimes be positive, and may lead to increased efforts whereby learners will try harder and perform better. In other words, to a certain extent, some anxiety can be beneficial and stimulating in different activities. Bailey (1983), for instance, explained in her study that "positive competitiveness" motivated her to study harder because she would feel more at ease during oral classroom work.

The facilitating-debilitating dichotomy has been a central theme in foreign language anxiety research. The description of these constructs has been diversified, suggesting different impacts on language learning. Oxford (1996) reported that if a certain amount of anxiety sometimes helped to reach peak performance, too much anxiety could block language learning. Besides, Brown (1987, p. 106) argued that

"both too much and too little anxiety may hinder the process of successful learning". Within this conception, Williams (1991) postulated the possibility that some researchers like Kleinmann (1977) and Scovel (1978) had overlooked that "observations of facilitating and debilitating anxiety are actually different ends of the same anxiety continuum" (Williams 1991, p. 21). As such the construct of anxiety may have an optimal level along this continuum.

The concept of receptivity is insightful to account for the debilitating-facilitating continuum. It is important to consider learners' degree of receptivity or openness to the second language in light of research on anxiety. Williams (1991) described that the emotional state of facilitating anxiety may be equivalent to a "low anxiety state" that diverts the students' attention only slightly from the learning task. On the other hand, debilitating anxiety would represent a "high-anxiety state" that diverts a substantial amount of the students' attention. Likewise, Allwright and Bailey (1991) suggest that some aspects of receptivity are not dependent upon just removing anxiety, but

> Upon minimising the sources of debilitating anxiety, and optimising the sources of facilitating anxiety so that learners can work with what we might call relaxed concentration (p. 172).

1.2.1.2. The Trait and State Distinction

Behavioural measures were used to assess the impact of anxiety on academic performance. Researchers felt the necessity of distinguishing momentary anxiety from a more permanent predisposition to be anxious. This dichotomy was thought to account for some of the conflicting results of previous anxiety studies (Scovel, 1978).
At its deepest level, trait anxiety is a permanent disposition to be anxious, upset, and apprehensive. This lasting trait may be defined as an individual's likelihood of becoming anxious in any situation (MacIntyre & Gardner, 1991a). Typical general trait approaches to anxiety, such as the Sarason Test Anxiety Scale (1978) and the Taylor Manifest Anxiety Scale (1953) failed to produce consistently significant correlations when administered to second language learners (Skehan 1989). Trait anxiety is a global and permanent personality characteristic that is little related to language learning.

In contrast, state anxiety is the here-and-now experience of anxiety as an emotional state. Such a type of anxiety is experienced at a particular moment in reaction to specific situations. Individuals who are prone to experiencing anxiety in general as a trait show greater elevations of state anxiety in stressful situations (MacIntyre & Gardner, 1991a). The distinction trait-state anxiety was helpful at it resolved some of the discrepancies of those studies that failed to consider the parameter of subject behaviour (Scovel ,1978).

Those approaches to the study of anxiety, however, did not prove to be useful in predicting achievement in second language learning. As such, the trait-state approaches were unable to capture the essence of foreign language anxiety in the learning process and failed, to a certain degree, to demonstrate satisfactory results (McIntyre & Gardner, 1991a). As an alternative, several researchers adopted the situation specific approach to the study of anxiety.

During the confounded phase, the beginnings of a more specialised approach to anxiety research started to take step into a new direction, especially with the work of Horwitz, Horwitz, and Cope (1986).

1.2.2. The Specialised Approach in Language Anxiety Research

Horwitz et al. (1986) relied on the inconsistencies in previous research studies that were discussed by Scovel (1978) in his review of the literature on anxiety research. Horwitz et al's. (1986) research was grounded on learners' experiences of anxiety. They developed a conceptualisation of foreign language classroom anxiety relying on language students' descriptions of aspects that were thought to be anxiety-provoking. Horwitz et al (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS) that was used in different subsequent research projects. This approach to conceptualising language anxiety as a different construct specific to language learning was labelled "the situation-specific approach". It represented a promising area of research, as Horwitz et al (1986) marked the beginning of the end of the inconsistent and confusing studies on anxiety in language learning.

In considering research on situation-specific anxiety, it should be noted that some researchers, like Brown (1987), Skehan (1989), Scarcella and Oxford (1992),

and Oxford (1999) used the concepts "state anxiety" and "situational anxiety" to describe the same construct. The studies conducted using specific-situation scales have shown promising findings and appeared to provide more consistent results. The situation-specific approach to the study of anxiety is an attempt to solve earlier difficulties in measuring anxiety. Respondents are tested for their anxiety reactions in a well-defined situation, such as speaking, writing examinations, or participating in the classroom. Furthermore, individuals are allowed to attribute their anxiety to particular sources.

The first measure of anxiety that was concerned specifically with second language learning was the French Class Anxiety Scale, included by Gardner et al. (1979) as part of their battery on attitudes and motivation. The measure utilised consisted of five items was relevant to language anxiety, but it was restricted to French class anxiety. An example of the situation-specific anxiety perspective can also be seen in Horwitz et al.'s (1986) study, in which they developed the FLCAS based on an analysis of potential sources of anxiety in language classrooms. In addition, Ely (1986) provided measures of three attributions conceptually related to foreign language anxiety: Language Class Discomfort, Language Risk-taking, and Language Class Sociability.

Oxford (1999) has also investigated whether language anxiety is a "short term" or "lasting trait". She postulated that language anxiety can start as transitory episodes of fear in a situation in which the student has to perform in the language. Repeated occurrences cause students to associate anxiety with language performance, and such "passing state anxiety" can evolve into a "lasting trait". This anxiety can have pervasive effects on language learning and language performance. Thus, it is important that language teachers know and try to determine whether a student's anxiety stems from a global or a situational trait (Brown, 1987).

1.2.2.1. The Construct of Foreign Language Anxiety

The publication of Horwitz et al.'s (1986) represented a turning point in language anxiety research (MacIntyre & Gregerson, 2012). Language anxiety has been described as a manifestation of other more general types of anxiety. Throughout

the research on language anxiety and the different dichotomies presented, contradictory conclusions were reached about the role of anxiety in the learning of a second language (Scovel, 1978). One explanation offered for the inconsistent pattern of results was the confusion caused by blending different perspectives on the nature of anxiety (MacIntyre and Gardner 1991a).

Consequently, there was a need to distinguish between a general trait of anxiety applicable across a number of situations, and an anxiety specific to language learning situations. Under such consideration, in this section we will review some definitions of anxiety from a psychological perspective. Subsequently, issues raised by Horwitz, Horwitz, and Cope (1986) on regarding language anxiety as a distinctive form of anxiety are presented. Moreover, an examination of their theory will be provided.

1.2.2.2.1. Definitions of Anxiety

Anxiety as an affective variable in language learning has been defined with some variation in phrasing depending on aims set out by researchers. Perhaps, this is due to describing anxiety in terms of the behaviours associated with it. Brown (1987) for instance, stated that anxiety is almost impossible to define in a simple sentence. Drawing from anxiety research in applied psychology, Scovel (1978, p.134) refers to anxiety as "a state of apprehension, a vague fear that is only indirectly associated with an object" measured by behavioural tests, physiological tests or self-reports of internal feelings and reactions. Horwitz et al (1986, p. 125) regard it as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system."

Some other definitions of anxiety related to performing in the language class have been suggested. Anxiety can be viewed as a response to a condition in which the external element is or is perceived as presenting a demand that threatens to exceed the student's capabilities and resources for meeting it (Williams,1991). Moreover, researchers like MacIntyre and Gardner (1994 b, p. 284) define anxiety from a situation-specific perspective as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning."

It can be deduced that language anxiety is the sum of feelings of apprehension, fear, tension, nervousness, and responses to perceived or real threats specific to foreign language learning and performance.

1.2.2.2.2. Conceptual Foundations

The relevance of students' anxiety as an educational problem has led some researchers to think of anxiety that affects language learning as a distinct type of anxiety. Almost a decade after Scovel's (1978) review, Horwitz et al. (1986, p .125) made a similar comment in that "second language research has neither adequately defined foreign language anxiety nor described its specific effects on language learning". They have attributed the inconclusive results of previous research to the lack of reliable and valid measures of anxiety specific to language learning. As a result, Horwitz et al. (1986) attempted "*to fill this gap*" by identifying foreign language anxiety as a conceptually distinct variable in language learning and interpreting it in the context of existing theoretical and empirical work on specific anxiety reactions.

In presenting their theory, Horwitz et al. (1986) integrated three related anxieties into their conceptualisation of foreign language anxiety. Those interrelated processes include communication apprehension, test anxiety, and fear of negative evaluation:

A) Communication Apprehension

According to Horwitz et al. (1986), the construct of communication apprehension is quite relevant to the conceptualisation of foreign language anxiety due to its emphasis on "interpersonal interactions". Drawing from research on speech communication, Horwitz et al. (1986) described communication apprehension as manifested in the difficulty of speaking in dyads or groups (oral communication anxiety), in public ("stage fright"), or in listening to or learning a spoken message (receiver anxiety). In a foreign language class, individuals who typically have trouble speaking in groups are likely to experience greater difficulties in speaking where they have little control of the communicative situation and their performance is constantly monitored (Horwitz et al. 1986).

In the foreign language class, students are required to communicate via a medium in which only limited facility is possessed. Consequently, the potential for "frustrated communication" is always present in the language class (MacIntyre & Gardner, 1991a). As Horwitz et al. (1986) put it:

> The special communication apprehension permeating foreign language learning derives from the personal knowledge that one will almost certainly have difficulty understanding others and making oneself understood (p. 127).

In other words, students' awareness that, at the level of speaking and listening, full comprehension of the foreign language messages is much more demanding can generate apprehension. Horwitz et al. (1986) argued that this knowledge might be possible to explain why some talkative people are silent in a foreign language class. The converse seems to be true. Ordinarily self-conscious and inhibited individuals may find that communicating in a foreign language makes them feel as if someone else is speaking. Therefore, those speakers are likely to feel less anxious in the language class.

B) Test Anxiety

This second aspect involves worry over the frequent testing and examinations specific to the language class. Since performance evaluation is an ongoing feature of most foreign language classes, Horwitz et al. (1986) regard test anxiety as a relevant component of language anxiety. Test-anxious people may feel that they are constantly tested (Horwitz & Young, 1991). In a way, test-anxious individuals perceive language learning as a form of testing.

Test-anxiety, as defined by Horwitz et al. (1986), refers to a type of performance anxiety stemming from a fear of failure. Test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure. Students who are test-anxious in a foreign language class can experience considerable difficulty since tests are frequent aspects of a language class. In particular, foreign language tests, given orally, have the potential of evoking test anxiety and oral communication anxiety.

C) **Fear of Negative Evaluation**

This third process is more broadly based than the previous ones (i.e. communication apprehension and test anxiety). It is defined as "apprehension about others evaluations, avoidance of evaluation situations, and the expectation that others would evaluate oneself negatively" (Horwitz et al. 1986, p. 128). Although similar to test-anxiety, the aspect of fear of negative evaluation is broader in scope because it is not limited to test situations. It may occur in a foreign language class or in job interviews. Specifically, foreign languages require continual evaluation by the only fluent speaker in the class, the teacher. Besides, students may also be acutely sensitive to the evaluations, real or imagined, of their classmates.

After examining the role of the different related anxieties mentioned above as conceptual building blocks in foreign language anxiety, Horwitz et al. (1986) proposed that language anxiety was a type of anxiety unique to second language learning. They pointed out that language anxiety was more than the sum of its component parts (communication apprehension, test anxiety, and fear of negative evaluation). Horwitz et al. (1986) conceive of language anxiety as:

> A distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process (p.128).

The following research studies showed that language anxiety was the specific type of anxiety most closely associated with second language performance (McIntyre & Gardner, 1989; 1991b; Aida, 1994). In an exploratory study, MacIntyre and Gardner (1989) attempted to solve the ambiguity arising from the conflicting results of past studies. Specifically, they designed a study in which they predicted that anxiety based on the language environment would be associated with language learning, whereas other types of anxiety would not show consistent relationships to performance. The study was designed to investigate the learning and production of vocabulary items and their relationship to different types of anxiety.

Measures of nine different types of anxiety were factor analysed, yielding two independent anxiety factors labelled General Anxiety and Communication Anxiety. The first factor General Anxiety included scales of Trait Anxiety, State Anxiety, Test

Anxiety, math and computer anxieties. The second factor Communication Anxiety was defined by French class, French use, English class, and audience anxiety. It was found that only Communication Anxiety is a factor in both the acquisition and production of French vocabulary. Students who scored high in Communication Anxiety learned and recalled fewer vocabulary items than did those who scored low. No differences were found between the low and high General Anxiety groups on any of the measures of the first factor.

MacIntyre and Gardner's (1989) study showed that a clear relationship existed between foreign language anxiety and foreign language proficiency. Moreover, the factors utilised in the study of anxiety scales indicated that foreign language anxiety was separable from general anxiety as suggested by the poor relationship of General Anxiety and second language proficiency. From this study, the theory of Horwitz et al (1986) was supported. In particular, the Communicative Anxiety dimension bears an obvious relationship to the communication apprehension component proposed by Horwitz et al (1986). Furthermore, the Communication Anxiety factor was conceptually related to Social Evaluation anxiety as each involved apprehension surrounding social perceptions and self-consciousness when speaking or participating in a social context (MacIntyre & Gardner, 1989).

In another study, MacIntyre and Gardner (1991b) attempted to replicate and extend the findings of the above-mentioned study of 1989. They examined language anxiety and its relationship to other anxieties and to processing in native and second languages. MacIntyre and Gardner (1991b) used twenty-three scales assessing both language anxiety and other forms of anxiety. Language Anxiety, Social Evaluation Anxiety and State Anxiety were the major factors identified in their study. The results of the study were interpreted in terms of the deficits created by anxiety during the cognitive processing of the second language stimuli. In their study, MacIntyre and Gardner (1991b) suggested that Language Anxiety could be reliably distinguished from other types of anxiety, as suggested by Horwitz et al (1986) and MacIntyre and Gardner (1989).

In Japan, Aida (1994) examined Horwitz et al's (1986) construct of foreign language anxiety in Japanese language learning by validating an adopted FLCAS for

students. This exploratory study was designed to examine whether or not the structure reflects the three kinds of anxiety (communication apprehension, fear of negative evaluation, test anxiety). Aida's (1994) study provided support for the findings of Horwitz et al. (1986). Particularly, Aida's subjects had slightly higher levels of anxiety than those subjects in Horwitz et al's (1986) study. Factors that had an impact on students' anxiety in learning Japanese were speech anxiety, fear of negative evaluation, fear of failing the Japanese class, degree of comfort when speaking with native speakers of Japanese, and negative attitudes towards the Japanese class. However, test anxiety was not a contributing factor to students' foreign language anxiety.

The results of the studies reviewed in this subsection show that foreign language anxiety can be distinguished from other types of anxiety and that it can have negative effects on the language learning process. To use MacIntyre and Gardner's (1991a) description of the way language anxiety can impair language learning and production, the anxious student may be characterised as:

> An individual who perceives the second language as an uncomfortable experience, who withdraws from voluntary participation, who feels social pressures not to make mistakes, and who is less willing to try uncertain or novel linguistic forms (p.112).

The manner in which anxiety may impair performance in foreign language contexts forms the focus of our next section. In keeping with Horwitz et al.'s (1986) suggestion that language anxiety may have specific effects on foreign language learning, research on the effects of foreign language anxiety is discussed subsequently.

1.2.2.2. Anxiety in Specific Language Processes

Within the Specialized Approach, researchers directed attention to sources of language anxiety and the ways in which it might affect language learning. A good deal of research has suggested that anxiety is negatively associated with language learning. It should be noted that early research on the effects of language anxiety has been conducted from a cognitive psychological perspective. But before considering research into how anxiety causes cognitive interference in performing specific tasks, an overview of the Affective Filter Hypothesis is necessary for our discussion.

1.2.2.2.1. Krashen's Affective Filter Hypothesis

The concept of the Affective Filter was first proposed by Dulay and Burt (1977) subsuming motivation, self-confidence, and anxiety. In his second language acquisition theory, Krashen (1982) hypothesised that the true causative variables related to success or failure in second language acquisition derive from the Input Hypothesis and the Affective Filter. As Krashen (1982, p. 09) states, "the amount of comprehensible input the acquirer receives and understands, and the strength of the affective filter or the degree to which the acquirer is 'open' to the input" resume the role of affective variables in the acquisition process. In particular, low anxiety appears to be conductive to second language acquisition, whether measured as personal or classroom anxiety (Krashen, 1982).

As described by Krashen (1981), anxiety can act as a barrier in language reception suggesting that he Filter strength can have detrimental impacts on language acquisition:

> Two acquirers receiving equal amount of comprehensible input may acquire at different rates depending on Filter strength, which can vary according to personality, the relationship between the acquirer and the source of the input, and on the acquisition situation (p.101).

The filter strength increases at about puberty, and the adult filter is higher than the child's Filter (Krashen 1981). We may infer that the Filter can affect the rate of second language acquisition. Besides, the acquisition situation itself is significant since it can impede or facilitate the acquisition process by either strengthening or lowering the Affective Filter.

Performers need to have some conditions in order to build competence through comprehension. Those conditions are mainly motivation, self-confidence, and low anxiety. They are essential for success in language acquisition. The classroom setting represents a major source for learning conditions when it is supportive. As argued by Krashen (1982), the best situations for language acquisition seem to be those that encourage low anxiety levels. For this reason, Krashen and Terrell (1983, p. 38) propose that: "our pedagogical goals should not only include supplying optimal input, but also creating a situation that promotes a low filter".

Anxiety contributes to an affective filter which makes the individual unreceptive to language input. As a result of this mental block that prevents comprehensible input from being accessible for acquisition, the learner fails to take in the available target language messages. When the filter is low, the performer is more open to the input which can strike deeper. More specifically, a low filter encourages learners "to try to get more input, to interact with speakers of the target language with confidence, and also to be more receptive to the input they get" (Krashen & Terrell, 1983, p. 38). In other words, a facilitative tension motivates students to conquer new learning tasks in the target language.

1.2.2.2.2. Anxiety and Cognitive Processes

The literature on the effects of anxiety on specific language learning processes has shown interesting results. In a number of studies mainly conducted by MacIntyre and Gardner (1989, 1991b, 1994a, 1994b), anxiety was demonstrated as an interfering factor in different learning processes. More precisely, anxiety was investigated as a factor that minimised attention and those cognitive processes that could be used in language learning: input, processing, and output.

In the light of second language acquisition research, the term "input" is used to describe the spoken or written data that learners are exposed to. It is the language addressed to the second language data to determine or revise the internalised system of rules (Ellis, 1985). Learners' exposure to the language data will not necessarily make the second language understandable for the learner. This means that only a portion of the comprehensible input could serve as intake. This latter represents the portion of the second language assimilated into the inter-language system that might be used for recognition or recall. The conversion of input into intake can be affected by anxiety.

Although learning is a continuous process, Tobias (1979) made distinctions among the stages cited earlier in order to isolate and explain the effects of anxiety. If anxiety is aroused during the input stage, internal reactions may distract the individual's attention, and fewer stimuli may be encoded. Anxiety at the processing stage may have considerable effects. Both second language comprehension and learning may suffer if the meaning of novel items is not recognised. Within this

assumption, MacIntyre and Gardner (1989) proposed that if the task was relatively simple, anxiety might have little effect on processing. The more difficult the task becomes, relative to ability, the greater the effect of anxiety on processing. Finally, anxiety arousal at the output stage may lead to ineffective retrieval of vocabulary, inappropriate use of grammar rules, or an inability to respond at all.

In addition to that, Eysenck (1979) offered a re-conceptualisation of anxiety in terms of cognitive interference. He suggested that anxiety arousal can be associated with distracting, self-related cognition such as self-evaluation, worry over potential failure, and concern over the opinions of others. As a result, the anxious person has his/her attention divided between task-related cognition and self-related cognition, making cognitive performance less efficient. Like Tobias (1979), Eysenck (1979) describes that:

> Worry and task-irrelevant cognitive activities associated with anxiety always impair the quality of performance. The major reason for this is that the task-irrelevant information… competes with task-relevant information for space in the processing system (p.364).

From this, we understand that in specific tasks anxiety reduces concentration and impairs relevant decision making. The processing system can be negatively affected by anxiety. For anxious students, divided attention -as explained above- can lead to forgetfulness and a loss of ability to focus keenly on tasks. Such students can become overly sensitive to criticism (Kaplan, 1990).

Eynsenck (1979) further postulated that anxious students are aware of this interference and attempt to compensate by increased effort. In some studies (Horwitz et al., 1986; Price, 1991), it was reported that anxious language students study more than relaxed students, but their achievement does not reflect that effort. Horwitz et al. (1986) claimed that students can be anxious when their compulsive effort does not lead to improved grades. Likewise, Price (1991) reported that the discrepancy between effort and results seemed to be most disturbing to students who were used to obtain high grades.

A) Anxiety and the Input Stage

According to MacIntyre and Gardner (1994b), anxiety at the input stage represents the fear experienced by foreign language students when they are initially presented with a new word, a phrase, or a sentence in the foreign language. In second or foreign language learning, difficulties may arise if the language is spoken too quickly or if written material appears in the form of complex sentences. Anxious students may recover missing input by asking for repetition.

After employing Tobias (1979) model to propose a mechanism by which foreign language anxiety may operate, MacIntyre and Gardner (1989) found that anxious students learnt a list of vocabulary items at a slower rate than the less anxious students. They had difficulty in recalling previously learnt vocabulary items. Clearly, anxiety was shown to influence both the learning (input) and production (output) of French vocabulary.

Horwitz et al. (1986) reported that counsellors at the Learning Skills Centre found that anxiety revolved mainly around speaking and listening. Anxious students found difficulties with sound discrimination and understanding the structures of the target language messages. One student in Horwitz et al.'s (1986) study claimed to hear only a loud buzz whenever his teacher spoke the foreign language.

Tsui (1996) has also investigated anxiety at the input stage. In an action research project, many teachers attributed the lack of students' participation to failing to understand their teachers' instructions and questions. For this reason, Tsui (1996) classified the incomprehensible input as one of the sources of anxiety in language classes.

B) Anxiety at the Processing Stage

Anxiety at the processing or the intake stage represents the apprehension experienced when students are attempting to organise and store input. In particular, high levels of processing anxiety may reduce a student's ability to understand messages or to learn new vocabulary items in the foreign language (MacIntyre & Gardner, 1994 b). In second or foreign language contexts, the time taken to understand

a message or learn new vocabulary items can be affected by anxiety arousal at this stage. Thus, the way anxiety affects processing is linked to input anxiety as well.

C) Anxiety at the Output Stage

Anxiety at this stage denotes the worry experienced when students are required to demonstrate their ability to produce previously learned material. According to MacIntyre and Gardner (1994 b), high levels of anxiety at this stage might hinder students' ability to speak or to write in the foreign language. Performance at the output stage can be measured by test scores, verbal production, and the qualities of free speech. In Horwitz et al.'s (1986) study, for instance, students reported that they froze when required to speak in role-play tasks.

In a study extending Tobias' research model by investigating the effect of anxiety on input and output in both native and second languages, MacIntyre and Gardner (1991b) observed significant correlations between anxiety and second language performance at both the input and output stages.

In a subsequent experimental study, MacIntyre and Gardner (1994b) investigated the effects of induced anxiety on the different stages of cognitive processing in computerised vocabulary learning. They used a video camera to arouse anxiety during a vocabulary learning task that had been divided into the input, processing, and output stages. MacIntyre and Gardner (1994a) found that the anxiety aroused by the video camera reduced the participants' performance, particularly at the processing and output stages. Of the four groups in the study, a control group did not experience anxiety arousal and performed best at all stages of learning. Conversely, the groups exposed to the video camera showed elevations in anxiety during the vocabulary Recall Task.

D) The Effect of Anxiety at All Stages

The theoretical model proposed by Tobias (1979, 1986) was applied by MacIntyre and Gardner in different studies, primarily at the input and output stages of vocabulary learning (MacIntyre & Gardner 1989, 1991b, 1994a). In a subsequent study, they developed three scales: Input Anxiety Scale, Processing Anxiety Scale, and Output Anxiety Scale to measure anxiety at the different three stages. Using students enrolled in foreign language Courses at a Canadian University, MacIntyre and Gardner

(1994b) found anxiety to be related to overall foreign language achievement at each of the three stages. They carefully noted that the term stages should not be taken to mean that learning occurs in discrete sections. MacIntyre and Gardner (1994b) suggested that the potential effects of language anxiety on cognitive processing in the second language appear pervasive and may be subtle. They further point out that:

> The combined effects of language anxiety at all three stages may be that, compared with relaxed students, anxious students have a smaller base of second language knowledge and have more difficulty demonstrating the knowledge that they do possess (p.301).

Consistent with Horwitz et al.'s (1986) study of language anxiety, MacIntyre and Gardner's (1994) approach was highly specific about investigating the various types of anxiety individuals might experience.

Research on language anxiety at the input, processing, and output stages had extended interest and turned attention to the language skills domains of study.

1.2.2.3. Anxiety Associated with Language Skills

In most measures of language anxiety, namely the first ones, the spoken component ranked strongly higher than others. In the last two decades, there has been a new trend in anxiety research. Language anxiety researchers shifted from broad general studies of anxiety into examining anxiety in all the four skills: speaking, writing, reading, and listening. The 33-item questionnaire of Horwitz, Horwitz, and Cope (1986) was extensively used in most of the promising studies, yet it was found to be concerned primarily with second language speaking. To provide an alternative, researchers attempted to design measures that would depict anxiety and its effects in the four major skills: the productive and the receptive ones.

Gradually, researchers have attempted to define anxiety constructs that directly focus on other language skills. Since reading was thought to be an anxiety-free skill, researchers like Saito, Garza, and Horwitz (1999) developed the Foreign Language Reading Anxiety Scale (FLRAS) and used it to measure second language reading anxiety. They surprisingly found reading to be an anxiety-provoking skill when learners were given unfamiliar cultural texts. Moreover, researchers have also shown

that listening comprehension decreases when learners' levels of anxiety increase (Elkhafaifi , 2005).

Anxiety in foreign language writing was explored by Cheng in a series of studies. That marked the beginning of research that solely depended on writing anxiety in second language learning. The starting point was a study by Cheng, Horwitz, and Schallert (1999) that compared second language classroom anxiety to second language writing anxiety that was intended to investigate possible correlations between both constructs. In another study, Cheng (2002) explored the major factors that were thought to be associated with writing anxiety in L2. Later on, Cheng (2004a) managed to design a measure that would assess learners' levels of second language writing anxiety. The 22-item inventory became to be known as the SLWAI (the Second Language Writing Anxiety Inventory).

1.2.2.4. Research on the Correlates of Anxiety

Horwitz et al. (1986) produced consistent findings as they used students' self-reports. Descriptions of learners' experiences of anxiety from those who sought assistance to cope with negative affect gave birth to several qualitative studies of language anxiety. In one of the early studies, Bailey (1983) used learner diaries to document the link between language and the sense of self. The relationship among learners might create competitiveness and negative comparisons that could in turn trigger anxiety. Other accounts of learners' anxieties were also depicted by Price (1991), who employed interviews to explore the subjective experiences of highly anxious students.

As research has advanced by describing learners' experiences through qualitative studies, some other researchers have favoured the experimental dimension to explore anxiety causality. The experiments of Steinberg and Horwitz (1986), MacIntyre and Gardner (1994 a) on the effects of induced anxiety were amongst the very few experiments that dealt with anxiety causal interpretations. Both of the experiments highlighted the view that anxiety can cause problems at the level of performance, yet they failed to clarify the issue of anxiety as a consequence (MacIntyre , 2017).

Although many anxiety researchers agreed that linguistic coding problems can generate anxiety, Horwitz, MacIntyre, and their collaborators have repeatedly maintained the argument that "we must go beyond the aptitude domain to understand the many sources of anxiety and the real observable consequences to both the arousal of anxiety and the efforts to cope with it" (MacIntyre ,2017, p. 21).

1.2.2.5. Research Methods and Language Anxiety

Foreign Language anxiety researchers derived data from both quantitative and qualitative research tools. The quantitative ones used Likert-scale and questionnaires of items reflecting anxiety in language learning. The FLCAS ranked first as the most used questionnaire in many of the studies (Horwitz et al., 1986; Saito et al., 1999; Cheng et al., 1999; Gkonou, 2011). The quantitative approaches to language anxiety were helpful to researchers in doing large-scale descriptions of learners' anxiety with the aim of attaining generalizable results (MacIntyre & Gregersen, 2012).

The studies that adopted qualitative measures such as interviews and diaries provided interesting findings about participants' experiences as well. For instance, Price (1991) examined ex-students of different ages. The ten interviewees, who came from different backgrounds and colleges reported interesting accounts of their personal experiences of language anxiety. With the scarcity of qualitative studies on language anxiety, Yan and Horwitz (2008) have also investigated learners' perceptions of how anxiety interacts with personal and instructional factors through focus group interviews. Yan and Horwitz (2008, p. 151) stated that "few studies have specifically examined anxiety from the learner's perspective."

1.2.3. The Dynamic Approach in Language Anxiety Research

This third approach to language anxiety is just starting to be explored. It views anxiety within a contextualised trend. Anxiety is placed in a dynamic system of interacting factors that are thought to influence language learning and development. As stated by MacIntyre (2017) , the multitude of variables will lead researchers to think that:

> Anxiety is continuously interacting with a number of other learner , situational and other factors including linguistic abilities, physiological reactions , self-related appraisals, programmatic , interpersonal discussed, type of setting on which people are interacting and so on (p.23).

Previous research studies on anxiety did not cover issues of individuals' changes in anxiety over time (MacIntyre, 2017). The aim of the dynamic approach is to situate anxiety among a range of interacting factors that affect second language acquisition and learning (Dewaele, 2017a). Anxiety is therefore seen as an emotion that is constantly changing over time. Within the dynamic system tradition, there are very few studies which are providing promising results. In considering the dynamic approach to language anxiety, MacIntyre (2017) recommended that anxiety research should focus on the importance of context, and the notion of causality.

The context is very crucial in this third approach. There is a shift of focus to a "person-in-context" view of the language learner (Gkonou, 2017). This includes other factors than the interpersonal and social context of the environment. According to MacIntyre (2017), Dewaele (2017b) and Gkonou (2017), researchers should also examine the psychological context of the learner and other physiological and emotional processes. MacIntyre (2017) argues that this issue is deeply rooted in the dynamic approach because:

> Dynamic studies emphasise the complex interactions of multiple factors that influence the anxiety reaction , including the ongoing interactions among learner variables such as anxiety, perceived competence, willingness to communicate and the features of the learning / communication situation (p.26).

Furthermore, within the dynamic approach, there is a need to reassess causality and its impact on the language learning experience. The dynamic perspective is both complex, complicated (MacIntyre, 2017; Dewaele ,2017 b) ,and influenced by multiple interactions . It stresses that learners' experiences of language and communication are both continuous and integrated (MacIntyre, 2017).

All in all, the reviewed approaches to language anxiety have shown that there is a shift of thought in research on anxiety from a confounding view of anxiety types into a clear distinction of an anxiety construct relevant to language learning situations. As the

focus of the present study is writing anxiety of university students, the following sections are devoted to anxiety research in first and second foreign language writing.

1.3. Anxiety in First Language Writing Research

1.3.1. Writing Apprehension in English as a First Language

Research into anxiety in writing has started by drawing from communication apprehension studies of first language. The concept of writing apprehension was first coined by Daly and Miller (1975 a), who developed a questionnaire to assess people's anxiety about writing in English as a first language. The researchers explained that the apprehension construct was concerned with a person's general tendencies to approach or avoid situations perceived to the demands of writing, accompanied by some amount of evaluation.

The Writing Apprehension Test (WAT) designed by Daly and Miller (1975 a) was used in a number of correlational studies conducted on native English speakers (Daly & Miller, 1975a; Daly & Shamo, 1978; Daly, 1978; Daly,1979; Faigley & Daly, 1981, Daly & Wilson, 1983; Daly, 1985). The relationship between anxiety and first language writing was widely investigated in the USA from different perspectives.

In the first studies on L1 writing anxiety, Daly and Miller (1975 a, 1975 b) suggested the construct of writing apprehension that might have strong consequences on individuals' attitudes towards writing courses. The researchers theorised that individuals with very high apprehension about writing would feel that they would be negatively rated on what they wrote. As a consequence, those apprehensive adults avoid writing whenever possible and when forced to write they exhibit high levels of anxiety. Moreover, apprehensive L1 writers expect to fail in writing and would rarely engage in writing activities. Writing apprehension could be problematic for individuals in the classroom and outside the classroom setting. Descriptions depicted by Daly and Miller (1975 a, 1975 b) clearly showed that even outside the classroom, apprehensive individuals would not invest efforts in extra-curricular writing activities. At the professional level, those L1 apprehensive writers preferred jobs with fewer writing requirements and demands.

The research outcomes of the second study of Daly and Miller (1975 b) were also significant. In this follow-up study, writing apprehension in L1 correlated negatively with tolerance of ambiguity, and positively with communication apprehension and receiver apprehension. Additionally, writing apprehension appeared lower for students who enrolled voluntarily in advanced writing classes. The findings of Daly and Miller's (1975 b) study showed that high apprehensives perceived their past experiences in writing as less successful. Thus, previous bad experiences in writing courses might influence individuals' apprehension.

As the writing skill represented an essential requirement for higher education programmes in the USA, Daly and Shamo (1978) hypothesized that individual differences related to writing in L1 were expected to play an important role in individual's academic decisions. This means that the choice of majors at university should be affected by apprehension levels. Those who were classified as highly apprehensive students would prefer majors that they perceived less demanding in writing. Interestingly, the results of Daly and Shamo's (1978) study revealed a significant interaction between apprehension levels of the subjects and their perceived writing requirements.

Writing apprehension is regarded as a situation and subject-specific individual difference. It is concerned with people's general tendencies to approach or avoid writing (Daly, 1978). The first studies on writing apprehension (Daly & Miller, 1975a, 1975b) demonstrated that individuals with low apprehension about writing would perform better on writing skills than those with high apprehension in L1 writing. In another study, Daly (1978) tested that prediction with undergraduate students who completed a test of writing competency. The test represented the general areas of writing: mechanics, grammar, and other elements in composition. The study confirmed Daly's (1978) hypothesis and demonstrated another important correlate of writing apprehension. Daly (1978) explained that:

> An individual who fails to exhibit the appropriate and necessary writing skills is unlikely to find much success in writing activities. This should maintain the apprehension which, in turn, may maintain the avoidance of practice and evaluative feedback (p.13).

A year later, Daly (1979) explored teachers' expectancies of the apprehensive writer. The study sought to examine whether writing apprehension and the behaviours associated with it could shape teachers' judgements. Teachers' perceptions and evaluations of students with different levels of apprehension about L1 writing were identified. Daly (1979) pointed to some of the ways in which the teacher's role and reactions in the classroom could provide a clear understanding of the construct of writing apprehension and its effects. It was shown that teachers made several predictive judgements about their students. The highly apprehensive students in the study (descriptions of hypothetical students) were seen by teachers as less successful in different academic subjects, less likely to succeed in the future, and less likely to receive positive reinforcement (Daly 1979). The study further confirmed that teachers' role (s) was extremely important in the lives of their students.

By administering various standardised measures of writing-related skills along with two essays (one narrative and descriptive, and another argumentative), Faigley and Daly (1981) attempted to investigate the role of writing apprehension in writing performance and competence. For writing competency, high apprehensives scored lower on measures of writing related-skills. The subjects showed less command over matters of usage and written conventions than low apprehensives. Besides, apprehension appeared to play a significant role in writing performance. Writers with high apprehension produced shorter essays that were less syntactically mature and fluent than the low apprehensive students.

Overall, those studies reviewed so far suggest that apprehension "matters" even in L1 writing with native speakers. Research on writing apprehension has associated the construct with academic choices individuals make, future professional decisions, differences in teachers' expectations and perceptions of apprehensive individuals, and discrepancies in writing competency and writing performance. Daly (1985, p. 44) captured the link between feelings and L1 writing by saying that "feelings are conceived to be relatively enduring tendencies to like or dislike, approach or avoid, enjoy or fear writing".

1.3.2. Writing Apprehension in Chinese as a First Language

The area of L1 writing research was primarily dominated by research on English as a mother tongue for native speakers in the USA. However, in the 1990s, other researchers were interested in examining writing apprehension in Chinese as a first language. Lee and Krashen (1997) took a step in that area of inquiry. They have attempted to determine whether writing apprehension, writing frequency, and competence were related for native speakers of Chinese. They were also interested in examining the relationship between reading and writing apprehension. The subjects of Lee and Krashen's (1997) study were first year high school students in Taiwan. They filled out a questionnaire exploring learners' free reading habits, writing frequency, and writing apprehension in Chinese. The subjects' writing apprehension in Chinese as L1 was measured by a Chinese version of the 26-item of the Writing Apprehension Scale (WAS) developed by Daly (1985). There was a strong relationship between the subjects' writing apprehension and frequency of leisure writing, similar to the results of Daly (1985) with English-speaking students. Lee and Krashen (1997) even found evidence of a significant relationship between apprehension in Chinese L1 writing and reading. In addition to that, the study revealed that the students who read more had lower writing apprehension levels.

Good writers have two kinds of competence. The researchers suggested that such writers knew the code because they were familiar with the language of writing which was primarily acquired through reading. Those who read more were said to be good writers. They understood the "composing process", as they knew in advance that they would come with new ideas when they moved from draft to draft. Lee and Krashen (1997) have postulated that writing triggered thinking and the development of new ideas. In fact, writers could be apprehensive if they had problems with the two kinds of competence cited earlier. The apprehension in writing might stem from "insufficient acquisition of the code", "misunderstanding of the composing process", or the false belief that good writers should get everything right from the first draft. The results of the study on writing apprehension in Chinese as L1 are suggestive. The correlation between free reading and writing apprehension in Chinese as L1 was significant.

Apprehension could be lowered as some apprehensive writers may need additional knowledge of the code, while others may need to have a better understanding of the compositing process (Lee & Krashen, 1997).

1.4. Anxiety in Second Language Writing Research

Research in writing has developed as a discipline of its own and has been dominated by empirical studies of L1 and L2 writing. By relying on cognitive psychology, researchers focused on explaining the mental processes specific to writing at the expanse of the emotional ones. However, since the 1970s, interest in affective variables linked to written communication started to gain attention on the part of writing researchers. The first studies that focused on writing anxiety were specific to L1 writing contexts, namely with English native speakers in the USA. The concept of writing apprehension was first theorized by Daly and Miller (1975) who conducted a series of experimental studies to depict anxiety in L1 writing and its relationship to written performance, selection of courses, professional choices, teachers' roles, and other variables.

The development of research into L1 writing anxiety was further extended, especially after Horwitz, Horwitz, and Cope's (1986) conceptualization of foreign language anxiety. Research studies that used the FLCAS, which was recognised as the most valid and reliable instrument to examine foreign or second language anxiety, were conducted in different contexts with various populations. Though the FLCAS was widely accepted by a number of researchers, it was not that helpful in measuring anxiety specific to language learning skills such as writing, reading, and listening. Some researchers, like Cheng, Horwitz, Scallert (1999), and Cheng (2002), questioned the FLCAS in depicting anxiety in L2 writing as the measure included many items about foreign language speaking. To bridge the gap, Cheng (2004 a) developed a measure of second language writing anxiety.

As cited earlier, the first discussions and analyses of writing apprehension in L2 coincided with the development of research devoted to foreign language learning anxiety (Horwitz et al., 1986). In the literature, the concepts "writing apprehension",

"writing anxiety" and "writer's block" are used interchangeably as they refer to individuals' predisposition to engage in or avoid writing in L2, namely due to anxiety levels.

One of the primary studies on L2 writing anxiety is probably that of Masny and Foxall (1992). They investigated relationships between writing apprehension, preferred writing processes, and academic achievement in 28 ESL learners of different nationalities. The context of writing instruction was not the same for all the subjects of the study. As the sample was divided into two groups, the first category represented an intensive ESL Intermediate class of 76 hours, while the second group was taking an evening ESL Intermediate writing class of 45 hours.

For many researchers, Daly and Miller (1975a, 1975b) are referred to as the pioneering researchers who have tremendously contributed to the understanding of writing anxiety as an influential construct in learning. As a result of interpersonal communication research, theorists began to recognise the existence of writing apprehension in L2 as a distinct form of anxiety unique to written communication (Cheng et al., 1999). Most of the studies that used an adapted version of the Daly-Miller Writing Apprehension Test as a major research instrument to examine the effects of anxiety on second language writing produced mixed and confusing results (Gungle & Taylor, 1989; Masny & Foxall, 1992). The results of those studies were unclear and inconsistent due to the choice of population in research, the research instruments, the participants' diversified backgrounds, and the types of writing courses.

In response to the aforementioned research inconsistencies, Cheng, Horwitz, and Schallert (1999) attempted to examine empirically and systematically the construct of language anxiety and its link to second language writing anxiety and their associations with speaking and writing components. The researchers surveyed a sample of 433 Taiwanese English majors, with a female majority. The participants completed three questionnaires: a modified FLCAS, an adapted SLWAT (Second Language Writing Apprehension Test), based on the Daly-Miller's Writing Apprehension Test (WAT), and a background questionnaire. Both Horwitz et al.'s

(1986) FLCAS and SLWAT were translated into Chinese. The results demonstrated that both constructs of second language classroom anxiety and second language writing anxiety were independent, though they shared some links. It was suggested that the anxiety operationalised by the FLCAS was more of a general type as opposed to a distinct specific language-skill anxiety measured by the adapted SLWAT.

Preliminary work on writing apprehension and self-esteem was undertaken by Daly and Wilson (1983) in L1. To examine similar correlations in L2 writing, Hassan (2001) explored the link between writing apprehension and self-esteem to the writing quality and quantity of 132 EFL University students at Mansoura University in Egypt. Based on reviewed literature, Hassan (2001) administered the English Writing Apprehension Questionnaire, a Foreign Language Self-Esteem Scale, and a 40-minute writing task. The findings of the study indicated that writing apprehension correlated negatively with ESL students' self-esteem. Low apprehensive students were able to write better quality compositions than the higher apprehensives. What is more, self-esteem was significantly higher for the low apprehensive and vice versa. Hassan (2001, p.12) argued that writing apprehension is "a problem for teachers who recognise apprehension in the behaviour of students, but have no practical and reliable means for evaluation".

To identify the possible correlates of second language writing anxiety apart from self-esteem, Cheng (2002) addressed issues regarding the contributions of learner variables to L2 writing anxiety in a subsequent study. The researcher analysed factors associated with foreign language writing anxiety among 165 English majors at Taiwan University. The participants were administered a battery of research instruments translated or written in Chinese: the SLWAT, the FLCAS, two researcher-designed L1 anxiety scales, and a background information questionnaire (BIQ). The BIQ was used to elicit information about aspects of learner differences, such as age, gender, grade level, extracurricular contact with English, and motivation about English. The results of the study showed that perceived L2 writing competence predicted L2 writing anxiety. The analyses reflected two distinct forms of writing anxiety: one in Chinese (L1) and another in English (L2). For gender differences, female students reported

experiencing higher levels of writing anxiety in L2 than male learners. Cheng (2002) noted that language teachers had tremendous impact on fostering students' positive and realistic perceptions of their writing competence.

Theoretically, several studies investigating foreign or second language writing anxiety were carried out using the Daly-Miller Apprehension Test (1975 a). In 2004, Cheng developed a self-report L2 writing anxiety inventory that conforms to a three-dimensional conceptualisation of anxiety. Cheng (2004a) explained that the approach taken for the WAT did not differentiate between self-confidence and anxiety as many of the items related to self-confidence in writing. Reports of L2 writing anxiety from 65 EFL learners were used to generate the scale that was assigned the label: the Second Language Writing Anxiety Inventory (SLWAI).

The new scale developed by Cheng (2004a) consisted of three subscales: Somatic anxiety, Cognitive anxiety, and Avoidance behaviour. The researcher adopted a multidimensional approach in which anxiety was understood to be composed of three components: cognitive, physiological, and behavioural. From that description Cheng (2004a, p. 319) conceptualised L2 writing anxiety as "a relative stable anxiety disposition associated with L2 writing which involves a variety of dysfunctional thoughts, increased physiological arousal, and maladaptive behaviours."

In another study, Cheng (2004b) explored the sources of L2 writing anxiety from the perspective of EFL students. Techniques to collect data were varied as she used a questionnaire to depict learners (N=67 English majors) reports of EFL writing anxiety experiences, a written assignment, and an in- depth interview with students about English writing. Although the participants were English majors, the questionnaire and the reflective assignment were written and responded to in Chinese. To ensure the participants' understanding of the interview questions with the 27 subjects, the interview of the study was conducted in Chinese as well.

All in all, Cheng (2004b) used primary and secondary data collection procedures for a better understanding of the affective phenomenon of writing in English as a foreign language. The secondary data of Cheng's (2004b) study came

from a review of L2 writing literature that was not directly focusing on L2 writing anxiety. The study showed that EFL students' writing anxiety might derive from instructional practises, beliefs about writing, self-perceptions, and interpersonal threats.

1.5. Signs of Anxiety and Types of Writing Anxiety

In order to describe L2 learners' anxiety, researchers considered the effects of anxiety as manifested in behaviours and signs in the classroom. Behavioural and signs of anxiety vary across cultures. Some signs reflect anxiety, depending on the individuals' cultural background. Oxford (1999) reminded educators and teachers that what might seem anxious behaviours in one culture might be normal behaviours in another culture. Horwitz et al.'s (1986) clinical experience of anxious students revealed several problems caused by anxiety, illustrating how they could interfere with language learning. Anxious language learners might show the following behaviours and signs (Horwitz et al., 1986; Oxford, 1999):

-Speaking in class has been the most frequently cited concern of the anxious foreign language students. Students reported that they would feel comfortable responding to a drill or delivering prepared speeches in their foreign language class but tended to "freeze" in a role-play situation.

-Sound and linguistic structure discrimination difficulties of the target language messages. Students have difficulty in grasping the content of a target language message. Some of the students claimed that they had little or no idea of what the teacher was saying in extended language utterances. That could be referred to as incomprehensible input.

-Testing presented difficulties for some students. They reported that they had difficulties in concentrating and became forgetful. Most of time, they know a certain grammar point but forget it during a test or when many grammar points must be remembered and coordinated simultaneously.

-Students who are overly concerned about their performance may become so anxious when they make errors. They may attempt to compensate by studying more. Over-

studying as compensation is a related aspect. Those students are more frustrated when their increased efforts do not lead to improved grades.

- To alleviate anxiety, students avoid some of the situations. Anxious students exhibit avoidance behaviour such as missing class and postponing homework. In some cases, they skip class entirely.

-General avoidance such as forgetting the answer, showing carelessness, cutting class, coming late, arriving unprepared, low levels of verbal production, a lack of volunteering in class, and seeming inability to answer even the simplest questions.

-Certain beliefs about language learning also contribute to the student's tension and frustration in the classroom.

-Fear of making mistakes that leads to silence instead of participation.

-Other signs of anxiety include: over-studying, perfectionism, social avoidance, conversational withdrawal, lack of eye contact, failing to interrupt when it would be natural to do so, excessive competitiveness, and excessive self-criticism.

Presumably, when it comes to written communication, learners could suffer from different components of anxiety. As shown by Cheng (2004 a), anxiety in L2 writing has a "multidimensional nature" and consists of cognitive, physiological, and behavioural responses:

- **Cognitive Anxiety**

It refers to the mental aspect of anxiety. This type of anxiety shares some of the signs of foreign language anxiety. Second language writers have concerns about others' perceptions because they hold negative expectations. Such individuals are preoccupied with performance in the L2.

- **Somatic Anxiety**

This type of anxiety in writing reflects one's perception of the physiological effects of the anxiety experience. Anxiety symptoms given within this subcategory include upset stomach, a pounding heart, and excessive sweating.

- **Avoidance Behaviour**

This third dimension has already been investigated in the literature on language anxiety (Horwitz et al., 1986; Kleinmman, 1977). It deals with individuals' withdrawal or avoidance from situations that are perceived as threatening or have negative consequences. In L2 writing, avoidance behaviour is shown through procrastination. Some of the studies have referred to anxiety signs and behaviours that are thought to be linked to foreign language anxiety.

In a quantitative study on ESL writing anxiety among Chinese English majors, Zhang (2011) found cognitive anxiety to be the most common type of ESL writing anxiety experienced by participants. Fears of tests and negative evaluations were associated with anxiety in writing for Chinese students. Thus, cognitive anxiety had a tremendous influence on L2 writing performance. Students who exhibited fear of tests or any fear specific to evaluative situations frequently experienced cognitive interference and suffered from difficulties of concentration on writing tasks (Zhang, 2011).

Likewise, in an EFL Iranian context, Rezaei and Jafari (2014) who investigated the levels, types, and causes of writing anxiety among Iranian students identified cognitive anxiety as the main type in L2 language writing. That was reflected in learners' preoccupation with performance, high expectations, and fear of teacher's negative feedback. The results of Rezaei and Jafari's study (2014) derived from a mixed design were the questionnaire outcomes of 120 EFL Iranian students were triangulated by semi-structured interviews.

Having reviewed some of the possible signs and behaviours of language learning anxiety in general and those specific to writing anxiety, the next section will consider other variables that might increase or decrease negative affect in written production.

1.6. Factors Influencing Writing Anxiety

Writing anxiety researchers have discussed some of the potential sources of writing anxiety. It would be interesting to draw upon L1 writing anxiety research with the aim of attempting to find other possible causes of language writing anxiety in the classroom. The level of anxiety in writing is likely to be affected by a number of

internal and external factors. As a complex psychological factor, writing anxiety is not an isolated construct. As reviewed in the literature, anxiety in writing represents a cluster of related features that are intrinsic and extrinsic to the EFL writer. In this section, our concern is to shed light on some of the aspects that are personal to the EFL writer or learner variables, such as self-esteem, self-confidence, perfectionism, competitiveness, and beliefs. In addition to that, we will consider some other procedural factors that might interfere with writing anxiety, like the choice of writing topics, time pressure, error correction, and the teacher's role in the writing classroom. To use Hyland's (2003, p. 50) description, "Learners have their own personalities and there are numerous individual variables that can intervene to influence their acquisition of L2 writing."

1.6.1. Self-esteem and Self-confidence

Self-esteem is one of the affective variables that was found to have a strong relationship with language learning. It is defined as a self-judgement of worth or value, based on a feeling of efficacy, a sense of interacting effectively with one's own environment (Scarcella & Oxford, 1992). Efficacy implies that some degree of control exists within oneself (Oxford, 1999). The fact of cultivating and maintaining a high opinion of oneself is linked to achievement. Self-esteem can be affected by the awareness that the range of communicative choices and authenticity is restricted (Horwitz et al., 1986). Like anxiety, self-esteem can be a trait or a state related to a particular situation.

Individuals who have high self-esteem are likely to be less anxious. Learners with high self-esteem are less likely to feel threatened when communicating in another language, even in unfamiliar situations. Those learners are ready to risk making mistakes or projecting a reduced image of themselves (Littlewood, 1984). In some of the research studies, unsuccessful language learners were shown to have lower self-esteem than successful language learners. Horwitz et al. (1986) noted that foreign language learning can cause a threat to learners' self-esteem by depriving them of their normal means of communication, their freedom to make errors, and their ability to behave fully as normal people. Individuals with a sure sense of self-worth could

manage the threats caused by the language learning environment more effectively than those with low self-esteem. Among highly anxious language students, those with high self-esteem might handle their anxiety better than those with low self-esteem, resulting in better performance (Oxford, 1999).

In language learning, self-esteem is closely intertwined with self-confidence. Research suggests that students who lack confidence in themselves, both in ability level and their ability to communicate suffer from communication apprehension (Tsui, 1996). Self-confidence is one of the factors that are thought to influence anxiety levels for apprehensive learners in writing. Previous research has indicated that low self-confidence could augment negative affect in writing. In Cheng's (2004b) , Rezaei and Jafari's (2014) studies, low self-confidence in writing appeared to be linked to poor linguistic knowledge that would in turn increase writing anxiety. The majority of the interviewees in Cheng's (2004b) study expressed anxiety and other negative emotions such as boredom, frustration, and even helplessness in the EFL writing process and EFL writing. Those negative affective reactions peculiar to EFL writing were thought to be rooted in low self-confidence or a perceived limited language competence.

In the same vein, Rezaei and Jafari (2014) identified low confidence in writing and linguistic difficulties as major sources of anxiety in EFL writing for Iranian students. The items reflective of both aspects yielded approximately the same percentages (80% for low self-confidence in writing and 78% for linguistic difficulties). The researchers noted that "poor linguistic knowledge, consequently, results in low self-confidence and discourages students to write." (Razei & Jafari ,2014, p.1549)

1.6.2. Perfectionism

Language anxiety researchers have put forward the idea that personality variables like perfectionism might play a great role in anxiety among language learners. Dewaele (2017b, p. 73) provided an interesting description of perfectionism and said that it "can be a blessing or a curse, depending on how perfectionist a person is". Typically, perfectionist individuals are concerned about their mistakes and doubt their actions. They have an exaggerated concern over their performance that stems

from their desire to bridge the gap between the "real self" and their "ideal self-image" (Dewaele 2017b).

Writing anxiety might arise from aspects of social evaluation linked primarily to perfectionism. A number of students in Rezaei and Jafari's (2014) study reported pressure for perfect work in L2 writing. Besides, many of the subjects in Cheng's (2004 b) study expressed concern about making mistakes and having a limited writing proficiency that would lead to negative judgement on the part of others. Those learners in particular worry about writing something wrong that could be exposed to "others": the teacher or other students in the writing class. Thus, fear of exposure seems to be one of the significant sources of perfectionism and L2 writing anxiety.

1.6.3. Competitiveness

Anxiety might originate from one of the personality variables, like competitiveness, which is one of the intrinsic learner variables. According to Bailey (1983), competitiveness is the desire to excel in comparisons to others. The "others" are typically the learner's classmates. The learner may compete with an idealized self-image or other learners not directly involved in the classroom. Using diary studies of language learners, including herself, Bailey (1983) hypothesised that language classroom anxiety can be caused and/or aggravated by the learner's competitiveness when he sees himself as less proficient than the object of comparison.

If we narrow down Bailey' (1983) model to EFL writing, the relationship between competitiveness and anxiety might result in either an unsuccessful or successful self-image. Therefore, a successful self-image in writing leads to positive rewards, and the EFL writer continues to learn so that writing is enhanced. An unsuccessful self-image can be influenced by either debilitating anxiety or facilitating anxiety. In the case of the former, the EFL writer avoids sources of perceived failure, which can impair second language writing. When anxiety is facilitating, the EFL writer increases efforts to improve the L2. The EFL writer is in constant comparison with other learners. If he/she becomes more competitive, the L2 writing is enhanced. Thus, anxiety can lead to competitiveness in the form of increased efforts to write more the language.

Bailey (1983) identified some of the manifestations of competitiveness that appeared in the diary studies. Those behaviours include:

- Overt self-comparison of the language learner to other classmates, with other language learners not in the classroom, and with personal expectations.
- Emotive responses to the comparisons, such as hostile reactions towards other students based on comparisons.
- A desire to outdo other language learners, including racing through examinations and shouting out answers in the class.
- Emphasis on or concern with tests and grades, especially with reference to other students' performance.
- A desire to gain the teacher's approval, such as perceiving the teacher as a parent figure, and the need to meet or overcome a teacher's expectations.
- Other manifestations include anxiety experienced during the language class after making errors, for instance, and withdrawal from the language learning experience, which can be either mental or physical, temporary or permanent.

Oxford (1999) hypothesised that the emotional import of competitiveness for a given individual depends on the learning style preferences of the student, the precise nature of the competition, and the demands and rewards of the environment. It would be interesting to find possible links between competitiveness and anxiety in writing.

1.6.4. Learners' Beliefs

In the light of second language acquisition research, it is suggested that beliefs of learners could significantly contribute to their anxiety. Language learners believe that any form of language production, whether written or spoken, should be given with great accuracy. According to Horwitz et al., (1986), such "erroneous beliefs" must produce language anxiety since learners are expected to use the L2 before attaining fluency and accuracy in the target language.

In the same line of thought, Cheng (2004b) found that learners' beliefs that good writing was error-free as one of the sources of writing anxiety. She concluded that the belief that good writing should be free of mistakes might be a result of learners' educational experiences that characterised the EFL Taiwanese system.

Specifically, in writing classes, instructors put emphasis on language accuracy. The problem of anxiety and accompanying erroneous beliefs might represent serious hindrances to the development of second language fluency and accuracy (Horwitz et al.,1986; Price ,1991).

1.6.5. Instructional Practices

In foreign language learning anxiety research, there is ample evidence that some of the classroom practices might hinder learners' progress and increase levels of anxiety. By extension, writing anxiety could be generated by specific instructional practices. Relying on Cheng's (2004b) categorisation and existing literature, examples of such practices in the EFL writing classroom include the unfamiliar topics teachers assign to students, time constraints, imposing 'rigid' rules of text composition, and writing tests:

-Writing about unfamiliar topics

Students report feelings of anxiety when asked to write about topics that they are not familiar with. According to some research studies, that might stem from learners not having enough ideas or knowledge about topics and lack interest in the writing topics. Students' inability to write about unfamiliar topics decreases their confidence in writing. That would essentially derive from the fear that they have "nothing to say" (Harmer, 2004).

The difficulty of dealing with some of the topics in writing could also stem from an unwillingness to write or unclear social norms that are different from learners' cultural backgrounds. Are simply unmotivated to write in the L2 as they refuse to invest efforts and time in doing writing tasks (Harmer, 2004). Other students may be disadvantageous in classrooms where writing activities are organised around special social issues that students do not have strong familiarity with (Hyland, 2003).

-Time pressure

Anxiety about writing could be exacerbated when students are required to complete writing tasks or tests within a limited time. In Cheng's (2004b) study,

qualitative data of the written assignments reflective of English writing anxiety experiences indicated time constraints as one of the most provoking sources of EFL writing anxiety.

-Error correction

When teachers place too much emphasis on the accuracy of mechanics and language forms in writing, students might find that a stressful situation. As highlighted by Cheng (2004 b , p. 48): " instructors' excessive concern for accuracy of language forms not only makes writing in L2 a stressful and frustrating experience to the students but may even kill their motivation to write".

Oxford (1999) postulated that "harsh" error correction, ridicule, and the uncomfortable handling of mistakes in front of the class as the most important issues related to language anxiety. Some students might be very sensitive to the evaluations of the teacher and their peers. Horwitz et al. (1986) reported that adults in particular could experience apprehension because they cannot present themselves in the new language as fully as they can in their native language. Thus, excessive error correction is likely to intimidate EFL learners and decrease their interest in writing.

-Teacher's role

In the language classroom, some of the procedures could generate anxiety in learners. A teacher's rigid attitude could be suggestive of social disapproval and might even lead to "a sense of guilt" (Cheng, 2004b). In other research studies, and consistent with Horwitz et al.'s (1986) findings, fear of teachers' negative comments was ranked as the primary source of writing anxiety (Rezaei & Jafari,2014).

When a student encounters difficulties in writing, his or her self-confidence and motivation may also decrease. That would further hinder the learning process as well as performance in writing (Sabti et al., 2019). Teachers are likely to have a prominent role in students' affect and anxiety in writing (Yanti & Hidayati, 2021). In writing, there are multiple requirements that would make students feel lost, loose interest, and be de-motivated (Quvanch & Si Na, 2022).

As teaching at universities has witnessed the use of e-platforms to improve students' learning, the following section will consider teaching in hybrid contexts. A description of the Moodle platform implementation in the teaching of EFL writing is also provided.

1.7. Teaching in a Hybrid Environment

With the new advancements in technology, teachers are provided with a wide range of opportunities to integrate virtual teaching tools. The concept of e-learning appeared to involve online classes with the aim of improving teaching and learning. In many universities, online learning has been implemented as a component of their educational systems, namely in developed countries. Various course management systems were widely used to teach different subjects, including languages.

1.7.1. The Moodle Platform

From all the e-learning platforms, the Modular Object-Oriented Dynamic Learning Environment (Moodle) represented one of the most widely used open-source. It was originally designed by Martin Dougiamas in 2002 (http://www.moodle.org/). This e-learning platform was developed in the next few years by global collaborative effects of the international community (Benta et.al, 2014). As an open source project, Moodle was designed to supplement face-to-face learning and create an online learning environment. This platform enables teachers and students with basic computing knowledge to use it according to their objectives and needs.

As a web-based adaptive collaborative environment, Moodle contains components like a discussion forum, one-to-one peer help, a user model and a collaborative strategy model (Wang, Li & Gu, 2004). The platform has many benefits for educators as it fosters the exchange of information among geographically dispersed users (Rahayu et al., 2022). When this e-learning platform was created, it was not that popular in educational institutions. The need for e-learning and hybrid teaching inclusion was mandatory during the COVID-19 pandemic in 2019.

1.7.2. Moodle Implementation in Teaching EFL Writing

Teachers have the possibility of using Moodle for a variety of reasons when teaching any of the language skills, such as EFL writing. In the literature, some of the studies focused on the use of e-learning platforms in teaching writing (Robertson, 2008; Miyazoe & Anderson, 2010; Adas & Bakir, 2013). Those studies attempted to compare face-to-face traditional teaching with computer-based instruction. The scholars who conducted the aforementioned studies were interested in examining the impact of hybrid education on students' writing.

In a study by Robertson (2008), the author discussed the benefits of integrating Moodle into an L2 composition classroom. He stated that by incorporating Moodle into a composition course, instructors can benefit from organisation, implementation, distribution, communication, and assessment. All resources can be easily revised. Moreover, teachers can create motivating projects and assignments. Through Moodle, teachers can manage communication between individual students and peer-response groups. Finally, the use of Moodle helps in maintaining and displaying assessment records of students.

In another study, Miyazoe and Anderson (2010) examined the effectiveness of some Moodle-writing activities on foreign language teaching practice. The authors explored the usage of forums, blogs, and wikis by applying a mixed-methods approach. Sixty-one students at Tokyo University participated in the survey, interview, and text analysis used for triangulation. The students showed positive perceptions of the blended course design. Wikis represented the most favourable writing activity, followed by blogs and forums. The findings of the study revealed that the application of the three online writing tools had a positive effect on students' progress in the EFL context.

As students' writing is classroom bound, other researchers like Adas and Bakir (2013) suggested a blended approach to improve writing abilities. They conducted a study on a group of sixty students at a conventional university in Palestine. The students were divided into an experimental group and a control group.

The researchers applied blended learning to the experimental group. They created online assignments by using Moodle. The students were given the chance to write online by employing vocabulary items, cohesive devices, linking words, and verb tenses they learnt during the semester of the academic year. Besides, the students in the control group were taught by using traditional face-to-face classes. By comparing the results of both groups, the researchers found significant differences in students' achievement scores, namely in favour of the experimental group. Those students performed better as they enjoyed relating inside instructions to outside technology-based writing activities. In addition to that, an important improvement was noticed among the students in the experimental group. According to Adas and Bakir (2013), the results of the study also showed that students advanced tremendously as they improved in using a topic sentence, spelling and grammar, punctuation, and paragraph coherence.

Although many researchers have examined the effectiveness of hybrid or blended teaching for language classes, teaching writing with the support of the Moodle platform remains underexplored, especially after the COVID-19 pandemic.

There is a huge potential of the Moodle activities that teachers can offer to their students to improve their writing performance. Researchers like Vu et al. (2021) investigated the effects of blended EFL writing activities on students' perceptions and writing performance in Vietnam. In their study, they employed both quantitative and qualitative research tools. The researchers surveyed an experimental group and a control group. Similar to the results found by Adas and Bakir (2013), the authors showed that the experimental group doing writing activities in a blended writing environment performed better than the control group doing those activities on paper. Furthermore, qualitative data elicited from interviews confirmed that students had positive perceptions of EFL writing activities in blended classes.

In the teaching context of Algeria, the Moodle platform has just found its way. Although the ministry of higher education and scientific research in Algeria has made efforts to ensure better internet accessibility at universities, both teachers and students faced difficulties in using e-platforms during the pandemic. The sudden shift to hybrid

teaching unveiled many issues, as teachers suffered from *technostress, technophobia,* and lack of training while students lacked motivation and ICT knowledge (Ghounane & Rebahi, 2023). To provide hands-on practice, university teachers were given the opportunity to be trained on Moodle use. Paradoxically, their reluctance to use the e-platform and students' low motivation did not change a lot.

As highlighted by Sarnou and Sarnou (2021), teachers in Algeria preferred using other applications like Google Meet or Facebook instead of the Moodle platform. For Benadla and Hadji (2021) who dealt with students' attitudes towards online learning after the shift towards hybrid teaching, the students' background with no necessary equipment like computers or smartphones had negatively affected their attitudes and general learning behaviours.

The inclusion of Moodle into the teaching and learning at the university level became standardised by the ministry from 2020 onwards. For this reason, there is ample demand for research-based studies to raise teachers as well as students' awareness about the necessity of e-platforms in higher education. As the topic of our research is about writing anxiety at tertiary levels, we felt the need to explore the impact of Moodle implementation on students' writing from the teachers' perspective. Most of the existing research on Moodle or e-platforms has focused on examining their effectiveness in language teaching in general. Our study takes a step into a less-researched area of inquiry, that of students' writing anxiety and the inclusion of e-platforms in an Algerian EFL writing context.

To sum up, this chapter reviewed the major studies that relate to the topic of the present study. It was divided into five sections. The first introductory section aimed at setting the map of the research domain in the area of affect in language learning. In the second section, we discussed the affective filter hypothesis along with the effects of anxiety on language learning processes. The focus of section three was on the history of research on writing anxiety in first language and second or foreign language writing. In the fourth section, we aimed at highlighting the importance of considering anxiety as a multidimensional construct interacting with a cluster of

factors. The final section focused on presenting the use of e-platforms in teaching writing and their possible effects on students' writing anxiety levels.

Having explained the theoretical background of the study, the subsequent chapter will be devoted to the methodology used for the present study.

CHAPTER TWO

Research Design and Procedures

This chapter provides information about the research design and method of research adapted in the present study. It describes general assumptions underpinning the choice of a mixed methods research paradigm (Ivankova & Creswell,2009; Creswell et al., 2018). The research participants and sample selection explanation along with the research tools employed are described as well. The procedures used to analyze the collected data sets are reported. An explanation of the piloting phase conducted before administering the research instruments is also involved in this methodological chapter.

2.1. Research Questions

As identified in the introductory part of the dissertation, this exploratory study aims at investigating anxiety in foreign language writing of undergraduates of the English department at the University of Algiers 2. Another goal of this research is to assess the effect of increased exposure to the target language on students' anxiety levels in EFL writing. Moreover, investigating sources of anxiety has represented one of the major concerns of the study by considering students' perceptions and experiences in EFL writing. To contribute to the limited literature that is just flourishing on the dynamic nature of anxiety, the study has also sought to depict anxiety in completing writing tasks to target the students' *"**experiencing selves**"* more than the students' *"**remembering selves**"* (MacIntyre, 2017). Furthermore, in the last stage of the present study, we aim at finding out the extent to which could hybrid teaching influence students' levels of anxiety in EFL writing. Though our study focused essentially on data from students, we believed that the inclusion of teachers as participants would provide more insights into the research problem under investigation. Based on the above-mentioned objectives, the study was guided by and attempted to answer the subsequent questions:

RQ 1-Does anxiety specific to writing in a foreign language exist among EFL students of the Department of English, Algiers 2 University?

RQ 2-Does anxiety in foreign language writing vary with increased exposure to the target language?

RQ 3- Which sources are likely to influence anxiety in foreign language writing for students of different proficiency levels?

RQ 4-Does anxiety vary with specific tasks in foreign language writing?

RQ 5-To what extent has Moodle implementation had any impact on students' writing anxiety?

We used multiple research tools to answer our research questions. To answer the first research question **(RQ1)** that attempts to explore the existence of anxiety peculiar to EFL writing of undergraduate students, we administrated a background questionnaire and a survey questionnaire meant to depict all possible aspects and indications of writing anxiety. The background questionnaire and the survey questionnaire (FLWASQ) were distributed together. Additionally, the teachers' questionnaire was completed by teachers of writing to get more insights about the problem under investigation from different angles. Focus group interviews were also conducted to clarify other data that were either unclear or needed more justifications on the basis of the subjects'survey questionnaires results. The focus group interviews represented the fourth research instrument used to answer **RQ1.** Those focus groups were scheduled after the preliminary analysis of the quantitative data of the survey questionnaire.

To answer the second research question **(RQ2)** which seeks to investigate the effect of increased exposure to the target language on the subjects' writing anxiety, we used different samples: first-year and third-year undergraduates. Those samples were put into two groups (Group One and Group Two respectively) that were chosen on the basis of students' final grades reported to the Department of English (Algiers 2 University). Teachers of writing in both academic levels, first and third-year classes, were also invited to fill in the teachers' questionnaire to help us answer **RQ2.** Moreover, the focus group interviews with students derived data that were supplemented to compare and contrast sets of results to answer **RQ2** as well. Answers

to the focus group interviews yielded qualitative findings that aided in gaining more illustrations in terms of the participants' experiences of EFL writing in general and negative affect of EFL writing in particular.

The third research question **(RQ3)** that deals with sources of writing anxiety is examined through the use of the background questionnaire, the survey questionnaire (**FLWASQ**), the teachers' questionnaire (Questions **4, 6**, and **7**) and the focus groups interviews. As the issue of writing anxiety sources is multifaceted, that required the use of data that stemmed from a cluster of research instruments with the aim of shedding more light on this area of inquiry.

To answer the fourth research question **(RQ4)** that endeavours to investigate anxiety specific to writing tasks, an experiment was undertaken with the subjects of the study. To tackle issues of anxiety levels in writing, an **Anxiety Scale** was prepared on the basis of research findings in psychology. The scale was administered to the participants to aid them in describing the affective and psychological reactions while completing the writing tasks. The subjects of the experiment were requested to rate the corresponding anxiety levels on the **Anxiety Scale** ranging from **"Very high"** to **"Very low"** during the three phases of answering the writing tasks: pre-writing, while-writing, and post-writing.

As the research data of our study were collected during the traditional face-to-face writing classes, the interruption during the COVID-19 pandemic has led us to think of updating our research and provide some changes due to the demands of the learning-teaching context. One parameter to consider was the new e-learning and hybrid teaching environments. The recent research studies that exist on online anxiety discuss the construct in relation to foreign language learning in general (Russell, 2020). Very few studies have tackled the issue of writing anxiety within online learning environment, and none from teachers' perspectives. For the aforementioned reasons, our fifth research question **(RQ5)** would explore the impact of the Moodle platform implementation on students' writing anxiety from the perspective of university teachers. This fifth question will be examined by information gathered from a follow-up teachers' questionnaire collected from teachers of writing of first-year students.

As stated earlier, the mixed methods research paradigm used in this study necessitated multiple sources of data collection tools. It included six research instruments to use quantitative research traditions with the inclusion of a qualitative component. That involved utilizing the following instruments that are presented together with the selected population shown in table 2.1:

Table 2.1

The Research Instruments and the Participants

Research Instruments	Research Participants
1- **The Background Questionnaire (This questionnaire is used to establish the profile of first-year and third-year students who took part in the study)**	168 Students: - Group One (N=84 first-year undergraduates). - Group Two (N=84 third-year undergraduates).
2- **The Foreign Language Writing Anxiety Survey Questionnaire (FLWASQ)**	168 Students: - Group One (N=84 first-year undergraduates). - Group Two (N=84 third-year undergraduates).
3- **The Teachers' Questionnaire**	11 Teachers: - First- year Teachers (N=8) - Third-year Teachers (N=3)
4- **The Focus Group Interviews**	16 Interviewees: - Focus Group One (N=8) - Focus Group Two (N=8)
5- **The Writing Tasks Experiment**	50 Participants:

	- Group One (N= 25)
	- Group Two (N= 25)
6- **The Follow-up Teachers' Questionnaire**	4 Teachers: - First- year Teachers (N=4)

2.2. Research Design

The use of mixed methods research could help researchers within the field of applied linguistics. Early assumptions about the value of mixed methods or multiple methods derive from the view that all methods have strengths as well as weaknesses; therefore, a combination of quantitative and qualitative data would neutralize both data forms (Creswell et al., 2018).

In the present study, a mixed methods design was chosen due to the nature of the research topic which attempted to understand one of the complex psychological factors in language learning. As noted by Dornyei (2007, p. 163) "a mixed methods study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process". To gain an in-depth description of the investigation, we found the explanatory sequential mixed approach as the most appropriate one.

In explanatory sequential mixed methods, researchers start by conducting quantitative research. This step is followed by analyzing the results which are explained further with qualitative data. This design is considered explanatory since quantitative data results are explained by the qualitative ones. Furthermore, the design is labelled sequential as the qualitative phase follows the quantitative one (Creswell et al., 2018). This "straightforward" design is thought to be implemented and analyzed easily as it enriches the ultimate research findings (Dornyei, 2007).

This study comprised quantitative and qualitative parts. First, the background questionnaire together with the Foreign Language Writing Anxiety Survey

Questionnaire were administered to the participants (N= 168). Additionally, teachers' questionnaires were completed by first-year teachers (N=8) and third-year teachers (N=3). Moreover, some of the participants (N=50) were selected to take part in the writing tasks experiment. In the qualitative part of the study, the focus group interviews were organized with some of the participants (N=16) who answered the questionnaires. Besides, another follow-up questionnaire was administered to teachers (N=4) to explore the impact of Moodle implementation on students' writing anxiety levels from teachers' viewpoints. The mixed methods design with its systematic integration of quantitative and qualitative data is based on the "triangulation strategy" for the sake of using both types of data. The integration of qualitative quotes within quantitative statistical results would either support or disconfirm the quantitative results (Ivankova & Creswell, 2009). Triangulation is also helpful in cross-checking the consistency of the results and findings collected by the different employed research tools.

2.3. Research Setting and Participants

This research study was conducted at the English Department of Algiers 2 University. The sample of this study consisted of 168 LMD undergraduates who studied English for academic purposes and 11 teachers from the English Department of the University of Algiers 2. According to research methodology experts like Dornyei (2007) and Cohen et al. (2007), the participants' sample can fundamentally determine the success of a study. Many decisions should be taken to avoid problems with the used sampling strategy. Cohen et al. (2007) described that a number of judgements should be made about four key factors in sampling. Choosing the appropriate methodology and instrumentation entails considering factors in sampling such as: the sample size, representations and parameters of the sample, access to the sample, and the sampling strategy to be used.

In choosing the sample of the study, we opted for a convenience sampling strategy. This sampling technique refers to accidental or opportunity sampling that involves available and accessible individuals to serve as respondents (Cohen et al. ,2007). As the main aim of the study was to gain an in-depth understanding of foreign

language writing anxiety within one higher education institution, that of the English department at the University of Algiers 2, we chose the sample that was accessible. We assume that the selected samples of students, as well as teachers, would share some of the common features that would deepen our analysis of the investigated research phenomenon. As suggested by Dornyei (2007):

> A good sample is very similar to the target population in its most important general characteristics (for example, age, gender, ethnicity, educational background, academic capability, social class, or socioeconomic status) as well as the more specific features that are known to be related to the variables that the study focuses on (for example, L2 learning background or the amount and type of L2 instruction received) (p.96).

2.3.1. The Sample of Students

As cited earlier, a total number of a hundred and sixty-eight (N=168) students took part in the present study. To meet one of the objectives of the study, that of examining the effect of increased exposure in the target language on students' anxiety levels in writing, and to get an in-depth analysis of a complex psychological construct like anxiety, we included two different years of study at university.

The participants comprised first-year students (Group One), and third-year students (Group Two). For those first-year students (N=84) commencing studying at university, the Reading and Writing course is scheduled three hours per week as the course is taught by integrating a receptive skill (Reading) and a productive one (Writing). We remind the reader that our study is solely devoted to the type of anxiety associated with EFL writing . It is therefore beyond the scope of the study to tackle issues related to anxiety in EFL reading. The second group of students (N=84) represented the accessible sample of third-year students from the Linguistics and Didactics specialism who study as well the Critical Writing course.

2.3.2. The Sample of Teachers

To achieve a balanced view of anxiety in EFL writing, though the focus of the study was students' EFL writing anxiety, teachers of Reading and Writing of first-year undergraduates (N=08) and teachers of third-year undergraduates of Critical Writing

(N=03) were invited to answer a questionnaire designed for them. That sample of teachers comprised the total number of teachers who taught writing at the English Department. It was thought that teachers could supplement data that would aid in analyzing and explaining further the obtained results. Later on, and after the COVID-19 pandemic outbreak with the inclusion of hybrid teaching, four teachers (N=4) of first-year students filled in a follow-up questionnaire that was sent to them via e-mail. Those teachers were also concerned by the completion of the Teachers' Questionnaire handed to eleven teachers (N=11) when data were collected before the pandemic. It is important to note that teachers' questionnaires were essentially used as additional tools to cover aspects of students' writing anxiety from teachers' perspective. We thought that even teachers could have a vital role in increasing or decreasing anxiety levels for students. Besides, assessing teachers' awareness and perceptions of writing anxiety would provide additional dimensions to the study.

2.4. Research Tools and Data Collection Procedure

2.4.1. The Background Questionnaire

The background questionnaire was used as a primary step in data collection to establish the profile of the subjects of the study. The background questionnaire aimed at obtaining demographic data about the subjects of the study in terms their emotional experiences and perceived proficiency in English Writing. The questionnaire is based on Dewaele & Pavlenko's (2001) **Bilingualism and Emotions Questionnaire** (Appendix **1**). The questionnaire is divided into two sections:

Section 1: Background Information

The first part on background information includes questions about the participants' gender (Question **1**), age (**Question 2**), year of study (**Question 3**), and reasons behind choosing to study English at the English Department, University of Algiers 2 (**Question 4: What are your primary reasons for studying English at the English Department, University of Algiers 2 ?**) . The first part of this questionnaire is given to get general background details about the subjects' age, gender, and year of

study. **Question 4** was included as an ice-breaker to determine whether students were interested in studying English or not by considering the reasons behind their choice of study.

Section 2: Linguistic Information

The second part of the questionnaire is mainly designed to elicit general linguistic information about the participants such as languages that the subjects know, speak, or use by focusing on the dominant language for every participant. This information is elicited through **Question 5**: **Which language do you consider to be your dominant language (s)?.** The other two questions were added by the researcher on how often the participants write in English to explore the circumstances of writing for the subjects of the study: **Question 6: How often do you write in English?** and what makes learners most anxious in a writing class through **Question 7: What worries you most when you write in English?** This last question was used to learn about the subjects' experiences of possible negative affect and reactions peculiar to EFL writing.

2.4.2. The Foreign Language Writing Anxiety Survey Questionnaire

(FLWASQ)

2.4.2.1. The Survey Questionnaire Development

In a context like ours where learners are exposed to English as a foreign language, it was thought that it would be more suitable for the study to develop a survey questionnaire specific to our context. When students come to study at the English department, the University of Algiers 2 they have already acquired a mother-tongue: Arabic (the Algerian dialect), or Tamazigth, and sometimes both. French is considered officially as a foreign language, but still many Algerians introduce it as a first language before school age to their children. This means that students by age of eighteen-years old would have knowledge and mastery -

of varying degrees- of Algerian, Tamazigth, and French.

In developing the questionnaire, we also took into consideration Dornyei's (2007) different steps in the development process. The first step was to draw up an item pool relying on qualitative exploratory data gathered in student's self-reports through a preliminary questionnaire. To fulfil the research aims and answer the research questions, we developed a **preliminary open-ended questionnaire** of **fourteen questions** after an extensive review of the literature on foreign language learning anxiety, and foreign language writing anxiety. Seventy students (N=70) comprising different years of study who were available took part in the first phase of the present study before the questionnaire survey development. Those students represented the available sample of students who accepted to fill in the preliminary questionnaire. It was beyond reach to include all students of first-year and third-year classes. In formulating the open-ended questionnaire, we thought of aspects and situations related to foreign language writing anxiety based on a review of anxiety instruments (Cheng, 2004a; Horwitz et al., 1986; Daly & Miller 1975a) . As such, the subjects were asked questions to gather information on the following:

1) **General attitudes and feelings towards writing in English as a foreign language**
2) **Evaluation in writing**
3) **Behaviours related to writing**
4) **Perceptions and beliefs about writing**
5) **Anxiety in EFL writing**

Details about the categories under investigation, the questions of the preliminary questionnaire as well as the rationale for items inclusion are presented in the following table 2.2:

Table 2.2

Items and Rationale of the Preliminary Open-ended Questionnaire

Categories	Questions	Rationale
	Question 1: How do you feel when you write in English?	To investigate students' general attitudes and feelings when they write in English as a foreign language in class.
	Question 2: When you write under time pressure, how do you feel about it?	To examine students' attitudes towards time pressure in EFL writing.
	Question 3: Do you enjoy writing in English	To explore students' positive attitudes and enjoyment of writing.
General attitudes and feelings towards writing in English as a foreign language	**Question 4:** Do you consider yourself a good writer?	To assess the way students perceive their capacities in writing.
	Question 5: How do you feel when you are asked to write without preparation in class?	To examine students' feelings when asked to write without prior preparation or instant writing in class.
	Question 6: What sort of writing activities or tasks do you prefer most in	To find out about students' attitudes with regard to the writing activities or tasks

	class? Why?	they prefer most in class.
Evaluation in writing	**Question 7:** Do you prefer to be evaluated by your teacher or peers when you hand in English compositions? Why?	To explore students' perceptions of teacher evaluation and/or peer evaluation when writing in English.
	Question 8: Do you enjoy taking tests in writing? Why?	To check students' reactions towards tests in writing.
Behaviours related to writing	**Question 9:** Do you avoid writing in English?	To check if students exhibit any indications of avoidance behaviour in writing.
	Question 10: Do you compare what you write in English to your classmates' writing? Why?	To examine students' competitiveness in writing.
Perceptions and beliefs about writing	**Question 11:** Do you express yourself easily when you write in English in class?	To explore students' perceptions of self-expression in EFL writing.
	Question 12: Before handing in a paragraph or essay, what sort of expectations do you have in mind?	To find out about students' expectations about writing before handing in a composition.

Anxiety in EFL writing	**Question 13:** Do you feel anxious when you write in English? Why?	To examine students' anxiety when they write in English.
	Question 14: What worries you most when you write in English?	To explore students' possible sources of writing anxiety.

The students' answers were used to generate the questionnaire survey statements and items. The initial version of the questionnaire included sixty closed-ended items that were based on behavioural and attitudinal questions. We labelled the scale " **the Foreign Language Writing Anxiety Survey Questionnaire**" . We named it so to provide the respondents with an initial orientation, and to identify the scope of the inquiry, namely foreign language writing anxiety in an Algerian EFL university context.

In writing the final version of the questionnaire, we have taken into account the rules about wording suggested by Dornyei (2007, pp. 108-109) :

1) Aim for short and simple items.
2) Use simple and natural language.
3) Avoid ambiguous or loaded words or sentences.
4) Avoid negative constructions.
5) Avoid double-barrelled questions.
6) Avoid items are likely to be answered the same way by everybody.
7) Include both positively and negatively worded items.

The first version of the survey questionnaire comprised sixty questions. That version was piloted with twenty first-year students. Six statements were then discarded as they were identical and repetitive. After piloting the survey questionnaire, the final version of the survey questionnaire included fifty-four items. The following section is devoted to explaining the different statements of the survey questionnaire and what they measure.

2.4.2.2. The Content of the Survey Questionnaire

The questionnaire is a fifty-four-item scale that initially consisted of sixty items. It appears in **Appendix 2** , and it is scored on a Scale ranging from **Agree (A), Disagree (D)** to **Undecided (U)**. We preferred to use a simplified scale of three options rather than the traditional **Likert Rating Scale** to provide the subjects with more guidance and keep them focused. Essentially, the survey was not meant to measure the amount of anxiety could students have in writing. It was designed to describe most possible reactions, behaviours, or experiences related to EFL writing anxiety. The items presented are reflective of: attitudes towards writing in English as a foreign language, fear of negative evaluation, self-confidence and self-esteem in writing, anxiety about lack of vocabulary, competitiveness in writing, anxiety about failing to express oneself in writing and lack of ideas, fear of writing without prior preparation, and other feelings of anxiety related to foreign language writing. The survey questionnaire that we used in our study consisted of items representing both the anxious and the non-anxious direction.

The Foreign Language Writing Anxiety Survey Questionnaire is divided into eight major categories. It was designed to ask questions reflective of foreign language writing anxiety in a formal setting. Those categories are based on the review of the literature. Some of the categories relate directly to the existing writing anxiety research like:

- **Feelings of anxiety related to EFL writing** (Cheng, 2004a)
- **Attitudes towards writing** (Cheng, 2004b);
- **Fear of negative evaluation** (Cheng, 2004b ; Zhang, 2011);

- **Self-confidence and self-esteem in writing** (Hassen, 2001; Cheng, 2004b, Rezaei & Jafari ,2014);
- **Anxiety about having limited vocabulary** (Hyland, 2004);
- **Fear of writing without preparation or instant writing** (Harmer ,2004).

The other remaining categories were suggested by the researcher for the sake of the study. In reviewing the literature on foreign language learning anxiety, we found some other categories that have not been dealt with in writing anxiety research. We thought that it could be more appealing if we narrow down such categories about language anxiety in general into the domain of EFL writing. As a consequence, the data yielded through the **preliminary questionnaire of** students' self-reports revealed the following categories:

- **Competitiveness in writing:** in which we relied on the theory put forward by Bailey (1983) on anxiety, competitiveness, and language learning;
- **Anxiety about failing to express oneself in writing:** this category is derived from William, Mercer and Ryan's (2015) assumptions about anxiety and self-expression in language learning.

Table 2.3 shows the statements, numbers of the survey questionnaire (see **Appendix 2**), and their grouping under the different categories. The categories are classified depending on the number of items in descending order:

Table 2.3

Item List of the FLWASQ Categories under Investigation

Categories of the Survey Questionnaire	Items Used for the Categories Investigation
1- **Feelings of anxiety related to foreign language writing.**	7, 10, 15, 18, 20, 22, 23, 24, 25, 29, 35 , 37, 46,48.
2- **Attitudes towards writing.**	3, 5 , 8, 11, 13 , 19, 39, 41, 53.
3- **Fear of negative evaluation.**	1, 6, 12, 16, 17, 28, 45, 54.
4-**Anxiety about failing to express oneself in writing.**	4, 20 , 21, 31, 32, 44, 49.
5-**Self-esteem and self-confidence in writing.**	9, 14, 27,42, 52.
6-**Anxiety about having limited vocabulary.**	2, 33, 36, 51
7-**Competitiveness in writing.**	26, 30, 34, 43.
8- **Fear of writing without preparation**	38,40,47,50.

1. Feelings of Anxiety Related to EFL Writing

On the whole, this category comprises questions about avoidance behaviour, assumed behavioural signs of language anxiety specific to writing in English, and writing under time pressure. There might be other perspectives on the fact of writing in English as a foreign language that we are taking into account through this category of the survey questionnaire.

Avoidance behaviour could contribute to anxiety in writing and might have a cause/ effect relationship as predicted in the literature (Cheng, 2004a). This issue is considered in questions (46) **"I avoid writing in English as I make a lot of mistakes.",** (35) **"In my writing class, I avoid to write about some specific topics.",** (20) **"I avoid writing in English as I'm not good enough and I make a lot of mistakes.",** and (22) **"In my writing class, there are some topics that I do not like to write about.".**

With regard to behavioural signs of anxiety in writing, statement (24) **"I often forget words I know when I write in English."** investigates the fact of being forgetful when writing in English, for instance forgetting relevant vocabulary or grammar rules. Question (37) **"I feel very stressed before handing in a paragraph or an essay."** of the questionnaire would elicit information on feelings of stress and worry before handing in a paragraph or an essay in class. In addition to that, feeling of being confused and lack of concentration are likely to be very recurrent for language learners mainly in productive skills such as the writing skill that requires certain steps. Such feelings might be indicators and signs of anxiety in writing for some students as posited in the self-reports. For this reason and for the sake of examining this issue, the subsequent items are included in the survey questionnaire: question (29) **"I feel sometimes blocked when asked to write in English.",** (18) **"I do not feel at ease when asked to write in English .",** (10) **"I can never concentrate under time pressure when asked to write in class.",** and (48)**"I often lose concentration when I write in English."**

75

The last items of the survey questionnaire to be considered within this category would examine probable learners' anxiety over time pressure and how could that influence in turn their writing. Question (15) **"When I write under pressure, I forget many words I know in English."** is about forgetfulness when writing in English under time constraints. In questions (23) **"The most fearful situation in class is to write under time pressure."**, and (25) **"I feel stressed and confused when I have limited time to write in class."** we aim at eliciting data on feelings of fear and confusion when learners are asked to write, having limited time to do that. Finally, statement (07) **"I sometimes write better under time pressure."** of the questionnaire is worded on the positive side hypothesizing that some learners would have the opportunity to write better in English when they experience a "facilitating" type of anxiety in class.

2. Attitudes towards Writing

Through the students' self-reports, many of the statements focused on comparing EFL writing to EFL speaking, or comparing writing in English as a foreign language to that in French or Arabic. To address this issue, questions (3) **"Compared to speaking in English, I feel more at ease in class when I write in English."**, (11) **"I worry a lot when I speak in English which is not the case in writing."**, (19) **"I avoid speaking in English more than in writing because I fear pronunciation mistakes."** , and (39) **"I enjoy speaking in English more than writing."** would elicit information about anxiety in speaking and writing by relying on students' attitudes. In the same vein, items (8) **"I prefer writing in French or in Arabic rather than in English."**, and (41) **"I compare the way I write in English to that in French or Arabic."** would measure participants' preferences of languages in writing and how would that affect their possible anxiety levels.

Writing in a foreign language would not be an easy task for language learners, and it could represent a source of difficulty. This possible attitude is considered through questions (5) **"Writing in English is very hard for me."**, and (53) **"Punctuation and grammar are very difficult in English writing."** Question (13)

"I enjoy writing in English." would infer about the non-anxious direction of the questionnaire.

3. Fear of Negative Evaluation

This concept was introduced by Horwitz, Horwitz, and Cope (1986) when they developed the Foreign Language Classroom Anxiety Scale as the first validated measure of foreign language learning anxiety. In this category, we use Horwitz, Horwitz, and Cope's (1986) conceptualization of learning anxiety, namely the concept of fear of negative evaluation as a major component of writing anxiety. In our case, the concern is for what we labelled "fear of making mistakes in writing" through questions (1) **"I worry about making mistakes in writing."** , and (45) **"I don't worry about making grammatical mistakes in English writing."**

Testing is likely to be a source of anxiety in writing. In line with this assumption, items (12) **"I don't like to be tested in English writing."**, and (54) **"I worry about having bad grades in writing tests"**. would focus on this aspect. In addition to that, and to consider the non-anxious direction of the questionnaire, statements (28) **"I enjoy tests in writing."**, (16) **"A writing test makes me comfortable compared to a speaking test."** would assess students' levels of easiness or uneasiness when required to sit in tests in foreign language writing.

Moreover, teacher evaluation and peer editing as important factors in writing evaluation and assessment are dealt with in questions (17) **"I prefer being evaluated by my teacher rather than my peers when I hand in paragraphs or essays in class."**, and (6) **"It is less stressful for me if my peers evaluate and correct my writing in class."**

4. Anxiety about Failing to Express Oneself in Writing

Failing to express oneself in the target language might lead to anxiety. This is likely to be frequent when learners are required to speak or write in a language class. This factor will be examined in statements (4) **"I'm capable of expressing my thoughts and ideas through writing."**, (44) **"I have a lot of ideas, but I can't**

express that when I write in English. This makes me worried.", (21) "When I fail to express my ideas clearly I avoid writing in class.", (31) "I always fail to write down my ideas in class." , and (20) "In class, it takes too much time to find the right ideas and expressions to write."

The results of the self-reports indicated students' comparisons of the ability to express oneself in English writing to that in French or Arabic. To investigate this aspect, we included questions (32) "When I write in English, I can easily express my ideas rather than in French or Arabic.", and (49) "When I write in English, I feel that my ideas do not convince the reader."

5.Self-confidence and Self-esteem in Writing

Question (14) "When I write in English, I feel self-confident." is about self-confidence in foreign language writing. Self-judgments and self-esteem in writing are going to be investigated through items (9) "I feel restricted in my ability to write in English.", (27) "I'm not satisfied with my level in English writing.", (42) "I don't think that I write very well in English." and (52) "I am sure that the teacher will like my writing."

6. Anxiety about Having a Limited Vocabulary

In the self-reports, many of the students emphasized the importance of having the relevant vocabulary to express themselves whenever required to write in English. Lack of vocabulary or having limited vocabulary to express oneself in writing is thought to be a correlate of writing anxiety. To elicit information on this possible relationship, we included statements (2)"I sometimes have difficulties in finding the right vocabulary in writing." , (33)"I have many ideas in mind, but I can't find words to express them in writing." , and (51)"I worry a lot about vocabulary when I write paragraphs or essays in English." In some of the self-reports, having a limited vocabulary in the target language seemed to be closely linked to failing to translate into English as in question (36) "I am unable to translate my ideas into English when I write in class."

7. Competitiveness in Foreign Language Writing

This category could be linked to the fear of negative evaluation category. Evaluation refers to both academic and personal evaluations made by students on the basis of their performance and competence in the target language (MacIntyre & Gardener, 1991). Competitiveness on the part of language learners is considered through various statements of the questionnaire. For instance, items (43) **"I compare the paragraph/essay I write in English to that of my classmates"**, and (26) **"It is not necessary to compare my writing to that of my classmates."** would deal with competitiveness and constant comparisons between language learners about their writing abilities in the foreign language.

Furthermore, the fear of appearing incompetent in writing mainly through peer editing is connected with competitiveness. It is looked at in questions (30) **"In peer editing, I feel too shy when my classmates discover my mistakes."** and (34) **"My classmates are better than me in writing."**

8. Fear of Writing without Preparation (Instant writing, Harmer, 2004)

Continuous evaluation characterizes the teaching of writing within the framework of the LMD system at the English department, the University of Algiers 2. In this category, we aim at finding a possible link between writing without preparation or instant writing and anxiety, namely in questions (38) **"I fear writing without preparation in class."**, (40) **"I fear failure whenever asked to write without preparation."**, (47) **"I fear writing without preparing that in advance in class."**, and (50) **"I am more creative in writing when asked to write without preparation."**

Having explained the content of the survey questionnaire and the rationale behind its development, the next part will be devoted to the writing tasks experiment and the Anxiety Scale.

2.4.3. The Anxiety Scale with Different Writing Tasks

The students' questionnaires designed to elicit information on the possible relationship between foreign language writing and anxiety were followed by an experiment. Twenty first-year students (N=20) were asked to complete two writing tasks under free conditions. Those students represented one section of a group of students from a whole class who were available and accepted to take part in the initial phase of the experiment. Thus, the selection of the sample was based on convenience sampling:

1. A Semi-guided Writing Task

The participants were asked to write a paragraph on one of the following topics:

1- A memorable event or experience in your life;
2- A film that you have seen recently;
3- A story or tale that you know.

2. A Free-writing Task

In the second writing task, the participants were required to write freely about topics of their own choice. In both tasks, the subjects were allotted fifteen minutes for each task. After answering the semi-guided writing task, the participants were given a list of four questions to answer:

1- Was it difficult for you to write? Why?
2- How did you feel when you were writing?
3- Did you have any problems in writing?
4- Were you anxious? Why?

For the free-writing task, the subjects were given the same questions and we added the following one:

5- Which writing task do you prefer most? Why?

We designed the experiment of writing tasks for two reasons:

1- To find out how students would feel when they are asked to complete some writing tasks in class. Specifically, we aimed at increasing the reliability of the Foreign Language Writing Anxiety Survey Questionnaire (FLWASQ) .

2- In addition to that, our inclusion of the writing tasks helped in piloting the Anxiety Scale (Appendix **3)**, which was used in our study to explore the notion of task-related writing anxiety.

The subjects were asked to indicate the level of anxiety they would feel in every writing task on three phases that we labelled:

1- Pre-writing (after 3 minutes)
2- While-writing (after 10 minutes)
3- Post-writing (after 15 minutes)

When selecting the possible signs and symptoms of anxiety, the subjects preferred to select only the items that best described their feelings during that phase of task completion. The final version of the scale after piloting appears in **Appendix 3.**

2.4.3.1. The Anxiety Scale

In the literature on foreign language anxiety, we noticed the absence of scales that could describe learners' levels of anxiety. We thought of providing a description of the different levels of anxiety, ranging from **Very high, High, Low,** to **Very low**. In discussing the different ways to identify language anxiety, Oxford (1999) explained that behaviours could vary across cultures, and what might seem like an anxious behaviour in one culture might be normal behaviour in another culture.

Oxford (1999) provided a list of possible signs that might reflect language anxiety, depending on the culture. To define the levels of anxiety, we relied on symptoms and reactions that are thought to be reflective of anxiety. In fact, the subjects could easily tick answers like **"Very high anxiety"** or **"Low anxiety"** without necessarily understanding what the choices on the scale refer to. To solve this problem, and increase the validity of the **Anxiety Scale,** we decided to include some descriptions of the possible signs and symptoms of anxiety. We relied on Oxford's (1999) analysis of signs of anxiety and Matsumoto et al.'s (1988) list of bodily

symptoms and expressive reactions experienced by the subjects of their cross- cultural study of Japanese and American university students.

2.4.3.2. The Writing Tasks Experiment

In the present study, writing tasks were used in an experiment to answer our fourth research questions. Those tasks are pedagogical in nature as they occurred in the classroom context. Nunan (2004) offers a definition of a pedagogical task in the following way:

> My own definition is that a pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end (p.04).

The definition provided by Nunan (2004) does not reject the importance of form at the expense of meaning. On the contrary, grammatical knowledge is used to express meaning, as both meaning and form are closely interrelated. In our research, we use writing tasks to deal with the "experiencing learner" with regard to anxiety levels. The primary focus of those writing tasks is to assess students' affective reactions when completing tasks in different phases. The writing tasks are adapted from Adams and Pecks (2000), Hyland (2003), and Vince and Sunderland (2003).

A selected sample from the participants who answered the Foreign Language Writing Anxiety Survey Questionnaire was solicited to take part in the writing tasks experiment. Twenty first-year (N=25) LMD participants and the same number of subjects (N=25) of third-year LMD (Linguistics) students took part in the experiment. As shown in **Appendix 3**, the subjects would indicate the possible level of anxiety in every phase of the different writing tasks. Specifically, the participants would choose the items that describe signs and symptoms felt or experienced whenever asked by the researcher, depending on the time sequences. The writing tasks **(Appendix 4)** moved from semi-guided to free tasks and consisted of:

1. Tasks for first-year students

Task 1: Cloze test

Task 2: Sequencing scrambled sentences

Task 3: Grammar and mechanics

Task 4: Free writing

2. Tasks for third-year students

Task 1: Cloze test

Task 2: Sequencing scrambled sentences

Task 3: Grammar and mechanics

Task 4: Free writing

2.4.4. The Focus Group Interviews

For the sake of gathering more information about writing anxiety, focus groups were scheduled for the study. From both groups in the study, we have selected a representative sample of eight participants. The interviews took the form of open-ended questions based on the questionnaires' results. The focus group guide appears in **Appendix 5.** The guide contained eight questions that we composed after the initial analysis of the survey questionnaire **(FLWASQ)**. The rationale behind each of the focus group interview guide questions is presented in the subsequent table:

Table 2.4

The Rationale of the Focus Group Guide Questions

Questions of the FG interview Guide	Rationale
Question 1: How do you feel when you write in English?	-This question is used with the aim of establishing a context for the interview. It is an ice-breaker with the objective of learning about the interviewees' experiences and feelings in EFL writing classes.
Question 2: Think back over your experience as a language student, did you feel sure and self-confident in your writing class?	-This question is linked to the survey questionnaire results as a third of the subjects were undecided about items reflective of self-confidence in writing. It was designed to allow the researcher in getting more explanations about possible correlations between self-confidence in writing and other intervening factors.
Question 3: Before starting to write in English, what expectations do you have in mind?	-This question would help in understanding the subjects' beliefs about EFL writing, and whether such beliefs are likely to influence probable anxiety levels in writing.
Question 4: Have you managed to express your ideas and thoughts in your writing class?	-The purpose of this question is to examine the possible relationship between limited self-expression and writing anxiety.

Question 5: What worries you most when you write in English?	-This question was meant to elicit information on students' sources of foreign language writing anxiety.
Question 6: How do you feel when your classmates write better than you in class?	-In the survey questionnaire results, there were significant differences between the set of data obtained from both groups on competitiveness and EFL writing. This question was used to depict the reasons behind the aforementioned discrepancies.
Question 7: Do you prefer being evaluated by your peers or teacher when you hand in English sentences or paragraphs in class?	-The results of the survey questionnaire revealed important indications on the ways peer editing and/or teacher evaluation might interfere with students' anxiety levels.
Question 8: When you write under time pressure, how do you feel about it?	-This question was used to find out about the effect of time pressure on students' writing anxiety. In the survey questionnaire, over two-thirds of the subjects perceived time pressure as an influential factor in EFL writing.

2.4.5. The Teachers' Questionnaires

2.4.5.1. The Teachers' Questionnaire Administered before the COVID-19 Pandemic

The last step in data collection was the first teachers' questionnaire. It was designed to shed some more light on the teaching and learning of writing at the English Department, Algiers 2 University. In particular, the teachers' comments and

suggestions would help us in understanding the situation in a context like ours. Moreover, the teachers' questionnaires might clarify some of the possible reasons and sources of foreign language writing anxiety. They would contribute by providing pedagogical suggestions that might improve the teaching-learning of EFL writing. The teachers' questionnaire appears in **Appendix 6**. In preparing the questionnaire, we took into consideration the categories of the Foreign Language Writing Anxiety Survey Questionnaire.

The questionnaire is composed of two parts: Part one is labeled **Background information**, and Part two that is named **Teaching writing and the language learner**. On the whole, teachers are required to answer a total of 16 questions that range from closed-ended questions to open-ended questions. As explained by Dornyei (2007), closed-ended items are given to respondents, who are required to choose one of the alternatives. By contrast, open-ended questions are not followed by response options and permit greater freedom of expression (Dornyei, 2007)). For this type of questions, the respondents are asked to fill in the blank space. In the case of our teachers' questionnaire, most of the questions are of an open-ended type, namely those in part two. It is worth noting that even for some of the closed-ended questions, there is some space for the respondent to highlight "Other" alternatives not included in the questionnaire, such as in question 6 in Part one and questions 2, 3, 5, and 8 in Part two. We then explain our choice of questions for every part of the questionnaire:

Part One: Background Information

The objective of this part is to help us gather data about the teachers of writing at the English Department, University of Algiers 2 (first-year Reading and Writing, and third-year Linguistics Critical Writing). The participants are required to give general information about gender (**Question 1**), university degree (**Question 2**), and years of professional experience at the university (**Question 3**) . Teachers at the English Department do not teach the same modules every year; as a consequence, we thought of adding **question (4)** to get information about this detail. Teachers might not encounter similar difficulties when teaching writing over time.

Through **question (5),** teachers would specify the writing module they teach: Reading and Writing or Critical Writing. We thought of including this question as the primary focus of the study is foreign language writing anxiety. We did not want to design two different questionnaires for first- and third-year teachers. So, it would be sufficient to specify that once answering Part one of the questionnaire.

The reader is reminded that first-year and third-year Linguistics students took part in every step of the study in terms of research instruments completion: the Background Questionnaire, the Foreign Language Writing Anxiety Survey Questionnaire (FLWASQ), the Anxiety Writing Tasks Experiment, and the Focus Groups. In **question (6),** teachers would select some probable reasons for teaching writing. The options: research, part of your concerns, you enjoy teaching writing, and imposed by the department are out of the researcher's selection of possible causes behind teaching writing.

Part Two: Teaching writing and the language student

In this part, we aim to find out the possible link between the teaching of writing and the anxious language EFL writer. The questions are classified on the basis of the following:

- **Question (1)**: Teachers diagnosing students' writing difficulties based on their teaching experiences at the English Department.
- **Question (2):** Teachers' understanding of priorities in areas of focus and sub-skills in teaching writing: grammar, mechanics, vocabulary, handwriting, or EFL culture.
- **Questions (3) and (4)** would investigate students' preferred writing tasks (such as the Cloze test, gap-filling, combining sentences, unscrambling sentences, grammar and mechanics tasks, or free writing,) as seen by writing teachers, and how teachers would respond to that. These two questions are closely related to the Anxiety Experiment with the Writing Tasks.
- **Question (5)** is about teachers' assessments of writing and the type of correction they would consider more beneficial for the language learner. This

question requires a choice from options like: Teacher's correction, peer editing, whole class correction, self-correction, or other.

- Teachers' awareness of individual differences such as motivation, self-confidence, attitudes, and learning styles would be depicted through **question (6).**

- Teachers' recognition of the existence or absence of the anxious language learner would be investigated through **question (7).** This question represents a continuum to **question (7)** of the students' Background Questionnaire (Appendix **1**). The question is "What **worries you most when you write in English**?". Our aim is to find out whether teachers could discover the apprehensive language students and how they would deal with that.

- Possible sources of students' writing problems depending on their writing teachers represent the major concern of **question (8).** The alternatives: Poor grammar, limited vocabulary, limited time to write in class, topic avoidance, lack of concentration, and apprehension are based primarily on the students' answers of the focus group interviews.

- The final question of the questionnaire (**question 10**) is devoted to gathering data on teachers' suggestions for the sake of improving the teaching of writing in the English Department.

2.4.5.2. The Follow-up Teachers' Questionnaire

The use of technology and computer-assisted learning has always represented an issue of interest in many countries throughout the world. The recent changes with the widespread of the COVID-19 have urged the need to implement virtual education. The pandemic has suddenly forced decision-makers to think of another alternative to face-to-face classes with the objective of ensuring social distancing that might save people's lives from the COVID-19 pandemic danger.

In Algeria, like many other countries, the higher education system was widely affected by the unexpected lockdown in March 2020. The suspension of on-site classes and the closure of universities have urged the Ministry of Higher Education and Scientific Research to take specific measures. One of the steps was to use the e-

learning management systems. Though university teachers, as well as students, were initially reluctant to the "new" teaching-learning interactions, there were no other modes of giving classes. As justified by Ghounane (2022), the implementation of online learning in Algeria faces many obstacles. On the one hand, students have difficulties with the use of digital technologies. On the other hand, some teachers and students suffer from the limited or non-mastery of information technology communication tools.

In the English department of Algiers 2 University, the Moodle platform was used right after the lockdown to ensure class completion as the virus outbreak was spreading by mid of the academic year 2019-2020. The measure was taken to guarantee studying during the crisis. This internet-based learning system that is thought to facilitate learning can be accessed through the web portal of Algiers 2 University: http://elearning.univ-alger2.dz/login/index.php

The Follow-up Teachers' Questionnaire (**Appendix 7**) is composed of ten open-ended questions seeking to get detailed information from the respondents. The questions reflect three categories: teachers' experience of Moodle implementation in teaching writing (**Q1, Q2, Q3, Q4**), teachers' perceptions of students' writing anxiety in hybrid teaching (**Q5, Q6, Q7, Q8**), and ways to cope with students' writing anxiety (**Q9, Q10).**

In the first category, questions **(1), (2), (3),** and **(4)** are used to get an idea about teachers' perceptions of implementing Moodle in teaching writing. It would help in assessing the participants' overall experiences of online learning and teaching. To be more specific, question **(1)** is designed as a background question to investigate whether teachers use Moodle to teach writing. This question tries to assess teachers' degree of familiarity with using the platform. As there was a shift from face-to-face classes to hybrid teaching, question **(2)** aims at examining the difficulties and challenges faced by teachers of writing due to the transition from conventional teaching modes to e-teaching. Additionally, question **(3)** is closely linked to questions **(1)** and **(2)** as it endeavours to assess the overall experience of teachers in implementing Moodle during the lockdown. The last question **(4)** is provided to

explore teachers' attitudes about students' experiences of writing via the Moodle platform.

The second set of questions from (**5**) to (**8**) is given to explore teachers' perceptions of students' writing anxiety in online settings compared to traditional ones. Details on students' writing anxiety, including online writing anxiety are examined through question (**5**), and sources of writing anxiety through question (**6**). Besides, manifestations and indicators of writing anxiety are considered through question (**7**) while writing activities or tasks that might increase anxiety in both modes of teaching are investigated through question (**8**).

Within the third category of the questionnaire, the last two questions (**9**) and (**10**) are designed to elicit information on ways teachers could use to cope with students' writing anxiety, namely through question (**9**). In question (**10**) , we aim at gaining insights from teachers' personal experiences and their possible narratives of dealing with students' writing anxiety.

What follows is a table of the questionnaire categories and the corresponding questions:

Table 2.5

Rationale of the Follow-up Teachers' Questionnaire Items

Categories of the Follow-up Teachers' Questionnaire	Corresponding Questions
Teachers' experience of Moodle implementation in teaching writing	**Question 1:** Do you use the Moodle platform to teach writing? **Question 2:** Compared to teaching writing in face-to-face classes, do you manage to teach

	writing through Moodle easily?
	Question 3:
	Think back over your experience of teaching writing since the lockdown, how do you assess this experience?
	Question 4:
	How do students perceive the experience of writing by using Moodle?
Teachers' perceptions of students' writing anxiety in hybrid teaching	**Question 5:**
	How do you perceive students' writing anxiety in the new online environment?
	Question 6:
	What do you think are the sources of students' anxiety in writing in both contexts: face-to-face classes and online classes?
	Question 7:
	Are you aware of how anxiety manifests itself in students who have writing anxiety? If yes, how is anxiety in writing manifested in your students?
	Question 8:
	What writing activities or tasks do you think can increase writing anxiety on Moodle compared to face-to-face classes?

	Question 9:
Ways to cope with students' writing anxiety	For those students who suffer anxiety in writing, how do you try to help them?
	Question 10:
	Do you have any valuable experience about reducing students' writing anxiety you want to refer to?

2.5. Piloting the Research Instruments

The purpose of piloting was to get initial data that would help in clarifying, modifying, and adjusting any aspects of the research instruments that might impede the process of data collection. The reasons for piloting inclusion are as follows:

- To get an overall idea about the time needed in data collection for every research tool;
- To test the participants' reactions to the instruments' completion in terms of comprehension and possible ambiguities;
- To detect difficulties participants might encounter in taking part in all the steps of data collection.

The pilot phase of the students' questionnaires took place with a sample of 30 participants for each distinct category of students, that is , first and third-year students. They were asked to read the questions carefully to highlight any confusing instructions or questions. They answered the first versions of all tools anonymously on a voluntary basis. For the focus group interviews, the initial guide included ten questions that were piloted with a group of three students and refined later into a focus group guide of eight questions. Concerning the writing task experiment, piloting was conducted with

10 students who contributed in testing the Anxiety Scale and modifying the timeline for different steps of the writing task completion.

2.6. Validity and Reliability of the Research Tools

Validity and reliability are basic requirements for any piece of research. Threats to validity and reliability cannot be completely removed, but attention should be given to them throughout research (Cohen et al., 2007). To increase the validity and reliability of our research, we adopted a mixed-methods research design (Creswell, 2009) consisting of a quantitative part through the background questionnaire on Dewaele's (2010) Bilingualism and Emotions Questionnaire, the Foreign Language Writing Anxiety Survey Questionnaire developed for the sake of the study, the teachers' questionnaires, and the writing tasks experiment. The qualitative component of the present study included focus group interviews.

Validity is based on the view that a particular research tool measures what it purports to measure (Cohen et al., 2007). The questionnaires were designed to depict the participants' views, ideas, and perceptions of writing anxiety. From a general perspective, the FLWASQ statements were formulated to deal with aspects that relate to affective variables in general and writing anxiety in particular. The other instruments were used to maximize the validity of the questionnaire (FLWASQ) as stated by (Cohen et al., 2007, p.133) "quantitative data validity might be improved through careful sampling, appropriate instrumentation and appropriate statistical treatment of the data". To guarantee that, descriptive statistics were used to refer to the data yielded from all the questionnaires. As for the sampling, the participants who took part in completing questionnaires or the writing tasks experiment were all the same, depending on group category: first-year students or third-year students.

Besides, in qualitative data, validity was addressed through the participants' honesty, the richness of the findings, and the objectivity of the moderator. First, the participant's recordings remained anonymous. The focus group interviews aimed at better understanding how students considered the experience of EFL writing. The outcome of the focus group interviews supplied information about the subjects since

focus groups are effective in dealing with "what people think, or how they feel, or on the way they act" (Freitas et al.,1998, p.03). Focus group interviews were used to provide information on statements of the FLWASQ that received a high percentage on the "**Undecided**" option or high scores on specific items. The subjects were able to speak about their perceptions and thoughts, which might be a difficult task to reach in individual interviews. Focus group interviews have high "face validity", as they measure what they intend to measure (Freitas et al., 1998).

In the present study, the issue of reliability was addressed as well. Reliability "indicates the extent to which our measurement instruments and procedures produce consistent results in a given population in different circumstances" (Dornyei, 2007, p. 50). This implies the use of various methodological procedures to achieve consistency in analyzing the set of obtained data. In our study, data from the questionnaires, the focus group interviews, and the writing tasks experiment allowed triangulation as they investigated foreign language writing anxiety from the participants' perspectives. As Cohen et al. (2007) suggest, triangular techniques attempt to explain more fully the richness and complexity of human behaviour by studying it from different standpoints through the use of both: quantitative and qualitative data. For our case, and for the sake of reliability, data collected from the students' questionnaires (FLWASQ) were supported by the focus groups, the writing tasks experiment, and the teachers' questionnaires. This indicates that a combination of research tools helped to triangulate the research findings with the objective of increasing the consistency of the same results.

2.7. Data Analysis

The present study is based on the data collected from a variety of research instruments that combined both quantitative and qualitative parts. In the first phase of data analysis, the subjects' answers to the open-ended and closed-ended questions of the questionnaires were grouped into categories and presented in tables. The number of chosen options was counted and given along with percentages to allow comparison and contrast between the participants in different groups. For the open-ended questions, the subjects' responses were subjected to content analysis and grouped into

categories of specific focus. As explained by Dornyei (2007), closed-ended items are given to respondents, who are required to choose one of the alternatives. By contrast, open-ended questions are not followed by response options and permit greater freedom of expression (Dornyei, 2007). For open-ended questions, data is content analyzed to specify major categories.

Regarding the FLWASQ, the response of each participant to every item on the scale was calculated to provide a sum of ticks of answers for every option ranging from **Agree (A)** to **Disagree (D).** Additionally, the scale included an **Undecided (U)** option. The FLWASQ scores were analyzed quantitatively for percentages and frequencies of responses depending on the sample group category. The data yielded from the FLWASQ were examined under categories and subcategories that were thought relevant to the scope of the present study.

The data gathered from the teachers' questionnaire were calculated to get numerical results for the closed-ended questions. Teachers' answers were put into categories to support or explain students' questionnaires and focus group interview findings. Teachers' quotes and instances of answers are provided for illustration.

The subjects' responses in the focus group were also used to confirm, substantiate, and reinforce quantitative data. Our choice of focus group interviews stems from the fact that participants could provide more descriptions and insights about writing anxiety in a group setting. Researchers have drawn attention to the inclusion of focus groups in research studies since they are "less threatening to many participants as the environment is helpful for the group participants to discuss perceptions, ideas, opinions and thoughts." Onwuegbuzie et al. (2009, p.02).

To gain a comprehensive framework of the collected qualitative data, focus group interviews were analyzed using thematic analysis. This method of analysis was suggested by Braun and Clarke (2006) to identify, analyze and report themes within data. As a qualitative analysis method in psychology, we opted for it due to the nature of our research topic which links to the psychology of language learners. In the thematic analysis process of the focus group interviews data, the major phases

proposed by Braun and Clarke (2006) were followed to identify patterns within the sets of data:

1- Familiarization of the researcher with the data after transcription by reading them many times to note initial ideas;

2- Searching for themes to gather all relevant data to each potential theme;

3- Reviewing the themes, sub-themes, and categories to generate a "thematic map" of the analysis.

In presenting the themes and categories, the number of responses occurrences is counted respectively in tables. In the analysis of data, tables are followed by examples of relevant participants' quotes, which are used to reflect on themes and categories. The thematic analysis allowed in identifying similarities and differences between the group of participants, first-year undergraduates as opposed to third-year undergraduates.

In the data analysis of the writing tasks experiment, results are presented in tabular form. Additionally, figures are used for a better overview of the anxiety scale. Percentages refer to the number of students who selected   levels of anxiety given in the Anxiety Scale ranging from **"Very High"** to **"Very Low".** Descriptions of every level of anxiety in terms of possible signs and symptoms were provided. Our objective is to reduce the chances of probable random scoring on the part of participants.

For every writing task, tables and figures are provided to present the results of both groups so as to permit comparisons and possible interpretations. Ultimately, this might help in answering one of our research questions. In the columns**, "Time 1", "Time 2",** and **"Time 3"** stand respectively for the "**pre-writing", "while-writing",** and **"post-writing"** stages; **"N"** for the number of participants; and **%** for responses on levels of anxiety expressed as a percentage.

To facilitate data analysis and presentation, we used the numbers and codes of the participants. Table 2.6 gives an overview of the codes used throughout the data analysis process:

Table 2.6

Codes Used in Data Analysis

Research Instruments	Participants' Codes	Description of Codes
1- **Focus Groups Interviews**	- FG1 - FG2 - SF - ST	- Focus group one - Focus group two - First-year student - Third-year student
2- **Teachers' Questionnaire**	- FT - TT	- First-year teacher - Third-year teacher
3- **Writing Tasks Experiment**	- S1 to S25 - S26 to S50	- First-year students - Third-year students

To conclude, in this chapter, we explained the research methodology. To answer the research questions and accomplish the objectives of the study, a mixed-methods research paradigm was chosen. To collect data, different research instruments were used and described in this chapter. The use of the questionnaires, the focus group interviews, and the writing tasks experiment helped in getting a large amount of data from the research participants. The results of the current study are summarized and presented in the subsequent chapters.

CHAPTER THREE

Presentation and Analysis of the Students' Questionnaires

This chapter presents and analyses the results of the data obtained from the students' questionnaires. It is divided into sections presenting the results yielded from the background questionnaire and the Foreign Language Writing Anxiety Survey Questionnaire (FLWASQ). In analyzing the data, we first display the results of the background questionnaire, followed by the outcomes of the survey questionnaire.

3.1. Results of the Background Questionnaire

The background questionnaire (**Appendix 1**) was included in the study to obtain demographic data about the 168 participants. The background questionnaire, which is based on Dewaele & Pavlenko's (2001) **Bilingualism and Emotions Questionnaire** is divided into two sections: **background information**, and **linguistic information**. The subjects of the study were required to provide linguistic information about themselves as well as their perceived proficiency in EFL writing and possible sources of anxiety in writing. This questionnaire was administered prior to the Foreign Language Writing Anxiety Survey Questionnaire.

The students' answers to question **(4) "What are your primary reasons for studying English at the English Department, University of Algiers 2 ?",** question **(5) "Which language do you consider to be your dominant language (s)?** , question **(6) "How often do you write in English?"**, and question **(7)"What worries you most when you write in English?"** are grouped into themes. The results of the background questionnaire are presented in tables giving the frequencies and percentages of first-year students' answers, followed by those of third-year students.

3.1.1. First-year Students' Background Information

In terms of gender differences, the majority of the respondents (79,76 %) were female, and 20,23% were male. For the age of the participants, about half of them (

47,61%) aged 19, and more than a third (34,52%) aged 20. A small number of the respondents were aged between 21 (9,52%) and 22 (3,57%). The results of first year students' background information on gender and age appear in tables 3.1 and 3.2:

Table 3.1

First-year Students' Background Information on Gender

Gender	Male	Female
N°	17	67
%	20,23	79,76

Table 3.2

First-year Students' Background Information on Age

Age of students	N°	%
18	1	1,19
19	40	47,61
20	29	34,52
21	8	9,52
22	3	3,57
26	1	1,19
31	1	1,19

When asked about the primary reasons for studying English at the English department, University of Algiers 2, more than half of first year students (52,38%) reported that they were highly motivated to study English as that was their first choice. Other students (25%) in the group revealed that they had chosen to study English because it is ranked as an international language. Table 3.3 presents other reasons that

were not highly mentioned by most of the students. To explain further, some of the respondents highlighted the importance of studying English for professional reasons such as " to be a teacher of English" (10,71 %) and " to be an interpreter or translator" (5,95 %). As shown in table 4, a small number of first year students expressed their willingness to travel to the United Kingdom or the United States of America as their essential motive behind choosing to study English at university. The last reason "parents' choice" represents the lowest frequency as 2,38 % of the participants explained that studying English was imposed by their parents and was not their first choice.

Table 3.3

First-year Students' Reasons for Studying English

Reasons for studying English	N°	%
Language preference : "Students like to study English."	44	52.38
Attitudes towards English : "Students consider English as an international language."	21	25
Travelling to the UK or the USA	3	3.57
Professional reasons : " to be a teacher of English."	9	10.71
Professional reasons : " to be an interpreter or translator."	5	5.95
Parents' choice	2	2.38

The second section of the background questionnaire included question (5) "Which language do you consider to be your dominant language (-s)?" to elicit linguistic information about the subjects. Table 3.4 indicates that the largest group of respondents' dominant language is Arabic (71,42 %) followed by French (23,80 %) . Moreover, a small proportion of the respondents (4,76 %) referred to Tamazigth as their dominant language:

Table 3.4

First-year Students' Background Information on their Dominant Language

Dominant language	N°	%
Arabic	60	71.42
French	20	23.80
Tamazigth	4	4.76

The participants were also asked to rate how often they write in English in the classroom or outside the classroom setting. In considering the frequency of writing, the largest group of respondents (60,70 %) reported that they write sentences and paragraphs only when required to do so by the teacher as homework or part of classroom assignments:

Table 3.5

Circumstances of Writing in English as a Foreign Language

Circumstances of writing	N°	%
Writing sentences and paragraphs in class	51	60.71
Writing for social networks (facebook, twitter)	13	15.47
Writing poems and diaries	14	16.66
Writing in English once a week / once a month	6	07.14

In addition to that, and as indicated in table 3.5, some of the participants write poems and diaries in English (16,66 %), while others (15,47 %) use English most of the time for social networking. The smallest number of participants (7,14 %) mentioned that they would write in English on a rare basis, namely once a week or once a month.

The last question to be dealt with was essentially given to get qualitative data on students' potential sources of anxiety in writing. Table 3.6 summarizes data for question (7) of the background questionnaire:

Table 3.6

Students' Sources of Anxiety in Foreign Language Writing

Sources of FL writing anxiety	N°	%
Grammar mistakes	22	26.19
Finding the right words in English (Poor vocabulary)	18	21.48
Punctuation mistakes	7	8.33
Spelling mistakes	19	22.61
Lack of ideas related to the topic of writing	10	11.90
Having bad grades in writing tests	1	1.19
Students who are not anxious at all	7	8.33

As it appears in table 3.6, many of the subjects indicated that grammar mistakes (26,19 %) , spelling mistakes (22,61 %), and finding the right words in English(21,48 %) represent the major sources of anxiety when writing in English. Additionally, 11,90 % of first year students considered a lack of ideas related to the topic of writing as a primary source of anxiety. Some other participants (8,33 %) rated punctuation mistakes as a reason for being anxious in a writing class, and one student (1,19 %) reported fear of having bad marks in writing tests. In the non-anxious direction, a small number of students (8,33 %) expressed no feelings of anxiety in writing, as they consider that an enjoyable experience.

3.1.2. Third-year Students' Background Information

As it was the case for first year students, most of third year students were female (84,52%), and (14,28%) were male. Concerning the age of third year respondents, about half of them (41,66%) aged 21, and (30,95%) aged 22. Some other third year participants (04,76%) aged 20, 23 (07,14%) and 24 (7,14%). A small number of the students were aged between 25 and 34. As presented in table 3.8, two participants (02,38%) aged 25, one participant (01,19%) aged 26, and similar numbers were found with the other participants: one aged 28 (01,19%), and other two older participants aged 31 (01,19%) and 34 (01,19%). The results on third year students background information on age and gender are given in tables 3.7 and 3.8:

Table 3.7

Third -year Students' Background Information on Gender

Gender	Male	Female
N°	12	71
%	14.28	84.52

Table 3.8

Third -year Students' Background Information on Age

Age	Gender	N	%
20	M	0	0
	F	4	4.76
21	M	4	4.76
	F	31	36.90
22	M	2	2.38
	F	24	28.57
23	M	2	2.38

	F	4	4.76
24	**M**	2	2.38
	F	4	4.76
25	**M**	1	1.19
	F	1	1.19
26	**M**	0	0
	F	1	1.19
28	**M**	0	0
	F	1	1.19
31	**M**	0	0
	F	1	1.19
34	**M**	1	1.19
	F	0	0

Third year students were also required to mention the primary motives behind studying English at the English department. The results were not expected, as half of the respondents (50%) referred to their preference to study English. Differently from first year students, third year students cited professional concerns as a second reason for studying English: "To be a teacher of English " (16,66%), or "To be an interpreter or translator" (07,14%). Other respondents mentioned that they would study English as it is considered "an international language" (13,09%). As shown in table 3.9, some students (07,14%) referred to their future objectives and plans to travel to the UK or the USA. The final reason to be given is labelled "parents' choice" as a reason for a few third-year students to study English. Five of respondents (05,95%) said that studying English was based on parental choice. This percentage is a bit higher compared to that obtained with first year students (02,38%) on the same question:

Table 3.9

Reasons for Studying English at the English Department

Reasons for studying English	N	%
Foreign languge preference : Students choose to study English	42	50
Attitudes towards English : Students consider English as an international language	11	13.09
Travelling to the UK or the USA	06	7.14
Professional reasons : **"to be a teacher of English"**	14	16.66
Professional reasons: **" to be an interpreter or translator"**	06	7.14
Parents choice to study English	05	5.95

The linguistic section of the background questionnaire comprised one item on students' dominant language (s). As presented in table 3.10, the majority of the participants (82,14%) Arabic as their dominant language. The   results obtained from third year students on language dominance were different from those of first year students. It was surprising to find out that compared to first year students ranking of French as a dominant language (23,80%) , only (08,33%) of third year students considered French as their dominant language. The educational system might have affected students' linguistic preferences. For the case of Tamazigth , (09,52%) of third year respondents referred to it as a dominant language:

Table 3.10

Students' Background Information on their Dominant Language

Dominant Language	N°	%
Arabic	69	82.14
French	07	8.33
Tamazigth	08	9.52

In question (6) **"How often do you write in English?"** of the background questionnaire, the participants were asked to specify the frequency of writing in English as a foreign language. The results revealed that more than half (60,71%) of the participants would write paragraphs or essays in the classroom when asked by the teacher. Interestingly, similar results were obtained from first year students. 60,71% of the participants said that writing sentences and paragraphs would represent the first option as a reason for writing when imposed by the teacher as well. Moreover, an important number of third year respondents (23,80%) said that they would write for social networking, namely to chat on Facebook or Twitter. As it appears in table 3.11, a small number of third year students (10,71%) explained that they would sometimes write poems and diaries in English. In addition to that, a smaller number of the respondents (04,76%) mentioned that they would write to summarise and revise for exams. This would be once a week or once a month.

Table 3.11

Circumstances of Writing in EFL

Circumstances of writing	N	%
Writing paragraphs or essays in class	51	60,71
Writing for social networking (Facebook or Twitter)	20	23,80

Writing poems and diaries	09	10,71
Writing summaries to revise for exams	04	04,76

For the sake of getting qualitative data on foreign language writing anxiety, third year students were asked question 7 "What worries you most when you when you write in English?". As indicated in table 3.12 of the background questionnaire, the results were slightly different from those of first year students regarding sources of writing anxiety. To be more specific, third year students referred to reasons like language interference, which was not cited by first year students. In addition to that, fear of grammar mistakes represented the highest score (26,19%) for first year students. This was not the case for third year students' respondents, where poor vocabulary (35,71%) ranked first.

Table 3.12

Students' Sources of EFL Writing Anxiety

Sources of Writing Anxiety	**N**	**%**
Poor vocabulary	30	35,72
Fear of grammar mistakes	19	22,61
Fear of spelling mistakes	11	13,09
Worry that ideas would not convince the reader	10	11,90
Punctuation mistakes	05	05,95
Language Interference	03	03,57

No anxiety in writing	06	07,14

As shown in table 3.12, fear of grammar mistakes (22,61%) represents one of the major sources of writing anxiety for third year students, followed by fear of spelling mistakes (13,09%), and worry that ideas would not convince the reader (11,90%). Some other respondents referred to punctuation mistakes (05,95%), and language (Arabic, French, or Tamazigth) interference when writing in English (03,57%). To end up with, some other participants (07,14%) mentioned they would not worry in English writing. On the contrary, they would feel at ease when they wrote in English as a foreign language, whatever the situation.

Having presented the results of the background questionnaires, the subsequent section is devoted to data analysis of the FLWASQ.

3.2. Results of the Foreign Language Writing Anxiety Survey Questionnaire

The aim of this section is to present the results of the FLWASQ. The results are grouped into four major categories that include other sub-categories reflective of the survey questionnaire items described in the Design and Procedures Chapter:

- Foreign language writing and fear of negative evaluation.
- Foreign language writing and foreign language anxiety.
- Foreign language writing and learners' beliefs.
- Other feelings of anxiety foreign language writing.

3.2.1. Foreign Language Writing and Fear of Negative Evaluation

In this sub-section, we present the results obtained for the first category of the FLWASQ. The results are given in subcategories of fear of making mistakes in writing, anxiety about writing tests, teachers' evaluation and peer editing, and competitiveness and anxiety in foreign language writing.

3.2.1.1. Fear of Making Mistakes in Writing

Fear of making mistakes as an important component of fear of negative evaluation is examined through questions (1) **" I worry about making mistakes in writing "** , and (45) **" I don't worry about making grammatical mistakes in English writing "** of the FLWASQ. Results shown in table 3.13 indicate that sixty-nine (82,14%) first year students and sixty-one (72,61%) third year participants endorsed positively items (1) of the FLWASQ. The percentage of agreement for item (1) is higher among first year students. It is possible that the fear of making mistakes is higher when students experience studying at university for the first time compared to third year students.

Table 3.13

Fear of Making Mistakes in EFL Writing

Items	Group One		Scale	Group Two	
	N°	%		N°	%
1	69	82.14	A	61	72.61
	10	11.90	D	15	17.85
	05	05.95	U	08	09.52
45	26	30.95	A	25	29.76
	49	58.33	D	48	57.14
	09	10.71	U	11	13.09

(1)" I worry about making mistakes in writing".

(45) " I don't worry about making grammatical mistakes in English writing ".

In the non-anxious direction of question (1) of the FLWASQ, we could observe the results of item (45). As provided in table 3.13, more than half of the participants of group one (58,33%) and group two (57,14%) rejected the idea that they would not worry about grammar mistakes in writing. It seems that fear of making grammatical mistakes could present a source of writing anxiety for most of the students.

3.2.1.2. Anxiety about Writing Tests

Language students might react differently to academic evaluations, In EFL writing classes, learners are constantly evaluated. As a prerequisite of the LMD system, students are required to sit for tests and exams in different phases. In other words, testing is a major component of continuous assessment. This practice is likely to generate anxiety for some language students. To understand this issue further, we will consider the results obtained for items (12), (54) ,(28),(16) of the FLWASQ. Table 3.14 below summarises the subjects' scores for the subcategory "anxiety about writing tests".

Table 3.14

Anxiety about EFL Writing Tests

	Group One		Scale	Group Two	
Items	**N°**	**%**		**N°**	**%**
12	16	19.04	A	20	23.80
	61	72.61	D	45	53.57
	07	08.33	U	19	22.61
54	60	71.42	A	66	78.57
	17	20.23	D	11	13.09
	07	08.33	U	07	08.33

28	48	57.14	A	41	48.80
	21	25	D	23	30.95
	15	17.85	U	17	20.23
16	56	66.66	A	56	66.66
	19	22.61	D	15	17.85
	09	10.71	U	13	15.47

(12) " I don't like to be tested in English writing".

(54) "I worry about having bad grades in writing tests".

(28) " I enjoy taking tests in writing."

(16) "A writing test makes me comfortable compared to a speaking test".

Over two-thirds of the subjects (72,61%) from group one and more than half of the respondents from group two (53,57%) replied negatively and rejected statements (12) of the FLWASQ **" I don't like to be tested in English writing"**. This might indicate that language students, regardless of their ability level, are aware that tests in writing are crucial in helping to improve their language proficiency in the target language.

Anxiety about writing tests is further explored through item (54) "I worry about having bad marks in writing tests". As reported in table 3.14, the subjects from group two scored higher on the FLWASQ than those from group one. Sixty-six students (78,42%) from group two and sixty participants (71,42%) from group one endorsed positively item (54). It is possible that testing in itself is not a major source of writing anxiety for most students. It is the fear of having bad marks in writing tests that is likely to generate anxiety, especially for third year students. In many instances, learners have high levels of self-consciousness and complain about getting bad scores in writing tests. For some of them, scores on tests would not reflect their real level of proficiency in the target language most of the time.

Concerning the other statements of the questionnaire related to the subcategory "anxiety about writing tests", item (28) is worded in the non-anxious direction on the basis of students' self-reports. As shown in table 3.14, more than half of the respondents (57,14%) from group one and forty-one (48,80%) third year students agreed with the statement (28) **" I enjoy taking tests in writing."** This result confirms our assumption about students' attitudes towards taking tests in writing. Students' fear of taking tests in writing stems from their worries about having bad marks. This belief might lead to writing anxiety for some language students.

The last item to be considered in this subcategory would focus on students' attitudes regarding levels of easiness or uneasiness in EFL writing tests compared to EFL speaking tests. Specifically, similar results were obtained for item (16) of the FLWASQ. Both first year and third year students (66,66%) endorsed positively item (16) **" A writing test makes me comfortable compared to a speaking test"**. It is probable that students feel more stressed when required to sit for speaking tests than for writing ones. This implies that for productive skills, speaking is likely to generate test anxiety higher than the one might be experienced by language students in writing.

3.2.1.3. Teacher Evaluation and Peer Editing

The items to be dealt with within this subcategory would depict students' preferred modes of correction in writing and their possible effects on anxiety levels. As can be observed in table 3.15, the scores of the second group are slightly higher on statement (17) **" I prefer being evaluated by my teacher rather than my peers when I hand in my paragraphs or essays in class"**. More than half of the subjects (73,80%) from group two and (71,42%) from group one agreed with statement (17) of the FLWASQ. It seems that most students prefer teachers' evaluations and corrections in writing. This might be the case if we consider the results obtained for items (6) and (30) of the questionnaire.

Table 3.15

Teacher Evaluation and Peer Editing

Items	Group One		Scale	Group Two	
	N°	**%**		**N°**	**%**
17	60	71.42	A	62	73.80
	10	11.90	D	13	15.47
	14	16.66	U	09	10.71
6	31	36.90	A	52	61.90
	31	36.90	D	26	30.95
	22	26.19	U	06	07.14

(6) "It is less stressful for me if my peers evaluate and correct my writing in class."

(30) "In peer editing, I feel too shy when my classmates discover my mistakes".

Some students would not favour peer editing. They might fear their peers' reactions towards mistakes in writing. This practice is likely to be stressful for language learners. As shown in table 3.15, thirty-one participants (36,90%) from group one and twenty-six respondents (30,95%) from group two disagreed with item (6) **"It is less stressful for me if my peers evaluate and correct my writing in class."** We could notice that beginner students are more prone to anxiety over peer editing compared to advanced students.

In addition to that, the subjects' scores on item (30) of the questionnaire might explain some of the reasons behind learners' apprehension over peer editing. It is possible that discovering mistakes in writing would trigger feelings of shyness and anxiety for some language learners. This could be the case if we consider the subject's scores on statement (30) **"In peer editing, I feel too shy when my classmates**

discover my mistakes". Nineteen participants (22,61%) from group one and eighteen respondents (22,41%) from group two endorsed positively item (30) of the FLWASQ.

3.2.1.4. Competitiveness and Anxiety in Foreign Language Writing

Competitiveness might produce feelings of fear of negative evaluation for some language learners. The construct of competitiveness in writing as one of the possible sources of writing anxiety is depicted through items (26), (34), and (43) of the FLWASQ. Table 3.16 summaries subjects' scores:

Table 3.16

Competitiveness and Anxiety in Foreign Language Writing

Items	Group One		Scale	Group Two	
	N°	%		N°	%
43	45	51.19	A	22	26.19
	32	38.09	D	46	54.76
	07	8.33	U	16	19.04
26	32	38.09	A	52	61.90
	37	44.04	D	22	26.19
	15	17.85	U	10	11.90
34	19	22.61	A	21	25
	32	38.09	D	19	22.61
	33	39.28	U	44	52.38

(43) "I compare the paragraph or essay I write in English to that of my classmates".

(26) "It is not necessary to compare my writing to that of my classmates".

(34) "My classmates are better than me in writing".

Significant differences were obtained from both groups for items covering competitiveness. More than half of the participants (51,19%) from first year students endorsed positively item (43) **"I compare the paragraph or essay I write in English to that of my classmates"**. The case is different for third year students who rejected item (43) of the scale. Specifically, more than half of the respondents (54,76%) disagreed with item (43). In addition to that, the subjects' scores on item (26) would highlight the discrepancy between both groups' beliefs towards competitiveness in EFL writing. Interestingly, many participants from group one believed that it was necessary for them to compare their writing to that of their classmates. About half of the respondents (44,04%) rejected statement (26**) "It is not necessary to compare my writing to that of my classmates"**. With group two, different results were obtained. Advanced students are likely to be anxious over comparisons in writing, as more than half of them (61,90%) endorsed item (26) of the questionnaire positively.

Closely linked to items (43) and (26) is item (34) of the FLWASQ. It aims at exploring learners' beliefs of being competent in writing or not compared to other classmates. As presented in table 3.16, thirty-three participants (39,28%) and more than half (52,38%) of the respondents from group two are undecided about statement (34) **"My classmates are better than me in writing."**

3.2.2. Foreign Language Anxiety and Foreign Language Writing

In this sub-section, we provide the results of the second category of the FLWASQ. The results will be dealt with in different subcategories designed to explore self-esteem and self-confidence in writing, anxiety about limited vocabulary, anxiety about limited self-expression in writing, and fear of writing without prior preparation.

3.2.2.1. Self-confidence and Self-esteem in EFL writing

As shown in table 3.17, about half of the participants from group two (55,95%) and more than half (64,28%) from group one endorsed positively statement (14**)**

"When I write in English, I feel self-confident". This variance of obtained scores from both groups might be related to other factors that could influence self-confidence in writing mainly for third year students. It is important to note that sixteen participants (19,04%) from group one and twenty-eight (33,33%) from group two were undecided about item (14) of the FLWASQ.

Table 3.17

Self-confidence and Self-esteem in Foreign Language Writing

Items	Group One		Scale	Group Two	
	N°	%		N°	%
14	54	64.28	A	47	55.95
	14	16.66	D	09	10.71
	16	19.04	U	28	33.33
9	22	26.19	A	15	17.85
	37	44.04	D	39	46.42
	25	29.76	U	30	35.71
27	38	45.23	A	49	58.33
	34	40.47	D	23	27.38
	12	14.28	U	12	14.28
42	32	38.09	A	41	48.80
	34	40.47	D	23	27.38
	18	21.42	U	20	23.80

(14) "When I write in English, I feel self-confident".

(9) " I feel restricted in my ability to write in English."

(27) " I am not satisfied with my level in English writing".

(42) " I don't think that I write very well in English".

(52) " I am sure that the teacher will like my writing".

Feelings of self-judgements and self-esteem are likely to influence self-confidence in writing. To get more results and test this possible link, responses on items (9), (27), (42) and (52) are dealt with. As presented in table 3.17, thirty-seven (44,04 %) participants from group one and about half of the respondents (46,42 %) from group two disagreed with item (9) of the FLWASQ **"I feel restricted in my ability to write in English."** Students might have positive self-judgements about their abilities to write in English. Such a situation is likely to change if writing outcomes are contrary to students' expectations. It is probable that some learners tend to have a perfectionist attitude towards EFL writing. This could be the case if we consider the results for items (27) and (42) of the questionnaire. As can be observed in table 3.17, thirty-eight (45,23%) first year students and more than half (58,33%) third year students endorsed positively statement (27) **"I am not satisfied with my level in English writing"**.

Complementary to the feeling of negative judgement about writing in an EFL class, many of the participants agreed with item (42) **"I don't think that I write very well in English".** It is shown in table 6 that the results are somehow similar to the ones obtained for item (27) of the FLWASQ. As can be seen in table 3.17, thirty-two (38,09%) subjects from group one and about half (48,80%) of the participants from group two rejected the idea that they would write very well in English. We then assume that before writing in class, learners tend to have positive judgements and high self-esteem which are likely to be moderated once the productive results are not in accordance with learners' expectations.

Moreover, teachers' reactions to students' productive material and writing might alter the situation for some of the learners in class. This could be possible if we consider the results given for item (52) of the questionnaire. Providing reward or punishment in EFL writing might influence EFL learners' self-esteem and self-confidence. Less than one third of the subjects from both groups (fourteen from group one and twenty from group two) rejected item (52) **"I am sure that the teacher will like my writing"**. In fact, the relationship between teachers' reactions to EFL writing and students' self-judgements in class needed some more clarification as many of the subjects were undecided about item (52) of the FLWASQ. Specifically, half of the participants from group one and more than half of the subjects (53,57%) from group two were undecided about statement (52).

3.2.2.2. Anxiety about Having a Limited Vocabulary in EFL Writing

Items (2), (33), and (36) of this subcategory would elicit information on a possible link between writing anxiety and having limited vocabulary to write in English. As presented in table 3.18, over two-thirds of the participants (65,47%) from group one and a very high number of the subjects (83,33%) from group two endorsed positively statement (2) of the questionnaire **"I sometimes have difficulties in finding the right vocabulary in writing."**

Table 3.18

Anxiety about Having a Limited Vocabulary

Items	Group One		Scale	Group Two	
	N°=84	%		N°=84	%
2	55	65.47	A	70	83.33
	18	21.42	D	06	07.14
	11	13.09	U	08	09.52
33	55	65.47	A	47	55.95

	21	25	D	22	26.19
	08	09.52	U	15	17.85
36	22	26.19	A	20	23.80
	46	54.76	D	38	45.23
	16	19.04	U	26	30.95
51	50	59.52	A	55	65.47
	16	19.04	D	23	27.38
	18	21.42	U	06	07.14

(2) " I sometimes have difficulties in finding the right vocabulary in writing".

(33) " I have many ideas in mind, but I can't find the appropriate words to express them in writing".

(51) " I worry a lot about vocabulary when I write paragraphs or essays in English".

(36) " I am unable to translate my ideas into English when I write in class".

Closely tied to item (2) is item (33) for which we obtained interesting results. To be precise, more than half of the respondents in both groups (65,47% from group one and 55,95% from group two) agreed with statement (33) **" I have many ideas in mind, but I can't find the appropriate words to express them in writing"**. In addition to that, many of the subjects in the present study reported that they would worry about finding the appropriate vocabulary when required to write in English. As shown in table 3.18 , over half of the participants (59,52%) from group one and fifty-five (65,47%) from group two agreed with statement (51) of the questionnaire **" I worry a lot about vocabulary when I write paragraphs or essays in English"**. It appears that some students can be worried when they fail to find the relevant

vocabulary in EFL writing. This might lead to restricted self-expression and negative expectations in EFL writing on the part of the anxious student.

For third-year students, apprehension over limited vocabulary in EFL writing is higher compared to first-year students. This might be the case if we reconsider the results on items (2) and (51) of the FLWASQ. As predicted in the literature, adults can experience anxiety when they fail to present themselves in a foreign language consistent with what they would really do in their native language. Any performance in the foreign language is likely to challenge the learner's self-concept as a competent learner and could generate anxiety as posited by Horwitz. et al (1986).

The last item to be dealt with in this subcategory is about failing to translate into the foreign language when writing. Based on the participants' responses of the self-reports, we have hypothesised that failure to translate into English in writing might be affected by limited EFL vocabulary knowledge. However, contrary to our assumption as cited earlier, the results of item (36) were somehow different. Table 3.18 indicates that forty-six of the respondents (54,76%) from group one and nearly half of the subjects (45,23%) from group two disagreed with statement (36) **"I am unable to translate my ideas into English when I write in class"**. Additionally, about a third of the subjects (30,95%) from group two and sixteen (19,04%) first year students were undecided about item (36) of the questionnaire.

3.2.2.3. Anxiety about Failing to Express Oneself in EFL Writing

Some language students could be prone to anxiety whenever they fail to express themselves in EFL writing. This is likely to be the case in EFL classes when learners are over-concerned by their performance in speaking or writing. The information provided in the subcategory "anxiety about having a limited vocabulary in EFL writing" lends some support to the assumption mentioned earlier. To obtain more explanations on this issue, items (4), (44), (21), (20), (31), (32), and (49) will be examined accordingly.

Table 3.19

Anxiety about Failing to Express Oneself in Foreign Language Writing

Items	Group One		Scale	Group Two	
	N°=84	%		N°=84	%
4	65	77.38	A	61	72.61
	09	10.71	D	11	13.09
	10	11.90	U	12	14.28
44	45	53.57	A	47	55.95
	26	30.95	D	21	25
	13	15.47	U	16	19.04
21	19	22.61	A	23	27.38
	54	64.28	D	32	38.09
	11	13.09	U	29	34.52
31	17	20.23	A	13	15.47
	49	58.33	D	51	60.71
	18	21.42	U	20	23.80
32	37	44.04	A	34	40.47
	28	33.33	D	32	38.09
	19	22.61	U	18	21.42
49	24	28.57	A	26	30.95

	36	42.85	D	30	35.71
	24	28.57	U	28	33.33

(4) " I am capable of expressing my thoughts and ideas through writing".

(44) " I have a lot of ideas , but I can't express that when I write in English. This makes me worried".

(21) " When I fail to express my ideas clearly I avoid writing in class".

(31) " I always fail to write down my ideas in class".

(32) " When I write in English, I can easily express my ideas rather than in French or Arabic".

(49) " When I write in English I feel that my ideas do not convince the reader ".

According to table 3.19, over two-thirds of the subjects in both groups (77,38% from group one and 72,61 % from group two) reported that they could easily express themselves through writing and agreed with statement (4) of the FLWASQ **" I am capable of expressing my thoughts and ideas through writing"**. This might be possible for the majority of learners if we think of writing in general. Conversely, when it comes to EFL writing learners might hold other views. For item (44) **" I have a lot of ideas , but I can't express that when I write in English. This makes me worried"**, more than half of the participants in both groups accepted the statement and expressed total agreement with it. As reported in table 3.19, forty-five first year students (53,57%) and slightly a higher number of third year students (55,95%) endorsed positively statement (44) of the questionnaire.

Subsequently, we might assume that advanced students are more concerned with self-expression compared to beginners. In some instances, they would even choose not to write and avoid EFL writing whenever possible. It is probable that failing to express oneself in EFL writing might generate anxiety and lead the apprehensive learner to adapt an avoidance behaviour.

Table 3.19 summarises the subjects' scores on statements (21) and (31) specific to a "limited self-expression in EFL writing" and "avoidance behaviour". As presented in table 8, twenty-three participants (27,38%) from group two and nineteen subjects (22,38%) from group one agreed with statement (21) **" When I fail to express my ideas clearly I avoid writing in class"**. For statement (31) **" I always fail to write down my ideas in class"**, we obtained some confusing results as seventeen of the respondents (20,23%) from group one and thirteen (15,47%) agreed that they would fail to write in class on a regular basis. Moreover, the overall scores of the FLWASQ on item (31) display a high percentage for the "undecided" option of the scale. To be precise, eighteen first year students (21,42%) and twenty third year students (23,80%) were not clear about their choice of answers on the questionnaire. For this reason, more qualitative results were required to explore this notion further.

The last items to be dealt with for the subcategory " anxiety about failing to express oneself in EFL writing" are (32) and (49). The scores of the subjects from both groups reveal that learners are likely to compare the ability to express themselves in English to that in French or Arabic. We have added this item based on the students' self-reports. As indicated in table 3.19, the respondents from both groups endorsed item (32) negatively. More than a third (33,33%) from group one and slightly a higher number of participants from group two disagreed with item (32) **"When I write in English, I can easily express my ideas rather than in French or Arabic"**. Such a result might imply that advanced learners are over concerned by EFL writing and would experience limited self-expression compared to beginners.

Moreover, some language learners tend to focus on the reader's attitude towards writing. In this case, they would try to convince the reader by expressing the ideas clearly in EFL writing. Failing to do so might lead to anxiety for the anxious learner. As can be observed in table 3.19, about one third of the participants (28,57% from group one and 35,71% from group two) agreed with statement (49) of the FLWASQ **"When I write in English, I feel that my ideas do not convince the reader".**

3.2.2.4. Fear of Writing without Preparation (Instant Writing)

When students are asked to write in an EFL class, they might encounter some hindrances at the brainstorming stage. Some learners would expect to have much time devoted to the preparation or the pre-writing phase. Writing without having enough time for preparation namely at the pre-writing stage could be an anxiety-provoking situation for the apprehensive EFL writer. This issue is depicted through items (38) ,(40), and (50) of the questionnaire. The subjects' scores for the subcategory "fear of writing without preparation" are given in table 3.20:

Table 3.20

Fear of Writing without Preparation

Items	Group One		Scale	Group Two	
	N°	%		N°	%
38	28	33.33	A	32	38.09
	43	51.19	D	31	36.09
	13	15.47	U	21	25
40	27	32.14	A	25	29.76
	42	50	D	39	46.42
	15	17.85	U	20	23.80
50	36	42.85	A	28	33.33
	27	32.14	D	27	32.14
	21	25	U	29	34.52

(38) " I fear writing without preparation in class".

(40) "I fear failure whenever asked to write without preparation".

(50) " I am more creative in writing when asked to write without preparation."

The subjects' scores for questions (38) and (40) are approximately similar. As shown in table 3.20, about one third (33,33%) of the respondents from group one and thirty-two (38,09%) from group two agreed with item (38) **"I fear writing without preparation in class".** For item **(40) "I fear failure whenever asked to write without preparation."** , the obtained results displayed accordance with those for item (38) of the questionnaire. As reported in table 3.20, twenty-seven (32,14%) first year students and twenty-five (29,76%) third year students endorsed positively item (40) **"I fear failure whenever asked to write without preparation."**

Although many of the subjects of the study expressed anxiety over writing without preparation, others were undecided about that concern. In the light of table 3.20, an important number of the participants: fifteen first year students (17,85 %) and twenty third year students (23,80%) were undecided about item (40). For this reason, answers from the focus group interviews might highlight this point further.

Item (50) of the FLWASQ is worded in the non-anxious direction to elicit data on learners' level of easiness over writing without preparation. Some EFL learners are likely to enjoy writing without preparation in class. As presented in table 3.20, the subjects from group one scored higher than those from group two. Nearly half of the participants (42,85%) from group one agreed with statement (50) **" I am more creative in writing when asked to write without preparation."** With third year students, about a third (33,33%) of the participants endorsed positively item (50) and more than a third (34,52%) were undecided about the same item of the questionnaire.

In the different subcategories dealt with in this section, we have reported the subjects' scores on self-confidence and self-esteem in EFL writing. Next, anxiety about having limited vocabulary in EFL writing was depicted. The results on anxiety about failing to express oneself in EFL writing were also provided. The final subcategory was included to examine the notion of writing without preparation and its probable anxiety-provoking characteristic for the apprehensive writer. The following section is oriented to foreign language writing and learners' beliefs.

3.2.3. Learners' Beliefs about Writing in English as a Foreign Language

The results elicited for the third category of the FLWASQ are dealt with in this sub-section labeled learners' beliefs about writing in English as a foreign language'. This category would centre around some possible negative beliefs about language writing that might influence anxiety levels for the apprehensive EFL writer. The results are displayed in the subcategories of " EFL writing compared to EFL speaking ", " learners' preference of writing other languages", and "the difficulty of foreign language writing".

3.2.3.1. Comparing Foreign Language Writing to Foreign Language Speaking

On the basis of the participants' self-reports, it appeared that many of them hold beliefs about EFL writing as opposed to EFL speaking. Four statements on the questionnaire measured learners' possible beliefs about EFL writing. Responses of this subcategory are provided in table 3.21:

Table 3.21

Foreign Language Writing Compared to Foreign Language Speaking

Items	Group One		Scale	Group Two	
	N°=84	%		N°=84	%
3	36	42.85	A	50	59.52
	31	36.90	D	19	22.61
	17	20.23	U	15	17.85
11	30	35.71	A	46	54.76
	41	48.80	D	28	33.33
	13	15.47	U	10	11.90

19	31	36.90			31	36.90
			A			
	45	53.57	D		42	50
	08	09.52	U		11	13.09
39	48	57.14			35	41.66
			A			
	20	23.80	D		27	32.14
	16	19.04	U		22	26.19

(3) "Compared to speaking in English, I feel more at ease in class when I write in English".

(11) " I worry a lot when I speak in English which not the case in writing".

(19)"I avoid speaking in English more than writing because I fear pronunciation mistakes ".

(39)" I enjoy speaking in English more than in writing".

It can be seen from the data in table 3.21 that an interesting number of the respondents in both groups agreed with items (3) and (11) of the questionnaire. Thirty-six of the subjects (42,85%) from group one and more than half (59,52%) from group two endorsed item (3) positively **"Compared to speaking in English, I feel more at ease in class when I write in English"**. For question (11) of the FLWASQ, the results are significant as they confirm our previously mentioned assumption.

The data in table 3.21 show that over a third of first year students (35,71%) agreed with item (11) **" I worry a lot when I speak in English which not the case in writing"**. The percentage for group two is higher as forty-six of the subjects (54,76%) from group two agreed with item (11) of the FLWASQ. Advanced students seem to favour writing at the expanse of speaking. The belief that speaking is an anxiety-provoking language skill is recurrent with high ability learners as they scored higher on items (3) and (11) compared to low ability students.

127

In the same vein, we have hypothesized that language learners might have some negative beliefs as a result of pronunciation fear that could generate avoidance behaviour for anxious learners. This could happen in both productive skills: speaking as well as writing with varying degrees. However, the results were contrary to our expectations, especially if we consider the scores for item (19) of the FLWASQ. As can be seen from table 3.21, forty-five of the subjects (53,57%) from group one and forty-two (50%) from group two rejected item (19) **" I avoid speaking in English more than writing because I fear pronunciation mistakes "**. One possible explanation is that language learners might experience speaking anxiety compared to writing not because of fear of making mistakes or pronunciation fear. There might be other sources of speaking anxiety. Moreover, avoidance of speaking might not be the ideal solution for the anxious learner.

The last question of the subcategory "comparing foreign language writing to foreign language speaking" would examine learners' possible enjoyment of EFL speaking. Item (39) of the questionnaire is given in the non-anxious part of the FLWASQ. It is apparent from table 3.21 that many students enjoy EFL speaking more than EFL writing. Enjoyment in speaking is likely to be higher with low ability learners as more than half of the respondents (57,14%) from group one agreed with item (39) **" I enjoy speaking in English more than in writing"**. For high ability students, the score is lower as thirty-five of the subjects (41,66%) endorsed item (39) positively. It is interesting to note that more than a third (32,14%) of the subjects from group two rejected that enjoyment in EFL speaking is higher than that in EFL writing.

3.2.3.2. Learners' Possible Preference of Writing in other Languages

In an attempt to scrutinize learners' beliefs about first language writing or other second/ foreign language writing as opposed to EFL writing, responses for items (8) and (11) of the FLWASQ are presented. The subjects' scores on language writing preference items indicate that most of EFL learners prefer writing in English more than in other languages like French or Arabic. This finding is significant namely with low ability students who scored higher than high ability students on the same statements of the questionnaire.

The results given in table 3.22 show that fifty (59,52%) of the participants from group one and forty-seven (55,95%) from group two rejected item (8) **" I prefer writing in French or Arabic rather than in English. "**

Table 3.22

Learners' Possible Preferences of Writing in other Languages

Items	Group One		Scale	Group Two	
	N°=84	%		N°=84	%
8	14	16.66	A	20	23.80
	50	59.52	D	47	55.95
	20	23.80	U	17	20.23
41	41	48.80	A	45	53.57
	32	38.09	D	27	32.14
	11	13.09	U	12	14.28

(8) " I prefer writing in French or Arabic rather than in English."
(41) " I compare the way I write in English to that in French or Arabic."
Another aspect of language writing preference is learners' comparison of EFL writing to that in other languages like French or Arabic. This assumption is the result of the subjects' self-reports. The answers to question (41) **" I compare the way I write in English to that in French or Arabic "** suggest that students might employ language writing comparisons as a strategy to improve EFL writing. The results as shown in table 3.22 , indicate that forty-one of the participants (48,80%) from group one and more than half of the subjects (53,57%) from group two endorsed positively item (41) of the FLWASQ. It might be deduced that with an advanced level of proficiency in the target language, some learners tend to constantly compare EFL writing to what they

can really perform in other languages (first or foreign). If ever the perceived level in EFL writing would not be attained easily, that would lead to feelings of writing apprehension.

3.2.3.3. EFL Writing Difficulty and Learners' Beliefs

This subcategory of the questionnaire results was meant to depict the subjects' answers on EFL writing difficulty, perceived punctuation and grammar difficulty in writing, and EFL writing enjoyment. The results obtained from the FLWASQ are summarised in table 3.23 below:

Table 3.23

The Difficulty of Foreign Language Writing and Learners' Beliefs

Items	Group One		Scale	Group Two	
	N°=84	%		N°=84	%
5	08	09.52	A	09	10.71
	58	69.04	D	53	63.09
	18	21.42	U	22	26.19
53	28	33.33	A	23	27.38
	39	46.42	D	46	54.76
	17	20.23	U	15	17.85
13	58	69.04	A	61	72.61
	16	19.04	D	06	07.14
	10	11.90	U	17	20.23

(5) " Writing in English is very hard for me."

(53) " Punctuation and grammar are very difficult in English writing ".

(13) " I enjoy writing in English. "

The data presented show that an interesting number of participants from both groups reject the idea that EFL writing is a difficult language skill. More than two-thirds of the subjects (69,04% from group one and 63,09% from group two) disagreed with item (5) **" Writing in English is very hard for me."** It would be misleading if we assume that EFL writing is an easy task for most language students . One should note that some of the participants were undecided about question (5) of the FLWASQ. Specifically, eighteen (21,42%) from group one and twenty-two (26,19%) from group two were undecided about item (5) of the questionnaire. For this reason, more qualitative results were required to help us understand this finding.

With regard to punctuation and grammar as sources of difficulty in EFL writing, more than a third of the subjects (33,33%) from group one agreed with statement (53) **" Punctuation and grammar are very difficult in English writing "**. However, high ability learners had different views as more than half of the subjects (54,76%) from group two disagreed with item (53). It might be assumed that beginners could encounter punctuation and grammar difficulties in EFL writing. This is likely to be lessened with gradual advanced levels in EFL writing.

Complementary to our previously-mentioned suggestion of " EFL speaking enjoyment "is that of " EFL writing enjoyment". As can be observed from table 3.23, more than two thirds of the subjects from both groups (69,04% from group one, and 72,61% from group two) endorsed positively item (13) **" I enjoy writing in English "**. " EFL writing enjoyment " as an emerging variable seems to be higher with advanced students. We should refer to the FLWASQ results as sixteen of the subjects (19,04%) from group one disagreed with item (13). This finding confirms our hypothesis about " EFL speaking enjoyment " that appeared to be significant with low ability students. We might think of a possible language skill preference which is likely to alter over the pace of EFL language development.

Throughout this section, we have explored the questionnaires results for learners' beliefs about EFL writing. Our objective was to find out possible links and sources of writing anxiety. In the major subcategories examined, we have looked at learners' comparison of EFL writing to EFL speaking and its influence on " easiness " at the productive level. Next, we have attempted to depict learners' beliefs about writing in general whether in first language and/or second or foreign language. The last section of this category helped to shed light on learners' perceptions of EFL writing difficulty. The following section is oriented to other feelings of anxiety and their effects on EFL writing.

3.2.4. Other Behaviours and Feelings of Anxiety Related to Foreign Language Writing

This section is devoted to the final category of the results in an endeavour to examine all of questionnaires items. All in all, this section covers three major subcategories that comprise questions about: avoidance behaviour, behavioural signs of writing anxiety, and time pressure in EFL writing.

3.2.4.1. Avoidance Behaviour and EFL Writing

The literature on first language writing anxiety has confirmed that highly apprehensive writers tend to avoid writing courses and favour academic courses that demand little writing (Daly & Miller, 1975). Avoidance behaviour might contribute to anxiety in EFL writing (Cheng, 2004b). The results for items indicative of avoidance behaviour in writing appear in table 3.24:

Table 3.24

Avoidance Behaviour in Foreign Language Writing

Items	Group One		Scale	Group Two	
	N°=84	%		N°=84	%
46	07	08.33	A	16	19.04
	67	79.76	D	49	58.33
	10	11.90	U	19	22.61
35	55	65.47	A	54	64.28
	19	22.61	D	13	15.47
	10	11.90	U	17	20.23

(46) " I avoid writing in English as I make a lot of mistakes. "

(35) " In my writing class, I avoid to write about some specific topics."

As demonstrated in table 3.24, responses on item (46) **" I avoid writing in English as I make a lot of mistakes "** illustrate negative scores on the part of many students from both groups, especially beginners. Over two-thirds of the subjects (79,76%) from group one and more than half (58,33%) from group two disagreed that they would avoid EFL writing because of mistakes. Yet, it is of significance to mention that sixteen participants (19,04%) from high ability students agreed with statement (46) of the questionnaire. Thus, it seems that avoidance behaviour in writing might be an influential correlate of writing anxiety with an advanced level of proficiency in English.

Concerning question (35) which deals with " topic avoidance " in EFL writing, the majority of the subjects from both groups (65,47% from group one and 64,28%

from group two) agreed with item (35) **" In my writing class, I avoid to write about some specific topics ".** It is possible to explain this finding by the fact that " topic avoidance " might lead to learners' fear of presenting themselves negatively in EFL writing. Moreover, when topics of writing do not stem from learners' choices and preferences, they are likely to lead into " forced writing " which could in turn influence anxiety levels for the apprehensive EFL writer.

3.2.4.2. Behavioural Signs of Anxiety in EFL Writing

Many indicators would help in inferring about learning anxiety in general. Researchers in the field of anxiety research have conceived anxiety as a unique complex of feelings, beliefs, self-perceptions, and behaviours specific to language learning (Horwitz et. al, 1986). Behaviours related to language learning anxiety like forgetfulness, nervousness, uneasiness, and lack of concentration could be the same for EFL writing anxiety. To elicit information on this assumption, the results for items (24), (37) , (29) , (18) , (10) and (48) are then examined. The results are illustrated in table 3.25:

Table 3.25

Behavioural Signs of EFL Writing Anxiety

Items	Group One		Scale	Group Two	
	N°=84	%		N°=84	%
24	44	52.38	A	52	61.90
	29	34.52	D	21	25
	11	13.09	U	11	13.09
37	29	34.52	A	45	53.57
	45	53.57	D	26	30.95

	10	11.09	U	13	15.47
10	47	55.95	A	52	61.90
	27	32.14	D	20	23.80
	10	11.90	U	12	14.28
29	33	39.28	A	31	36.90
	40	47.61	D	36	42.85
	11	13.09	U	17	20.23
18	17	20.23	A	15	17.85
	48	57.14	D	44	52.38
	19	22.61	U	25	29.76
48	26	30.95	A	34	40.47
	48	57.14	D	35	41.66
	10	11.90	U	15	17.85

(24) '' I often forget words I know when I write in English.''

(37) '' I feel so stressed before handing in a paragraph or an essay.''

(29) '' I feel sometimes blocked when asked to write in English.''

(18) '' I do not feel at ease when asked to write in English.''

(10) '' I can never concentrate under time pressure when asked to write in class. ''

(48) '' I often lose concentration when I write in English.''

"Forgetfulness" as one of the behavioural signs of anxiety is depicted through item (24) **" I often forget words I know when I write in English."** As can be observed in table 3.25, many of the subjects reported being forgetful when writing in English. More than half (52,38%) of the subjects from group one and over two thirds (61,90%) from group two endorsed positively item (24) of the FLWASQ. Advanced students scored higher than beginners. This result is significant especially if we consider the subjects' scores on item (37). Forgetfulness might influence negatively the apprehensive writer and lead to feelings of stress and worry.

As such, the subjects' scores on item (37) yielded different results. While forty-second participants (53,57%) from high ability students agreed with item (37) **" I feel so stressed before handing in a paragraph or an essay "**, the same number of the subjects (53,57%) from low ability students rejected statement (37) of the questionnaire. In addition to that, responses of the subjects on item (29) about "writer's block" illustrated significant differences that provided support to our previously cited assumption. It is apparent from table 3.25 that forty of the respondents (47,61%) from group one and thirty-six (42,85%) from group two endorsed negatively item (29) **" I feel sometimes blocked when asked to write in English."**

Concerning other behavioural signs of anxiety like " Uneasiness in writing " and lack of concentration", the subjects' scores on item (18), (10), and (48) are then explored. As shown in table 3.25, more than half of the subjects (52,38%) from group two and a higher percentage (47,14%) from group one disagreed with item (18) **" I do not feel at ease when asked to write in English."** However, it should be noted that an interesting number of the subjects (22,61% from group one and 29,76% from group two) were undecided about item (18).

For " lack of concentration in EFL writing, there is an indication that low ability students are less prone to lack of concentration compared to high ability students. The data gathered from item (10) and (48) might provide more explanations. As presented in table 3.25, fifty-two of the subjects (61,90%) from group two agreed with item (10) **" I can never concentrate under time pressure when asked to write in class "**. For beginners, the number of the subjects who scored item (10) positively was smaller.

Forty-seven of the participants (55,95%) from group one agreed with item (10). Moreover, the results given for item (10) can be compared to those obtained for item (48). Interestingly, variance in the subjects' scores is helpful in providing more support in analyzing data related to " lack of concentration in EFL writing " as a probable aspect influencing writing anxiety.

It can be seen from the data in table 3.25 that while forty-eight of the participants (57,14%) from group one rejected item (48) **" I often lose concentration when I write in English "**, only thirty-five of the subjects (41,66%) from group two disagreed with the same statement of the FLWASQ. It might be concluded that feelings of self-consciousness are likely to augment with an advanced level of proficiency in the foreign language.

3.2.4.3. Anxiety over Time Pressure in Foreign Language Writing

The last items to be dealt with would focus on a probable link that might exist between writing anxiety and time pressure. It is apparent from table 3.26 that a very interesting number of participants from both groups agreed with item (15) **"When I write under time pressure, I forget many words I know in English."** Over two-thirds of the subjects (77,38% from group one and 80, 95% from group two) revealed that time pressure might have a negative influence on their writing to the point that they would forget words they know in English. Interestingly, the results of the questionnaire on item (23) would give support to the subjects' scores on item (15). As shown in table 3.26, more than half of the participants from group one (59, 52%) and slightly a higher number of the participants from group two (65, 47%) endorsed positively item (23) **"The most fearful situation in class is to write under time pressure."**

For question (25) **"I feel stressed and confused when I have limited time to write in class"**, the results were significant. Many of the subjects referred to time pressure as one of the strongest generators of writing anxiety. Stress and feelings of confusion are likely to be produced whenever students have limited time to write in class. This would be the case, especially with high ability students. Fifty-eight low

ability students (69, 04%) and the majority of advanced students (86,90 %) agreed with item (25) of the questionnaire.

Table 3.26

Anxiety over Time Pressure in Foreign Language Writing

Items	Group One		Scale	Group Two	
	N°=84	%		N°=84	%
15	65	77.38	A	68	80.95
	14	16.66	D	09	10.71
	05	05.95	U	07	08.33
23	50	59.52	A	55	65.47
	20	23.80	D	22	26.19
	14	16.66	U	07	08.33
25	58	69.04	A	73	86.90
	20	23.80	D	06	07.14
	06	07.14	U	05	05.95
7	39	46.42	A	36	42.85
	34	40.47	D	38	45.23
	11	13.09	U	10	11.90

(15) "When I write under time pressure, I forget many words I know in English."

(23) "The most fearful situation in class is to write under time pressure."

(25) "I feel stressed and confused when I have limited time to write in class"

(7) "I sometimes write better under time pressure."

The last item to be presented is given in the positive side of anxiety. Some language learners might write better under time pressure and experience a "helpful" type of writing anxiety instead. As demonstrated in table 3.26, thirty-nine (46, 42%) of the subjects from group one and thirty-six (42, 85%) from group two agreed with item (7) **"I sometimes write better under time pressure."**

Throughout chapter three, the results of the background questionnaire along with the FLWASQ answers were reported. In the subsequent chapter, we provide the results of the focus group interviews.

CHAPTER FOUR

Presentation and Analysis of the Focus Group Interviews

In this chapter, qualitative findings represent a follow-up of data analysis of the students' questionnaires. The purpose of providing qualitative data is to offer an in-depth understanding of students' perceptions and accounts of EFL writing anxiety in a classroom setting. The focus group interviews obtained data are used to complement the quantitative results of the questionnaires.

After different stages of exploring qualitative data, several themes along with categories and sub-categories helped to shed light on the students' experiences in the EFL writing classroom. Extracted themes from the focus group interviews are presented in the subsequent table:

Table 4.1

Overview of the Emerging Themes

Focus Group Interviews Emerging Themes
Respondents' general feelings in EFL writing (ice-breaker) (Question 1)
Self-confidence and self-esteem in EFL writing (Question 2)
Respondents' beliefs about EFL writing (Question 3)
Attitudes towards self-expression in EFL writing (Question 4)
Major sources of anxiety in EFL writing (Question 5)
Competitiveness and anxiety in EFL writing (Question 6)
Respondents' perceptions of teacher evaluation and peer editing (Question 7)
Time pressure and EFL writing (Question 8)

Qualitative data were subjected to thematic analysis (Braun & Clarke, 2006) and revealed different themes .The findings of each theme are summarized in tables to describe the respondents' answers for both groups. In each table, the columns display categories, subcategories, and the number of recurrent responses. Extracts from interview transcripts are used for illustrations.

4.1. Findings of the Focus Group Interviews (Themes 1, 2, and 3)

In this section, we focus on the themes that would provide more clarifications to the FLWASQ results on **fear of negative evaluation**. Specifically, we namely rely on the respondents' answers to questions (5), (6) and (7) of the focus group guide (see **Appendix 5**) .The themes generated from the focus group interviews refer to sources of anxiety in EFL writing, the respondents' perceptions of teacher evaluation and peer editing, and competitiveness related anxiety in writing:

4.1.1. Theme 1: Sources of Anxiety in EFL Writing

The quantitative results of the FLWASQ on item (1) **"I worry about making mistakes in writing"** exhibited high percentage of agreement in both groups (82, 14% of first-year students and 72, 61% of third-year students). To clarify this issue further, the findings of the focus group interviews are presented to get explicit justifications. Table 4.2 represents the primary analysis of focus group one with first year students:

Table 4.2

Major Sources of EFL Writing Anxiety (FG1)

Categories	Number of responses recurrence
Limited vocabulary	**3**
Fear of grammar and vocabulary	**2**
Time pressure	**1**
Worry about grammar and spelling mistakes	**1**
Anxiety about new topics	**1**
Fear of sentence structure	**1**

Punctuation	1
Fear of grammar	1
Worry about failing to convince the teacher	1
Fear of limited self-expression in EFL writing	1

The majority of the respondents referred to making mistakes in writing as one of the major sources of anxiety. Fear of grammar and vocabulary was cited repeatedly. One subject stated '*When I write, **I am afraid of making mistakes of grammar or if my vocabulary** is not consistent*.'(SF7), and another added '**I think vocabulary and grammar are the most frequent problems in writing. This makes me worried…'** **(SF10).** Three other respondents reported worry over limited vocabulary**: '*New words, I can't find new words and it may make repetition. I can't find other words that can express the same meaning**. That may disturb me.***' (SF2), '**When I write, I worry about the vocabulary.** *I am a university student*.'(SF6), and '**…if I don't have the right vocabulary,** *and I don't know how to write the sentences correctly, my paragraph will be meaningless*.' (SF10).

Some other students of the first focus group commented that they would **worry about grammar and spelling mistakes** : '*I am sometimes **worried about grammar rules or spelling mistakes**.*'(SF4), punctuation: '**Punctuation. Yes, I have a problem with punctuation.'** (SF1), or even sentence structure: '**I am afraid of the structure of the sentences** *or the words. The words are not going to be correct...'* (SF5).

For other interviewees, there were other reasons behind worry in EFL writing classes. One (SF3) mentioned '**When the teacher asks me to write, this makes me a bit stressed because I don't know whether I will have time or not.',** which is about

having limited time to write in class. Another subject explained that new topics in class would cause anxiety for her **'If the topic is new for me, I can't find ideas and I feel blocked.' (SF4).** For SF8 , the subject expressed concern about the teacher's attitude towards his writing **'I worry about not being able to convince the teacher because sometimes I lack ideas, or if my paragraph is too long, or boring…'**(SF8), while SF9 said that she would worry about limited self-expression in writing **'I feel worried when I can't transmit the message I want to write about.'(SF9)**

Unlike the first focus group, comments from the second focus group interviewees raised other concerns. The answers generated eight categories which are presented in descending order according to responses recurrence : "**worry about vocabulary**", "**worry about spelling**" , "**worry about meanings to be conveyed in writing**" , "**worry about organizing ideas**", "**topic relevance**" , "**writing the introduction**" , "**coherence and cohesion**" and "**self-expression**":

Table 4.3

Major Sources of EFL Writing Anxiety (FG 2)

Categories	**Number of responses recurrence**
Worry about vocabulary	**3**
Avoiding repetition	**3**
Worry about spelling	**3**
Worry about meanings to be conveyed in writing	**2**
Worry about the translating	**2**
No worry about grammar and vocabulary	**1**
Worry about topic relevance	**1**

Worry about writing the introduction	**1**
Worry about organizing ideas	**1**
Worry about coherence and cohesion	**1**
Worry about expressing ideas	**1**

Most students in the second focus group interview expressed that they would **worry about vocabulary in writing**. The choice of words in writing has to be done carefully for the sake of relevance and appropriateness. The choice of words might reflect the student's style. On the whole, the interviewees were excessively concerned with vocabulary choice in writing to avoid repetition and get the right impression on the reader. This was apparent from their answers: "… *I think* **vocabulary** *because sometimes when we write we have to avoid repetition.* **It is badly seen to use the same words repetitively**. *We have to find equivalents.*" (ST1), "*When I start writing, I pay attention to different aspects of language,* **especially vocabulary,** *that's to say I want to choose the appropriate and relevant words that have strong meaning and how to relate them appropriately.*" (ST6), and "*I think* **vocabulary and sentence structure. You need to avoid repetition** *and to have a good style when you write in English.*" (ST2).

Other subjects suggested that the **semantic dimension** in writing would be of paramount importance as it might be very influential in guiding the reader's attention about the student's abilities of self-expression: "*It's the* **semantic dimension,** *the general meaning. I want the ideas to be as clear and holistic as possible. I want my ideas to be as relevant as possible.*" (ST3), and "**I really worry about meaning** *because I know that I have troubles expressing myself, expressing my personal ideas.*" (ST8).

Unexpectedly, some of the respondents indicated that **spelling** would be problematic and a source of worry in writing as one explained: "*In addition to that,* **I**

*pay attention to spelling…**I worry about spelling** because it is important to write correctly. I try to avoid errors as much as possible.”* (ST6), another justified: *“There are two things that I worry about when I write. First, **spelling especially when there is limited time**. I tend to make a lot of spelling mistakes because of the **lack of attention**”*.(ST8), and a third participant said : *“The problem I have in writing is spelling mistakes**. I worry about spelling mistakes**.”* (ST9).

Organizing ideas or being relevant to the topic might provoke anxiety for the EFL writer as well. For some language learners, organizing ideas is a key to success in writing a good paragraph or essay as one interviewee described: *“I think what **I worry about when I write is how to organize my essay** or my paragraph because dividing the essay or…how to organize the ideas is the most important thing for the reader.”* (ST5). If students misunderstand the topic, they might run the risk of getting bad results or low scores. This could lead to anxiety as one commented: *“For me, **the thing that worries me much is to be relevant to the topic**. Not to miss or to be out of topic...”* (ST7).

Some other interviewees expressed the belief that **writing a good introduction** is a basic requirement to get the appreciation of the reader. Failing to do so would not be good for the EFL writer as one explained: *“I **have many problems in the introduction**. Sometimes I leave it as the last part to be able to write a good introduction. It is the first thing that the reader will read. It should be attractive.”* (ST7). Another participant suggested that coherence and cohesion are very essential in writing and might be a source of anxiety: *“What **I worry about most are coherence and cohesion**. I want my ideas to be as coherent as possible to be linked; therefore, I worry about grammar because they are parts of grammar, the linking words and so on.”* (ST10).

The last source of apprehension described by third-year students is about **expressing ideas**. It is related to **self-expression in writing** as one interviewee stated: *“I think the **most challenging point is to express our ideas** and to make them clear to the reader.”*(ST4).

4.1.2. Theme 2: Respondents' Perceptions of Teacher Evaluation and Peer Editing

The data elicited from the questionnaire on items (6) , (17), and (30) depicting learners' perceptions of teacher evaluation and peer editing suggest that the subjects favour teacher evaluation in writing as it could be less stressful for the EFL writer. To gain more insights into this issue, answers to the focus group interviews for question (7) of the focus group guide are displayed accordingly. Tables 4.4 and 4.5summarize the obtained results from the interviewees:

Table 4.4

Learners' Perceptions of Teacher Evaluation and Peer Editing (FG 1)

Categories	Number of responses recurrence
Preference of teacher evaluation in EFL writing	**4**
Perception of peer correction as criticism	**2**
Acceptance of correction from a more proficient learner	**1**
Fear of peer evaluation	**1**
Acceptance of peer evaluation with no humiliation	**1**
Peer correction as a source of motivation	**1**

Most of the participants in the first focus group perceived teacher evaluation as being more effective compared to peer editing: *'I prefer that my teacher evaluates me, of course. She is my teacher and she has the right to do it, no one else can do it…'* (SF1) , *' My teacher is the judge for me.'* (SF2) ,*'I prefer that the teacher corrects my writing and paragraphs.'*(SF3) , *'Of course, I prefer that my teacher evaluates*

146

my writing because of her level in English , and she could correct my mistakes . I will learn more from my teacher.' (SF7) **,'I prefer the teacher evaluating me.' (SF9).** Moreover, other respondents perceived peer editing as a sort of criticism to justify their preference for teacher evaluation in writing**.**

Some of the students were not comfortable with peer editing as one said: '*…if my classmates will evaluate my writing, my paragraph, **I will feel they are criticizing me and it does not please me.' (SF1),*** while other interviewees expressed discomfort over peer editing. Peers might search for every single mistake for the sake of intimidating their classmates as one described: **'I prefer the teacher evaluating my writing because my classmates are going to be judgmental and they're going to be criticizing…They are going to search for every mistake I make. They are going to laugh at me.**' (SF4). If students are allowed to edit their classmates' writing, this could augment negative affect for some EFL writers as one justified**:** '*…some students will say: you're a student of English, you don't know this? **This makes me feel uncomfortable and unsure of myself.'** (SF6).

Besides the tendency to perceive peer editing as a source of discomfort in writing classes , other subjects from the first focus group had different views. They namely considered peer editing as a motivating practice in the EFL writing class. They would perceive peer editing positively depending on the zone of comfort created by the group members as one of the respondents stated '*If my classmates correct and evaluate my writing, I would accept that depending on the way they do it… **If they laugh at me, I wouldn't accept.'** (SF8), and another added**: '…if a student wants to correct my writing, he must be better than me'**(SF2). One other subject referred to peer editing as a source of motivation: '*If the students were asked to do that, I would accept criticism, it makes me feel... **it makes me do better in the future.'** (SF10).

In line with the views presented by the interviewees of the first focus group, the subjects of the second focus group seemed to have the same position:

Table 4.5

Learners' Perceptions of Teacher Evaluation and Peer editing (FG 2)

Categories	Number of responses recurrence
Preference of teacher evaluation	**5**
Preference of teacher evaluation (Peers are subjective)	**2**
Preference of peer evaluation (getting more feedback)	**2**
Preference of peer evaluation (teacher fear)	**1**
Preference of peer evaluation (freedom)	**1**
Preference of peer evaluation (more proficient ones)	**1**

As shown in table 4.5, more than half of the subjects mentioned **teacher evaluation as being more rewarding** for the EFL writer. For them, teachers are professional and more reliable. There was a tendency to trust teachers more than peers especially if teachers are very close to their learners. This could enhance improvement as learners would know about their weaknesses in writing: "*I trust the teacher more than students. Teachers have more experience .*" (ST2), "*Same thing for me .I think the teacher is more reliable than the students.*" (ST3), " *I prefer my teacher.*" (ST4), "*As my classmate said... I trust the evaluation of teachers because you can get a detailed evaluation from the teacher if you are close to him….I always try to ask my teacher about my weaknesses, and what to do for improving my writing. Just be close to your teacher and you can get the feedback you were asking for.*" (ST7), and "*... I think the evaluation of a peer is less reliable than the teacher's evaluation... so I could*

*get an informal evaluation from my peer but I would rather get **the formal evaluation from my teacher**.*" (ST8).

According to other participants from the second focus group, peer editing might be characterized by **excessive subjectivity** as one of the interviewees commented: "*I prefer to be evaluated by teachers, because **I don't trust peers. They are very subjective sometimes**.*" (ST1), and another said "*Yes, the levels of the teacher and the learner are not the same. You cannot trust classmates. **They are more subjective**. A classmate will not consider all the weaknesses. He can just give an overall assessment.*" (ST10).

After discussing the issue with most of the interviewees who rejected the idea of having peer editing in class , some other participants defended that classroom practice in EFL writing classes. On the contrary, the level of accepting peer editing was higher as it might be **"safer" for the apprehensive writer** as one justified : "*When **we interact with the teacher, there is fear**. We cannot feel free with our teachers.*" (ST4). In addition to that, peer editing could be **helpful** for some learners in large classes as they might get more feedback from their peers: "*I used to work with my friend, so I told her to be objective when correcting. **I got more feedback.**" (ST4), "*I agree with ST4 that when we are evaluated by a peer **we get more feedback** as opposed to when we get it from a teacher who has many students."* (ST5). It would even create a larger setting for the EFL writer who might have more freedom when interacting with peers: "*You feel free when you ask them (peers) to repeat or discuss why you've... you have said this and not that. **I can express myself again**. So, I will be clear with my peer. **There is the freedom to convince** …*" (ST6). It could be **more rewarding** for the learners who are **paired with more proficient peers**: " *It depends also on the level of peers. **If the learner is good or advanced**, it is the ability of the learner that we trust more."* (ST9).

4.1.3. Theme 3: Competitiveness and Anxiety in EFL Writing

As mentioned previously, the construct of competitiveness might lead to negative affect and anxiety for the apprehensive EFL writer. In the questionnaires

results, there were discrepancies between both groups about the way they reacted to competitiveness in writing. While more than half of first year students agreed that they would excel in comparisons with their classmates in writing classes most of high ability level students rejected the same idea. Qualitative data support this finding as can be shown in the subjects' responses. The interviewees' explanations are displayed in tables 4.6 and 4.7 respectively:

Table 4.6

Competitiveness and Anxiety in EFL Writing (FG 1)

Categories	Number of responses recurrence
Low self-confidence in writing and negative competitiveness	**4**
Motivation and positive competitiveness	**4**
No competitiveness	**2**
Self-confidence and competitiveness	**1**

Students might develop **negative competitiveness** when they go through constant comparisons in writing especially when students are required to read aloud their paragraphs in front of the class. As shown in table 4.6, more than a third of the subjects attributed **low self-confidence to competitiveness** that might create " **a sense of incompetence**" for the EFL writer : "'*When I hear my classmates reading their paragraphs aloud and theirs are better than mine, **I feel that I am not good in writing even if my writing is good.** I feel that I am not competent enough."* (SF1) , "*I always **have this feeling about other students writing better than me,** and then I ask myself how can we have the same ideas and they can express themselves better than me*.'' (SF4) ,and "***I am a competitive person**…I listen to my classmate's paragraph very well, and I try to figure out how he wrote that paragraph. At the end, I feel sad of course because we have the same level…*" (SF7).

Two of the subjects expressed **no feelings of competitiveness** in writing. For them, if peers would write better than them, they would feel "proud" of their contributions as one said "*When my classmates' paragraphs are better than mine, I feel proud of them. I don't have any problem*.'' (SF2) and another added: "*When one of my classmates reads his paragraph in front of all of the class, and he writes better than me, I feel proud of him…*'' (SF8).

When students compete with each other in writing classes, it is likely to result in **positive competitiveness**. Such positive feelings would, in turn, increase **extrinsic motivation for the EFL writer**: "*I will do better next time. I will try to do my best. It motivates me.*" (SF3), "*When my classmates write better than me, it gives me motivation.*" (SF5), "*Writing better than me gives the motivation to do my best next time.*" (SF6), and "*For me, I just decide to do like her…*" (SF9). Furthermore, **positive competitiveness** could boost **self-confidence** as one of the respondents reported: "*I am going to be more confident with my classmates.*" (SF10).

The derived findings from the second focus group would centre more on **positive competitiveness**. It is possible that with an advanced level of proficiency in EFL, students are less competitive. We might deduce that **negative competitiveness** is higher when students are confronted with the experience of writing in English for the first time. This position is taken with one caution: compared to the university setting, secondary school learners are exposed to grammar more than writing. The respondents' answers are presented in table 4.7:

Table 4.7

Competitiveness and Anxiety in EFL Writing (FG 2)

Categories	Number of responses recurrence
Competitiveness as a source of motivation	**3**
No competitiveness in writing	**3**

Limited competitiveness to proficient peers	1
The subjectivity of the writing process	1

Writing is personal; therefore, it is a **subjective process** especially when it comes to critical writing. In such cases, **competitiveness** is **very limited**: "*I think that writing is subjective and personal. It is very difficult to say that somebody writes better than you only because he had a very good score. Sometimes, there are clear signs that somebody is a good writer.*"(ST1), or it might simply vanish or be much reduced for some other advanced learners who clearly explained: " *Bringing the ideas is something impressive, but only for those who use impressive vocabulary, or if it is a well-written or something else. I don't care about it.*" (ST2), " ***It's not problematic …***" (ST3), and "*If there is somebody who writes better than me, **it's not a problem. I always tend to make my writing better***." (ST5).

A further finding from the second focus group shows how students perceive **competitiveness as a vital force in improving writing**. It might be very helpful as it exceeds **motivation for the EFL writer** as three of the respondents revealed: " *If someone writes better than me, **I feel curious**. I like to be able to read and try to analyze somehow the writing of that person and I also try to take it as an **inspiration for me to improve my writing***." (ST6), "*When I find that someone writes better than me, **it motivates me to write better.**"* (ST7), and "*When someone writes better than me **I try to see my writing and analyze it. Why was it weak?** Was it because I didn't express myself well? because of spelling mistakes or sentence structure?*" (ST8).

4.2. Findings of the Focus Group Interviews (Themes 4 and 5)

In the focus groups, the subjects' comments provided a great deal of information on the role of **self-confidence, self-esteem, and self-expression in EFL writing**. In this subsection, we focus on two themes based on the interviewees' responses to questions (2) and (4) of the focus group guide (**Appendix 5**): self-confidence and self-esteem in writing, and attitudes towards self-expression in EFL writing.

4.2.1. Theme 4: Self-confidence and Self-esteem in Writing

In the questionnaires data, over two-thirds of the participants (64, 28%) from group one and more than half (55, 95%) from group two endorsed positively item (14) "**When I write in English, I feel self-confident**". What needs more analysis is the fact that third of the subjects (33, 33%) from group two were undecided about item (14). We have hypothesized that there might be other factors influencing self-confidence and self-esteem in writing namely for high level learners. Findings of the focus group interviews are presented in tables 4.8 and 4.9:

Table 4.8

Self-confidence and Self-esteem in EFL Writing (FG 1)

Categories	Number of responses recurrence
Discomfort when reading aloud one's writing	**3**
Self-confidence and choice of topics	**3**
Self-confidence in writing	**2**
Low self-esteem	**1**
Self-confidence related to vocabulary knowledge	**1**
Low self-confidence	**1**
Punctuation fear	**1**

The participants from group one gave reasons as to what made them feel confident or less confident in their writing classes. According to the elicited responses, **self-confidence in writing** depends on "**good mastery of writing skills**", "**familiarity with the attributed topics in class**", and "**knowledge of vocabulary**". Self-

confidence and self-esteem are likely to vary depending on the already mentioned factors. In line with our assumption, the interviewees highlighted the following: "*I feel confident when I write because I like and love writing.*" (SF2), "*I am self-confident in writing my ideas, but when I* **read my paragraph, I feel that it is incomplete. This disturbs me**." (SF10)

Familiarity with the attributed topics was depicted as being vital in boosting self-esteem and self-confidence for the EFL writer as three of the subjects stated: "***It depends on the topic***, *sometimes I am sure of my ideas and other times not.*" (SF4) ,"*…writing is sometimes difficult and* **it depends on the topic**." (SF6), and "*…**it depends on the topic I am writing about**. If it is familiar to me, **I can express my feelings and ideas in a comfortable way**.*" (SF8).

In addition to that, "**having a limited vocabulary**" could have a negative impact on the learners' written production as it might unveil his/her inadequacies as one of the interviewees justified: "*…when I start writing I miss some words. I try to find words that express the real meaning I want to convey, but I can't.* **I think self-confidence depends on vocabulary**." (SF6).

Experiences of language students in writing classes might as well influence their levels of self-confidence and self-esteem. Some classroom practices like **reading aloud one's writing** could generate **feelings of incompetence and inefficacy** for the apprehensive EFL writer as two of the respondents recalled: "*Writing helps me a lot to express myself, more than reading for classmates…I don't have a problem with reading the text...* **I feel uncomfortable when I read my paragraph in front of everybody…I feel so shy.**"(SF1) and "**Reading your own words to classmates may disturb you**." (SF2)

In the focus group, there were instances of detailed descriptions of what could be the **emotional state** of the low ability learners in writing as suggested by the following subjects:

SF1: "***I am not sure. I can't be self-confident***." (low self-confidence)

SF7: "*Generally, **I feel uncomfortable while writing, especially when I finish writing**...I always feel like something is missing in my paragraph.*" (low self-confidence)

SF5: "***I am not always sure about my ideas because topics can be really difficult. I can't express all that I have in mind…so I am sometimes confused.***" (low self-esteem)

SF9: "***I am afraid of missing something so I write everything. I am afraid of punctuation e****specially and **organizing** all the elements in a correct way.*"(punctuation fear)

In the second focus group, the interviewees linked self-esteem and self-confidence in writing to different factors from those reported by first year students. As can be observed in table 4.9 , the subjects who experienced low self-confidence and low self-esteem referred to aspects like **the negative impact of the teacher** , "**uneasiness in writing**" , and "**novelty of the course**":

Table 4.9

Self-confidence and Self-esteem in EFL Writing (FG 2)

Categories	Number of responses recurrence
Novelty of the course	**4**
The positive impact of the teacher	**3**
The negative impact of the teacher	**2**
Self-confidence in writing	**1**
Critical writing as a challenging process	**1**

Responses of the second group of interviewees tend to support the view that teachers can **"build or break"** students' self-confidence and self-esteem in the language classroom. While three of the subjects believed that teachers could provide assistance and help students overcome feelings of incompetence in class, two of them did not share the same position. On the one hand, teacher's assistance could nurture self-confidence and self-esteem: ***"I like this module because we had a great teacher. We had precise information, and we had to work on and give our opinion about.***" (ST1), "*We had a clear outline, yes...the teacher trained us on how to write?* **What words to use?** *What words to avoid. It was useful.*" (ST2), and ST7: "Compared *to the other modules of the third year, writing was my favourite module.* **It was the less stressful because when we studied critical writing our teacher left a lot of freedom for us, and that was the teacher's objective.** *The teacher wanted to teach criticism. Criticizing is something personal.*"(ST7).

On the other hand, some teachers could negatively contribute to **lower students' self-confidence** as described by three of the subjects: "*For me,* **it was not the same case**. *Actually, it was the* **opposite**. **I felt completely lost.** *I know it is an interesting module but there was no structure. We focused more on theories than on practice.*" (ST3), and "*I didn't know about the criteria because the* **teacher did not give us directions** *on how to write critically...*" (ST6).

Other participants suggested the "**novelty of the critical writing course**" as a major reason behind **low self-confidence in writing**:

(ST4): *"**Not all of the time**. When I write in general yes, but in that module no."*

(ST5): "*I think that the problem we faced in that module is we did not have the critical thinking first to write critically.* **That was the big challenge**. *To develop critical thinking, then to write critically.* **I didn't feel sure and self-confident**.*"*

(ST6): " *For me,* **I didn't feel at ease at all because I did not know what was exactly critical writing***...It was* **new** *for us and not like the types of writing before .It was completely different...***So I didn't feel at ease.**"

156

(ST8) : "***I was not sure and self-confident*** *because the module it was a new one. To criticize something, we should be aware of different sources, different topics, having information about different things as well as the writers because we cannot criticize something if we do not have information or background about this topic."*

In the **positive** direction, two respondents recognized how the process of critical writing could be beneficial in **nurturing self-esteem and self-confidence** as they recalled some of their **successful experiences**: *"The only thing our module was criticized for was lack of guidance but that was the point. **Critical writing is based on limited guidance**. I liked it that way**. I felt sure and self-confident in critical wr**iting than in all the other modules."* (ST8), and *"I think that critical writing is a* **challenging process***, a challenging module if we can say. This process requires having a critical mind as well as being open-minded and having information about different topics..."* (ST9).

4.2.2. Theme 5: Attitudes towards Self-expression in EFL Writing

When language students **fail to express** themselves in a way **consistent with their self-images**, they might be prone to **anxiety**. This might be true for those students who have interesting ideas but face enormous difficulties in language production as it is the case for the writing skill. To give further emphasis on the role of "**limited self-expression**" in increasing **language anxiety**, the findings from the focus group on question (4) of the focus group guide (Appendix **5**) are then considered. The responses appear in tables 4.10 and 4.11:

Table 4.10

Anxiety and Self-expression in EFL Writing (FG1)

Categories	Number of responses recurrence
Expressing ideas and thoughts easily	**4**
Failing to express thoughts and ideas in	**2**

writing	
Feelings of confusion and stress in writing	**1**
Discomfort in writing	**1**

The data in table 4.10 indicate that four interviewees admitted being able to express ideas in writing easily. Within the category "**expressing ideas and thoughts easily**", students described their reactions to **easiness in EFL writing** as follows: "*Yes, I always did ...**writing is about expressing feelings and ideas**…*" (SF1), " *Yes, I did especially in **free writing. I feel comfortable**. I just write about my feelings or my experience. **I don't worry about grammar or mistakes**."* (SF4), "*I have managed to express my ideas, but **the topics** were **not always interesting**…I wanted to write more*." (SF7) and "***I managed to express my thoughts and ideas** in the writing class...*"(SF10).

However, the six remaining subjects of the first focus group claimed that **writing was not an easy task** when asked about their attitudes specific to self-expression in writing. They were aware of their "limited self-expression" that resulted in "**failure to express ideas and thoughts in writing**" as it is the case for (SF8): "***I didn't manage to write very well** in class. We were improving step by step.*" and (SF9*):" For me, I didn't express myself in writing about all the topics."* Two of the interviewees spoke overtly about "**feelings of confusion and stress in writing**: "*I am usually confused and stressed when I write. **I worry about my ideas and thoughts** because I am stressed...and worried . I feel uncomfortable*". (SF2) and "*Not always. **I failed in that because of stress…because of time**.*" (SF5). Besides, another participant described "**discomfort in writing**" as she recalled: "*Thinking that someone will read my ideas and thoughts… **this makes me uncomfortable**. (SF2)

Turning now to the second focus group, the data show that advanced learners are more affected by "**limited self-expression**" compared to beginners. In the questionnaire, we had similar results. This finding is of importance to us as it might

suggest that feelings of "**self-consciousness**" are higher with an advanced level of proficiency in the EFL as presented in table 4.11:

Table 4.11

Anxiety and Self-expression in EFL Writing (FG2)

Categories	Number of responses recurrence
Having a restricted space to write down ideas	**4**
Time pressure over organizing ideas	**2**
Time pressure	**1**
Fear of irrelevance in writing	**1**
Writing as a matter of quality, not quantity	**1**
EFL writing related to target language mastery	**1**

The subjects of the second focus group mentioned reasons behind "**worry over limited self-expression**". Those were completely different from the reasons given by low ability students. Within this theme, the analysis revealed five categories for those who described signs of apprehension in writing: **time pressure over organizing ideas**: " *No, not all the time because there is a **time limit**. Usually at the beginning **I have so many ideas**. I write on the draft, but I end up **dropping some ideas because of time**."* (ST1) and "***The same for me. It is always the case.***" (ST2); "***having a restricted space to write down ideas**. I would like to add the limitation ,**I mean the space given for writing**. It is not allowed to write everything we want to... I mean there are many ideas , but because of the space we should limit ourselves.*" (ST3), "*In the writing tasks, each writing task was based on one specific article or document, so I*

*felt that we were confined in that framework of one specific document. **I didn't feel that I was able to express my thoughts and opinions**.*" (ST4), "***I think that we couldn't manage to write everything.***"(ST5), "*…what I have noticed is that what is challenging is **how to write our ideas with a minimum of space.***" (ST10); **time pressure**: "***No, we couldn't because we had a specific time given by the teacher.***" (ST6); and **fear of irrelevance in writing**: "*Yes, **I think even the fear of not being right can be misleading**. Sometimes, we have correct ideas ... but **we feel like they can't be right**, so we don't write them down. After the correction, you discover that you were right.*" (ST7).

Conversely, other categories were generated from interviewees' responses with **no signs of anxiety** that focused on: **writing as a matter of quality, not quantity** as one said: "*I think it's not a good idea to write about every idea that we have especially when we have many ideas. **I think the issue is about the quality not the quantity.** It's better to select only three or four ideas and to explain them properly better than putting on all the ideas that we have in a misleading way."* (ST8) , and **target language mastery** as commented by another participant: " *It's not a matter of time . **It is a matter of language**. **The more we master the language, the more we can express our ideas fully in a concise way**.*" (ST9)

4.3. Findings of the Focus Group Interviews (Theme 6)

This subsection is concerned with exploring data that might help in understanding learners' beliefs about EFL writing and whether such beliefs represent causes or consequences of possible writing anxiety. In particular, findings that resulted from data analysis of question (3) of the focus group guide (**Appendix 5**) are examined. The generated categories appear in tables 4.12 and 4.13 under the theme **Beliefs about EFL writing**:

Table 4.12

Respondents' Beliefs about EFL Writing (FG1)

Categories	Number of responses recurrence
Thinking about the teacher	3
Trying to convince the reader	3
Poor vocabulary	2
Teacher fear	2
Anxiety about organizing ideas in writing	1
Self-expression	1
Perfectionism	1

The subjects' responses regarding their beliefs in writing capabilities and expectations before writing produced six categories that we refer to in terms of the number of recurrent answers in descending order : "**thinking about the teacher**" , "**trying to convince the reader** ", "**teacher fear**", "**anxiety about poor vocabulary**", "**anxiety about organizing ideas**" , and "**perfectionism**" .It should be noted that some of the interviewees involved in the discussion were enthusiastic about this theme, and provided answers that were difficult to classify in one sole category. This is mainly the reason behind including answers of SF8 and SF9 in more than one category.

On the whole, the respondents' accounts of **beliefs and expectations** suggest that **teachers' appreciation** of their writing is crucial in language development. There was a common feeling that convincing the teacher should be a priority. Most of the subjects stated that they would **think about the teacher**: "*I think about the teacher. If the teacher appreciates my views ...*" (SF5), "*I want that the teacher will like my paragraph...I want to create suspense to make the reader like my writing*'. (SF7), "*I*

think about the teacher, *if he is going to understand my words.*" (SF10) or **try to convince the reader**: "*My writing should be **correct and clear for the reader.**"*(SF6), "*I always include many details and my paragraph becomes long… **I am afraid of losing the attention of the reader**.*"(SF8), and "*I try to write a paragraph that will convince the teacher…**I always think that the teacher may not understand what I am trying to write**…*"(SF9).

Teacher fear appeared as another detrimental source of **students' negative beliefs** as two of the respondents described: "***I think about the teacher*** *and whether he would understand my ideas.*"(SF2) and "'**…*the teacher will read my writing*** *and judge me from what I write. If I write something not good or….he would say that I am not good a student…. I don't deserve to be a student of English.*"(SF3)

Low ability students might be concerned about some of the aspects of language writing such as **vocabulary choice** and **organizing ideas**. Such preoccupations could lead to **anxiety in writing** for the apprehensive students. Two interviewees expressed **worry over poor vocabulary**: "…***I am afraid of not getting the correct words.*"**(SF1), "..***the words, I try to get all the words I know about the topic.***" (SF9), while another interviewee believed strongly in the capacity of **organizing ideas in writing** as a primary step in **successful writing.** Writing might become **unrewarding and cause anxiety** as shown in the following extract:

"***I am usually afraid or worried****. I'd say worried about my ideas. How my sentences are going to be organized… **sometimes I do have many ideas, many thoughts but I don't know how to include them in my paragraph, so that disturbs me a lot.***"(*SF4)

The last generated category of the theme **beliefs about EFL writing** is **perfectionism**. It is depicted as some language students could have "**erroneous beliefs**" about language learning and become very perfectionists. In the literature on language anxiety, perfectionism was detected as one of the potential sources of anxiety: "***Every time I start writing, I want my paragraph to be perfect***."(SF8)

Regarding the second focus group, the set of the obtained results generated five categories that diverged somehow from those of focus group one. The derived categories are: "**writing topics**", "**the reader**", "**relevance and originality**", "**teacher's expectations**" and "**teacher's feedback and assessment**":

Table 4.13

Respondents' Beliefs about EFL Writing (FG2)

Categories	Number of responses recurrence
Thinking about the topic	**3**
Teacher's expectations	**3**
Relevance and originality in writing	**1**
Thinking about the reader	**1**
Teacher's feedback and assessment	**1**

From table 4.13, we can notice that most of the participants, at the pre-writing stage, would either focus on **teacher's expectations** as it is expressed by three of the respondents: " *Every time that I have a writing task,* ***I always think about the teacher's expectation*** *because it varies from one teacher to another. I try to guess what the teacher is expecting from me, then I shape my writing around that."* (ST7), "*That's the most important thing for me. To start that way by* ***teacher's expectations****."* (ST8), and "*Sometimes the topic is very clear, but* ***I try to imagine the expectations of the teacher*** *for providing us with this topic. The topic is clear, but the teacher wants to make us think about something beyond the topic. That is to say, we should read between the lines and provide something new, not what is common."*(ST10), or search for ideas related to "**writing topics**": "***I try to understand the topic****. What it is about?" (*ST1)*,* "***I think about the topic*** *then I start brainstorming about what I know, then I organize ideas to write."* (ST2), and:"***It depends on the topic****. If I have relevant information, I use it in my style."* (ST4)

A minority of participants felt **the necessity of thinking about the reader:** "...*I bear in mind the reader, the teacher... I try to simplify and modify to be understood by the readers not only by the teacher.*" (ST5); **relevance and originality in writing**: "*Before I start writing, two things come to my mind. I try to imagine the style of my teacher and how can I be relevant and original at the same time.*" (ST6); or **worry about teacher's feedback and assessment**: "*I am still worried about the teacher's feedback or assessment because it differs from what we had before.*" (ST9)

4.4. Findings of the Focus Group Interviews (Themes 7 and 8)

In this section, the data elicited from questions (1) and (8) the focus group guide (**Appendix 5**) are dealt with. Question (1) "**How do you feel when you write in English in class?**" was used as an ice-breaker to learn about the interviewees' experiences and feelings in EFL writing classes. Besides, question (8) would help us in understanding the link between **time restrictions** and probable **negative affect** in the EFL writing classroom:

4.4.1. Theme 7: General behaviours and Feelings in EFL Writing

To start with, the findings derived from focus groups on question (1) are demonstrated in table 4.14 (focus group one) and table 4.15 (focus group two). The results of the FLWASQ on items reflective of **forgetfulness**, **writer's block**, **uneasiness in writing,** and **lack of concentration** were revealing in several ways. **Forgetfulness** as one of the behavioural signs of writing anxiety is statistically higher with advanced students. However, for **uneasiness in writing**, the results are somehow ambiguous as 22, 61% from group one and about a third (29.76%) from group two were undecided about item (18) of the questionnaire "**I do not feel at ease when asked to write in English".** Besides, in items assessing **lack of concentration**, there was a variance in the subjects' scores where beginners endorsed higher than advanced students.

In describing their general feelings in EFL writing, the interviewees in focus group one identified a huge amount of data that diversified between positive and

negative feelings. Table 4.14 shows that the overall analysis of data generated four categories and some subcategories: **easiness and comfort in writing**, **stress and discomfort in writing**, **time management** and **vocabulary learning**:

Table 4.14

Respondents' General Feelings in EFL Writing (FG1)

Categories	Number of responses recurrence
Stress and discomfort in writing	3
Easiness and comfort in writing	3
Time management	2
Vocabulary learning	1

A small number of the respondents believed that easiness in writing would essentially depend on the assigned topics and the degree of comfort in writing. Two subcategories emerged from easiness and comfort in writing: **easiness depending on the choice of topics as stated by two interviewees: "*It depends on the topic.... if the topic is good ... if the students appreciate the topic, they will feel at ease when they write to express their ideas.*" (SF3), "*I think that it depends on the topic.*" (SF8), and comfort in writing: "*…but in general I feel comfortable about writing in English.*" (SF7)**

Concerning the extent to which the subjects were thought to experience negative affect, the analysis yielded another category labeled stress and discomfort in writing. Responses are grouped into three subcategories namely: stress at the pre-writing stage as one of the subjects described: **"*When I write in English in class... at the beginning I feel so stressed.... because I have many ideas and I don't know how to include them in my writing.*" (SF1), uneasiness related to poor vocabulary as stated by (SF9) :" *I find myself in trouble when I can't find words to express my ideas." ,* and feelings of**

confusion, an illustration given by **(SF10) :** "*…but sometimes **I feel confused** because I have to remember the exact words to express my feelings or my thoughts.*" The two other remaining categories focused on the subjects' reactions to factors like **vocabulary learning when topics are selected by teachers: "…***when we write about a topic that the teacher chooses, we learn new words.*" (**SF6), and time management: "***I don't know how to organize my time.*" **(SF7);**"*…and I have a problem with time management…sometimes I waste time in thinking of ideas…the right ideas, so I waste time.*" **(SF9).**

As opposed to the first focus group responses, interviewees from the second focus group revealed other behavioural indicators and feelings which are likely to be specific to EFL writing. Table 4.15 summarizes the interviewees' responses:

Table 4.15

Respondents' General Feelings in EFL Writing (FG2)

Categories	Number of responses recurrence
Positive emotions in EFL writing	3
Anxiety in writing	2
Helpful anxiety in writing	2
The difficulty of EFL critical writing	1
Development of critical thinking through free writing	1
Anxiety about limited knowledge of topics in writing	1
Writing is more challenging than speaking	1

On the whole, it is apparent from the subjects' comments that the EFL **writing classroom** is a **non-threatening setting**, where students can develop **positive emotions** like:

-**Self-confidence** that showed to be higher than in speaking classes as demonstrated in the following extract:

*"... **I feel very confident when I write** because **I express myself better in writing than in speaking**. In **speaking, I am usually anxious** and I can't express myself in a good way, **but in writing, I can express all my feelings** and I can express myself more."* (ST5)

-**Easiness in writing** compared to EFL speaking. An illustration of this can be found in one of the interviewees' responses:

"I feel at ease when writing in contrast to speaking in which I feel so anxious. I think it is a matter of organization." (ST9).

-**Comfort and relaxation as highlighted by (ST10):**

"*Despite the complex process, writing for me is easier than speaking because when you write you have time to produce whereas when you speak you don't have time to think**…I feel relaxed when I write. I feel comfortable especially when I write a paragraph rather than an essay***.",** who explained that despite the complexity of the writing process, it was easier than speaking**.** Time factor could play a different role when learners are asked to formulate answers in speaking classes.

Helpful anxiety emerged as a separate category. Two of the subjects mentioned that they experienced **a positive type of anxiety** that facilitated the process of writing: *"...for critical writing, I found this discipline challenging .**I always feel anxious but this anxiety is quite positive**. I have always wrapped it **not like in speaking**."* (ST2); "At the beginning, **I find some difficulties to start**. I find some difficulties to start writing but **once I start writing, there is no anxiety. I feel comfortable."** (ST8)

The most striking result to emerge from the data is that even with an advanced level of proficiency, some students still suffer from anxiety as stated in the following extracts:

(ST1): " …**It's a complex process** so **there is a feeling of anxiety** *...once we start writing we feel better depending on the topic.*"

(ST4): " *Of course,* **I feel anxious because I don't know the criteria of how to write***... It's critical ,so you need to have critical reading and critical thinking before writing anything.*"

(ST6):"**Writing for me depends on the topic**. *If I have a topic I am familiar with, writing becomes easy, but* **when I have poor ideas about topics** *I am not used to ...I have never thought about* **I get more anxious**.*"*

In addition to that, there was a general tendency of **comparing writing to speaking** in the EFL classroom on the part of a few interviewees: *"Writing for me is* ***more challenging than speaking*** *because when it comes to writing, we have to find the good structures to organize our ideas.*" (ST7)

The last depicted category is about general **attitudes towards critical writing** where some of the subjects drew attention to the **difficulty of EFL critical writing** as justified by (ST3) :"*I think critical writing is* **not an easy task**. ***It is so difficult*** *especially because you give your opinion indirectly so you should read a lot about the topic before giving your opinion.*" , and the development of **critical thinking through free writing** in particular as suggested by (ST5) :*"... I have freedom in critical writing. This module, I think was quite* **challenging** *because we didn't develop this skill in our native language.* ***It was the first time I experienced*** *this ... reading critically and then writing critically.*"

4.4.2. Theme 8: Time Restrictions and EFL Writing

Time pressure is further considered through question (8) of the focus group guide (**Appendix 5**). We mainly aim at relating the results of the questionnaire which

revealed that over two-thirds of the subjects perceived **time pressure** as a major factor influencing anxiety levels in EFL writing. Interviewees' responses appear in tables 4.16 and 4.17 respectively:

Table 4.16

Time Pressure and EFL Writing (FG1)

Categories	Number of responses recurrence
Time pressure as a source of stress	**2**
Being confused	**2**
Being Frustrated	**2**
Bad handwriting	**2**
Physical signs of anxiety	**2**
Lack of concentration	**1**
No anxiety	**1**
Negative self-image	**1**

Most of the subjects of focus group one mentioned that having restricted time in writing contributed to augment anxiety. Specifically, the interviewees' anxiety about time restrictions was reflected in **"confusion and frustration"**, **"lack of concentration" ,"bad handwriting",** and "**negative self-image**". As illustrated in table 4.16, the interviewees clearly stated that restricted time would generate stress. This theme in particular yielded **time pressure** and EFL writing categories. As table 4.16 shows, two interviewees classified **time pressure as a source of stress**: *"It makes me sometimes angry because when we don't have much time to write, it is stressful… We don't have time to make the outline, for example, then organize the ideas and make corrections."*(SF1),and '*When I don't have much time to write, I feel*

stressed and I am sometimes angry because I don't know from where to begin...'
(SF5). Writing is a skill which is much demanding on the part of the EFL students as it requires outlining, organizing the ideas, and providing necessary corrections.

Writing under time pressure might lead as well into feelings of confusion as explained by (SF2)*"I'll feel lost, I know that I will not do my best in writing."* and (SF4)*"I feel may be a little bit confused as I think about details or words I am going to write. It's going to be a mixture of ideas."* Besides, time pressure could generate frustration as described by two other interviewees like (SF2) **"I'll *feel lost, I know that I will not*... *I will not do my best in writing. I'll be frustrated, stressed and so angry."* and **"I *would feel frustrated, angry and stressed…I may even blame the teacher if I write a bad paragraph."* (SF6). In addition to that, some physical sings of anxiety are likely to be felt by low ability students who recalled some of their negative experiences when time pressure prevented them from writing as mentioned by three of the subjects. As such, anxiety specific to time pressure in writing could be displayed in:

-Lack of concentration: "*I cannot concentrate on the topic*." (SF5)
-Physical signs of anxiety: *"I feel trembling. My hands will be sweating and I'll be in tears…"* (SF8) and *"Angry and I break my pen."* (SF9).

Other subjects from focus group one centered on the effects of time pressure on their writing. They namely referred to bad handwriting and negative self-image. When language students are not given enough time to write, it might negatively influence their handwriting which would turn their writing into an unreadable paragraph or essay. Fingers are trembling and concentration is divided between thinking about time and thinking about the writing process.

Two of the interviewees described such a situation: **"My teacher will always see bad writing and bad handwriting."(SF2),** and **"I write all the ideas in bad handwriting and directly with mistakes."(SF7).** The effect of time pressure on EFL writing is displayed as well to negative self-image. As commented by one of the participants: "*If my paragraph is incomplete**, I'll be nervous.** Every time, I remember*

that paragraph. I would feel like half of me has gone because it's half a paragraph."
(SF10).

Additionally, the set of findings obtained from high ability students revealed that even with an advanced level of the target language, time pressure could be problematic in EFL writing with varying degrees. Compared to focus group one, only four participants from focus group two confirmed time pressure as a source of stress in writing. The remaining interviewees pointed out other factors that could raise anxiety about time in EFL writing. Table 4.17 summarizes the findings of focus group interviews specific to time pressure:

Table 4.17

Time Pressure and EFL Writing (FG2)

Categories	Number of responses recurrence
Time pressure as a source of stress	**4**
The difficulty of time management	**3**
Time pressure as a positive factor in writing	**2**
Anxiety depending on topics	**2**
Tiredness when giving too much time in writing	**1**

As it appears from table 4.17, there is only one category which is linked to time pressure. The other categories are more related to **time pressure factors** like : anxiety depending on **topics** , **time management** , **tiredness when given too much time** , and the perception of time pressure as a **positive factor** in writing. Table 3.43 indicates that about half of the subjects from group two consider limited time as a major source of anxiety. They described some signs of anxiety like **writer's block**

171

"*My mind goes blank*, *so I have a lot of* **trouble** *starting or even* **thinking about the topic**.*"(ST1), and **lack of concentration**: *"Yes, I think it causes anxiety, so I lose all ideas.*"; (ST7): "***It makes me feel highly anxious, loose my words, and I don't know how to express myself appropriately***.", and **high anxiety**: "*If I have very limited time, I* ***would be highly anxious***. *It happened to me…***I couldn't manage to write an appropriate essay** *because of time.*"(ST10).

Other subjects suggested the **difficulty of time management** in writing as it requires going through different phases as stated by one of the interviewees: *"I think* ***writing is a complex process***. *We need to go* ***through stages*** *and* ***it is difficult to manage time***.*"(ST4) . Other subjects recalled that they would never stop seeing time while writing: "*For me,* ***I can't stop seeing my watch*** *when I am writing*. ***Time pressure is a little bit hard for me***." (ST5), and another added "***The most challenging thing for me as a student is time management***." (ST10).

What is more, is that some of the respondents of focus group two justified that anxiety over time pressure in writing would depend on **the choice of topics** as noted by (ST3) : "*That depends on the* ***topic*** *given. If I know the topic I wouldn't mind.* ***If the topic is challenging, I would be in problems. I would feel anxious***.", or **topic familiarity** as presented by (ST8) who shared similar views "*I share the same opinion as my classmate. It depends on the topic.* ***If I am familiar with the topic, I wouldn't feel anxious****…but if I don't have ideas,* ***I would feel anxious***.*" Unexpectedly, some of the interviewees perceived time pressure as a **positive factor** in writing. Such learners are likely to experience **facilitating anxiety** instead as shown in their comments: *"I think this is the* ***occasion*** *to* ***make things clear***, *straight, and concise as much as possible."* (ST3), and (ST6) : " *I like when there is a limited time to write. It is challenging, and it* ***is a good exercise.***"

The last finding to consider is students' reactions when given **too much time to write** in class. One of the interviewees expressed **anxiety and tiredness** especially when given too much time to write in class: "*If time is too long,* ***the students will be anxious and feel tired*** . *They cannot in the end reach what they want to reach. That is*

to say, if time is too long, they handle the first parts of the essay, but in the last part ***they become tired.”***(ST10).

To sum up with, the findings gathered from the focus group interviews helped in getting qualitative details. Many of the results of the questionnaires that could not be explained were highlighted to reach more explanations and justifications on the parts of the respondents of the study. The next chapter deals with the results gained from the experiment on writing tasks and levels of anxiety scale.

CHAPTER FIVE

Presentation and Analysis of the Writing Tasks Experiment

This chapter is devoted to the presentation and analysis of the writing tasks experiment. In data analysis of the writing tasks experiment, the results are presented in a tabular form. Additionally, figures are used for a better overview of the anxiety scale description. Percentages refer to the number of students who selected levels of anxiety given in the Anxiety Scale ranging from "Very High" to "Very Low". As mentioned in the Research Design and Procedure Chapter (Chapter two), descriptions of every level of anxiety in terms of possible signs and symptoms were provided. Our objective is to reduce the chances of probable random scoring on the part of participants.

A total of fifty students (N=50) participated in the writing tasks experiment. Twenty-five first year students and a similar number of third year students took part in the experiment. It should be noted that the subjects of both groups that we labeled "Group One" (low-ability students) and "Group Two" (high ability students) took part in the Foreign Language Writing Anxiety Survey Questionnaire completion and the focus group interviews.

As it appears in **Appendix 3** (the Anxiety Scale with Writing Tasks), the subjects were required to specify the level of anxiety they would feel in three different stages of task completion. To be more precise, they would choose the level of anxiety from **item 1** (Very High) up to **item 4** (Very Low). The procedure of items scale selection would be done during the pre-writing, the while-writing, and the post-writing phases of every writing task. The subjects of group one and group two were given four writing tasks depending on the ability level of each group (see **Appendix 4**):

Task one: Cloze test;
Task two: Sequencing scrambled sentences;
Task three: Grammar and mechanics;
Task four: Free writing.

For every writing task, tables and figures are provided to present the results of both groups to permit comparisons and possible interpretations. Ultimately, this might help in answering one of our research questions. In the columns, "**Time 1**", "**Time 2**", and "**Time 3**" stand respectively for the "**pre-writing**", " **while-writing**", and " **post-writing**" stages ; "N" for the number of participants; and % for responses on levels of anxiety expressed as a percentage.

After the completion of the writing tasks experiment, two teachers of writing from the English Department were solicited to correct and mark the writing tasks. Every writing task is marked out of ten points (10/10). The students who participated in the experiment are attributed the code 'S' followed by numbers. The numbers given from **1 to 25** represent **first year students** while those from **26 to 50** refer to **third year students**. The students' scores obtained for every writing task are displayed in separate tables from those of the **Anxiety scale**. In addition to that, overall scores of both groups upon task completion are shown in tables that summarize the scores in four categories ranging from 'below **average**' to ' **full score'** along with percentages.

We refer to the most important similarities or differences in the phases of every writing task by comparing the groups scores on the Anxiety Scale to identify common or contrasting features of every writing task. The students' scores after the correction of the writing tasks are also taken into consideration in data analysis.

5.1. Results of the Cloze Test

Table 5.1 along with figures 1.a, 1.b, 1.c, 1.d, 1.e, 1.f summarize the results obtained for the first writing task of the experiment: the Cloze test. As shown in table 5.1, during the pre-writing stage of the cloze test, 40 % of the subjects from group one reported being highly anxious over doing the task. In group two, 32 % of the participants selected item 2 "High" on the scale. If we consider the subjects' scores in Time 2, the results are slightly different. As reported in table 5.1, only 20 % of the subjects from group one endorsed item 2 "High" on the scale compared to 36 % from group two. The following table displays the results presented so far:

Table 5.1

Results of the Subjects' Scores on the Anxiety Scale for Task 1

Time	Level of Anxiety	Group One		Group Two	
		N	%	N	%
Time 1 pre-writing	1	1	4	1	4
	2	10	40	8	32
	3	12	48	13	52
	4	2	8	3	12
Time 2 while-writing	1	2	8	1	4
	2	5	20	9	36
	3	9	36	12	48
	4	9	36	3	12
Time 3 while-writing	1	0	0	1	4
	2	0	0	7	28
	3	9	36	7	28
	4	16	64	10	40

Moreover, in Time 3, the results obtained from both groups were not expected as more than half of the respondents (64 %) from group one selected item 4 " Very Low". Surprisingly, nearly a third (28 %) from group two chose item 2 "High" of the scale. This finding implies that advanced students would feel less anxious when given a cloze test. They might consider such a task as one of the easiest writing tasks as its inclusion is not that recurrent in third year critical writing LMD syllabus. This is

contrary to what first year students are familiar with. Cloze tests constitute important tasks in first year Reading and Writing LMD syllabus. In the while-writing stage, as presented in the above table, it can be noticed that the scores of both groups have given varied results.

We could think of the way the more advanced students reacted to the task. They might have discovered after a while that the Cloze test was a bit challenging, for instance, vocabulary choice. This might explain why 36 % of the respondents of group two selected item 2 "High" on the scale during the while-writing stage. In taking into consideration the final phase of the task, many of the participants from group two still think of the task an anxiety-provoking one as 28 % of the participants endorsed item 2 "High" on the scale.
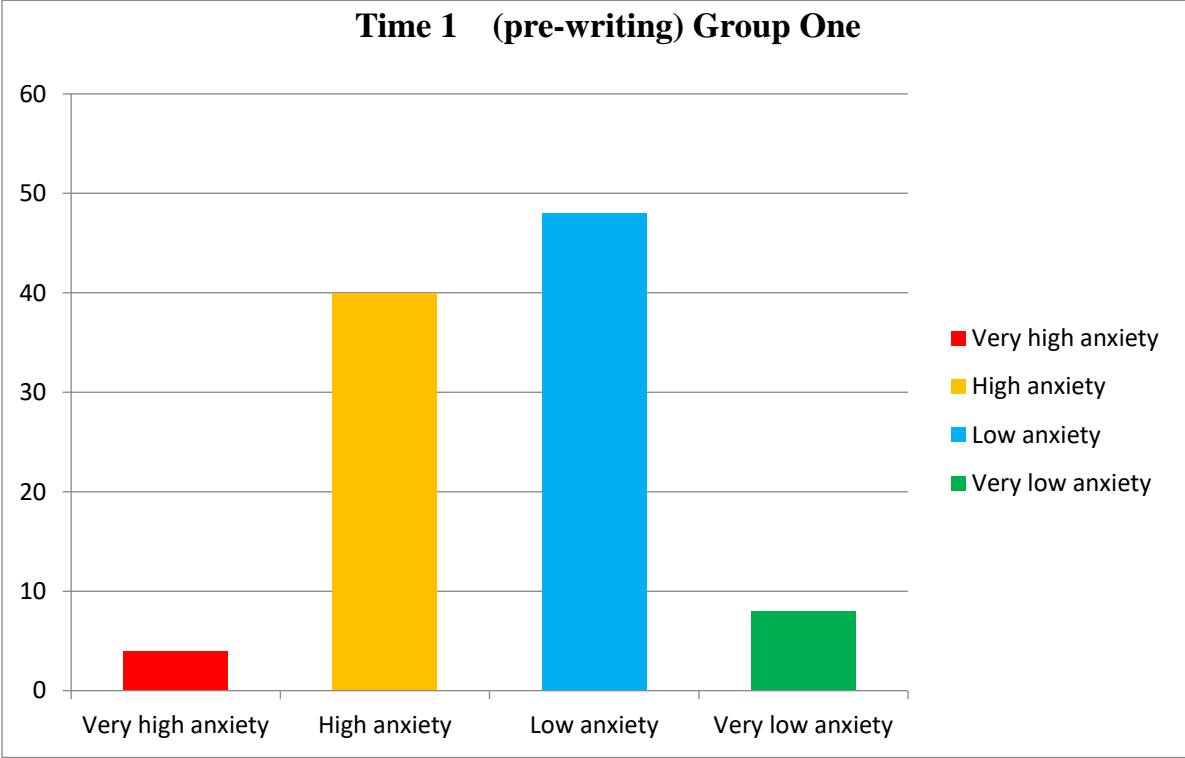
Figure 1.a: Time 1 in Task 1 and Anxiety Levels (Group One)
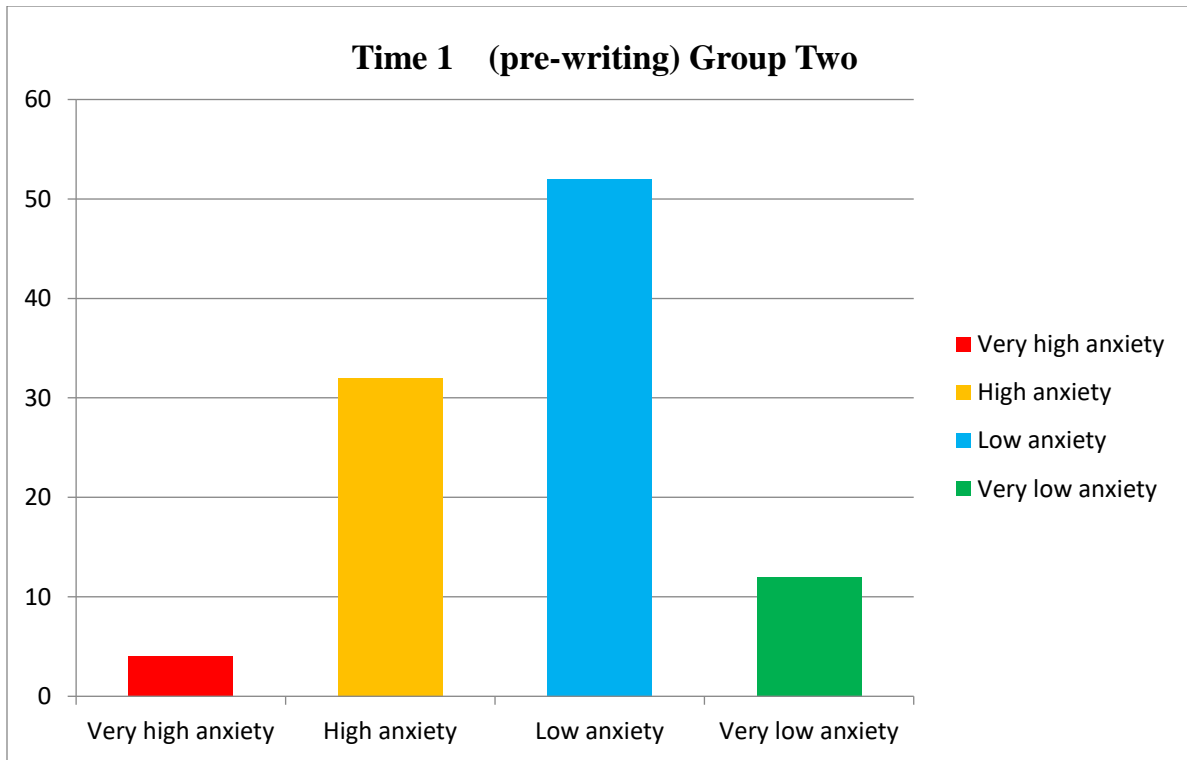
Figure 1.b: Time 1 in Task 1 and Anxiety Levels (Group Two)

Figure 1.c: Time 2 in Task 1 and Anxiety Levels (Group One)

Figure 1.d: Time 2 in Task 1 and Anxiety Levels (Group Two)

Figure 1.e : Time 3 in Task 1and Anxiety Levels (Group One)

Figure 1.f : Time 3 in Task 1 and Anxiety Levels (Group Two)

If we turn to the students' scores on the Cloze Test, the results confirm our assumptions. About half of the subjects (48%) from group one obtained a full score (10/10) in the first task while a similar number of students (48%) from group two got scores below average. The subsequent tables display the students' scores of the Cloze test paired with percentages of scores rubric:

Table 5.2

Students' Scores on Task 1 (Group One)

Student Code	Task Score	Student Code	Task Score	Student Code	Task Score	Student Code	Task Score	Student Code	Task Score
S1	8	S6	10	S11	10	S16	8	S21	9
S2	7	S7	3	S12	10	S17	10	S22	7
S3	10	S8	8	S13	10	S18	8	S23	10
S4	6	S9	10	S14	10	S19	9	S24	10
S5	10	S10	4	S15	8	S20	8	S25	10

Table 5.3

Percentages of the Students' Scores on Task 1 (Group One)

Scores rubric	N	%
Below average: 0 to 4.50/10	2	8
Average: 5/10	0	0
Above average: 5 to 9.50/10	11	44
Full score: 10/10	12	48

Table 5.4

Students' Scores on Task 1 (Group Two)

Student Code	Task Score	Student Code	Task Score	Student Code	Task Score	Student Code	Task Score	Student Code	Task Score
S26	**4.50**	**S31**	**4**	**S36**	**5**	**S41**	**10**	**S46**	**5**
S27	**2.50**	**S32**	**5**	**S37**	**2.50**	**S42**	**6.50**	**S47**	**1.50**
S28	**7**	**S33**	**4**	**S38**	**8.50**	**S43**	**6**	**S48**	**2**

S29	5.50	S34	2	S39	7	S44	1	S49	5
S30	4.50	S35	6	S40	9	S45	8	S50	4

Table 5.5

Percentages of the Students' Scores on Task 1 (Group Two)

Scores rubric	N	%
Below average: 0 to 4.50/10	12	48
Average: 5/10	4	16
Above average: 5 to 9.50/10	8	32
Full score: 10/10	1	4

5.2. Results of the Sequencing Scrambled Sentences Task

Table 5.6 along with figures 2.a, 2.b, 2.c, 2.d, 2.e, 2.f present the results for the second writing task of the experiment : the sequencing scrambled sentences task. For the first stage of the experiment, we can notice that more than a third of the participants (36%) from group one endorsed item 2 "High" on the scale. This case is different for group two as 24% selected item 2 "High". Even for the while-writing stage, anxiety level seems to be higher for low ability students since about half of the subjects (44%) agreed with item 2 "High" while half of high ability students (50%) expressed "Low" anxiety levels in doing the second writing task. In the final phase , table 3.49 suggests that about half of the respondents (44%) from group one selected item 2 "High" and less than a third (24%) endorsed the same item. All in all, the

overall results indicate that low ability students are likely to experience anxiety levels in completing the sequencing scrambled sentences task. This might be the situation if we consider the parallel results of group two during the three different stages of task 2:

Table 5.6

Results of the Subjects' Scores on the Anxiety Scale on Task 2

Time	Level of Anxiety	Group One		Group Two	
		N	%	N	%
Time 1 pre- writing	1	2	8	3	12
	2	9	36	6	24
	3	12	48	12	48
	4	2	8	4	16
Time 2 post- writing	1	3	12	0	0
	2	11	44	8	32
	3	6	24	13	50
	4	5	20	4	16
Time 3 post- writing	1	2	8	1	4
	2	11	44	6	24
	3	11	44	7	28
	4	1	8	11	44
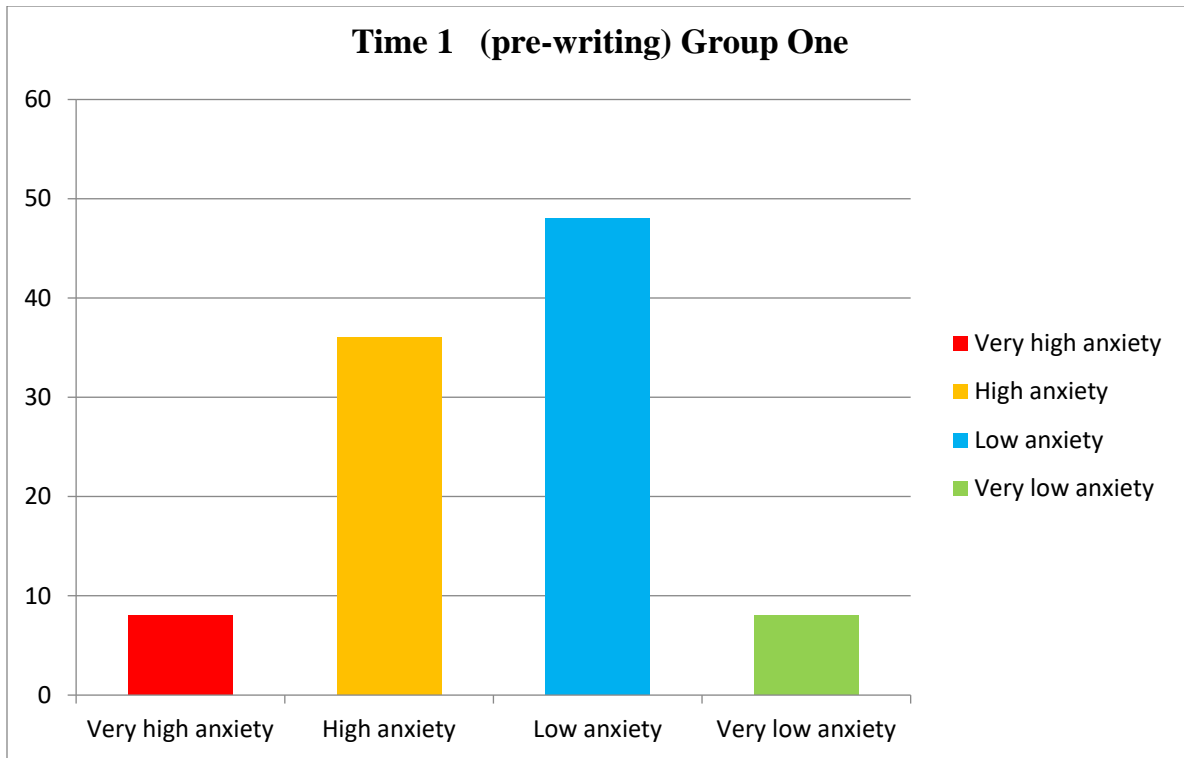
Figure 2.a: Time 1 in Task 2 and Anxiety Levels (Group One)
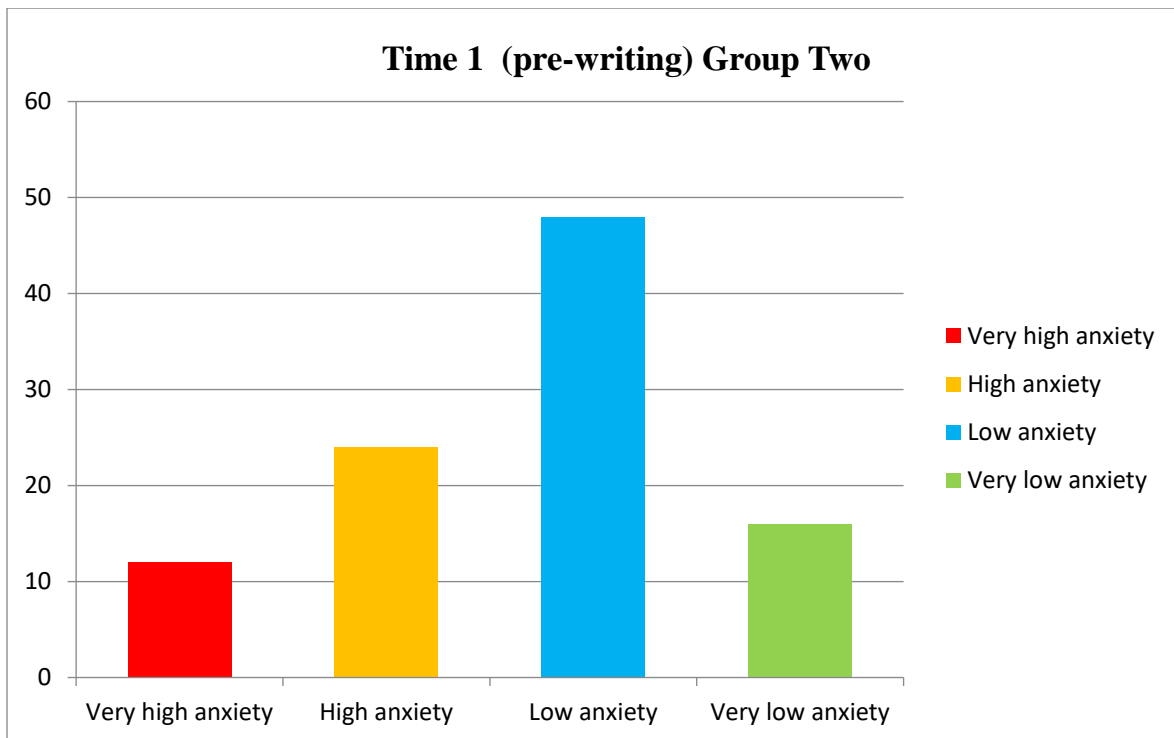
Figure 2.b: Time 1 in Task 2 and Anxiety Levels (Group Two)
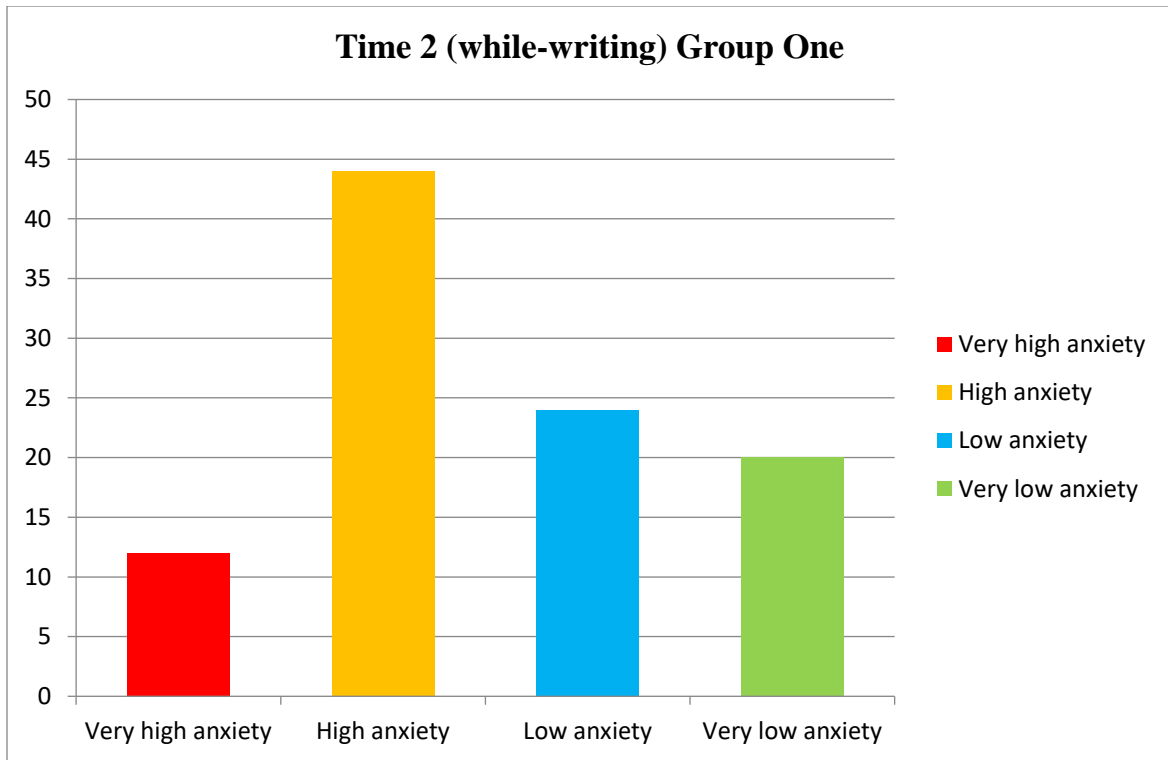
Figure 2.c: Time 2 in Task 2 and Anxiety Levels (Group One)
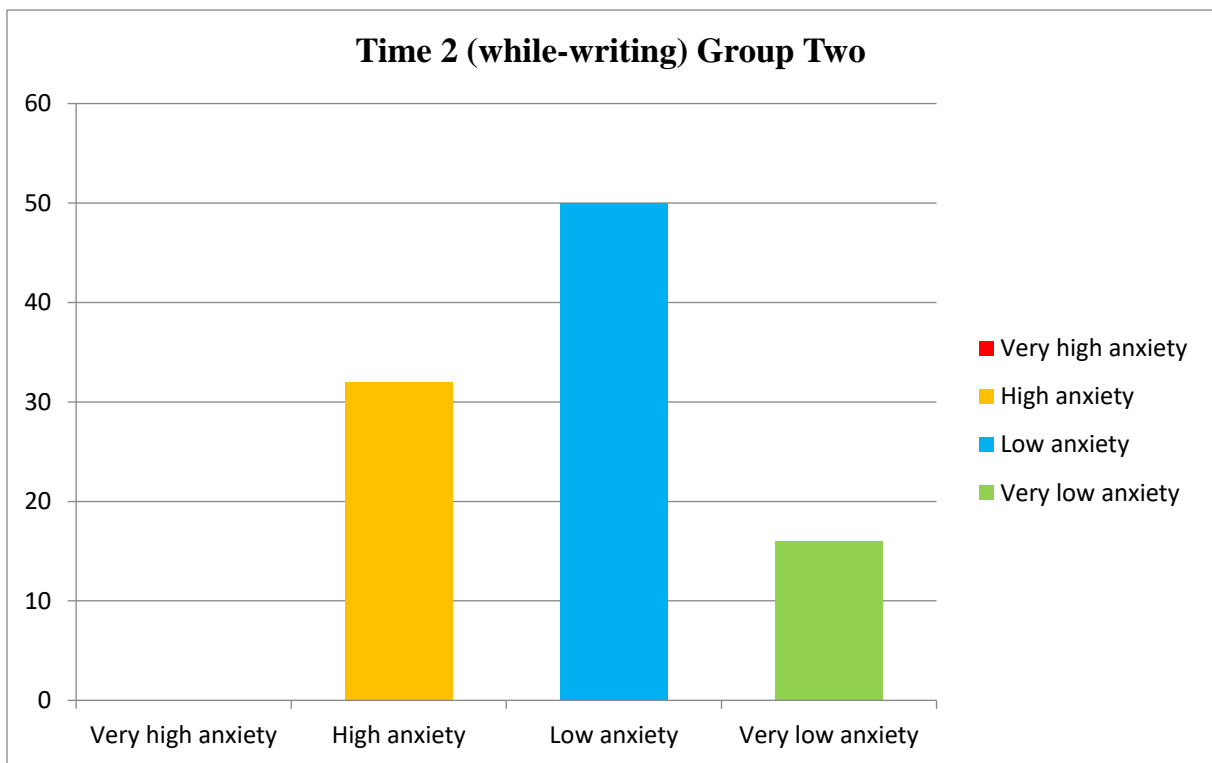
Figure 2.d: Time 2 in Task 2 and Anxiety Levels (Group Two)
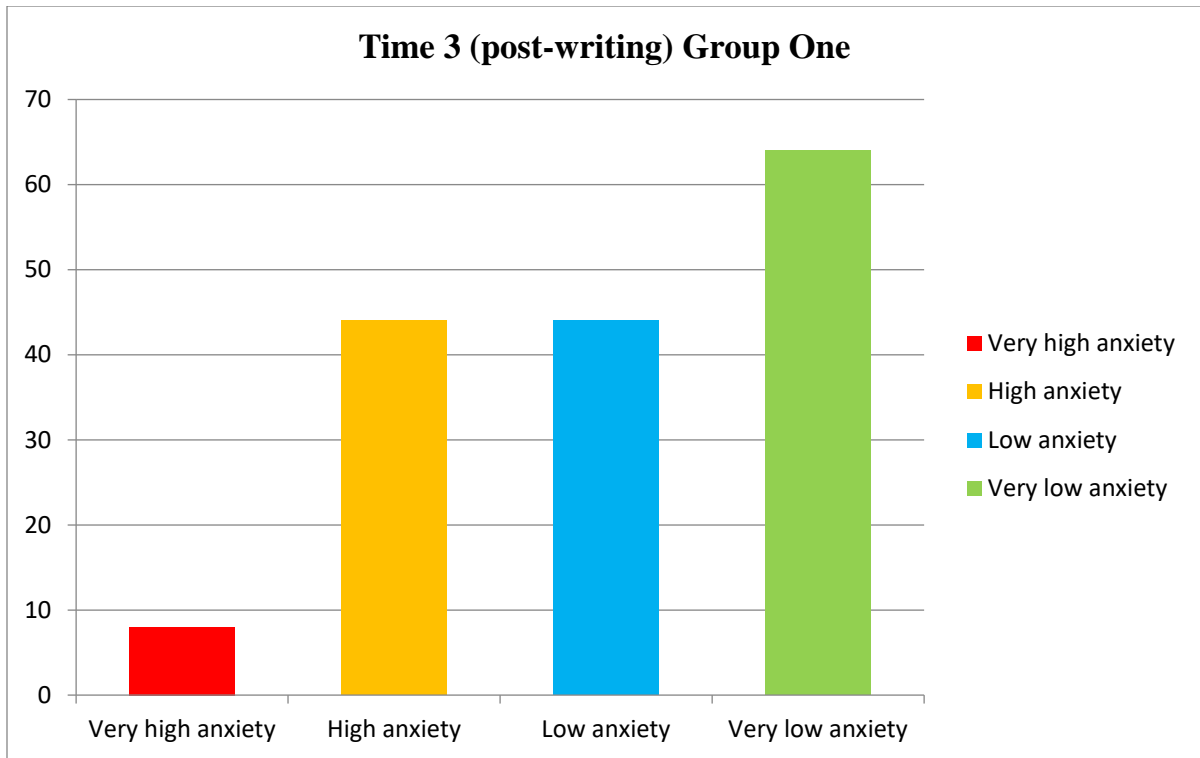
Figure 2.e: Time 3 in Task 2 and Anxiety Levels (Group One)
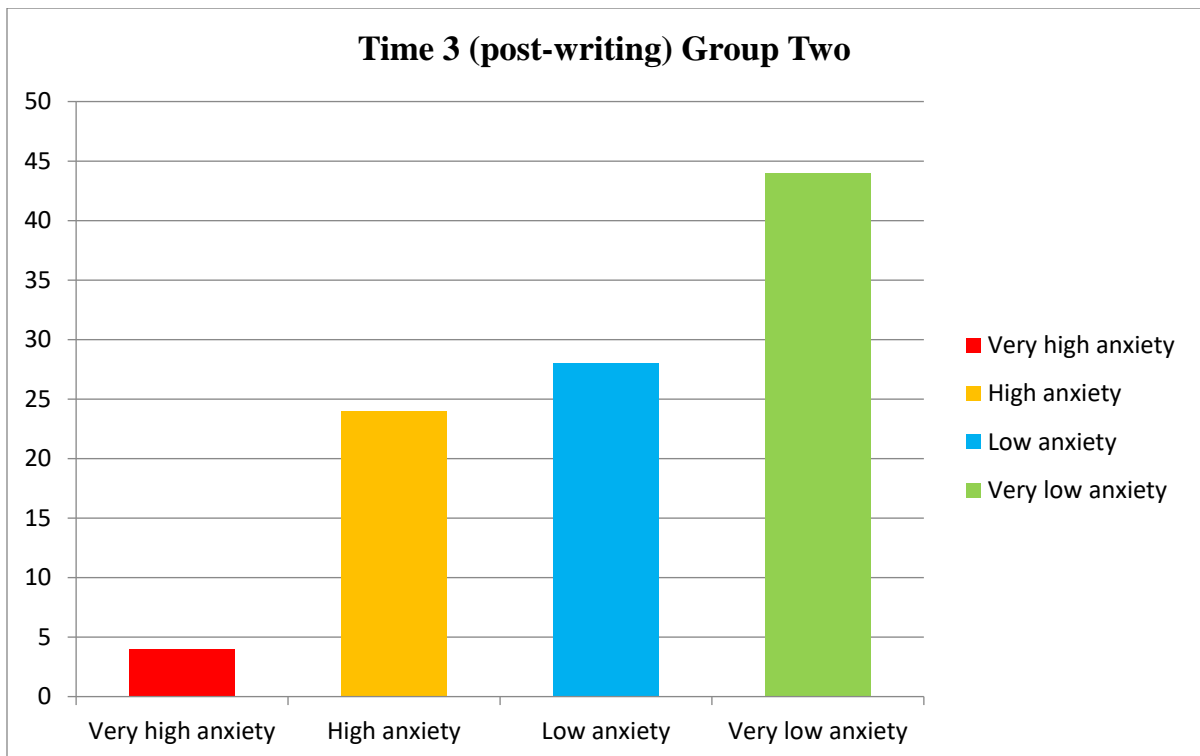
Figure 2.f: Time 3 in Task 2 and anxiety levels (Group Two)

The students' scores for task 2 are shown on tables 5.7, 5.8, 5.9, and 5.10. Approximately, the students obtained similar results. Although anxiety levels are likely to increase during the first phases of task 2 for times 1 and 2 relative to first year students, fifteen students (60%) succeeded in getting satisfactory scores (from above average to a full score). Therefore, we might deduce that some of the students are positively affected by anxiety in the sense that it facilitates task completion. In the second group, no difference greater than group one scores is observed. Low anxiety levels noticed in times 1 and 2 compared to group one participants do not appear to influence students in getting better scores:

Table 5.7

Students' Scores on Task 2 (Group One)

Student Code	Task Score	Student Code	Task Score	Student Code	Task Score	Student Code	Task Score	Student Code	Task Score
S1	2	S6	9	S11	3	S16	1.50	S21	5
S2	9	S7	9	S12	10	S17	9	S22	3
S3	9	S8	8.50	S13	9.50	S18	2	S23	2
S4	4	S9	9	S14	10	S19	10	S24	10

S5	10	S10	4	S15	3	S20	9.50	S25	10

Table 5.8

Percentages of the Students' Scores on Task 2

Scores rubric	N	%
Below average: 0 to 4.50/10	9	36
Average: 5/10	1	4
Above average: 5 to 9.50/10	9	36
Full score: 10/10	6	24

Table 5.9

Students' Scores on Task 2

Student Code	Task Score	Student Code	Task Score	Student Code	Task Score	Student Code	Task Score	Student Code	Task Score
S26	2	S31	5	S36	1	S41	10	S46	10
S27	1	S32	7.50	S37	7.50	S42	10	S47	2

S28	5.50	S33	10	S38	0	S43	1	S48	4
S29	7.50	S34	0	S39	5.50	S44	5.50	S49	0
S30	6	S35	3	S40	3.50	S45	5.50	S50	7

Table 5.10

Percentages of the Students' Scores on Task 2

Scores rubric	N	%
Below average: 0 to 4.50/10	11	44
Average: 5/10	1	4
Above average: 5 to 9.50/10	9	36
Full score: 10/10	4	16

5.3. Results of the Grammar and Mechanics Task

Table 5.11 together with figures 3.a, 3.b, 3.c, 3.d, 3.e, 3.f show that a third of the participants in both groups (32%) agreed with item 2 "High" of the scale specific to the pre-writing stage of the grammar and mechanics task. In addition to that, it appears that high ability students are not that comfortable with the third task of the experiment.

Compared to the subjects of group one, about half of the participants from group two (44%) expressed high anxiety levels at the while-writing stage of the writing task.

Besides, as seen in table 5.11, the results indicate that a third of the subjects (32%) from group two endorsed item 3 "Low" while a higher number (48%) of low ability students agreed with the same item. What is more is that even for the post-writing stage, we obtained similar results for item 2 "High" of the pre-writing stage. For both groups, the score is 32% if we consider item 2 "High".

However, the most striking result to emerge from the data is that grammar and mechanics writing task could augment levels of anxiety with an advanced level of proficiency in the target language. Our hypothesis stems from the fact that an interesting number of the participants from group two agreed with either item 1 "Very high" or 2 "High" of the scale in the various phases of the writing task 3. Moreover, a comparison of the two results reveals that low ability students would be more at ease with grammar and mechanics tasks as 36% selected item 4 "Very low".

Table 5.11

Results of the Subjects' Scores on the Anxiety Scale on Task 3

Time	Level of Anxiety	Group One		Group Two	
		N	%	N	%
Time 1 pre-writing	1	4	16	3	12
	2	8	32	8	32
	3	12	48	9	36
	4	1	4	5	20

Time 2	1	1	4	1	4
while-writing	2	7	28	11	44
	3	12	48	8	32
	4	5	20	5	20
Time 3	1	0	0	1	4
post-writing	2	8	32	8	32
	3	8	32	13	52
	4	9	36	3	12
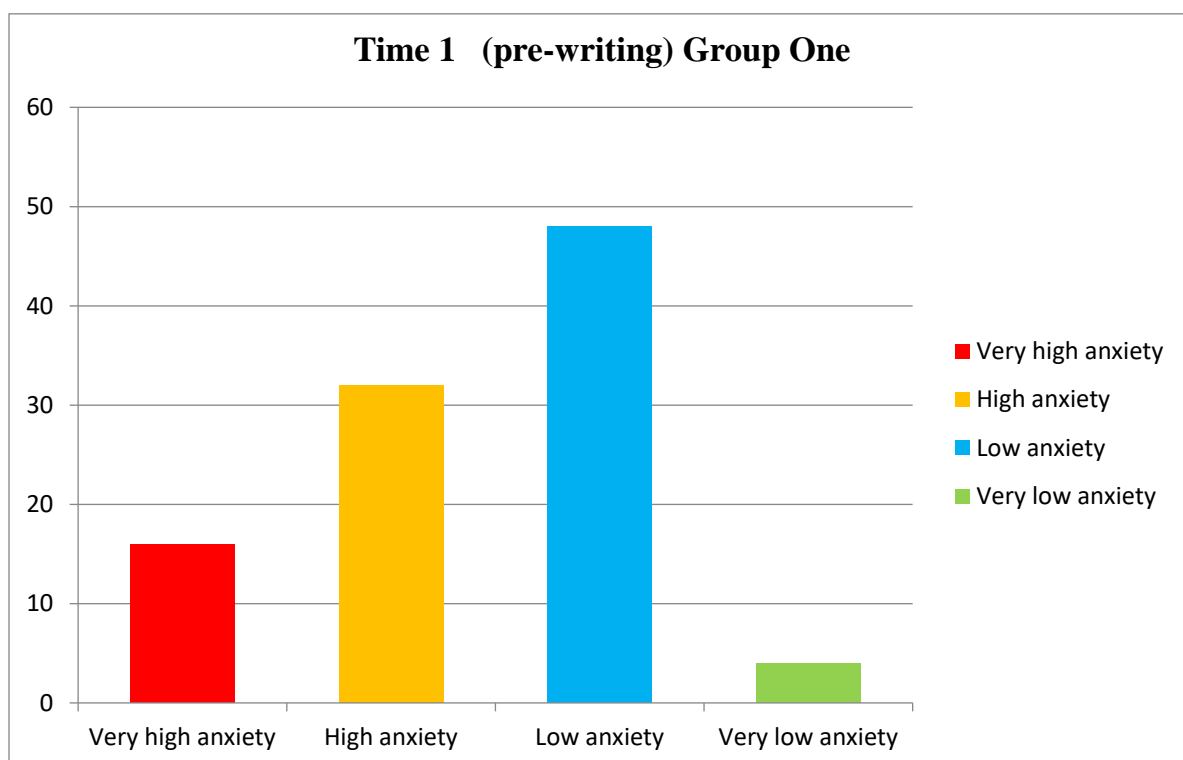
Figure 3.a: Time 1 in Task 3 and Anxiety Levels (Group One)
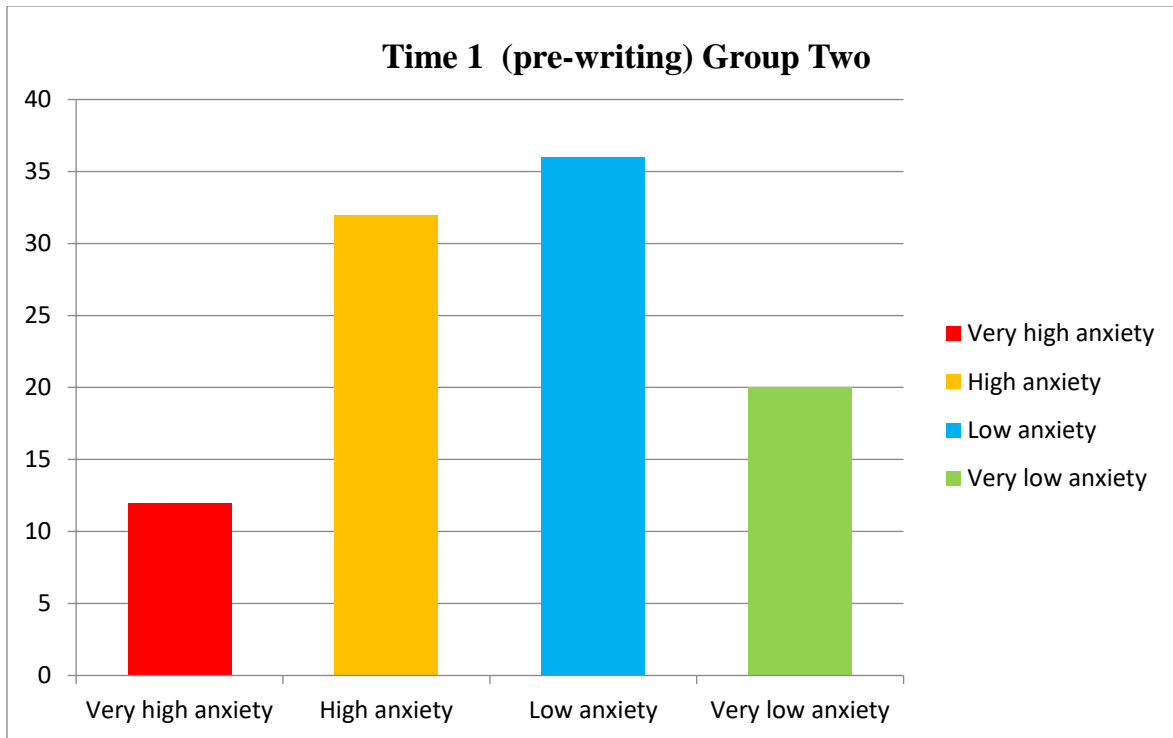
Figure 3.b: Time 1 in Task 3 and Anxiety Levels (Group Two)
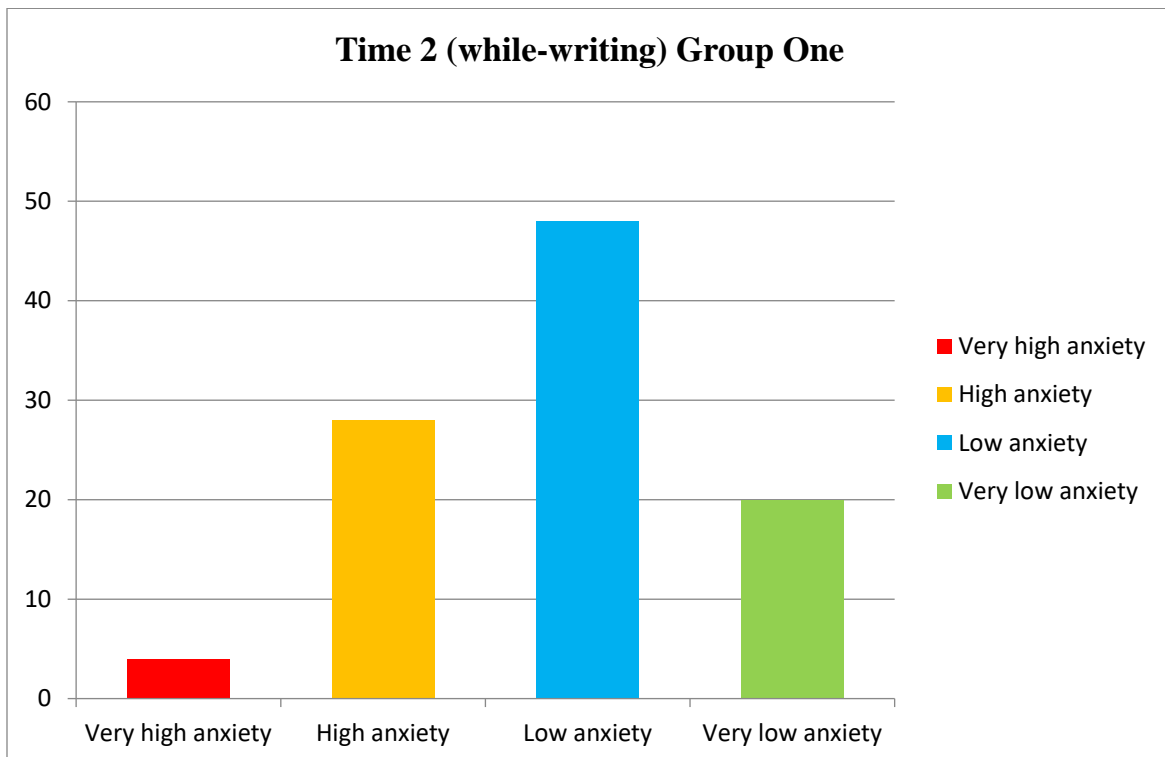
Figure 3.c: Time 2 in Task 3 and Anxiety Levels (Group One)
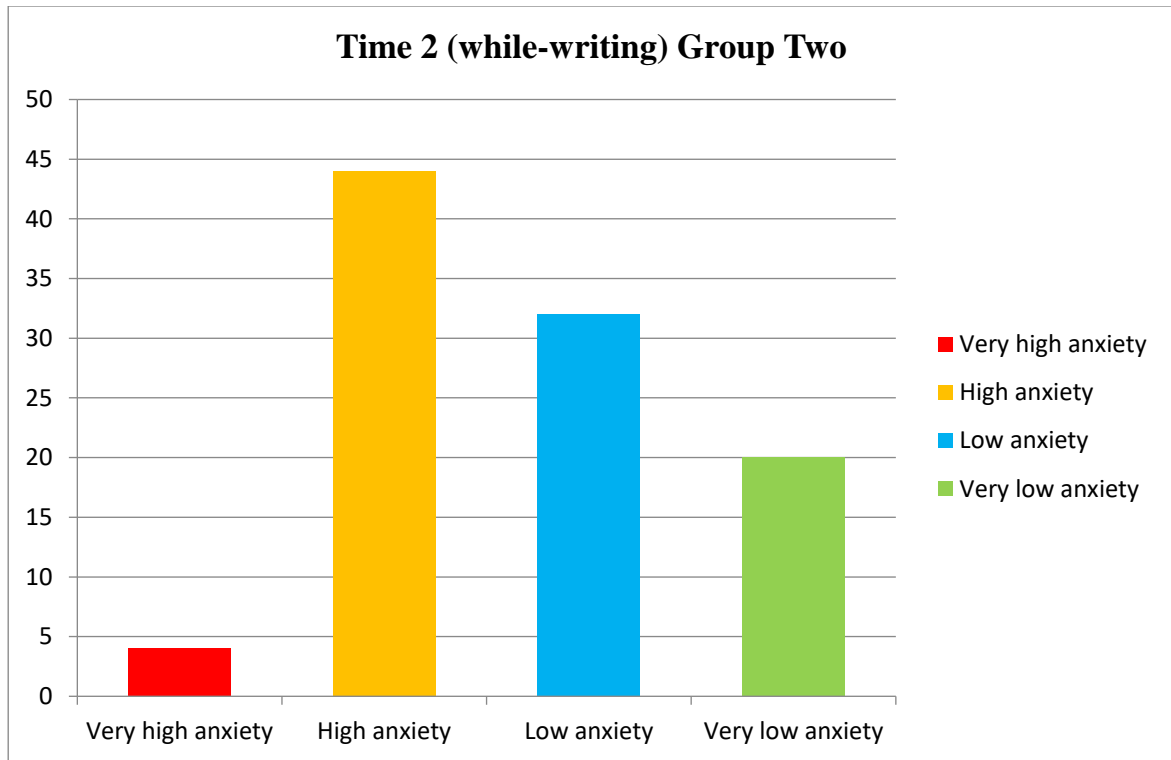
Figure 3.d: Time 2 in Task 3 and Anxiety Levels (Group Two)
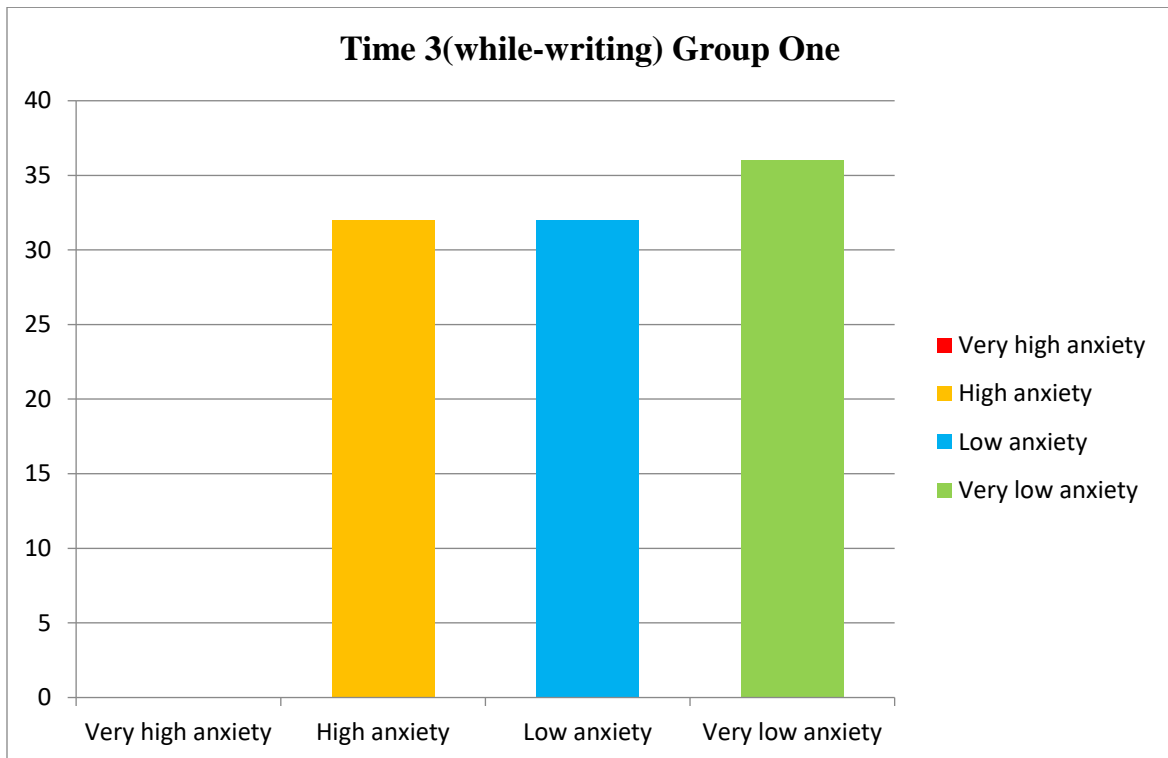
Figure 3.e: Time 3 in Task 3 and Anxiety Levels (Group One)
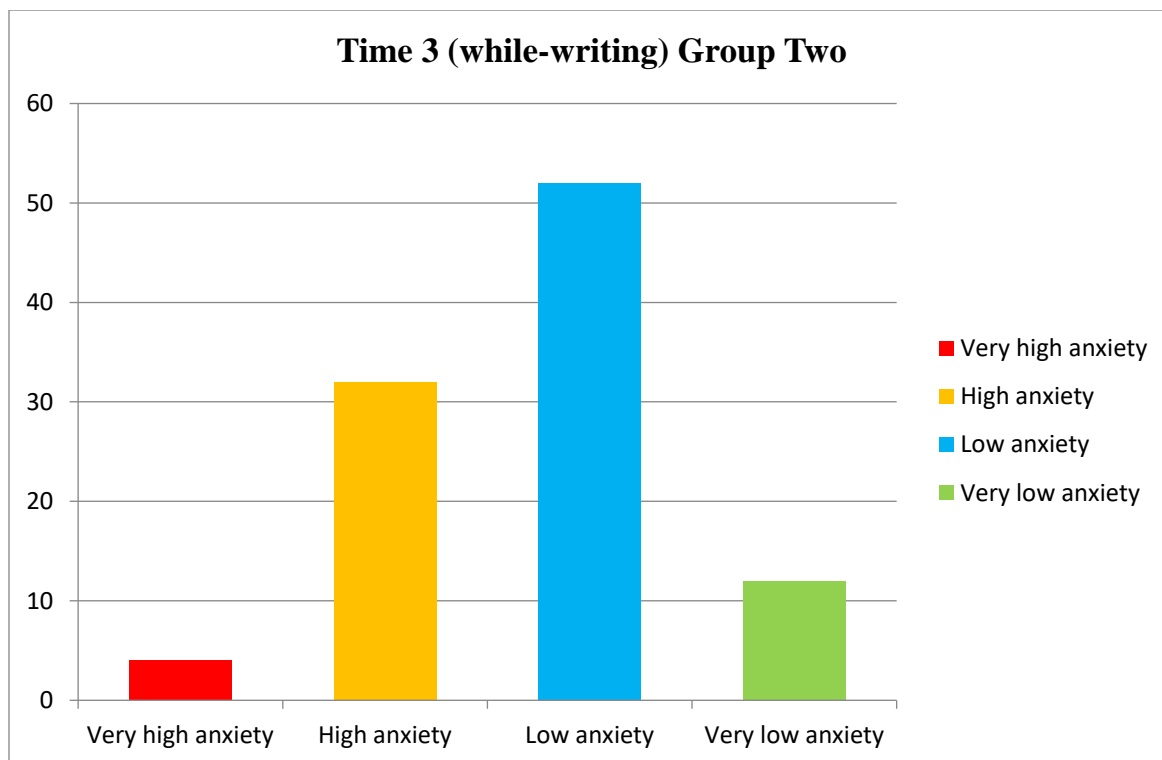
Figure 3.f: Time 3 in Task 3 and Anxiety Levels (Group Two)

Data from the Anxiety Scale could be compared to students' scores on task 3. As mentioned earlier, third year students report significant high levels of anxiety. The debilitating effect of anxiety could be explained in the light of students' scores on task 3. It can be seen from the following tables that all of the students (100%) failed to get good scores on the grammar and mechanics task. The scores of third year students vary from 01/10 to 05/10. For first year students who appear to find task 3 less stressful, the very low anxiety levels in time 3 (36% from group one as opposed to 12 % from group two) are not that reflected in the task scores. The results imply that even first year students were not that successful in doing the grammar and mechanics task. The subjects' scores range from 00/10 to 04/10. What is interesting to note is the fact that with an advanced level in the target language, the degree of self-consciousness is likely to increase. Thus, learners would be afraid of representing themselves badly in EFL writing. The self in EFL is subconsciously compared to the ideal self in the L1 as a competent individual. This situation might be less frequent with low ability students:

Table 5.12

Students' Scores on Task 3

Student Code	Task Score	Student Code	Task Score	Student Code	Task Score	Student Code	Task Score	Student Code	Task Score
S1	0	S6	1	S11	1	S16	1	S21	3
S2	1	S7	0	S12	1	S17	4	S22	1
S3	1	S8	0	S13	2	S18	1	S23	3
S4	3	S9	3	S14	0	S19	2	S24	1
S5	3	S10	1	S15	2	S20	2	S25	2

Table 5.13

Percentages of the Students' Scores on Task 3

Scores rubric	N	%
Below average: 0 to 4.50/10	25	100
Average: 5/10	0	0
Above average: 5 to 9.50/10	0	0
Full score: 10/10	0	0

Table 5.14

Students' Scores on Task 3

Student Code	Task Score	Student Code	Task Score	Student Code	Task Score	Student Code	Task Score	Student Code	Task Score
S26	1	S31	1	S36	3	S41	4	S46	2
S27	3	S32	3	S37	3	S42	3	S47	1
S28	3	S33	4	S38	3	S43	3	S48	3

S29	3	S34	5	S39	2	S44	3	S49	1
S30	2	S35	4	S40	3	S45	3	S50	2

Table 5.15

Percentages of the Students' Scores on Task 3

Scores rubric	N	%
Below average: 0 to 4.50/10	24	96
Average: 5/10	1	4
Above average: 5 to 9.50/10	0	0
Full score: 10/10	0	0

5.4. Results of the Free Writing Task

Data from the free writing task show significant results between the two groups in all the three stages of answering task 4. Table 5.16 and figures 4.a, 4.b, 4.c, 4.d, 4.e, 4.f demonstrate that the scores of the subjects from group two are higher for item 2 "High". To be more precise, 32% of group two agreed with item 2 as opposed to 12% from group one during the pre-writing stage. In the while writing stage, the majority of the subjects from group one selected item 4 "Very low" while 16% from group two

agreed with the same item. We also notice similar results for the post-writing stage as most of low ability students (88%) endorsed item 4 "Very low" compared to 56% of high ability students. Accordingly, we could assume that advanced students would be more prone to anxiety in writing tasks of free type, especially at the pre-writing stage. Low ability students might find the free-writing task less stressful instead:

Table 5.16

Results of the Subjects' Scores on the Anxiety Scale on Task 4

Time	Level of Anxiety	Group One		Group Two	
		N	%	N	%
Time 1 pre-writing	1	2	8	4	16
	2	3	12	8	32
	3	9	36	8	32
	4	11	44	5	20
Time 2 while-writing	1	1	4	1	4
	2	1	4	4	16
	3	6	24	16	64
	4	17	68	4	16
Time 3 post-writing	1	0	0	1	4
	2	2	8	2	8
	3	1	4	8	32
	4	22	88	14	56
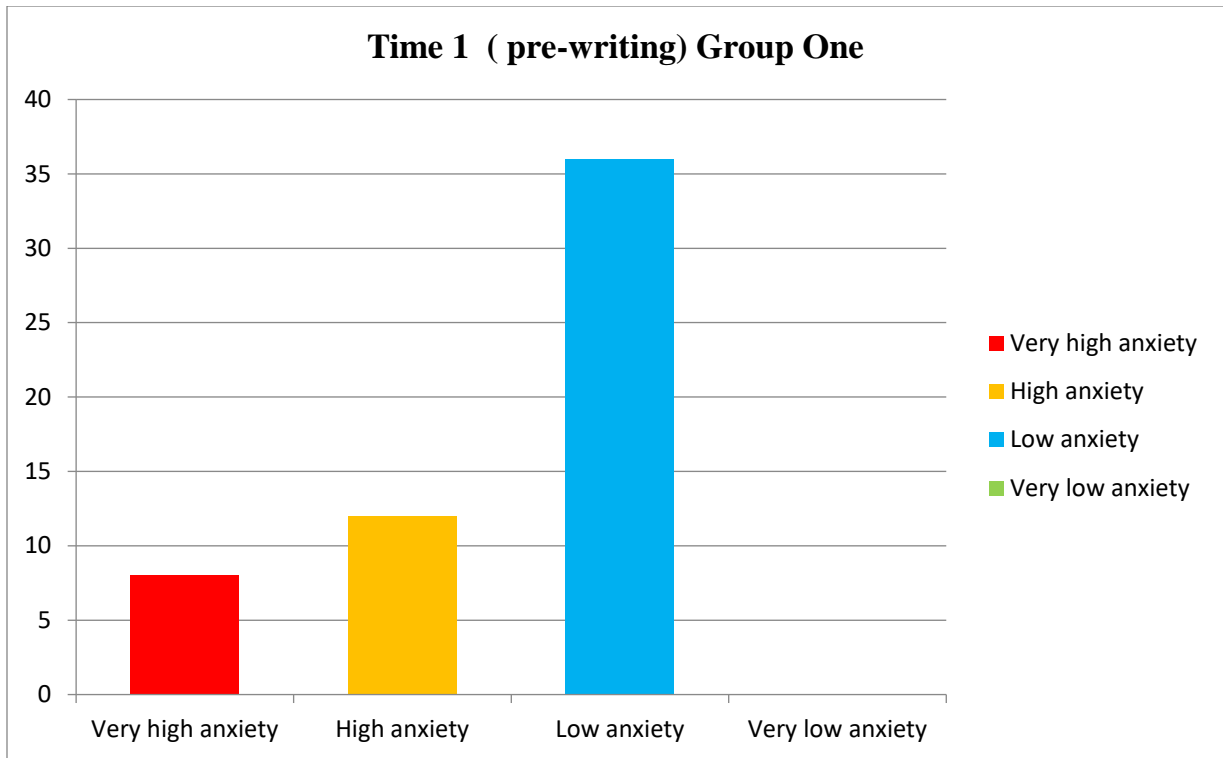
Figure 4.a: Time 1 in Task 4 and Anxiety Levels (Group One)
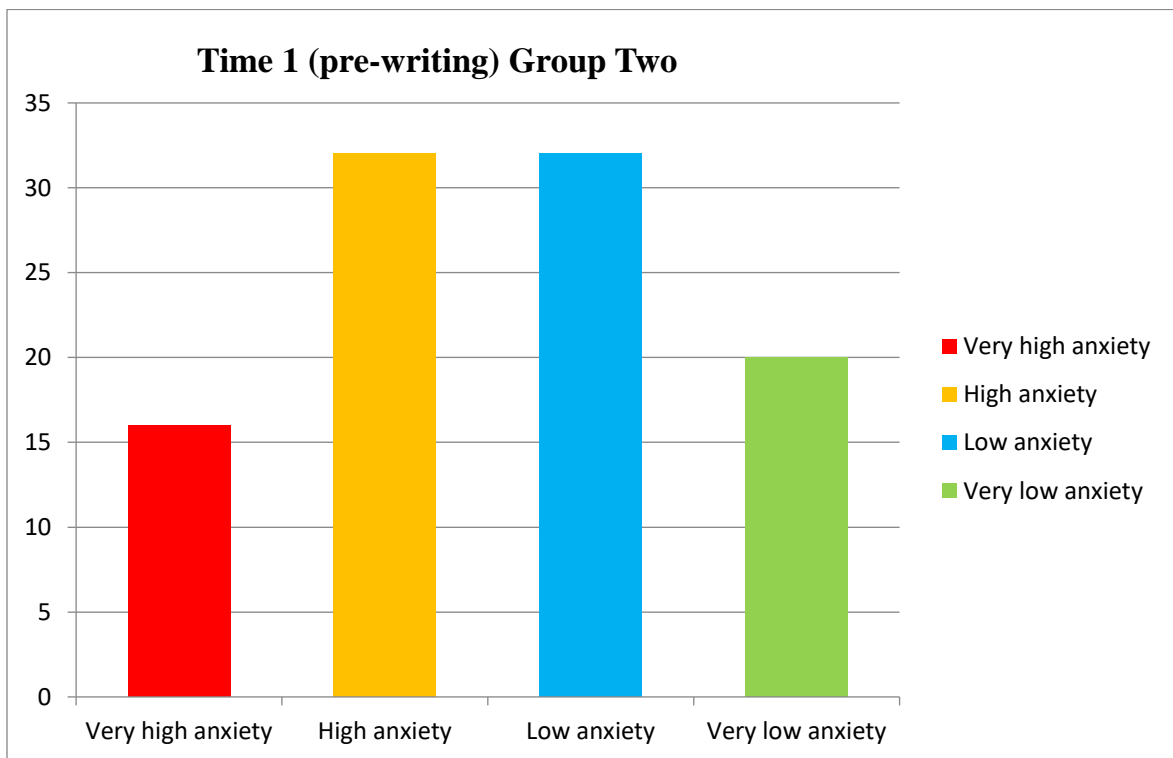
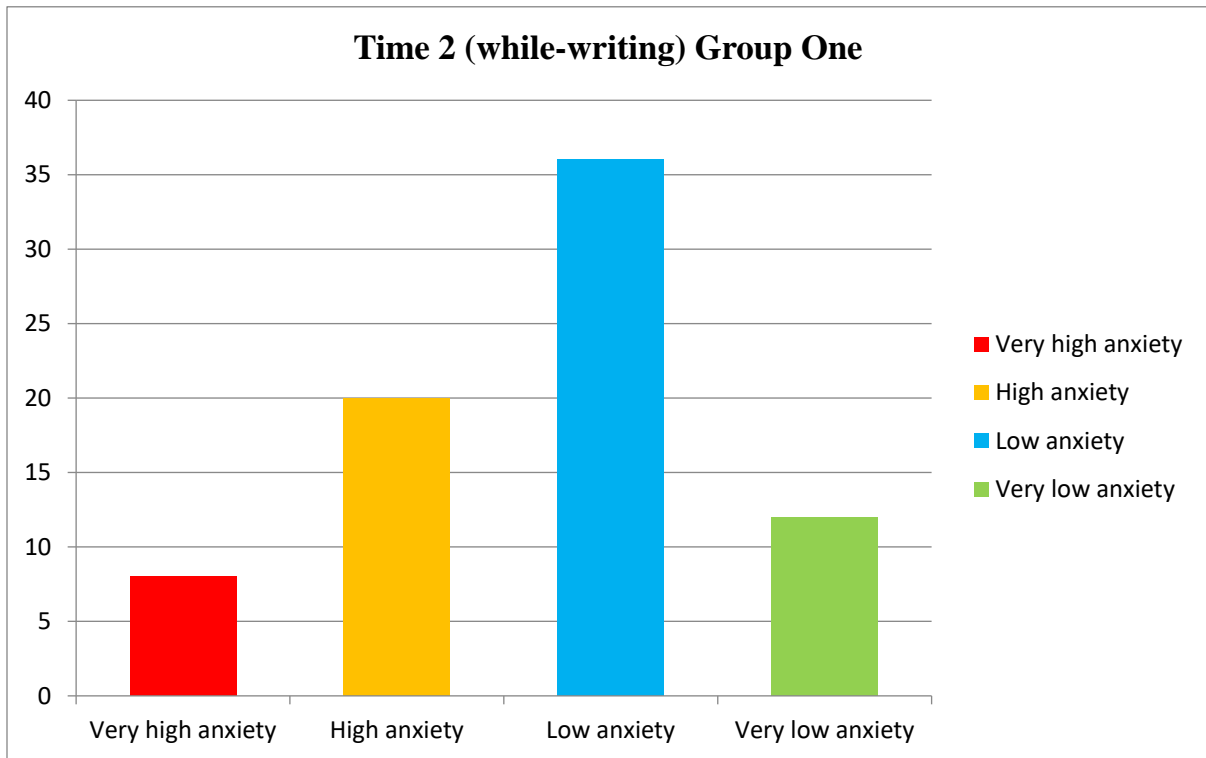*Figure 4.b: Time 1 in Task 4 and Anxiety Levels (Group Two)*
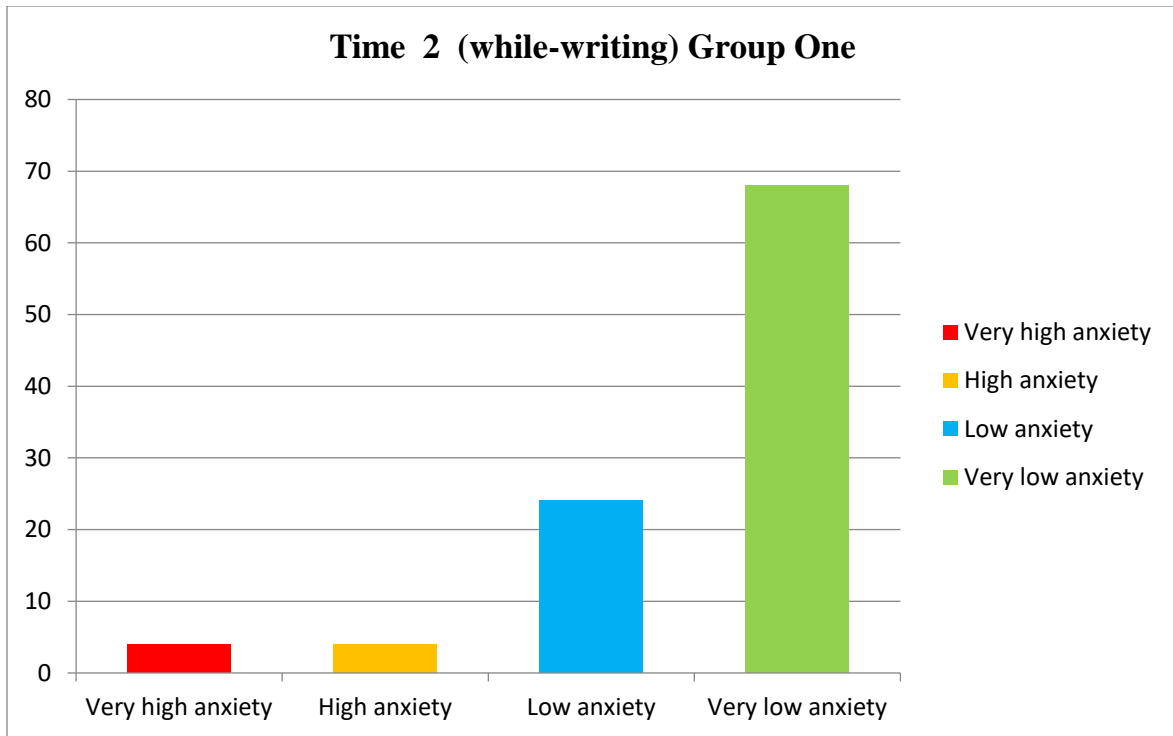
Figure 4.c: Time 2 in Task 4 and Anxiety Levels (Group One)
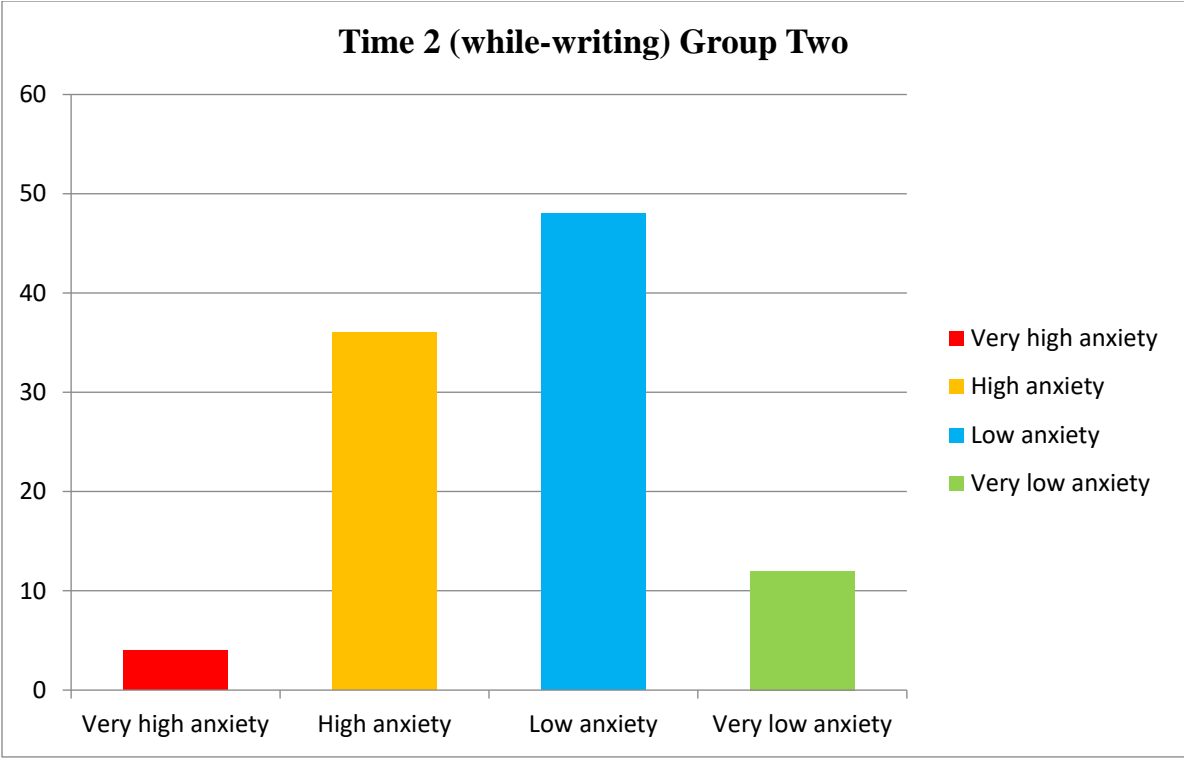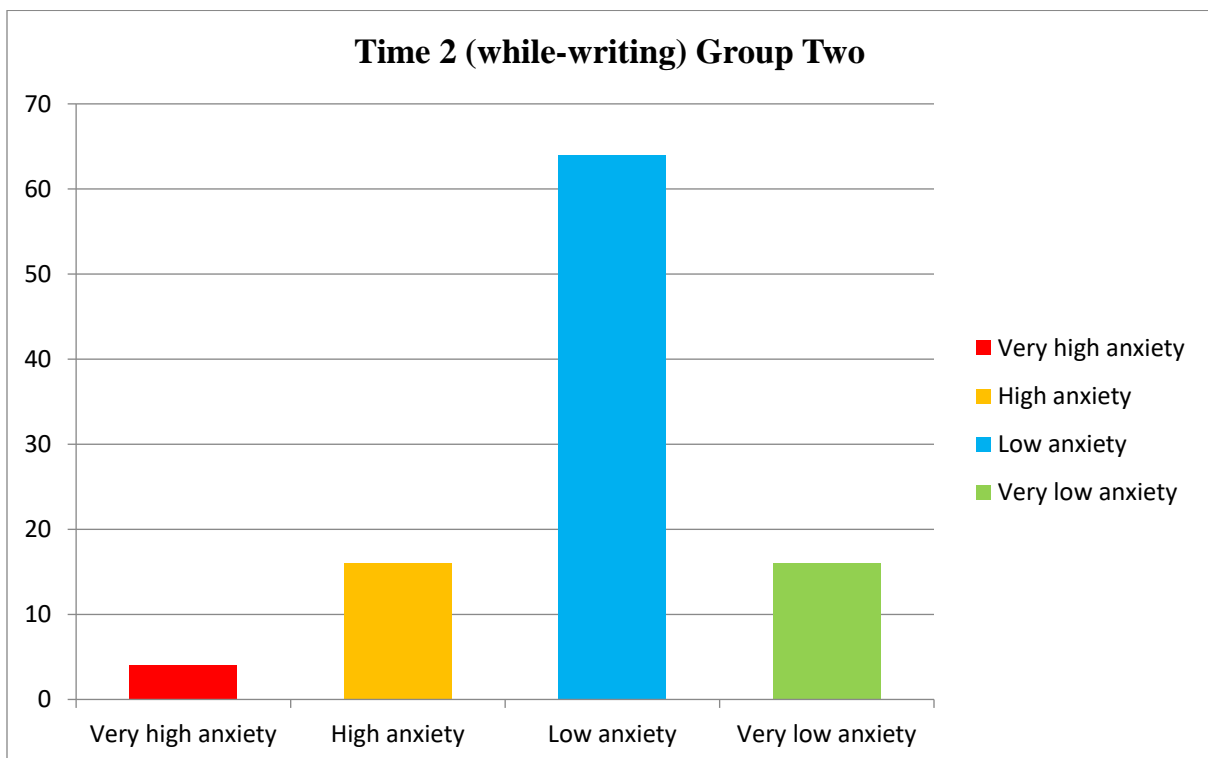

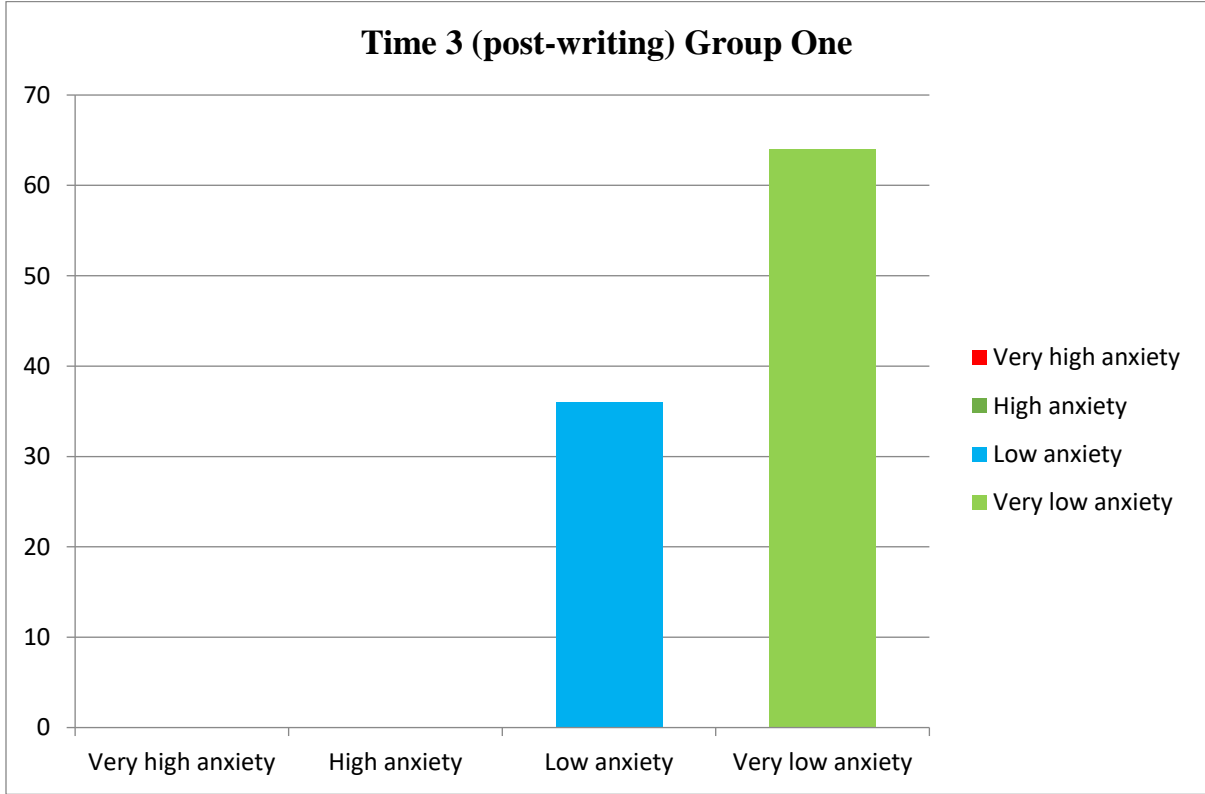*Figure 4.d: Time 2 in Task 4 and Anxiety Levels (Group Two)*

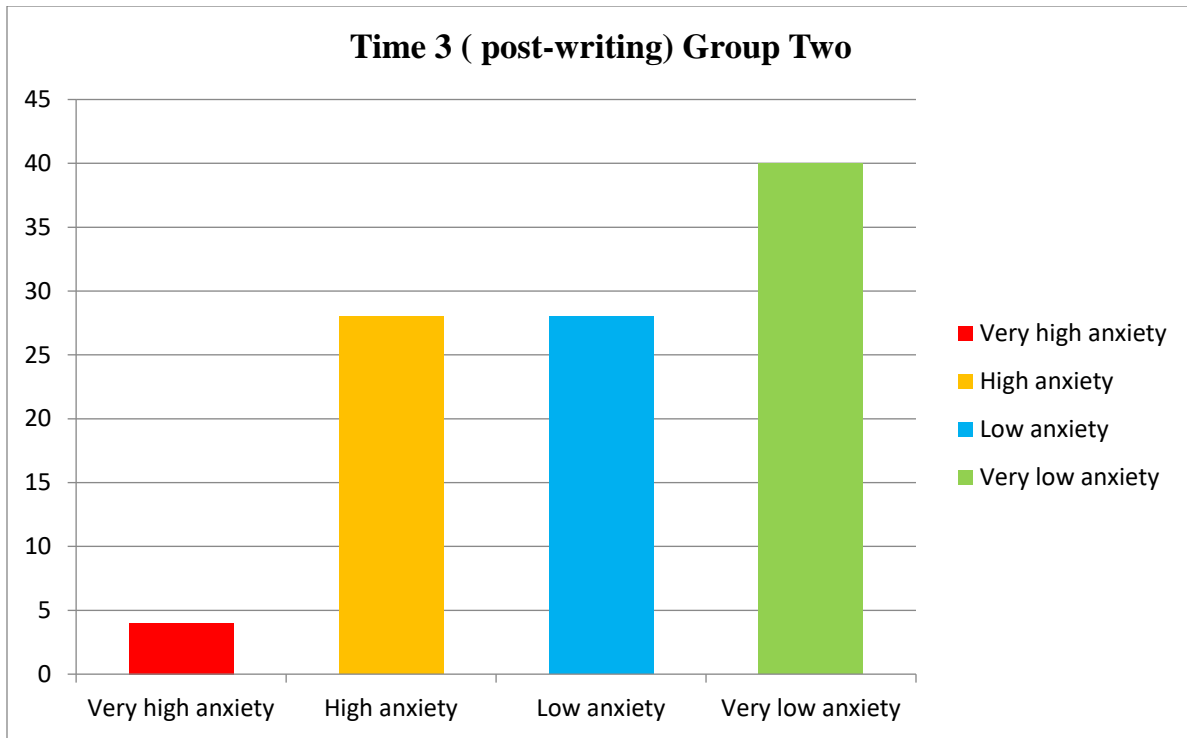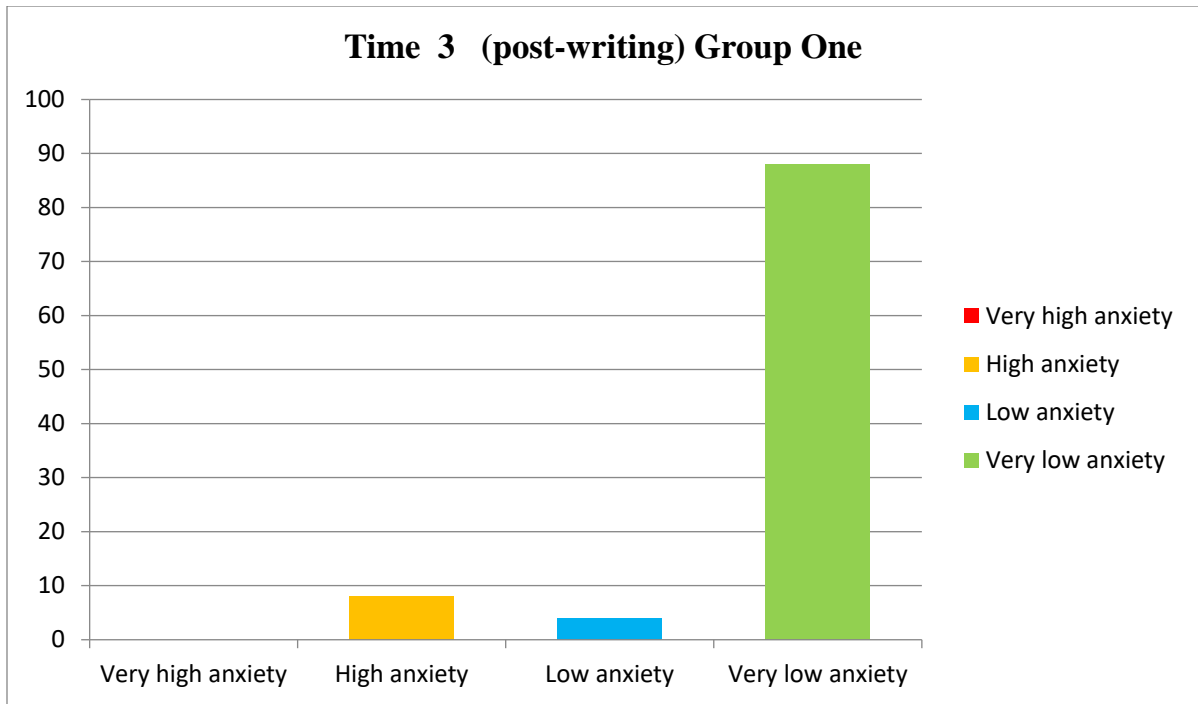*Figure 4.e :Time 3 in Task 4 and Anxiety Levels (Group One)*
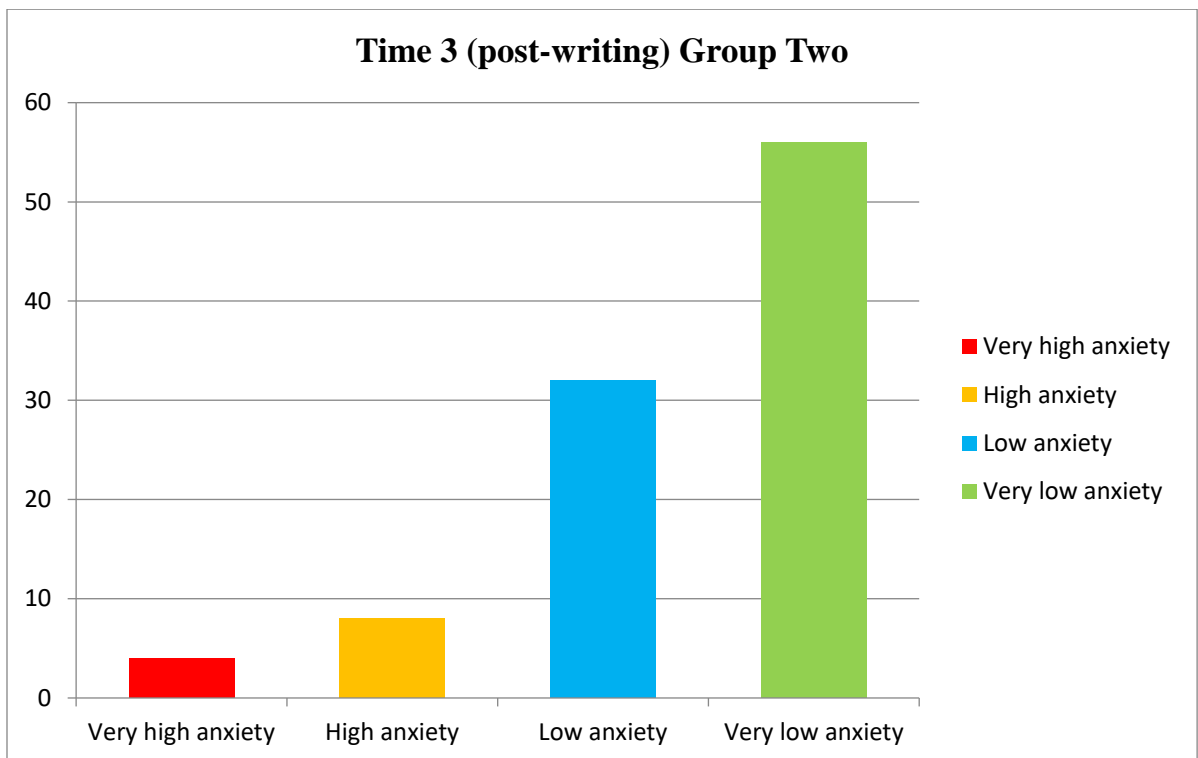
Figure 4.f: Time 3 in Task 4 and Anxiety Levels (Group Two)

Further analysis of the subjects' scores on the free writing task provides insights to our aforementioned explanation. The data gathered from task 4 corrections show significant discrepancies between both groups. As demonstrated in the following tables, the vast majority of first year students (72%) obtained below-average scores while seven students (28%) got a score between 05/10 and 06.50/10. In the second group; however, the results are in variance with those of the Anxiety Scale. About half of the students (48 %) have scores from average (05/10) to above average (06/10). Although third year students exhibit high anxiety levels (32% during the pre-writing stage), about half of them scored above average in the free writing task. The influence of anxiety might be due to topic selection at the beginning of the task. That created an anxiety-provoking situation for over a third of third year students:

Table 5.17

Students' Scores on Task 4

Student Code	Task Score	Student Code	Task Score	Student Code	Task Score	Student Code	Task Score	Student Code	Task Score
S1	4	S6	3.50	S11	3	S16	2.50	S21	5.50
S2	4.50	S7	5	S12	3.50	S17	3.50	S22	4
S3	4	S8	3	S13	4.50	S18	5	S23	6.50

S4	5.50	S9	6	S14	3.50	S19	6	S24	3.50
S5	4	S10	4	S15	4.50	S20	4	S25	2.50

Table 5.18

Percentages of the Students' Scores on Task 4

Scores rubric	N	%
Below average: 0 to 4.50/10	18	72
Average: 5/10	2	8
Above average: 5 to 9.50/10	5	28
Full score: 10/10	0	0

Table 5.19

Students' Scores on Task 4

Student Code	Task Score	Student Code	Task Score	Student Code	Task Score	Student Code	Task Score	Student Code	Task Score
S26	5	S31	5	S36	5	S41	1	S46	4

S27	6	S32	1.50	S37	6	S42	1.50	S47	3
S28	4	S33	5	S38	2	S43	4	S48	4
S29	6	S34	4	S39	2	S44	1	S49	5
S30	5	S35	6	S40	5	S45	3	S50	6

Table 5.20

Percentages of the Students' Scores on Task 4

Scores rubric	N	%
Below average: 0 to 4.50/10	13	52
Average: 5/10	7	28
Above average: 5 to 9.50/10	5	20
Full score: 10/10	0	0

Throughout this chapter, the results derived from the writing tasks experiment were presented. In the following chapter, the results obtained from the teachers' questionnaires are provided.

CHAPTER SIX

Presentation and Analysis of the Teachers' Questionnaires

In this final chapter of data presentation, we deal with the results gained from two questionnaires administered to teachers. A first questionnaire was administered to eleven teachers (N=11) of writing to identify their attitudes and perceptions about EFL writing instruction in general and language writing anxiety in particular. The second questionnaire was given to four teachers (N=4) as a follow-up tool to consider the impact of Moodle implementation on students' writing anxiety levels.

6.1. Presentation and Analysis of the First Teachers' Questionnaire Results

The answers to close-ended questions are presented in tables using numerical data. For the qualitative data gathered from open-ended questions, content analysis is used as a primary method of data analysis. We are aware that the questions of part one are not directly related to our research, but they serve as an ice-breaker. The obtained results of the questionnaire are presented into the two major parts:

Part one: Background information;

Part two: Teaching writing and the EFL student.

In addition to that, answers gathered from the respondents are dealt with depending on the writing course and teachers:

1) First-year teachers who teach reading and writing (N= 8);

2) Third-year teachers who teach critical writing to linguistics classes (N= 3).

6.1.1. Results of First-year Teachers' Questionnaire

Part one: Background Information

Eight first year teachers (N=8) of reading and writing completed the questionnaire. Table 6.1 indicates that most of the teachers are female (six teachers) and the rest are male (two teachers). In terms of degree, all of the respondents hold a magister degree except one, who holds a PhD degree. For teaching experience as university teachers, half of them taught at university more than ten years. Besides,

more than half of the teachers stated they had ten years or more experience in teaching writing. As for the question about reasons for teaching writing, table 3.64 shows that all of the teachers enjoy teaching writing, with half of them ticking the answer "Part of one's concerns", two mentioning that teaching writing was "imposed by the department", one for "research reasons" , and another who confirmed that teaching writing is essential in teaching the target language.

Table 6.1

Background Information on First-year Teachers

Gender	M	2
	F	6
Degree	Magister	7
	PhD	1
Experience as a university teacher	Less than 5 years	1
	10 years	3
	More than 10 years	4
Number of years teaching writing	Less than 5years	3
	10 years	2
	More than 10 years	3
Primary reasons for teaching writing	Research	1
	Part of one's concerns	4
	Enjoying teaching writing	8
	Imposed by the department	2
	Other reasons	TF2: "I consider the **teaching of writing a necessary part** of teaching the language."

Part two: Teaching writing and the EFL student

Question 1: What areas of EFL writing create difficulties for your students?

Table 6.2 reveals that more than half of first year teachers (5 teachers) consider "assessment" as the most problematic aspect for language learners when it comes to teaching writing. Other areas of EFL writing that are thought to create difficulty for learners might be specific to " teaching material" or "teaching method" . Moreover, three first year teachers commented on " learners' reluctance" ," lack of motivation " , and "problems of English language mastery":

Table 6.2

Areas of EFL Writing and Students' Difficulties

Areas of EFL writing that might create difficulties for students	N
1- **Teaching materials**	2 (TF2,TF4)
2- **Teaching method**	2 (TF2, TF7)
3- **Assessment**	5 (TF1,TF2,TF3,TF4,TF6)
Other **-Reluctance and lack of self-confidence in writing**	**TF1:** "Students always seem **reluctant to give in their written work**. They always need more time, more feedback or they simply keep their writing for themselves. **They lack self-confidence** and do not understand the rewriting process. The only way to improve writing is to rewrite several times the same paragraph for instance."

-Lack of motivation	TF3: "…**lack of motivation and creativity**."	
-Mastery of English	TF5: "…**weaknesses related to language itself** constitute an impediment to students' improvement in the writing skill."	

Question 2: In teaching writing, which of the following should be given more importance?

The second question aimed at depicting teachers' attitudes towards writing components that should be given more importance when teaching writing. The results in table 6.3 indicate that two-thirds of the teachers agreed upon giving higher concern to "mechanics" (6) and "vocabulary" (5). Four other teachers ranked "grammar" as one if the most important aspect in EFL writing followed by "EFL culture" (3 teachers). Other teachers referred to " strategy training" to help learners know about appropriate writing strategies, " outlining and knowledge of the topic" ' and "practice in writing" . Surprisingly, the option "handwriting" was not perceived to be important in EFL writing on the part of first year teachers:

Table 6.3

Components of Writing that Should be Given Importance in Writing

Components of writing that should be given more importance	N	Justification
Grammar	**4**	**TF2: " Grammar should be given importance** because incorrect grammar leads to incoherence. Fragments generally spoil the ideas that students have and inhibit their attempts to transmit the right meaning."
		TF3: " to ensure mastery of writing basics."

Mechanics	**6**	
Vocabulary	**5**	
Handwriting	**0**	
EFL culture	**3**	**TF3 : " to develop students' creativity and ideas."**
Other **-Knowledge of appropriate strategies in writing** **-Outlining and knowledge of the topic** **-Practice**	**TF5**: "It is more important to inculcate into learners **the necessary writing strategies** they will be using during their studies and even beyond. They have to be trained to **pre-writing, writing and rewriting strategies**. Language mastery is also important, but it is useless if they do not know how to structure a paragraph/essay by **applying appropriate strategies."** **TF1**: "As a matter of fact, **in writing it is the outline which highly important as well as the knowledge of the topic** (culture broadly speaking) or the ability of the students to get informed." **TF8:** "The key to successful results is **constant effort and practice."**	

Question 3: What sort of activities or tasks do you use more in your writing classes? Please explain

Table 6.4 provides the results obtained from the analysis of question 3 which is about the frequently used writing activities and tasks in class . Teachers' responses reveal that the majority of first year teachers favour activities specific to " combining sentences" (7) , "re-recognizing scrambled sentences " (6). Other less frequently used writing activities as selected by the respondents include : " grammar and mechanics"

(4) and " free writing" . For "cloze test" and "gap-filling", only one teacher ticked such options (TF4). Some other teachers cited activities of different types and justified their usefulness in teaching EFL writing.

Table 6.4

Activities and Tasks Used Most by Teachers in their Writing Classes

Writing activities or tasks mostly used in teaching writing	N	Justification
Cloze test	1	
Gap-filling	1	
Combining sentences	7	**TF2:** " I use **combining sentences** more since it helps to teach students how to link ideas together using connecting words."
Re-organizing scrambled sentences	6	
Grammar and mechanics	4	
Free writing	4	
Other -Activities on vocabulary use and outlining -Activities on outlining and editing -Writing paragraphs on given topics (TF5) -Summarizing reading passages (TF5) -Developing given notes into		**TF1**: "The realm of ideas and **the appropriate vocabulary use are the center of the writing class**, therefore **outlining,** mind maps and lexical families' drawing are key activities also." **TF6:** "…following the process of writing through **activities involving brainstorming, outlining, and editing."**

paragraphs (TF5) -Activities on coherence and unity of ideas (TF3) Activities on language use	TF8: " **Activities that show a certain** ability to use the language."	

Question 4: Do you take into consideration students' preferences? If so, how do you manage that?

Teachers' responses to question 4 have been analyzed and classified into two categories : a category for teachers catering for students' preferences in writing and another one for teachers giving less importance to students' preferences in writing. Table 6.5 shows that more than half of the teachers were aware of the importance of considering students' choices in EFL writing. In justifying their answers, first year teachers explained that they chose materials and topics that matched students' interests (TF3), provided activities that accounted for learners' needs (TF4), asked students directly about their preferences (TF7), gave students the entire freedom to choose topics in writing paragraphs (TF2):

Table 6.5

Teachers' Reactions to Students' Preferences in Writing Classes

	N	Justification
Teachers catering for students' preferences in writing	5	TF3: "By trying **to choose teaching materials and topics that fit young learners' preferences and interests."** TF5 :"I let them **choose their own topics** when it comes to practising a given rhetorical mode." TF4: " I try **to provide engaging activities**

212

		by taking into account **students' interests and instructional needs."**
		TF7: " …by observing the way they respond to the teaching and activities in class. **I even ask students direct questions about their preferences** and take their feedback into consideration."
		TF2 : " I take that into consideration regarding **paragraph topics.** For instance, when dealing with a certain type of paragraph writing, **I give them full freedom to choose the topic they wish to develop**."
Teachers giving less importance to students' preferences in writing	3	**TF1:** "Ideally, **it would be great to consider their preferences,** but we are supposed to introduce them to things they are not necessarily aware of. So, the task at stake is to get them interested in what really matters, get them out of their comfort zone." **TF6: " Not very often.** They tend to prefer tasks that are not challenging enough." **TF8: " No,** different students prefer different activities."

The remaining three teachers overtly mentioned that little or nothing is given to students' preferences in writing: teaching writing is a matter of raising conscience since students are introduced to new issues that they are not necessarily aware of

(TF1). One teacher explained that students favour writing tasks that are not challenging (TF6), while another considered that the issue of learners' preferences in writing could be out of reach as different students would demand different activities (TF8).

Question 5: How would you assess students' writing? What type of correction do you consider more effective in class? Please explain your choice:

Table 6.6

Teachers' Assessment and their Perceptions of the Most Effective Corrections in Class

Teachers' assessment and their perceptions of the most effective corrections in class	N	Instances of answers
Teacher's correction	**5**	
Peer editing	**5**	TF2: " I think **peer editing is more effective in class** since students feel more motivated to find their peers' mistakes. It allows students to discuss and exchange ideas. Besides, it encourages them to write correctly in order not to receive any criticism from the peer.

		Teacher's correction is the last step."
Whole class correction	7	**TF5: "Whole class correction** helps them correct their mistakes anonymously."
Self-monitoring	4	**TF3: " to develop self-awareness of mistakes,** and learn from others' mistakes." **TF5: "Peer and self-editing** by following specific editing sheets really helps learners perceive their mistakes."
Other **-Use of all types of correction**		**TF1: "All of the above mentioned,** any method of correction is good . I think that changing from one to the other is the key (variety). **TF7: "In fact, I use a combination of all** the types of correction mentioned above."

As far as assessment in EFL writing is concerned, first year teachers presented different views. All of the teachers perceive "whole class correction" as the most effective one in writing classes. One teacher explained that it's helpful for students as long as they correct their mistakes in an anonymous way (TF5). Table 6.6 shows that

"teachers' correction" together with peer number of teachers (5 teachers) ticking both options. For "peer editing", one teacher (TF2) finds their peers' mistakes. Additionally, "peer editing "encourages learners to improve their writing for the sake of preventing any ultimate "criticism" on the part of their classmates. Besides, four teachers selected "self-monitoring" as one of the most effective ways in EFL writing. For those teachers, 'self-monitoring' develops learners' self-awareness of mistakes (TF3), and helps learners perceive their mistakes especially if they follow specific editing sheets (TF5). Since teachers were allowed to choose more than one answer, two of them favoured the use of all types of correction (TF1 and TF7). TF1 even suggested that changing from one to another is a "key" to provide variety.

Question 6: Do you cater for students' individual differences? If yes, how would you do that?

Data obtained for question 6 is classified into: teachers who are aware of individual differences in EFL writing (N=5), and teachers giving less or no importance to individual differences in EFL writing (N=3).

Table 6.7

Individual Differences and the Teaching of Writing

	N	Justification
Teachers' awareness of individual differences and reactions to that	5	**TF2: " I go around the class to check answers or monitor**. I give more attention and time to students who are poor in writing or those who seem to find difficulties in understanding writing lessons." **TF3: "I observe students' individual styles** and try to take these into consideration during classroom activities or correction."

		TF4: "…by providing various activities."
		TF5: "When there are too many students in a given group, it becomes difficult to cater for their differences; nevertheless, I try to pass around and answer their individual questions or give them feedback on their writings. This conferencing helps shy students express their concerns or weaknesses without exposing them to the whole class."
		TF7: " I try first to get to know the students' differences during the first classes. I use different activities so that each student will feel motivated to study and improve his/her writing."
Teachers giving less importance to individual differences	3	TF1:"Unfortunately, that is not possible considering our learning/teaching environment."
		TF6: "Rarely. This is due to the fact that students are supposed to have a certain minimum of linguistic and academic skills."
		TF8: "No."

For question 6 in particular, the researcher was really surprised by the fact that three of the respondents had difficulties understanding the concept of individual differences. Table 6.7 indicates that more than half of first year teachers reacted positively to learners' differences in EFL writing. The ways they managed that could be summarized as follows:

-Giving more "**attention and time**" to those learners who encounter writing difficulties (TF2).

-Observing "**students' individual styles**" to select appropriate classroom activities (TF3).

-Providing "**various activities**" (TF4).

-Answering "**individual questions or giving feedback on writing**" (TF5).This teacher explained that such practice is likely to be helpful for "shy students" in expressing their weaknesses to the teacher and avoiding exposing them to the whole class.

-Using "**different activities**" that could motivate and help learners in writing (TF7).

On the other hand, three teachers overtly denied that individual differences would be part of their concerns in teaching EFL writing. One mentioned that the "**learning-teaching environment**" was not that helpful to the point that teachers could cater for learners' differences (TF1). Another justified that priority should be granted to linguistic and academic skills, as it might be a waste of time if teachers devoted time to considering learners' differences (TF6). The last answer to present is that of TF8 who answered by "No".

Question 7: Are your students anxious about writing in English? If yes, how do you know that?

Table 6.8

Teachers' Beliefs about Students Possible Anxiety in EFL Writing

	N	Justification
Teachers who believe that students are anxious about EFL writing	7	TF1: " Absolutely." TF2: " Yes, they are indeed. **This can be noticed when they feel frustrated each** time they are asked to write, whether in class or at home." TF4: " **Some students are inhibited**

		by criticism and by fear of not being effective." **TF5: "Many students are anxious about writing** because it is a demanding skill. Sometimes, they cannot even 'start' writing. Others keep writing and writing drafts without being able to give a polished form." **TF6 : "** They know how important writing is, **but they find it demanding and sometimes frustrating."** **TF7: "When I ask students to write in class, they are nervous**, and they complain about the difficulty of the task. They lack the confidence to write in English." **TF8:** "They are slow at getting started, **and they are not confident in themselves."**
Teachers who do not feel the presence of anxiety in their writing classes	**1**	**TF3: "They are not necessarily anxious about writing,** but they seem unaware of the amount of individual or personal work they must undertake to develop their writing and correct their mistakes."

Table 6.8 summarizes the results obtained for question 7. Most of the teachers (N=7) expressed the belief that students might experience anxiety in EFL writing. Teachers' explanations of how they knew about students' writing anxiety are presented in four sub-categories:

- **Students' frustration whenever asked to write in class:** This is the case for TF2 and TF7 who explained that students complain about the difficulty of some writing tasks.
- **Inhibition** and fear of not being effective in writing (TF4).
- **Writing is stressful because it is a demanding skill:** One teacher (TF5) mentioned that many students are anxious to the point that they are unable to start writing, while another teacher (TF6) emphasised the importance of writing for students, which might turn into a frustrating skill.
- **Lack of confidence in writing :** Some other teachers (TF8 and TF7) commented that students were slow at getting started as a sign of anxiety.

One of the participants (TF3) rejected the idea that anxiety might instantly influence students' writing. This teacher suggested that students are not that conscious of the amount of work they must do to improve their writing. So, it should not be a matter of anxiety in writing.

Question 8: As a teacher of writing, what are the sources of students' writing problems at the English department? Please justify

This question aimed at eliciting possible sources of student's writing problems as thought by first year teachers. Table 6.9 reveals that teachers selected more than one answer, with some of them highlighting other problems students might encounter in EFL writing:

Table 6.9

Teachers' Beliefs about Students' Sources of Writing Problems

Teachers' beliefs about the sources of students writing problems	N	Justification
Poor grammar	**8**	**TF2: "I believe that poor grammar is source number one of students' writing problems.** They tend to ignore this aspect when they write.
Limited vocabulary	**5**	**TF2: " Limited vocabulary inhibits students' writing process** as well. They often write words in French or Arabic, or they just leave a space."
Limited time to write in class	**3**	
Topic avoidance	**1**	
Lack of concentration	**4**	
Apprehension	**3**	
Other **-Poor English use and lack of autonomy** **-Over-reliance on the teacher**		**TF1: "All of the above, students come to the department with poor English language use and lack learning autonomy.** Also, they seem very impatient and do not consider time and progress while studying. They value rote learning and punctual efforts, which are useless for improvement." **TF3: "**They are unaware of the crucial role of personal work they need to undertake outside the classroom to develop their writing skills and

-Lack of learning strategies **-Lack of reading** **- Limited practice in writing**	overcome their difficulties. **They seem to count too much on the teacher to provide them with everything they need!"** **TF5:"Lack of necessary learning or researching strategies** that would permit them to self-improve their level through different sources other than the teacher." **TF3:"Lack of motivation** to read outside the classroom in order to develop their vocabulary or grammar." **TF5: "Lack of writing practice."** **TF8: "They are not aware of the process of writing** and are not used to writing a lot."

The results in the table above show that all of the teachers agreed that "poor grammar" was the most encountered problem in students writing. One of the teachers (TF2) suggested that students seem " to ignore this aspect when they write". "Limited vocabulary" presented the second source of students' writing problems. Five teachers selected this option with one explaining that "limited vocabulary" inhibits the students' writing process. According to TF2, such students often write in French or Arabic or they leave a space. Besides, half of the teachers suggested that "lack of concentration" might hinder students' writing. A similar number of teachers (three per option) selected "limited time to write in class" and "apprehension".

Answers to question 8 of the teachers' questionnaire exhibit a variety of results, mainly for the "other" option. Teachers' beliefs about students' sources of writing problems represent the following:

-**Poor English use and lack of autonomy:** students value " rote learning", which is useless for improvement (TF1).

-Over-reliance on the teacher: students are unaware of the importance of personal work outside the classroom to develop writing skills (TF3 and TF5).

- **Lack of learning strategies:** which are necessary for self-improvement (TF5)

- **Lack of reading:** students are not that motivated to read outside the classroom. (TF3 and TF5).

- **Limited practice in writing:** (TF5 and TF8)

Question 9: How would you help students who have some of the writing problems mentioned above?

Table 6.10

Teachers' Suggested Remedies to Help Students Overcome Writing Difficulties

Suggested remedies to help students overcome writing difficulties	N	Sample answers
Assessment	2	TF1: "I think that continuous assessment is the only motivator to push students to work in a regular way, or at least the fear of being assessed. What I do is I tell students that every session I will collect a certain number of papers to keep them alert. At least I can ensure a focus on the part of a big majority in class." TF4: " I use various types of assessment to help them get more feedback."
		TF2: " Although grammar is already taught as a subject, **exercises based on sentence**

Grammar and vocabulary practice	**4**	**writing can be very useful.”** **TF2: “For vocabulary, I think that reading texts is the most effective way** as students learn more words. They are encouraged to infer the meaning of others using the context.” **TF4: “Using various activities on grammar and vocabulary** to achieve variety in sentence structure and length.” **TF5: “**language mastery is also taken into consideration by **assigning learners activities directed to improving grammar or vocabulary use, as well as unity, coherence, and mechanics.”** **TF8: “Writing** is the most important skill in learning a language, **and students need constant practice.”**
Writing outside the classroom	**2**	**TF3: “Encouraging them to write outside the classroom** and to bring me their writings for correction. ” **TF7: “ I try to do my best to make students work both in class and at home to improve their level of writing.** I motivate my students by encouraging them and rewarding their efforts.”
Encouraging reading	**1**	**TF3: “Giving them short** stories (printed copies) to read for pleasure outside the

		class."
Writing strategies	**1**	**TF5:** "Writing instruction is principally based on **writing strategies."**
Making sample corrections	**1**	**TF6: "By making sample corrections of** the most common mistakes."
Use of online resources	**1**	**TF6: "I draw their attention to websites** that can help."

Question 10:

What would you suggest to improve the teaching of writing at the English department?

Table 6.11

Teachers' Recommendations to Improve the Teaching of Writing at the English Department

Teachers' recommendations	N	Sample answers
Students' workshops	**1**	**TF1: "I think workshops should be organized for students.** Excellent students should give oral presentations of their works to appear as the successful ones."
Teachers' workshops	**1**	**TF5: "To have regular workshops between teachers** designed to improve the quality of teaching and testing the writing (and reading) skill."
		TF1: "Any humanizing, motivating , and encouraging activity is welcome. **A contest**

Organizing contests and competitions	**2**	or competition of writing poetry, short stories, or the election of the best essay for each year.” **TF6: “Writing contests and opportunities** for publication to make students more motivated.”
Use of online resources	**2**	**TF5**: “To attempt the use of different media to teach writing**, such as computers, or internet web sites…”** **TF6: “Using online tools** in teaching writing.”
Creating small group size classes	**3**	**TF2:** Teaching writing has always been challenging for teachers. Personally, I think that it would be **preferable to divide the group into sections in writing classes.** Teachers can check and monitor students’ work easily.” **TF7: “** The main problem is with the level and number of students in the classroom. **It would help to have homogeneous groups in order to do the job properly.”** **TF8: “ limit the number of students.”**
Combining the reading and writing course with the grammar course	**1**	**TF3:“There should be a close coordination** between the teaching of writing, reading ,and grammar modules, to ensure complementary development.”
Including creative		**TF4: “ Introducing some creative writing**

writing	1	to enable students to release their creative spirit."

6.1.2. Results of Third-year Teachers' Questionnaire

Part one: Background Information

For third year teachers, it was not an easy task for the researcher to collect data from them. First, data collection coincided with students' strikes and displacements from Bouzareah campus to Benaknoun campus. Second, some teachers were even reluctant to fill in the questionnaire. The researcher had to wait seven months to get one completed questionnaire back. Fortunately, and after a long struggle, three questionnaires were completed, and that represented the total number of third year teachers of critical writing within the linguistics and didactic specialism. Details on the participants' background information are provided in table 6.12:

Table 6.12

Background Information on Third-year Writing Teachers

Gender	M	1
	F	2
Degree	Magister	3
	PhD	0
Experience as a university teacher	Less than 5 years	1
	10 years	0
	More than 10 years	2
Number of years teaching writing	Less than 5years	3
	10 years	0
	More than 10 years	0
Primary reasons for teaching writing	Research	0
	Part of one's concerns	1
	Enjoying teaching writing	0
	Imposed by the department	2
	Other reasons	0

All the teachers hold a magister degree with more than ten years of experience in teaching at university except one, who worked as a university teacher for less than five years. Concerning the teaching of writing in particular, the three teachers have less than five years teaching writing. When asked about their primary reasons for teaching writing, two mentioned that it was " imposed by the department", and another ticked " part of one's concerns".

Part two: Teaching Writing and the EFL Student

Question 1: What areas of EFL writing create difficulties for your students?

From table 6.13, it could be noticed that one teacher (TT2) perceived assessment as an area of difficulty for EFL writing students. The same teacher has also referred to " problems of self-assessment" for third year students. Another teacher (TT1) considered " teaching method" confusing for students, while TT3 mentioned " passivity and lack of concentration".

Table 6.13

Areas of EFL Writing and Students' Difficulties

Areas of EFL writing that might create difficulties for students	N
Teaching materials	0
Teaching method	1
Assessment	1
Other -Problems of self-assessment -Passivity and lack of concentration	2

Question 2: In teaching writing, which of the following should be given more importance?

When asked about the major components that should be strengthened in EFL writing, third year teachers had approximately similar views. It is apparent from table 6.14 that all of the teachers grant priority to "vocabulary". In addition to that, both teachers TT1 and TT2 suggested that "grammar", "mechanics", and "EFL culture" are respectively of great importance when teaching EFL writing. For TT2, for instance, culture is necessary as it provides students with "for thoughts when writing". One of the teachers (TT1) even selected "hand writing " as an interesting sub-kill to consider in EFL writing:

Table 6.14

Components of Writing that Should be Given Importance in Writing

Components of writing that should be given more importance	N	Justification
Grammar	2	
Mechanics	2	
Vocabulary	3	
Handwriting	1	
EFL culture	2	**TT2: " EFL culture** helps them find food for thought when writing."
Other		**TT2:"Grammar, mechanics , and vocabulary** are of primary importance for students to express themselves clearly in a foreign language they do not master. " **TT3: " I believe that students lack**

| | | **confidence and write in a state of panic.”** |

Question 3: What sort of activities or tasks do you use more in your writing classes?

Table 6.15 demonstrates that all third-year teachers ticked "free writing" as the most suitable task for EFL students. One justified that "critical writing is advanced writing" as a reason behind choosing free writing (TT1). "Grammar and mechanics tasks" were selected by two teachers (TT2 and TT3) followed by combining sentences" (one teacher TT3) and " reorganizing scrambled sentences "one teacher TT3". One could notice that no one selected "cloze test" and "gap-filling" which are likely to be practised by low level students.

Table 6.15

Activities and Tasks Used Most by Teachers in their Writing Classes

Writing activities or tasks used mostly in teaching writing	N	Justification
Cloze test	**0**	
Gap-filling	**0**	
Combining sentences	**1**	
Re-organizing scrambled sentences	**1**	
Grammar and mechanics	**2**	
Free writing	**3**	**TT1:** " Critical writing is advanced writing , and **using free writing tasks is the most suitable one for students.”**

Question 4: Do you take into consideration students' preferences? If so, how do you manage that?

Table 6.16 indicates that only one teacher reported reacting positively to students' preferences in writing. This is done only if students are "involved more easily and effectively in certain activities or topics" (TT3). It is somehow striking that the two other teachers denied giving importance to students' preferences in EFL writing with no justification:

Table 6.16

Teachers' Reactions to Students' Preferences in Writing Classes

Teacher catering for students' preferences in writing	N	Justification
	1	**TT3: "…if students seem to get involved more easily** and effectively in certain activities or topics that are pedagogically useful."
Teachers giving less importance to students' preferences in writing	2	

Question 5: How would you assess students' writing? What type of correction do you consider more effective in class? Please explain your choice:

Compared to the results of first year teachers on question 5 of the teachers' questionnaire, third year teachers seem to classify "teacher's corrections" as the most effective one, especially in large classes (TF1). Moreover, another teacher believed that the teacher is the only one "who really could pay attention in corrections", as students are not that focused for a valid correction (TT3):

Table 6.17

Teachers' Assessment and their Perceptions of the Most Effective Corrections in Class

Teachers' assessment and their perceptions of the most effective corrections in class	N	Instances of answers
Teacher's correction	**3**	**TT1: " I consider teacher's correction** the most effective especially in large classes." **TT3: " Only the teacher who could pay attention in corrections.** Students are not sufficiently focused for a thorough correction**."**
Peer editing	**1**	**TT1: " I sometimes try peer correction** especially when I want to trigger the learners' thoughts about their own mistakes. It rarely works." **TT2: "** From my experience, **students do not like to be corrected by peers."**
Whole class correction	**1**	**TT2: " Whole class correction** is used to address the majority of students."
Self-monitoring	**0**	**TT2:"Self-correction is difficult** to implement in large classes because it is time consuming**."**

Table 6.17 also shows that "whole class correction" (TT2) and "peer editing" (TT1) could be used in third year writing classes. However, teachers recalled their experiences with such modes of assessment to cite some of the advantages as well as

possible weaknesses. TT2 suggested that it could be useful as a means to "address the majority of students"

In addition to that, TT1 defended the option of "peer editing" in third year classes that serves "to trigger the learners' thoughts about their own mistakes", contrary to TT2 who explained that "students do not like to be corrected by peers", relying on his/her teaching experience.

Concerning "self-monitoring", none of the teachers was convinced of its usefulness in third year classes. To explain more, TT2 argued that it " is difficult to implement in large classes "as it is time consuming.

Question 6: Do you cater for students' individual differences? If yes, how would you do that?

The data provided in table 6.18 presents two main categories for question 6 of the teachers' questionnaire. Two teachers mentioned that they would cater for learners 'differences in EFL writing classes one described that dealing with learners' differences could be managed by attempting " to deliver the lesson in multiple ways" (TT2)

The second teacher explained that considering learners' differences could be reachable typically for the best students would be challenged by "specific group work or homework". In opposition to the previously mentioned position, TT1 suggested that catering for learners' differences in third year classes would never be attained. The reason behind such a position is "the huge number of students per group":

Table 6.18

Individual Differences and the Teaching of Writing

	N	Justification
Teachers' awareness of individual differences and reactions to that	2	**TT2**: " Yes, as much as I could. **I try to deliver the lesson in multiple ways."** **TT3: " I try to do so for the best ones** by challenging them with specific group work or homework."
Teachers giving less importance to individual differences	1	**TT1: " Unfortunately, I could not** because of the huge number of students per group."

Question 7: Are your students anxious about writing in English? How do you know that?

Interestingly, all third-year teachers who completed the questionnaire shared the belief that students might experience anxiety in EFL writing classes. As illustrated in table 6.19, the participants provided justifications to defend their views, as all of them answered "yes, they are":

Table 6.19

Teachers' Beliefs About Students' Possible Anxiety in EFL Writing

	N	Justification
Teachers who believe that students are anxious about EFL writing	**3**	**TT1: " Yes, I feel their anxiety**. Some of my students express explicitly their fear of writing in English." **TT2: " Yes, they are.** They know that writing is essential for their success. **They avoid writing tasks** when they are not graded for that." **TT3: " Yes, they are. They are not focused.** Instead, all their energy is used to "fill up" their paper quickly to be done with writing tasks."
Teachers who do not feel the presence of anxiety in their writing classes	**0**	

According to the respondents' explanations, some students have already expressed "their fear of writing in English" in an explicit manner (TT1). Another teacher (TF2) commented that students are aware of the importance of the writing skill, which is "essential for their success". Such students even "avoid writing tasks", especially when they are not graded for that. In the same vein, TT3 revealed that students might dispense all their energy "to fill up their paper quickly" and finish the writing tasks.

Question 8: As a teacher of writing, what are the sources of students' writing problems at the English department? Please justify:

When asked about students' writing problems and their sources, third year teachers seem to perceive their issue in similar ways. Table 6.20 clearly shows all teachers agreed upon choosing "poor grammar" (3), and "limited vocabulary" (3) as major sources of students' writing problems. TT2 went on to explain that poor grammar is very recurrent as students "do not read intensively and extensively". For "limited vocabulary", the same respondents suggested that students "do not apply what they learnt" in other courses when they write English:

Table 6.20

Teachers' Beliefs about Students' Sources of Writing Problems

Teachers' beliefs about sources of students' writing problems	N	Justification
Poor grammar	3	TT2: "Students do not read intensively and extensively."
Limited vocabulary	3	TT2: " They do not apply what they have learnt in the grammar course when they write in English."
Limited time to write in class	1	
Topic avoidance	1	
Lack of concentration	2	
Apprehension	1	
		TT1: " All the above mentioned elements are sources of students' writing problems. I

Other	would also add **lack of reading. They sometimes do not read at all.** Reading is very important for writing. Reading teaches writing."
• -Lack of reading	
• -Lack of motivation	**TT3: " …lack of** motivation to learn or improve skills and knowledge."

As shown in table 6.20, the third source of writing problems might be "lack of concentration" (two teachers), followed by "limited time to write in class" (one teacher), topic avoidance" (one teacher), and "apprehension" (one teacher). Moreover, third year teachers even referred to "other" possible sources of students' writing problems like: "a lack of reading" as "reading teaches writing" (TT1), and "lack of motivation" (TT3).

Question 9: How would you help students who have some of the writing problems mentioned above?

Table 6.21

Teachers' Suggested Remedies to Help Students Overcome Writing Difficulties

Suggested remedies to help students overcome writing difficulties	N	Sample answers
Practice in class	2	**TT1: "…through making them do more practice each time focusing on specific aspects (grammar, vocabulary, mechanics).** All this is coupled with psychological work of motivation. This may work." **TT3: " I provide them with a variety of**

		written texts, allowing vocabulary practice. For grammar, I provide them with exercises about the grammar they need in writing with specific topics."
Encouraging reading	**1**	**TT3: " By encouraging them to read and write** as often as possible."

Question 10: What would you suggest to improve the teaching of writing at the English department?

Table 6.22
Teachers' Recommendations to Improve the Teaching of Writing at the English Department

Teachers' recommendations	N	Sample answers
Creating small group size classes	**1**	**TT1:** " I think teaching writing to large groups is impossible. **I suggest to divide the groups into small sub-groups of twenty students maximum."**
Using a unified approach and textbook	**1**	**TT2: " I think teachers should have a unified approach to writing.** They should use a specific textbook agreed upon by the team."
A necessity for a more	**1**	**TT3:** " I believe that **the syllabus should be more challenging** to force

challenging syllabus		students to make real efforts in writing."

In the next section, the results gained from the follow-up teachers' questionnaire will be presented.

6.2. Results of the Follow-up Teachers' Questionnaire

Four first-year writing teachers were handed out the questionnaire. The follow-up teachers' questionnaire was given to half of the sample of first-year teachers (N=4) who participated in the first part of the study when data were collected before COVID-19 pandemic. The teachers who answered the follow-up questionnaire represented available and accessible sample of the participants. This explains the fact that even for the teachers' codes, the same ones are used for those participants to analyse the collected data: **TF1**, **TF2**, **TF3**, and **TF4**.

In data analysis, the results are grouped in light of the questionnaire categories, which are divided into teachers' experiences of Moodle implementation in teaching writing (**Questions 1, 2, 3, and 4**), teachers' perceptions of students' writing anxiety in hybrid teaching (**Questions 5, 6, 7, 8 , and 9**) and ways to cope with students' writing anxiety (**Questions 10 and 11**):

6.2.1. Teachers' Experiences of Moodle Implementation in Teaching Writing

Question 1: Do you use the Moodle platform to teach writing? If yes, what percentage does that represent in your teaching?

Table 6.23

Number of Teachers Using Moodle in Writing Classes

Options	Numbers of occurrences	Percentage of teaching
Yes	4	**TF2 (less than 30%)** **TF1 and TF3(50%)**

		TF4 (70%)
No	0	0

Table 6.23 indicates that four teachers use the Moodle platform to teach writing with varying percentages. Two teachers (half of the sample :TF1 and TF3) rely on Moodle teaching for 50% of the total lesson delivery, while TF4 expressed an over-reliance on Moodle teaching as referred to 70% and less than 30% for TF2.

Question 2: Compared to teaching writing in face-to-face classes, have you managed to teach writing through Moodle easily? If no, what hurdles have you encountered?

Table 6.24

Comparison of Teaching Writing in Face-to-face Classes and Moodle Classes

Options	Numbers of occurrences
Yes	0
No	4

As shown in table 6.24, the total number of teachers (N=4) found it difficult to teach writing via the Moodle platform compared to traditional face-to-face classes. When asked to explain more about the hurdles that they have encountered, they mentioned the following reasons:

Table 6.25

Teachers' Justification of Difficulties in Using Moodle

Themes	Responses recurrences	Instance of statements
Lack of interaction and practice	**3**	TF2: **"Lack of interaction** with the students." TF3: **"I believe that writing is an interactive subject** that relies very much on practice. When using the Moodle platform, it was not possible to explain the lesson thoroughly, organize group activities, and correct them." TF4: **"Students certainly need a lot of practice along with continuous feedback** from their teachers to improve their writing skills, and this is very difficult to achieve with online classes."
The difficulty of checking students' writing on Moodle	**2**	TF1: **"It is difficult to check what students do.** Also, they do not take learning via internet seriously. They automatically copy and paste their answers from Google or their classmates." TF2: **"It is not very reliable as students' difficulties cannot be detected.** The teacher cannot easily check the students' writing process."
Lack of students' motivation	**2**	TF2: **"Very often, students complain about a lack of motivation** when it comes to doing writing exercises online." TF4: "Teaching the process of writing, from brainstorming and planning to the final draft is central. **Online teaching makes it difficult for the teachers**

		to motivate and engage their students in the writing process.”
Discrepancy between on-site and Moodle classes	**1**	**TF3: “When I assigned homework online , I had to wait for the on-site session, three weeks later,** as scheduled by the department, to check who has done it and who has not.”

As teachers shifted from face-to-face writing classes into Moodle, they faced some challenges that stemmed primarily from a lack of interaction with students and the scarcity of practice sessions, as reported by TF2, TF3, and TF4. Some teachers, like TF1 and TF2, even added that they struggled behind attempts to provide feedback and monitor students' writing on Moodle. Additionally, teachers complained about a lack of motivation and students' engagement via Moodle, to the point that some students do not even take learning via the internet seriously as reported by TF1.

Question 3: Think back over your experience of teaching writing during the lockdown, how do you assess this experience in terms of the following?

Teaching materials……………………………………………………….….

Teaching techniques……………………………………………………………

Assessment…………………………………………………………..….………

Teacher-student interaction………………………………………………..
Other…………………………………………………………....………..

Through question (3), the respondents were asked to assess their experiences of teaching writing during the lockdown. They were asked to specify their answers in terms of teaching materials, teaching techniques, assessments, and teacher-student interaction. The results are displayed in table 6.26 below:

Table 6.26

Teachers' Assessment of their Experiences of Teaching Writing During the Lockdown

Themes	Categories	Responses recurrence	Instances of statements
Attitudes towards teaching materials	**Difficulties in finding suitable materials**	**2**	**TF1: "Personally, I do not use digitalized documents,** but books and handouts. It was very difficult for me to adapt." **TF3: "Very poor and difficult to get.** As teachers, we **were not accustomed to the Moodle platform**. We were discovering other new technological devices without any prior knowledge of their use. Personally, I had to rely on myself to manage using them."
	Frustration	**1**	**TF4: "Frustrating, as teachers and students** alike were unprepared for the transition."
Attitudes towards teaching techniques	**Over-simplification**	**2**	**TF3: "I had to over-simplify the techniques** used in ordinary classes to enable the students to possibly understand the lessons."

			TF2: " I just had to simplify for students."
	Lack of training in e-learning	**1**	**TF1: "Other than the lessons and activities posted**, I did not do much because I was never trained in e-learning, like videos, audios, etc..."
Assessment	**Difficulty of on-line assessment**	**2**	**TF1: "Extremely difficult. Students are numerous, and I could not adequately collect their works.** The exchanges via email also tired me out as they were about forty students per group. **TF3: "Very difficult,** especially when we had to organize online exams."
	Frustration	**1**	**TF4: "It was frustrating** as the general level of students in writing got worse."
Teacher-student interaction	**Lack of interaction**	**3**	**TF1: "Our interactions** were deeply altered as we could not have continuous contact." **TF3: "There was not any interaction through Moodle** since teachers were only posting lessons. Supposedly, students were asked to **consult**

245

			the posted lessons and prepare any questions they might have. However, students did not even check the lessons. Thus, they were unaware of the lessons content and **could not interact with me in any way.** **TF4: " The teacher-student interaction was almost non-existent."**
	Students' shyness	**1**	**TF1: " Most of my students are shy and need face to face communication."**

The analysis of question (3) answers revealed that teachers had varied attitudes towards teaching materials and teaching techniques used during the lockdown. There was a prevailing view that they were exposed to a new situation and sudden change. The majority of the participants expressed great difficulty adapting to the new situation and seemed unprepared for the transition. The selection of suitable materials represented a big challenge as teachers had to discover new technological devices (TF1, TF3). One teacher overtly referred to frustration to describe the whole situation (TF4). When asked about the teaching techniques, the participants mentioned that they resorted to over-simplification to facilitate explanations for their students. Those teachers even expressed deliberately the need for training in e-learning as they could not find their ways to choose the right materials.

As far as assessment is concerned, all of the subjects agreed that online assessment was the biggest challenge for them. It represented a frustrating experience for some teachers. Even for those who attempted to assess students' writing via e-mail,

they found many obstacles, namely in collecting students' answers. It just exceeded teachers' tiredness especially in large classes.

For the aspect of teacher-student interaction, the subjects claimed that it was almost absent as the platform functioned as a means of posting lessons to be consulted by students. Those students had seldom checked their teacher's questions or lessons. One teacher justified that students needed more face-to-face communication as most of them were shy on the platform (TF1).

Question 4: How do your students perceive the experience of writing by using Moodle in terms of the following?

-Writing activities…………………………………………………………………………………………………….

-Feedback……

-Exams……

-Other……..

Table 6.27

Teachers' Attitudes about Students' Experiences in Writing via Moodle

Themes	Categories	Responses recurrence	Instances of statements
Writing activities	**Failing to understand questions**	**1**	**TF1: "Students did not understand very well the questions and tasks to do.** We usually repeat and explain several times our exercises."
	Lack of interest	**1**	**TF2:** "Some students find the activities engaging and interesting while **others do**

			not show any interest.”
	Challenging	**1**	**TF4: " Writing activities on Moodle are challenging** for some of my students.”
	Helpful	**1**	**TF3: "They are sometimes helpful for students.** Such activities allow students to practise more of what they have learnt in class.”
Feedback	**Lack of interest in teacher's feedback**	**2**	**TF1: "Students rarely take feedback into consideration.** For them a feedback is an evaluation that is definite and sanctioning, not an opportunity for learning. **TF4: "Most students are demotivated and not interested in teachers' feedback.”**
	Unclarity of feedback	**1**	**TF2: "Many of the students find the feedback insufficient and sometimes not clear enough** due to the absence of face-to-face

			interaction.”
	Preference of on-site feedback	1	**TF3: "Students had to wait a long** time before getting it in class because I preferred giving my feedback during on site sessions.”
Exams	**Difficulty of exams**	2	**TF3: " Exams are difficult for students** because students do not have enough time to practise their writing.” **TF4: " Exams were difficult and challenging for students.”**
	Preference of on-site exams	2	**TF1: " In class, on-site exams are better because distance examinations suffer from copy and paste issues** or cheating as well as a lack of competency on the part of the students to use computers. I call them the 'scrolling' generation. **Exceptions are apart as most of them lack IT skills.”**

			TF2: " I prefer writing **exams** that take place on-site."

The information displayed in the table 6.27 shows that teachers have diverse conceptions of the ways students perceive writing through the platform. The results obtained from question (4) are thematized into writing activities, feedback, and exams. The same themes yielded other categories that exemplify the subjects' comments. Table 6.27 shows that teachers reacted to students' perceptions of writing activities differently. While two of the subjects complained about students' failure in understanding teachers' questions or lack of interest (TF1 and TF2) , the other two teachers had divergent views. Apparently, their students found the writing activities challenging and helpful.

In terms of feedback given to students through the platform, most of the respondents explained that students were not that interested in the teachers' feedback. Those teachers justified that by citing students' demotivation or the unclarity of feedback due to the scarcity of practice in class. One teacher even stressed the importance of giving feedback in face-to-face classes rather than virtual ones. When asked about exams, half of the subjects described that on Moodle, distance examinations were very difficult as students did not have enough time to practise writing. Besides, attempts to schedule exams online were characterised by a lot of cheating (on the part of students), and lack in information technology (IT) skills. For

those reasons, the other two subjects (TF1 and TF2) favoured on-site exams to avoid the aforementioned obstacles.

6.2.2. Teachers' Perceptions of Students' Writing Anxiety in Hybrid Teaching

Question 5: How do you perceive students' writing anxiety in the new online environment in terms of the following ?

- **Discomfort in writing……………………………………………………**
- **Low motivation…………………………………………………………….**
- **Fear of online writing……………………………………………………**

Table 6.28

Teachers' Perception of Students' Writing Anxiety in the New Online Environment

Themes	Categories	Responses recurrences	Instances of statements
Discomfort in writing	**High anxiety**	3	TF1: " **Students were very anxious** because they felt alone and unguided." TF3: "**Yes, as teachers did not know their students anymore** because they did not meet them very often." TF4: "**Due to the complexity of the writing process, most students experience anxiety** that impedes their motivation and performance."

	Comfort in writing	1	TF2: "Some students find it comfortable compared to on-site class writing as they can write at home and use their phones, tablets, or laptops."
Low motivation		4	TF1: "Students were not motivated at all because no one was watching them, and they had little encouragement." TF2: "Most students complain about the lack of motivation in online writing environments. They are not always motivated to write because they are not "watched out" by their teacher." TF3: "Most of the students lack motivation especially when it concerns personal production as it is the case with writing." TF4: "Not being monitored by a live teacher, most students are less motivated to do their writing tasks online."

Fear of on-line writing	**Worry about poor performance**	2	**TF2: "Some students are afraid of engaging** in the writing process online as they lack the teacher's guidance." **TF4: "Most students worry about teachers' and peers'** judgements in case of poor performance."
	No fear and enjoyment	1	**TF2: "…other students enjoy writing online** as they have plenty of opportunities to consult available resources."

When asked to describe their perceptions of students' writing anxiety in the new hybrid mode of teaching, teachers commented on aspects specific to discomfort in writing, low motivation, and fear of on-line writing. As shown in table 6.28, most of the subjects perceived online teaching as a stressful experience for students. The subjects essentially referred to discomfort in writing on the part of most students who felt alone and unguided. Only one of the subjects perceived online writing as a comfortable experience for some of the students, who could write wherever they wanted instead of restricting that to the on-site classroom setting.

In the case of low motivation, all of the subjects confirmed that students exhibited low or no motivation when asked to write online. Most of the teachers explained that students' lack of motivation stemmed from a lack of interaction, as students were neither monitored nor watched out by their teachers of writing. Within this conception, two of the subjects agreed upon the idea that students fear on-line writing as they worry about poor performance.

253

Question 6: What do you think are the sources of students' writing anxiety in face-to-face classes?

Table 6.29

Sources of Students Writing Anxiety in Face-to-face Classes

Categories	Responses recurrence	Instances of statement
Fear of negative evaluation	**3**	TF1: **"Students are afraid to be mocked by their peers and to show their writing mistakes on the board for instance.** Lack of practice causes them to want to disappear in class. It is a vicious circle because the less they participate, the less they are brought to understand and try to progress." TF2: **"Fear of teacher's correction and fear of peers' judgement."** TF4: **"Students worry about the teacher's negative evaluation."**
Fear of poor performance	**2**	TF1: **"They are afraid to give wrong answers."** TF4: **"Students' anxiety probably stems from fear of not doing well."**
Lack of ideas	**1**	TF2: "**Lack of ideas** because of time constraints. Students have very limited

		time to compose in face-to-face writing classes compared to online ones."
Lack of preparation	**1**	**TF3: "Lack of preparation and** insufficient prior knowledge."
Lack of grammatical and lexical assistance	**1**	**TF2: "Lack of grammatical and lexical assistance** as automatic correctors in online composition."
Lack of self-confidence	**1**	**TF2: "Lack of self-confidence** in front of the whole class compared to online writing where students study alone."

From table 6.29, it is noticed that the majority of the respondents ranked fear of negative evaluation as the major source of students' writing anxiety. According to those teachers, students fear the teacher's negative judgement as it might increase the possibility of being ridiculed in front of the whole class. Fear of poor performance was also cited by the subjects, who justified the fact that students were afraid of not doing well. As described by the subjects, other possible sources of students' writing anxiety might include a lack of ideas due to time constraints in on-site classes, a lack of preparation, a lack of grammatical and lexical automatic assistance, or probably low self-confidence in front of others compared to on-line classes where they study alone.

Question 7: What do you think are the sources of students' writing anxiety in online classes?

Table 6.30

Sources of Students' Writing Anxiety in Online Classes

Categories	Responses recurrence	Instances of statements
Lack of proficiency in English and writing	1	**TF1: "They are not proficient in English and even less in English writing.** They feel lost and scared in front of the lessons and exercises."
Teacher's absence	1	**TF4: "Most students prefer the presence of a teacher** who monitors and encourages them."
Transition to new ways of teaching	1	**TF3: "I think that students are anxious about the new ways of studying** to which they were not prepared. In high school, they were assisted by their teachers and parents. All of a sudden, students had to rely solely on themselves. Adding to that, they realize **writing is not an easy task."**
Lack of motivation	1	**TF2: "Lack of motivation and engagement."**

The results given in table 6.30 indicate that the participants referred to four factors that might be the reasons behind students' writing anxiety in online classes. As described by TF1, students feel lost and scared as they are not that proficient in English and less in writing. Another subject (TF4) considered that teachers' absence

online could just increase levels of stress, while TF3 explained that students were anxious about the new ways of teaching as a whole for which they were not prepared. Besides, lack of motivation was cited as another source of anxiety in writing (TF2).

Question 8: Are you aware of how anxiety manifests itself in students who have writing anxiety in online classes? Yes   No

If yes, could you please explain that?

Table 6.31

Activities that Could Increase Anxiety in Writing

Options	Number of occurrences	Justification
Yes	**1**	**TF2: "They often do not do the tasks** required from them."
No	**3**	

As shown in table 6.31, most teachers answered by **No (N= 3)** when asked to describe ways anxiety manifests itself in students in online writing classes. From all the subjects, only one teacher (TF2) justified that students' manifestation of anxiety was reflected in task avoidance.

Question 9: What writing activities or tasks do you think can increase writing anxiety on Moodle compared to face-to-face classes?

Table 6.32

Activities that Could increase Anxiety in Writing on Moodle

Anxiety-increasing activities on Moodle	Responses recurrence	Instances of statements
Essay writing	**2**	**TF1: "Open-ended questions like**

257

		essay questions are very stressful to students as they ignore the steps of writing."
		TF2: "Writing long essays."
Paragraph writing	2	TF3: "Writing paragraphs." TF4: "Paragraph writing seems to be one of the most challenging and anxiety-producing task on Moodle. In a traditional face-to-face learning class, students engage in writing with more confidence and less apprehension as the task is closely monitored and planned in a group setting that generally spurs discussion, interaction and involvement. In other words, the supervision of the teacher and the peers' interaction prove more comforting and stimulating for learners who lack self-confidence."
Topics in writing	1	TF3: " Writing about topics related to the specific environment of our society .There was not readymade material from internet."

-

As displayed in table 6.32, half of the subjects mentioned that essay writing was very stressful for students on Moodle as they seemed to ignore the required steps in writing (TF1 and TF2). The other two subjects thought of paragraph writing as an

anxiety-generating activity for students on Moodle. One teacher, for instance, mentioned that students would engage with more confidence and less apprehension in writing especially in face-to-face classes compared to the online ones (TF4). Another teacher (TF3) explained that paragraph writing was stressful online, namely when students were asked to write on topics specific to our society and could not find readymade paragraphs on the internet.

6.2.3. Ways to Cope with Students' Writing Anxiety

Question 10: For those students who suffer anxiety in writing on Moodle, how do you try to help them?

Table 6.33

Suggested Ways to Cope with Students' Writing Anxiety on Moodle

Ways to cope with writing anxiety	Responses recurrence	Instances of statements
Support to overcome difficulties	**2**	**TF3: "By teaching students that writing difficulties can be overcome** if they learn the techniques and use them, and if they read a lot to improve their grammar and vocabulary." **TF4: "**It can be achieved by **highlighting how students' writing can be improved."**
Encouragement	**1**	**TF2: " By encouraging students** to use any available online resources."
Practice and self-reliance	**1**	**TF3: "Providing more practice and helping students to rely on themselves."**

Rewarding best performers	1	TF2: "By rewarding the best performers in tests and adding bonus points."
Manageable tasks	1	TF2: " It is better to give students short and manageable writing tasks."
Positive feedback	1	TF4: " It is done mainly by providing positive feedback."
Giving clear indications	1	TF1: "I observed that more closed questions or step by step indications are more student-friendly."
Setting deadlines for task submission	1	TF2: " It is also important to set deadlines for task submission."

On the whole, all teachers provided interesting ways they used on Moodle to help students reduce their levels of writing anxiety. The subjects explained that providing encouragement and necessary support in terms of assistance in improving writing helped in decreasing anxiety for most of their students. When students are given clear indications on the platform, they gain confidence in themselves and can do better in writing. In addition to that, teachers justified that by giving short manageable tasks, by providing positive feedback, and rewarding the best performers, anxiety was expected to decrease in those students online. Other suggestions included encouraging personal practice, self-reliance, and setting deadlines for writing tasks submission.

Question 11: Do you have any valuable experience about reducing students' writing anxiety you want to refer to?

In this last question about teachers' experiences in decreasing students' writing anxiety, the subjects provided examples of practices they applied in their

classrooms to promote a non-threatening climate conductive to writing. On the whole, the participants' experiences are grouped under categories that deal with instructional practices and teacher-student relationships:

Table 6.34

Teachers' Experiences of Reducing Students' Writing Anxiety

Teachers' experiences	Responses recurrence	Instances of statements
Devoting more teaching time to writing	**2**	**TF1: "I** noticed that more **teaching time was very helpful** to develop the students' writing proficiency**."** **TF3: " Giving sufficient time to the writing course.** Time allocated to this subject should be accurately reflected upon."
Giving students opportunities to write in class	**2**	**TF1: "Students have less opportunity to practise writing, their scores and their low proficiency are the reflection of the lack of time to prepare,** and distancing learning with low investment both in time and in adequate tech material could only **increase this phenomenon of writing anxiety."** **TF2**: "I rather focus on on-site classes, and **I give the students additional face-to-face classes in order to allow**

		them to practise the different phases of the writing process (brainstorming, outlining, drafting, and revising)."
Practice in face-to-face classes	1	**TF1:** "Having students write on the board and correcting them as they do so was a **very positive experience.** They come better prepared in case I call on them. **They all concentrate because it is a hands-on task, and they listen to the feedback as we go."**
Setting basic rules	1	**TF3**: " Students have a tendency to consider writing a difficult subject. **In order to familiarize them with written production, we need to reinforce their writing skills by setting basic rules** as far as grammar and mechanics are concerned."
Continuous feedback	1	**TF3:** "In addition, students also require **continuous feedback from the teacher."**
Using multiple drafts	1	**TF4: "I also model writing, focusing on editing and revising processes.** This helps students see that writers need **to work on multiple drafts** and that writing takes a lot of time and effort, and that progress might not be

		instantaneous."
Reassuring students	1	**TF4: "I usually tell students that professional writers too experience anxiety about their writing**. If students persist, they can slowly improve their writing skills and acquire more confidence."

Table 6.34 shows that some of the subjects emphasized the importance of allotting sufficient time to the teaching of writing, while others believed that students should be given more opportunities to write in class. One of the participants (TF1) stated that practice in onsite classes was more beneficial for her students as they wrote on the board and received feedback on the spot. Another teacher (TF3) recalled her experience of setting the basic rules of grammar and mechanics with the objective of familiarizing students with writing. This subject even added that students needed continuous feedback that they gained from the teachers' explanations.

As for TF4, the use of multiple drafts in writing was a practice that fostered support in her students, who learnt that progress in writing could not happen out of a sudden. It was rather based on a gradual process in terms of effort and time. The same participant referred to reassuring students as one of the experiences she used to reduce anxiety in her students. She explained that students gained more confidence in themselves when they heard that even professional writers had the nightmare of writing anxiety.

In this chapter, we presented the results of the teachers' questionnaires in different sections. The next chapter is devoted to the discussion and interpretation of the results in relation to the research questions and the

theoretical background. The final section of the next chapter deals with some pedagogical implications for classroom practice.

CHAPTER SEVEN

Discussion, Interpretation of the Results,

and Pedagogical Implications

This study was undertaken to address issues related to anxiety in EFL writing. In the present chapter, the results and findings are further discussed within the scope of our research questions. Thus, the discussion and interpretation are included to attempt forward in answering the research questions. The first part deals with anxiety specific to EFL writing in an Algerian university context. Next, sources of EFL writing anxiety are examined. The third part focuses on the effects of increased exposure on anxiety in writing. The fourth part considers the possible anxiety levels that might interfere during some writing tasks. The final part covers teachers' perceptions of Moodle implementation in hybrid teaching and its effects on students' writing anxiety. In addition to that, this chapter provides pedagogical implications that derive from the present study and language writing anxiety literature.

7.1. Discussion of the Results and Interpretation of the Findings

7.1.1. Writing Anxiety among EFL University Students

Research Question 1:

Does anxiety specific to writing in a foreign language exist among Algerian EFL university students?

To address this research question, we have considered items of the FLWASQ and qualitative results that examined behavioural signs of anxiety in EFL writing, namely those yielded from the focus group interviews. Besides, data about limited self-expression in writing is provided. Some of the FLWASQ items received moderate to high scores on the part of the participants in the study. Thus, commentaries are given by referring to the overall endorsement of specific statements. A synthesis of answers is shown in table 7.1:

Table 7.1

Summary of the FLWASQ Answers on Behavioural Signs of Anxiety

Items	Group One		Scale	Group Two	
	N°=84	**%**		**N°=84**	**%**
24	44	52.38	A	52	61.90
	29	34.52	D	21	25
	11	13.09	U	11	13.09
37	29	34.52	A	45	53.57
	45	53.57	D	26	30.95
	10	11.09	U	13	15.47
29	33	39.28	A	31	36.90
	40	47.61	D	36	42.85
	11	13.09	U	17	20.23
10	47	55.95	A	52	61.90
	27	32.14	D	20	23.80
	10	11.90	U	12	14.28
48	26	30.95	A	34	40.47
	48	57.14	D	35	41.66
	10	11.90	U	15	17.85

	45	53.57	A	47	55.95
44	26	30.95	D	21	25
	13	15.47	U	16	19.04

Language anxiety researchers have defined anxiety as a unique construct of feelings, beliefs, self-perceptions, and behaviours that could be encountered within the context of language learning (Horwitz et al., 1986; Cheng, 2002; MacIntyre & Gregerson, 2012; MacIntyre, 2017). Students' reactions and behaviours of general language learning anxiety, regardless of the receptive or productive aspect of language, might be similar to those experienced in writing. In this study, students endorsed positively statements like (24) **"I often forget words I know when I write in English"**. Forgetfulness as one of the signs of anxiety might increase feelings of stress and worry for the EFL writers. More than half of the subjects agreed with item (24), (52, 38 % from group one, and 61.90% from group two). Likewise, more than a third (34.52%) of first year students and a higher percentage of third year students (53.57%) endorsed item (37) **"I feel so stressed before handing in a paragraph or an essay"** positively. Moreover, an interesting number of the subjects from both groups reported writer's block whenever required to write in English. Those students agreed with item (29) **"I feel sometimes blocked when asked to write in English"** , (47.61 % from group one, and 42.85% from group two).

Furthermore, other results exploring 'lack of concentration' yielded consistent findings. Although we assumed in our initial results that advanced students were likely to suffer from a lack of concentration in writing compared to the less advanced students, many students agreed with items (10) and (48). To explain this, more than half (55.95%) of first year students and over two thirds (61.90%) of third year students endorsed item (10) positively, **"I can never concentrate under time pressure when asked to write in class"**. Regarding item (48) **"I often loose concentration when I write in English"**, over a third of first year students (30.95%) and 40.77% from group two agreed with the same item.

It is worth noting that apart from those behaviours reflective of writing anxiety, learners' perceptions of competence might produce some levels of anxiety. In this concern, we refer notably to the results of the FLWASQ on statements about perceptions of self-expression in EFL writing. In language production, learners might be over-concerned by their performance. If we observe the results for item (44) **"I have a lot of ideas, but I can't express them when I write in English. This makes one worried"**, more than half of the subjects in both groups expressed agreement with it (53.57% from group one, and 55.95 % from group two).

The results of the FLWASQ corresponded in many cases with the respondents' comments in the focus group interviews. In describing their general feelings towards EFL writing, low ability interviewees provided rich data that reflected negative emotions in writing classes. First year students recalled some of their experiences of negative affect in EFL writing. They reported feelings of stress and discomfort especially at the pre-writing stage. Some students spoke about "uneasiness" in writing that would stem from poor vocabulary knowledge, while others expressed " feelings of confusion" related to writing.

Besides, the findings of focus group interviewers with advanced students revealed some other behavioural indicators of writing anxiety. Presumably, interviewees described writing as a "complex process" that generates anxiety. Writing in particular is more challenging than speaking as it is based on "topic knowledge" and "organization of ideas". Failing to do so leads to anxiety for advanced students. It is clear that even with high levels of proficiency, students suffer from anxiety.

As cited earlier, fear of limited self-expression and the degree of self-perceptions, would highly influence anxiety levels in writing. More than half of the subjects in the present study expressed worry over limited self-expression when answering the FLWASQ. The findings of the focus group with first year students echoed such concerns. Many of the interviewees felt confused and stressed whenever they failed to express ideas and thoughts in writing. That clearly created "discomfort in writing", especially when thinking about the teacher who would read that work. In addition to that the degree of "uneasiness" and "discomfort" was found to be higher with third year students as they were negatively influenced by "feelings of self-

consciousness". The respondents described some signs of anxiety and appeared to worry about "providing irrelevant answers in writing" or being off-track.

The findings of the current study suggest that significant anxiety is experienced by many students in relation to specific aspects of EFL writing. Most of the FLWASQ items indicative of behavioural signs of writing anxiety were supported by a third, or more than half of the students who took part in the study. Moreover, data from focus group interviews helped in understanding some of the negative feelings peculiar to writing anxiety.

Additionally, the collected data from teachers' questionnaires reflected the degree of teachers' awareness about the presence of writing anxiety in their classrooms. The frustration linked to writing could be produced whether in class or outside classroom setting. For some teachers, students are anxious as they fear negative evaluation and worry about being ineffective. Most teachers ranked writing as demanding since students complain about the difficulty of writing and lack confidence in themselves. As a consequence, such learners are likely to be nervous and worried about writing.

Our results are consistent with those of Cheng (2002, 2004b), Zhang (2011), Gkonou (2011), and Rezaei and Jafari (2014). In those studies that relied on quantitative research methods, the results of the questionnaires showed a high level of anxiety in writing. Students were found to suffer from great levels of anxiety that researchers categorized as cognitive anxiety. Such a component is believed to be essential in writing anxiety as it accumulates worry or fear of evaluative situations.

7.1.2. The Link between Increased Exposure and Anxiety in EFL Writing

Research Question 2:
Does anxiety in foreign language writing vary with increased exposure to the target language?

The second research question of the present study attempts to shed light on the relationship between exposure to the target language and students' levels of anxiety in writing. On the basis of the research results, it might be inferred that writing anxiety does not necessarily decrease as learners' proficiency in EFL increases. The way

anxiety influences learners of different proficiency levels is likely to be the result of context and specific situations depending on group category. In our discussion, we mainly refer to data that yielded distinctive results. The preliminary quantitative results of the FLWASQ are synthesized in table 7.2:

Table 7.2:

Summary of the FLWASQ Answers on Limited Self-expression in Writing

Items	Group One		Scale	Group Two	
	N°=84	%		N°=84	%
2	55	65.47	A	70	83.33
	18	21.42	D	06	07.14
	11	13.09	U	08	09.52
51	50	59.52	A	55	65.47
	16	19.04	D	23	27.38
	18	21.42	U	06	07.14

The data elicited from the FLWASQ to investigate anxiety over limited vocabulary in EFL writing showed discrepancies between various sets of results within both groups. As can be noticed, advanced students demonstrated exceeding levels of anxiety related to vocabulary knowledge compared to beginner students. A very high number of the subjects (83.33%) from group two agreed with item (2) **"I sometimes have difficulties in finding the right vocabulary in writing",** as opposed to fifty-five (65.57%) students from group one. The same variance of scores was even observed with the subjects' answers to the FLWASQ on item (51) **"I worry a lot about vocabulary when I write paragraphs or essays in English"**. Over half of the participants (59.52%) from group one endorsed statement (51) positively compared to more than two-thirds (65.75%) from group two. This implies that high ability students

could be worried when they fail to find relevant vocabulary in writing. Such a situation might engender negative expectations for apprehensive writers, especially with an advanced level of proficiency.

Most of the interviewees from group two seemed to be negatively influenced whenever they encountered difficulties in writing that essentially stemmed from vocabulary inadequacies. They overtly expressed worry about vocabulary, as they would fear repetitions in writing. They would worry about the way they convey meaning to the reader. Some others referred to worry about spelling and topic relevance. In other words, advanced students are affected by many aspects of the fear of negative evaluation.

As far as writing tests are concerned, the scores of the subjects displayed different results as well. As reported in table 7.3, the subjects from group one scored less than those from group two. More than two-thirds of low ability students (71.42%) and a high number from group two (78.42%) agreed with item (54) **"I worry about having bad grades in writing tests"**. We could assume that testing in itself might generate anxiety whenever students link it to getting bad grades in writing tests.

Table 7.3

Summary of the FLWASQ Answers on Anxiety and Time Pressure in Writing

| Items | Group One | | Scale | Group Two | |
	N°=84	%		N°=84	%
15	65	77.38	A	68	80.95
	14	16.66	D	09	10.71
	05	05.95	U	07	08.33
23	50	59.52	A	55	65.47
	20	23.80	D	22	26.19
	14	16.66	U	07	08.33

	58	69.04	A	73	86.90
25	20	23.80	D	06	07.14
	06	07.14	U	05	05.95

The last aspect to be dealt with is devoted to the results depicting anxiety and time pressure in writing. It can be observed from table 4.3 that students regardless of their proficiency levels, scored positively items (15) , (23), and (25) of the FLWASQ. Advanced students appeared to be negatively influenced by time constraints compared to beginners. Over two-thirds (77.38%) of the subjects from group one and a higher number (80.95%) from group two agreed with item (15) **"When I write under time pressure, I forget many words I know in English."** In the same vein, differences in scores could be noticed if we consider item (23) **"The most fearful situation in class is to write under time pressure"**, as beginners scored lower than advanced students. To be more precise, more than half of the subjects from group one (59.52 %) endorsed item (23) positively, while slightly a higher number from group two (65.47%) agreed with the same item. The same situation is likewise recurrent with item (25) **"I feel stressed and confused when I have limited time to write in class"**, since the percentage of agreement is very significant with high ability students, as the vast majority (86.90%) agreed with the statement compared to fifty-eight (69.04%) of low ability students.

It seems that feelings of "confusion and stress" are likely to be encountered whenever students meet time limits in writing. In the focus groups, most of the interviewees, confirmed that limited time contributed to increasing their anxiety levels in writing. That was reflected in different instances. Respondents from group one anxiety over time constraints was manifested in "lack of concentration", "bad handwriting", physical signs like "trembling and sweating", and "negative self-mage". Conversely, the high ability interviewees perceived time pressure differently, as they recalled "high anxiety" over time constraints, "writer's block", "difficulty of time management", and "severe tiredness" when given too much time to write in class.

All in all, the results and findings exploring limited vocabulary knowledge in writing, writing tests, and time constraints suggest that learners of different ability levels might be subject to moderate or high anxiety in writing. The subjects of the study appeared to be negatively affected by anxiety, depending on specific aspects of EFL writing. This means that exposure to the target language would not be the only responsible factor in reducing or augmenting writing anxiety for the EFL apprehensive writers.

Although language anxiety was found to be negatively correlated with language achievement and course grades in many studies (Horwitz, 2010; Horwitz, 2001; Horwitz et al., 1986), the findings of the current study do not support most previous research. MacIntyre and Garder (1991) have already hypothesized that as experience and proficiency increase, anxiety declines in a fairly consistent manner. Our findings provide partial support for such assumptions. Most conclusions about anxiety and increased exposure derive from studies conducted in intensive language learning settings rather than regular classrooms. The only study that is consistent with our findings is that of Zhang (2011) on EFL writing anxiety among Chinese English majors. In Zhang's (2011) study, English writing anxiety appeared to increase with increased time of study.

7.1.3. Sources of Writing Anxiety Specific to the EFL Algerian Students

Research Question 3:

Which sources are likely to cause anxiety in foreign language writing for students of different proficiency levels?

The third research question in this study sought to determine factors that might contribute to anxiety in foreign language writing. As highlighted in the review of the literature, foreign language writing anxiety is theorized as a complex, multi-dimensional constant that stems from a number of intervening variables. An analysis of the data sets from the present study (mainly from the students' questionnaires and focus group interviews) indicates that anxiety in EFL writing derives from a cluster of sources that range from personal to instructional ones. Within this line of thought, the results on sources of writing anxiety are presented along with the major categories and

subcategories of the questionnaires and focus group interviews. The choice of sources ranking depends essentially on the frequency of scores within the sample of the study. For some of the assumed sources, it would be out of reach to draw a clear cut between the type of the source itself in terms of being an internal drive or an external one. Presumably, six sources of writing anxiety are discussed in this part:

7.1.3.1. Fear of Making Mistakes

Language students exhibit concerns over others' evaluations. Others refer to the teacher and classmates. Having mistakes corrected is one of the pedagogical practices that might lead to anxiety in writing. The results of the present study revealed that fear of making mistakes in writing was likely to create considerable anxiety for many of the participants. Most first year students (82.14%) and more than two-thirds of advanced students (72.61%) agreed with item (1) of the FLWASQ **"I worry about making mistakes in writing"**. Moreover, data from the background questionnaire echoed many of the participants' considerations when asked about what worried students most in writing classes, fear of making mistakes ranked first. For low ability students, fear of grammar mistakes (26.19%), fear of spelling mistakes (22.61%), and fear of vocabulary choice (21.48%) were referred to as sources of anxiety in writing. Likewise, advanced students identified fear of grammar mistakes (22.61%), fear of spelling mistakes (13.09%), and fear of vocabulary choice (35.71%) as important factors triggering writing anxiety.

Additionally, the subjects' comments in the focus group interviews reflected the questionnaires' results. The majority of the respondents described making mistakes in writing as one of their major sources of anxiety. First-year students repeatedly cited fear of grammar or spelling mistakes. Besides, comments from high ability students corroborated the view that learners fear negative evaluation. They mentioned fear of vocabulary choice, sentence structure, and spelling mistakes.

The results given in the teachers' questionnaire are also in accordance with the students' identification of fear of making mistakes as an important indicator of anxiety in writing. Most teachers of first year writing classes believed poor grammar (N=08) ,

and limited vocabulary (N=05) to be the sources of writing problems for students. Teachers of third year classes have also described similar views. All teachers (N=3) perceived poor grammar and limited vocabulary as representing difficulties, even at an advanced level of writing proficiency.

The results of our study are consistent with previous work within the framework of fear of negative evaluation. In Cheng's (2004b) study, many of the participants ranked fear of making mistakes as one of the sources of writing anxiety. They held the belief that good writing is error-free. The researcher suggested that such belief stems from educational experiences when teachers put great emphasis on accuracy in writing classes. In the same vein, researchers like Rezaei and Jafari (2014) categorized "fear of teachers' negative judgement" as a factor underpinning writing anxiety. Language students express an over concern about accuracy in writing as they are afraid of not meeting teachers' high expectations. Thus, anxiety is problematic in language writing at different phases. Such anxiety can inhibit learners' capacity to communicate their own ideas in both speech and writing (Williams et al., 2015).

7.1.3.2. Lack of Topical Knowledge

In writing classes, students can be apprehensive when required to write about unfamiliar or unknown topics that they are not familiar with. Anxious students might resort to withdrawal or avoidance behaviour to cope with such situations. Our finding confirms "topic unfamiliarity" as a correlate of EFL writing anxiety. In question (35) of the FLWASQ **"In my writing class, I avoid to write about some specific topics"**, more than two-thirds of the subjects (65.47% from group one, and 64.28% from group two) endorsed the statement positively. It is possible that when students are involved in unfamiliar situations, such as writing about novel topics, they can experience frustration and avoid the whole situation as a consequence. This result was even shown in the background questionnaire data. While first year students ranked "lack of ideas related to the topic of writing" as a anxiety-provoking factor, third year students reported "worry that ideas would not convince the teacher".

Researchers in second language writing pointed out that topical knowledge might influence learners' willingness to write and degree of easiness in EFL writing (Hyland, 2004; Cheng, 2004b). Our findings lend support to such assumptions. The results of the present study imply that a lack of topical knowledge or novelty could have detrimental effects on the apprehensive EFL writer. Language learners are confronted with a dual task performance: thinking about the newness of the situation and struggling behind their actual writing performance. This might be suggestive for EFL writing teachers that students of varied ability levels could be anxious and avoid writing in specific settings where writing might be enhanced and developed whenever given unfamiliar topics. It might be deduced accordingly, that students' background knowledge is of crucial importance when teachers design writing tasks for their students.

7.1.3.3. Inadequate Writing Competence

The inability to find relevant vocabulary to express one's ideas, or to employ to the right grammar structure presented one of the greatest sources of anxiety for most of the students surveyed in the present study. Students encounter difficulties in writing due to their immature command of vocabulary in the target language. This would, in turn, increase levels of anxiety for the apprehensive EFL writer. This assumption might be possible if we consider the set of data yielded for items (2) and (51) of the FLWASQ respectively.

Over two-thirds (65.47%) of low ability students and the majority of advanced students (83.33%) agreed with statement (2) **"I sometimes have difficulties in finding the right vocabulary in writing"**. In similar cases, failing to find the relevant vocabulary would lead to fear and worry. If we observe the results of the FLWASQ on item (51), it is clearly shown that more than half of the subjects in both groups (59.52% from group one and 65.47% from group two) endorsed positively the statement **"I worry a lot about vocabulary when I write paragraphs or essays in English"**. As previously mentioned in the preceding section, any performance in the target language is likely to challenge the EFL writer's self-image as a competent individual. In the focus group interviews,

advanced learners were shown to be more prone to anxiety in writing due to a lack of vocabulary knowledge as opposed to beginner students.

Anxious students could also have problems with grammar and mechanics in writing that might increase their feelings of inadequacy in writing. As shown in table 7.4, more than half of the subjects (58.33% from group one and 57.14% from group two) disagreed with item (45) of the FLWASQ **"I don't worry about making grammatical mistakes in writing"**. Besides, about a third of the participants (33.33% first year students and 27.38% third year students) endorsed positively statement (53) **"Punctuation and grammar are very difficult in English writing"**.

Table 7.4

Summary of the FLWASQ Answers on Anxiety about Writing Inadequacies

Items	Group One		Scale	Group Two	
	N°=84	%		N°=84	%
45	26	30.95	A	25	29.76
	49	58.33	D	48	57.14
	09	10.71	U	11	13.09
53	28	33.33	A	23	27.38
	39	46.42	D	46	54.76
	17	20.23	U	15	17.85

Possible explanations for the anxiety caused by inadequate writing competence could be traced in qualitative data as well. In the focus group interviews, the subjects cited fear of grammar' and vocabulary, fear of spelling and punctuation, sentence structure, and limited self-expression several times. Such findings are in agreement

with Harmer's (2004) speculation that students' reluctance to write in English could stem from their anxieties about spelling or even their ability to construct sentences and paragraphs. Students' insecurities are expected to be reinforced as they are incapable of completing writing tasks successfully. Williams, Mercer, and Ryan (2015, p.87) referred to the relationship between anxiety, using a foreign language, and self-expression. They explained that:

> Using a foreign language is closely connected with self-expression and if we feel limited in our ability to communicate personally meaningful messages, than we may feel that we are not projecting what we consider to be an accurate reflection of ourselves. This limited and restricted form of self-expression and the ensuing frustration can be extremely face-threatening and can undermine our sense of self confidence, and feelings of security.

Those remarks compare reasonably well with the results of the present study. EFL writers might develop "feelings of inadequacy" as language learners due to problems with writing competence. Limited self-expression would in turn augment feelings of negative affect for the apprehensive EFL writers.

7.1.3.4. Time Constraints

Students' answers to statements (15) and (23) indicated that EFL writing could be highly influenced by time pressure. As described in the FLWASQ results, a very important number of participants from both groups expressed that time constraints could be an anxiety-generating factor in writing. Over two-thirds (77.38%) of low ability students and a higher percentage (80.95%) of high ability students agreed with statement (15) **" When I write under time pressure I forget many words I know in English"** . Furthermore, the data gathered for item (23) **" The most fearful situation in class is to write under time pressure"** provided support for our assumptions. The issue of time constraint was recurrent as more than half of the subjects (59.52% of first year students, and 65.47% of third year students) endorsed positively item (23).

In the same vein, time pressure was depicted through the qualitative findings of the focus group interviews. Most first year students' frustration about time restrictions in EFL writing was reflected in their comments. They spoke about

frustration as causing confusion, a lack of concentration, bad handwriting, and a negative self-image. For third year students, time restrictions appeared to be problematic in writing with varying degrees. For most of the interviewees, time pressure in writing was likely to alter depending on topic choice and familiarity. For others, it was a matter of time management difficulty or tiredness when given too much time to write in class.

Overall, the above results could be interpreted in light of existing literature on time constraints and writing anxiety. Our study provides support to Cheng's (2004b) and Zhang's (2011) hypothesis that time restrictions could produce writing anxiety. Under time constraints, "writing anxiety not only is psychologically damaging to L2 learners, but in some cases, can result in pre-mature editing and writing blocks" (Cheng 2004b, p. 49). Likewise, Zhang (2011) has speculated that writing is a productive activity that is strongly influenced by time pressure. It is important to note that not only a limited amount of time could lead to writing anxiety. In our study, it has been demonstrated that even when given too much time to write, learners suffer anxiety levels as they feel much pressure on them. This implies that time in writing is an aspect that should be carefully managed, bearing in mind EFL students' readiness and preparation in writing classes.

7.1.3.5. Competitiveness and Peer Editing

From a broad perspective, studies on language anxiety suggest that anxious learners fear being less competent than their counterparts within the same group members, or being negatively evaluated (Horwitz et al., 1986). In the anxious learner's mind, the "others" are typically the learner's classmates or simply an idealized self-image (Bailey, 1983). The construct of competitiveness in writing as one of the probable anxiety-provoking factors was explored in the present study. A summary of the yielded results is given in table 7.5:

Table 7.5

Summary of the FLWASQ Answers on Competitiveness and Peer Editing

Items	Group One		Scale	Group Two	
	N°=84	%		N°=84	%
43	45	51.19	A	22	26.19
	32	38.09	D	46	54.76
	07	8.33	U	16	19.04
26	32	38.09	A	52	61.90
	37	44.04	D	22	26.19
	15	17.85	U	10	11.90

An analysis of the results demonstrated that more than half (51.19 %) of the subjects from group one agreed with item (43) **"I compare the paragraph essay I write in English to that of my classmates". This** means that low ability students would excel in comparisons to their classmates in writing classes. That was somehow different with advanced students, as only less than a third (26.19%) agreed with item (43). In addition to that, significant results were given for item (26) **"It is not necessary to compare my writing to that of my classmates".** The participants' scores on item (26) helped in exploring the discrepancy in the set of results for both groups. While about half (44.04%) of first year students believed in the usefulness or the necessity of comparing their writing to that of their classmates, about two-thirds (61.90%) of third year students found that unnecessary. This might imply that advanced students are less affected by competitiveness in EFL writing compared to beginners.

Fear of being or appearing less competent could be closely linked to competitiveness. According to the FLWASQ scores depicting students' preferred

modes of correction, a moderate number of the subjects in the study believed in peer editing as a stressful classroom practice (see table 7.6) . More than a third of the subjects (36.90 % first year students and 30.65% third year students) rejected statement (6) **" It is less stressful for me if my peers evaluate and correct my writing in class."** That was even justified by fear of making mistakes and feeling shy if "others" discover that in class. The subjects' responses on item (30) were significant, as they (22.61% from group one and 22.41% from group two) endorsed positively item (30) **"In peer editing, I feel too shy when my classmates discover my mistakes".**

Table 7.6

Summary of the FLWASQ Answers on Students' Preferred Modes of Correction

Items	Group One		Scale	Group Two	
	N°=84	%		N°=84	%
06	31	36.90	A	52	61.90
	31	36.90	D	26	30.95
	22	26.19	U	06	07.14
30	19	22.61	A	18	21.42
	55	65.47	D	59	70.23
	10	11.90	U	07	08.33

Considering the focus groups, the interviewees' comments correlated with those of the FLWASQ on items dealing with possible anxiety and competitiveness in writing. Some first-year students developed negative competitiveness as they expressed constant comparisons to their classmates, especially when required to read aloud their paragraphs in front of the class. Self-comparison to other classmates might lead to low self-confidence and create a "sense of incompetence" for the EFL writer.

As explained in the literature, "self-criticism" is one of the signs of anxiety that is caused by peers' constant comparisons. Conversely, the more advanced students expressed their desire to outdo their classmates, describing that as a source of motivation to improve their writing. From their comments, positive competitiveness appeared to be the prevailing feeling for most of the students. It is possible that negative competitiveness is likely to develop when learners are confronted with the experience of writing for the first time, as was the case for most interviewed beginners in the study.

When students compete with each other in writing classes, especially when teachers resort to peer editing, it is likely to trigger negative or positive emotions. That would essentially depend on students' perceptions of the situation and the way they view themselves as competent learners compared to others. It is important to note that writing teachers are advised to employ competition with great caution "given the risks it poses to group cohesion, the high anxiety it can cause for some learners, and the potential for exclusion of certain members of the class" (William et al. 2015, p. 37).

7.1.3.6. Self-esteem and Self-confidence

Contrary to our assumptions, self-esteem and self-confidence are classified as the least influential sources of writing anxiety in the present study. The FLWASQ results were not that helpful in detecting a possible link between self-esteem, self-confidence, and anxiety in writing. Yet, it was shown that such variables could provoke moderate anxiety for some of the students. Although more than half of the subjects agreed with item (14) **"When I write in English, I feel self-confident"**, 19.04% from group one and more than a third (33.33%) from group two were undecided about the same statements. The undecided option is provided in an attempt to clarify the neutral position taken by a third of the subjects. On the scale of the FLWASQ, less than a third of the subjects (16.66% of first year students and 10.71% of third year students) disagreed that they would feel self-confident when they wrote in English.

Feelings of self-judgements and self-esteem are shaped by people around individuals. Students might have negative judgements about their abilities to write in

English. In our study, many of the participants believed that their writing was as not good as the way they expected it to be. About half of first year students (45.23 %) and more than half of advanced students (58.33%) agreed with item (27) of the FLWASQ **"I am not satisfied with my level in English writing."**

Data from the focus group interviews helped to explain that self-confidence and self-esteem in writing are likely to interact with other variables instead. Low ability students justified that self-confidence in writing would depend on learners' good mastery of writing skills, familiarity with the assigned topics in class, and vocabulary knowledge. Besides, the interviewees recalled some classroom practices that have negatively influenced their self-confidence and self-esteem. Thus, negative experiences in writing could cause feelings of incompetence and discomfort for apprehensive students. In contrast to such views, high ability students reported other explanations. Their responses reveal that teachers have an influential role in lowering or increasing self-esteem and self-confidence in writing classes. The interviewees mentioned that their positive or negative experiences shaping self-esteem and self-confidence in writing derived essentially from the impact of the teacher, their uneasiness in writing, and the novelty of the writing course.

On the whole, the results of our study differ from findings of other research studies on writing anxiety. In the studies of Cheng (2004b), Zhang (2011), and Rezaei and Jafari (2014), self-confidence was found to greatly influence learners writing anxiety. For instance, the majority of the participants in Cheng's (2004b) study expressed disruptive emotions in the process of writing and learning to write in English. According to the researcher, those negative emotions had roots in learners' self-confidence. Students' lack of experience and knowledge of academic English writing would cause feelings of uncertainty and insecurity about what is expected from them when they write.

Likewise, in Zhang's (2011) study, more than two-thirds (63%) of the subjects reported a lack of confidence in L2 writing achievement and improvement. The author suggested that students' frustration might come from high expectations of the objectives, but low confidence in their English writing achievement. Even in Rezaei and Jafari's (2014) study on EFL Iranian students, low self-confidence was found to be

detrimental to EFL writing. Accordingly, we deduce that results obtained in Asian contexts might be different from those derived from North African contexts like Algeria.

Having discussed the possible sources of foreign language writing anxiety, the next part will be devoted to writing tasks. Such an issue will be analyzed with the assumption that language students might have specific affective reactions whenever required to do some writing tasks in class.

7.1.4. Anxiety and Writing Tasks

Research Question 4:

Does anxiety vary with specific tasks in foreign language writing?

Research into the influence of anxiety on language skills has been conducted mainly with the objective of scrutinizing anxiety as a predictive factor of language learning achievement, success, or failure. There is little research that examines the real time influence of anxiety on writing performance. To date, research studies on anxiety in language learning have essentially dealt with the remembering selves at the expense of the experiencing selves. Kahneman and Riis (2005) distinguished between the introspective, in the moment response of "the experiencing self" and the reflective evaluation that depends on authentic retrieval of feelings peculiar to "the remembering self ."

Our fourth research question aimed at analyzing the dynamic mechanism of anxiety that possibly affects students' writing in completing four writing tasks. The participants of the writing tasks experiment were asked to rate their levels of anxiety during three phases of tasks performance on an anxiety scale (see **Appendix 3**). The scores of students' ratings on the scale of **time 1** (pre-writing), **time 2** (while- writing), and **time 3** (post-writing) were considered to indicate the levels of the subjects' writing anxiety for each task.

The results obtained for both groups in the cloze test demonstrated high anxiety at the pre-writing phase (**time 1**) especially for first year students (40%). During the while writing phase (**time 2**), there were varied results as third year students reacted differently to the first writing task, reflected in the levels of anxiety, as more than a

third (36%) of the subjects in group two selected high anxiety on the scale compared to 20% of first year students. Writing anxiety arised during the first parts of **task1** performance and appeared to increase in **time 2** (while-writing), especially for the advanced students. The effects of such possible negative effect of anxiety was also found in students' scores for the cloze test. While about half of the subjects (48%) from group one managed to get a full score in task one, a similar number of third year students (48%) obtained below average scores.

As suggested in the literature, word choice could be problematic for language students with less practice in writing (Al-Shboul & Huwari, 2015). Moreover, there is the assumption that students might be afraid to make mistakes. Though the task was done separately and not counted in students' overall grades, reactions to task performance revealed a perfectionist attitude, especially for advanced students. The results are in accordance with Dewaele's (2017b) view that the perfectionists' inability to fulfil others' expectations, their inability to avoid criticism and negative evaluation are closely related to anxiety.

Anxiety influence on task performance was also considered through the sequencing scrambled sentences task (**task 2**) anxiety was high for more than a third (36%) of first year students and 24% students from group two. The levels of anxiety even stayed rather strong for low ability students (44%) during the while writing phase and the post writing phase (44%). Although the anxiety levels remained high for many of the subjects in group one, especially in **time 1** and **time 2**, two-thirds of the students (group one) succeeded in getting scores from above average to a full score. Accordingly, we might deduce that not all types of anxiety are detrimental to the EFL writer. Some moderate levels of anxiety could have positive effects on students and facilitate performance in writing.

The subjects' ratings on the anxiety scale and the overall **task 3** performance (grammar and mechanics) yielded discrepancies in the set of results. An analysis of the anxiety ratings demonstrated that high ability students experienced discomfort that was likely to increase from the pre-writing phase (32% selected high on the Anxiety Scale) to 44% in the while writing phase. The negative impact of anxiety was also shown in

the students' scores on the grammar and mechanics task. Most third-year students failed to get good scores in **task 3**. Even with an advanced level of proficiency in the target language, students' degree of self-consciousness is likely to influence performance. As mentioned previously, fear of negative evaluation could be high with adult learners who constantly compare the self in the EFL with the self in the L1 as a competent individual. Our findings, confirm previous research studies in language anxiety and the degree of self-consciousness in EFL performance (Cheng, 2004b; Zhang, 2011).

Writing tasks of free type might not be that appealing for some language students. Anxiety levels could influence students' performance, namely at the process and output stages. The results of the free writing task (**task 4**) showed significant results in all of the different stages of the task competition. In the pre-writing phase (**time 1**), third year students scored higher than first year students as they selected very high (16%) or high (32%) on the anxiety scale as opposed to first year students (8% selected very high, and 12% endorsed high) . Choosing the topic and finding relevant ideas might not be an easy task for students especially the advanced ones. The influence of anxiety created a difficult situation for third-year students, especially in topic selection in **time 1.** Although students exhibited high levels of anxiety as given on the anxiety scale, about half of the subjects (48%) managed to obtain above-average in the free writing task.

In the next part, we shall attempt to answer the fifth research question that deals with the impact of Moodle inclusion in the teaching of writing skills on students' anxiety about writing.

7.1. 5.The Impact of Moodle Implementation on Students' Writing Anxiety

Research Question 5:
To what extent has Moodle implementation had any impact on students' writing anxiety?

To answer our fifth research question that was added to update the current research study, it is vital to refer to the teachers' overall assessment of Moodle

inclusion to their teaching, namely that of the writing skills. The results of the follow-up teachers' questionnaire administered to first-year teachers revealed that although teachers used the e-platform to teach writing with varying percentages (from 30 % to 70 %), they admitted having faced difficulties in using Moodle as a university official platform. Compared to face-to-face classes, the surveyed teachers associated their hurdles with four major reasons (**Question 2**): lack of interaction with students, the scarcity of practice sessions in writing classes, lack of students' motivation, and the discrepancy between on-site and online classes. According to those teachers, students did not take Moodle classes seriously as they showed less engagement via the internet. These findings are consistent with those of Ghounane (2022) and Ghounane and Rabahi (2023) who found that many students did not have sufficient knowledge of using e-platforms like Moodle, suffered internet connection problems, lacked interaction with teachers, and were de-motivated. Those factors, according to the aforementioned authors, had just decreased students' engagement in Moodle classes.

In what concerns teachers' experience of teaching writing to first-year classes during the lockdown in terms of various aspects (**Question 3**), the teachers had different attitudes. The results indicated that teachers encountered difficulties over adapting to the new mode of teaching to which they were not accustomed to. As it was imposed by the Ministry of Higher Education and Scientific Research, they confessed that they were struggling, as they were simply unprepared for hybrid teaching. With teachers' unfamiliarity with e-platforms and new technology devices, the selection of suitable teaching materials relevant for hybrid teaching represented one of their greatest challenges, if not worries.

It seems like the whole experience was frustrating for most of the teachers, especially when it comes to assessing students' writing, as suggested by the results of the follow-up questionnaire. Surprisingly, the teachers expressed overtly that they faced major obstacles when collecting back students' answers. Even for those who endeavoured to schedule tests and exams via e-mail, that option had just exceeded teachers' tiredness and required much energy on their part mainly in large classes. When the e-platform was introduced as a means of instruction in classes by the middle of the academic year 2020-2021, it solely functioned as a medium to post lessons for

students. On the basis of the questionnaire results, those students did not make huge efforts to study writing online. Very few students attempted to consult lessons online as they were unfamiliar with e-platforms like Moodle, had internet connection problems, or simply had no computers.

In trying to shed more light on the results obtained to answer our fifth research question, we refer to teachers' perceptions of students' experiences in writing through Moodle (**Question 4**). In our study, first-year teachers complained about students who failed to understand teachers' questions on Moodle , or did not show interest in using the platform. According to teachers, very few students managed to use the platform, and found some of the writing activities challenging and helpful. Moreover, the feedback teachers provided online did not seem to be appealing to students. For teachers, that could be justified by students' lack of motivation or few practice in face-to-face classes. Besides, for exams scheduled online using other forms (by e-mail or Google form) or on Moodle , teachers did not handle that easily. For them, students could cheat without being monitored, or might lack knowledge of information technology skills.

Regarding teachers' perceptions of students' writing anxiety in hybrid contexts (**Question 5**), the obtained results indicate that teachers considered Moodle teaching a stressful experience for most of their students. As justified by teachers, students felt unguided, did not trust online teaching a lot, were de-motivated, and expressed worry about poor performance in writing. The results of the questionnaire further displayed sources of writing anxiety as perceived by teachers in both contexts (**Questions 5** and **6**). First, the results gained from **question 5** generated six possible sources of students' writing anxiety in face-to-face classes. These include fear of negative evaluation, fear of poor performance, lack of ideas, lack of preparation, lack of grammatical and lexical assistance, and lack of self-confidence. Such results are in line with those yielded in the studies of Cheng (2004b) and Zhang (2011) who found similar sources of writing anxiety in their surveyed subjects.

Second, in online classes, students' sources of anxiety in writing are likely to be somehow different. On the whole, teachers mentioned a lack of proficiency both in English and writing, teachers' absence as students favour seeing the teacher in front of

them, the transition to new ways of teaching that students were not used to, and a lack of motivation. Those results, however, cannot be discussed in relation to other studies, as such research works are non-existent as far as our context is concerned. The only exception is probably with lack of motivation in students, as highlighted by Ghounane and Rabahi (2023) who examined Moodle in the Algerian EFL university context.

With the objective of tackling the issue of students' writing anxiety from various angles, the results of the questionnaire on **question 8** yielded interesting findings on teachers' perceptions of anxiety manifestations in their students. Most of the teachers were not even aware of behavioural indicators of anxiety in online classes. Only one teacher explained that students suffered from anxiety online as they exhibited task avoidance. Likewise, teachers reflected on some of the writing activities that might be anxiety-provoking. The results showed that essay and paragraph writing were very stressful on Moodle for students compared to face-to-face classes. Some topics for which students could not find hints or assistance on the internet were also likely to augment anxiety, according to those teachers. These findings were unexpected as they contradicted those of Adas and Bakir (2013), who postulated that writing activities conducted on Moodle in parallel with those in traditional classes could help increase students' enjoyment and improve writing outcomes.

Having discussed the research questions of the study, the subsequent part will be devoted to pedagogical implications for classroom practice.

7.2. Pedagogical Implications

The results and findings of the present study provide implications for classroom practice, namely in EFL writing instruction. In so doing, we shall refer to ways to alleviate foreign language writing anxiety that derive from existing research on language anxiety in general and writing anxiety in particular. Moreover, pedagogical proposals that relate directly to our study will be considered.

7.2.1. Dealing with Foreign Language Writing Anxiety

The existence of a specific type of writing anxiety has an important impact on teachers in instructional practices. From the results of our study, not all teachers

agreed upon the possibility of anxiety in writing in their respective classrooms. Due to the complexity of the affective construct, it would be over-simplistic to ignore anxiety negative effect, at least on some of the apprehensive EFL writers. We believe in Horwitz's (2010, 2017) recommendation that one of the crucial steps in reducing anxiety is to help teachers become aware of the possibility of anxiety in their classroom. Through this study, we wanted to make teachers hear their students' voices in terms of negative affect and negative emotions that might prevent students from success and achievement. As stated by Horwitz (2010, p.109): "Helping students reduce or overcome foreign language anxiety should thus be an important concern for all language teachers and language programs."

In line with the views proposed by anxiety experts (Horwitz, 2017, 2010; Rubio-Alcala, 2017; Williams et al., 2015; Gkonou,2011; Cheng, 2004b), and the findings of this study, the implications for writing classrooms instructional practice include the following:

1) **The Provision of Vocabulary and Grammar Practice**

The research outcomes of the study have shown that vocabulary and grammar inadequacies (lack of mastering vocabulary and grammar) contributed to anxiety levels for many of the subjects, especially the low ability undergraduates. Learning and affect are likely to be interrelated in classroom situations. This is especially crucial since students' self-images are more vulnerable when they do not master their vehicle for expression, that is language (Arnold, 2011). To cope with such situations where EFL writers could be intimidated due to the scarcity of relevant vocabulary, integrating vocabulary practice can be motivating for those students. Teachers of writing might use in parallel grammar activities that foster language accuracy for the sake of reassuring those students who might suffer anxiety levels. In this way, apprehensive writers would perceive the classroom as a safe setting where teachers supplement relevant activities of vocabulary prior to writing practice as writing requires self-exposure, especially when practised in class. It is important to reconsider ways that would aid students in managing that successfully.

In our study, students' limited self-expression influenced negatively many of the subjects. Writing teachers might find it useful to present vocabulary, including word choice and appropriate expressions, to increase learners' self-expression. Researchers like Gkonou (2011) even maintained that the development of practical writing skills, such as techniques for generating and expressing ideas would definitely make students feel psychologically more secure. Supplementing students with the language needed is likely to be a prerequisite for teachers. This includes helping students with vocabulary items, phrases, or even parts of sentences, depending on proficiency levels. Presumably, when students feel blocked to write, it is up to teachers to suggest ideas in an optimal way (Harmer, 2004).

2) The Selection of Topics in EFL Writing

As shown in the results of the study, the degree of topic familiarity, or newness might influence students' readiness to write and their anxiety levels. When teachers select topics in writing classes, they seldom give consideration to students' preferences as displayed in the teachers' questionnaires. Managing large classes was not an easy task for most of the teachers surveyed in the study. Others simply justified that difficulty of class management by lack of time either for topics choice or writing activities that reflect students' concerns. Part of the problems of imposing topics with less consideration of students' interest is the creation of boredom and lack of interest in students.

In the literature on writing anxiety, researchers consider that some instructional practices such as imposing topics on students might cause anxiety (Cheng, 2004b). Teachers are encouraged to be more flexible when they select topics for their students to write. What sounds interesting for teachers might not necessarily produce positive affect on the EFL writers. Therefore, giving students freedom to choose topics they care about or have interest in would help in finding personal connection to writing assignment and increase students' motivation (Cheng, 2004b). In large classes, for instance, teachers could use such practice once per semester to help students engage in writing by relying solely on their preferences.

3) Fostering Motivation and Increasing Self-confidence in Writing

Our findings suggest that teachers have an influential impact on modeling students' perceptions of success and failure in EFL writing. For those students whose anxiety stems from lack of motivation or low self-confidence, teachers have a great deal in alleviating that anxiety such students need to be helped so that they could identify their writing success areas (Cheng, 2004b). When teachers provide recognition to any of their students' efforts, they are likely to encourage them. One of characteristics of anxious writers is that they are unable to see anything good about their own writing (Cheng, 2004b). Along the process of learning to write is to guide students to set realistic goals and learn that success is the product of many attempts that cannot be linked to one single experience.

Since low self-confidence in writing is due to one's own evaluation about being less competent than others (Gkonou, 2011), teachers need to devote more time to help students construct "the writing habit" (Harmer,2004). This could be achieved by encouraging students to write freely in class or do that outside regular classroom sessions. When students feel comfortable, they could invest all their efforts to do better in their writing classes.

4) The Use of a Multi-draft Process

There is a variety of techniques teachers could use to support their students writing instead of focusing students on working on perfection in the first draft, it is preferable that teachers set various writing sessions or break down writing tasks into small manageable units (Gkonou, 2011). The other alternative to this practice is to divide the stages of writing into ones that could fit with students' progress and development in writing. Cheng (2004b), for instance advises teachers to encourage students to brainstorm in groups, and then free write in order to generate ideas.

In so doing, the EFL writer is reassured that he/she is not alone. It seems that such measures would create a sense of belonging among the group members. Thus, a culture of sharing is expected to develop as long as students go through the same experience of writing. To this end, Cheng (2004b) has carefully reminded teachers that

peer responses should be accompanied by clear guidelines. In this way, students take advantage of the multi-draft process. Students focus is essentially devoted to content rather than mere corrections of grammar points when they read each other's writings.

5) The Selection of Writing Activities and Tasks

Another implication of the present study would be to include a variety of activities and tasks that reflect students' areas of interest and vary from guided to semi-guided up to free ones depending on proficiency levels. Teachers should strive to find the necessary tools and ways to guide students into gaining the motivation to write in the sense that students forget about all negative feelings towards writing. The selected activities and tasks are those that make the writing classroom an enjoyable setting where learners develop successful contributions. Students' willingness to write could be gained when teachers respond to that by using creative and extended writing activities (Harmer, 2004).

Since writing is one of the modes of communication, engaging in communication requires active participation on the part of learners and this can be strongly influenced by the affective environment in which communication occurs (Arnold, 2019). Thus, teachers should strive to select the appropriate types of activities that promote a certain degree of challenge in the classroom (Harmer,2004). However, such selection could not be effective for EFL students unless it considers their emotional reactions to it. As such, when teachers select activities, it would be better that they choose engaging writing tasks (Harmer, 2004). Successful writing tasks are those that help in involving students intellectually and emotionally (Arnold, 2019; Harmer, 2004). The emotional involvement of learners goes beyond their active academic contribution. It is rather a matter of students' engagement in writing, where positive attitudes about writing are likely to develop. As recommended by Harmer (2004, p.84) :

> What teachers need to be able to do, therefore, is to help students enjoy their work and take pride in it and, at the same time, use what they have produced for correction without destroying the positive atmosphere which the tasks, hopefully, have created.

6) Implementing Group Work and Cooperation

An analysis of the results of the study as well as qualitative data clearly demonstrated the subjects' concerns over their fear of negative evaluation. To provide students with remedies, it is advisable to support them with ways in the sense that they change their real or simply unrealistic beliefs about the role of evaluation. Teachers could think of using group work from time to time, depending on the types of activities provided in their classes. Group work is necessary in writing classes where there is cooperation among students as they collaborate in generating ideas, collecting information, and structuring their texts (Hyland, 2003). Cooperative work is beneficial for students, especially in productive skills like EFL writing. Rubio-Alcala (2017) explains that cooperative work can also be used to foster a greater sense of belonging and create a less competitive classroom classmate.

There is a view among researchers that group work could be transformed into group discussion to learn about students' affective reactions. For instance, Cheng (2004b) referred to group discussion as a means to relieve the anxiety caused by the belief that learning to write well is a demanding task. Students could discuss that in small groups or with the whole class prior to writing; therefore, they might recognize that they are not alone in anxiety. This means that students are given the opportunity to verbalize their fear of writing in another language:

> It clearly would help if we can share with students our own experiences of controlling affective reactions as we compose-how we monitor our emotional states, allocate our energy, and encourage ourselves.

(Cheng 2004b, pp. 57-58)

However, in a context like ours, such practice is beyond reach, especially in large classes. Many of the students are not that receptive to the idea of verbalizing their anxieties. That might be viewed as a weakness, or simply a sign of failure on the part of those students.

7) Evaluation Procedures in Writing

As the participants in this study appeared to be greatly affected by corrections in writing, it is necessary to reconsider corrective techniques. That could be achieved by reducing negative impacts on students' psychological comfort in the writing class. Specifically, the subjects of the present study focused attention on the uncertainty involved in writing their ideas, not on the chance of making errors. This implies that instructors' manner of error correction and attitudes towards students' errors play a significant role in lowering writing anxiety, and shaping students' perceptions about errors (Cheng, 2004b).

Some measures, like selective error correction as proposed by Gkonou (2011), could be taken by teachers to aid students and help them overcome their writing anxiety. Teachers can provide comments that do not immediately accentuate the errors. In the same vein, Cheng (2004b) assumed that teachers could send the wrong message to students that their ideas and voices are not valued at all. This indicates that "excessive error correction" could damage the apprehensive EFL learner. Teachers are advised to find other alternatives like global error correction for the whole class, instead of directly focusing on individual written contributions most of the time. Moreover, the way teachers deal with mistakes and the kind of feedback they offer to learners, as well as the manner in which they give it, could contribute to the group atmosphere (Williams et al., 2015).

To provide feedback without inducing much anxiety, teachers need to take an understanding and friendly stance towards students' errors. (Cheng, 2004b). Students would gradually grasp the idea that errors are "unavoidable" as they contribute to the learning process regardless of the skill being taught. To use Williams et al's (2015, p. 89) description, teachers could work consciously " at modeling a positive attitude of growth and learning in which mistakes are seen as a healthy, normal part of the process of language learning."

8) Integrating other Skills into Writing

The findings of our study indicate that part of the subjects' frustration and discomfort come from a lack of ideas or unfamiliarity with the topics. Teachers are encouraged to combine writing with other subjects like speaking or reading. For instance, they might schedule a speaking activity prior to writing so that students can exchange ideas or reflect on new ones. Besides, teachers could pair writing activities with reading ones. Reading provides input for content and the means of its expression, as there is a positive link between writing and reading (Hyland, 2003). Instead of devoting reading and writing classes merely to first year undergraduates, it would be more appealing if the same continuum would be kept for all levels of undergraduate studies.

In many instances given by the subjects of the study, it was shown that learners with language difficulties are likely to suffer from anxiety, disinterest, and negative attitudes about writing. Reading seems to be a good solution for those students. As posited by Hyland (2003, p.15):

> At a lowest level, much of the content can be supplied to reduce students' difficulties in generating and organizing material, while at more advanced levels students are often required to collaborate in collecting and sharing information as a basis for composing.

Since students learn to write through a variety of modes, it might be of interest to use reading texts that are targeting the development of understanding the EFL culture. Our students learn to write by using correct grammar and vocabulary choice as well as rhetorical and structural knowledge. That would not constitute the end of the continuum. Students need to be exposed to EFL culture through reading, for instance, followed by writing. Assigned or voluntary reading has been shown to positively influence composition skills at various proficiency levels (Hyland, 2003). This might, to a certain extent, change students' attitudes. As explained by Harmer (2004), disinterest and a lack of self-confidence in writing derive from the students' fears that they have nothing to say. The unwillingness to write could be decreased by providing the necessary input to generate ideas, like using reading texts

9) The Teacher's Role as Facilitator

Some interesting research has been carried out on the gradual emergence of "Facilitation" in language teaching. Yet, when it comes to foreign language writing anxiety, facilitation has been less frequently addressed among writing researchers. Underhill (1999) provides an interesting distinction between the concepts of "Teacher" and that of "Facilitator". By teacher, it is meant a teacher in any educational setting who has knowledge of topics and familiarity with methods and procedures. The concept of facilitator is rather complex as it requires attention to the psychological learning atmosphere. The facilitator is not just a teacher. The concept goes beyond everyday educational practices since the facilitator implies:

> …. A teacher in any educational setting who understands the topic, is skilled in the use of current teaching methods and techniques and who actively studies and pays attention to the psychological learning atmosphere and the owner processes of learning on a moment by moment basis, with the aim of enabling learners to take as much responsibility for their learning as they can.

> (Underhill 1999, p. 08)

The findings of our study provided many instances of the ways teachers could significantly influence students' writing, be it positive or negative. Students would appreciate and learn better from teachers who are able to identify their weaknesses and provide appropriate measures. The teacher's role is vital when he or she acts as facilitator. For many apprehensive students, as it is the case for apprehensive EFL writers, anxiety represents "an emotionally and physically uncomfortable experience" (Horwitz 2010, p. 109). The type of roles that the teacher establishes with students can help to relieve anxiety, as it requires being aware of different classroom situations-specifically, how students feel and acting accordingly (Rubio- Alcala, 2017). In the writing classroom, for instance, when teachers care about learners especially those who suffer from linguistic or psychological difficulties, they could enhance students' security and increase levels of engagement.

As noted by (Horwitz, 2010) , it is important for language teachers to be perceived as supportive, non-judgemental, concerned about students, and fair. The notion of facilitation seems to be valid for writing classrooms, as every teacher would respond to learners' needs and demands. For those teachers who express great concern for their students, they gradually become aware of their classrooms. They would tremendously reshape their educational setting into areas of achievement and an everlasting success. As such, one of the primary preoccupations of teachers would depend on changing "the nature of language classrooms to make the learning context as supportive as possible" (Horwitz 2017, p.44).
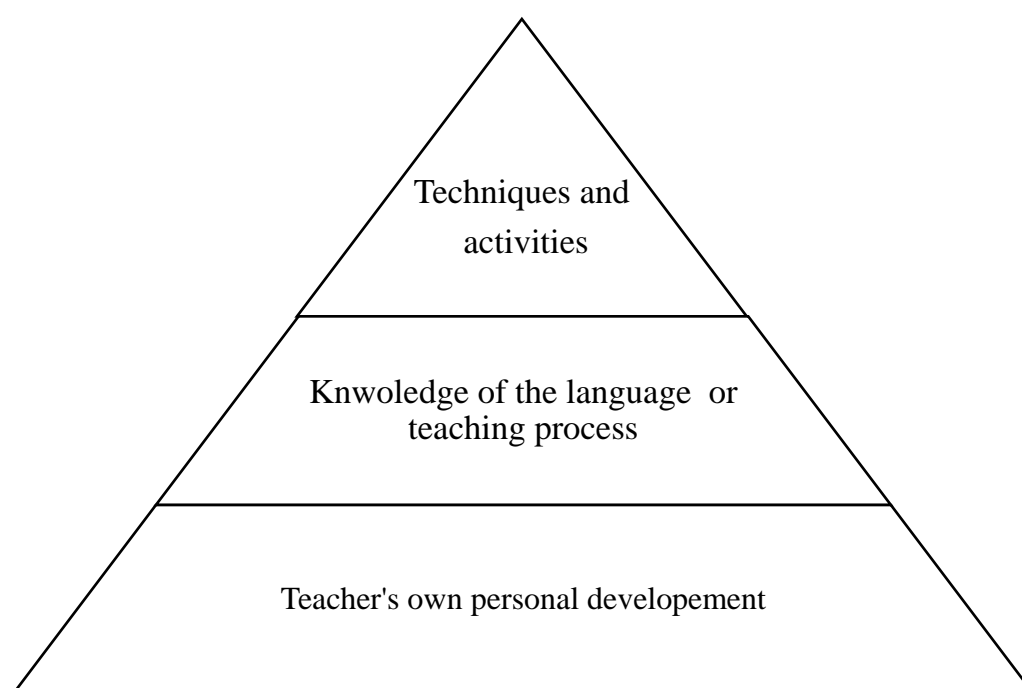
Figure 7.1: Arnold's (2011) Model of Affect and Teacher Development

In depicting the complexities of language learning and teaching relationships, Arnold (2019, 2011) proposed that greater attention should be given to affect as it includes not only individual factors but also relational aspects. By reflecting on Underhill's (1999) concept of "Facilitation", Arnold (2019) suggested that teachers who are attentive to affect in their classrooms would, with no doubt, want to find

activities that provide useful work with language, increase motivation, include personal meaning, reduce anxiety, and give students confidence in learning to use the language. In addition to that, teachers need to be concerned with their affective side as part of teacher development. This new vision of affect and teacher education is summarized in figure 7.1.

This model of affect and teacher development represents a continuum to Underhill's (1999) and Horwitz's (2010) conceptualizations of affective language teaching. At the top of the pyramid, teachers need to have techniques and activities for daily classroom practices. Knowledge of the language learning and teaching process is essential to ensure that the chosen activities are appropriate and effective. More importantly is the teachers' roles in the classroom. Affective teaching is "effective" as "A good teacher *knows* and *does* but most importantly *is*" (Arnolds 2011, p.19). That conceptualization reveals that the "real teacher" would surely be conscious of the importance of taking into account the affective dimension in teaching for the sake of having the best results (Arnold, 2019).

10) Providing Training in Affective Strategies

Affective strategies are those that students use to regulate their emotions, such as breathing deeply to lower anxiety or encouraging themselves through positive self-talk (Williams.et.al, 2015). Students need to know what actions to take in order to be less apprehensive and successful writers. To deal with writing anxiety, it is essential to raise students and teachers' awareness about the usefulness of affective strategies. Researchers advocate the necessity of creating a classroom comfort zone (Gregerson & MacIntyre, 2014). Offering training in anxiety-reduction strategies is likely to help students manage writing anxiety and experience learning in an anxiety-free atmosphere.

It is possible for teachers to help students discover for themselves the ways in which they can study best. For anxious students whose anxieties stem from low self-confidence and low self-esteem in writing, strategies related to self-encouragement may help to counter negative emotions. Self-encouragement strategies are affective to

improve attitudes and motivation (Oxford,1996). Positive statements can change students' feelings and attitudes and indirectly reduce performance anxiety, including the tension, that surrounds testing. Other affective strategies include the following:

-Lowering anxiety by using progressive relaxation, deep breathing, or mediation, by music or laughter.

-Encouraging oneself, as cited earlier, by making positive statements, taking risks wisely, and rewarding oneself.

-Taking one's emotional temperature by listening to one's body, using a checklist, writing a language learning diary, and discussing one's feelings with someone else.

The use of strategy training might be beneficial for anxious language learners. However, not all the strategies will necessarily work with all students. Teachers have to be selective in accordance with students' needs. Thus, it is up to teachers to select and provide training in strategies that are likely to enhance students' writing. Teachers have the keys to respond in accordance with their students' preferences in terms of actions to be taken when they assist written production. In the same vein, Gregerson and MacIntyre (2014, p:13) carefully reminded teachers of the subsequent description that is worth reflecting upon:

> Teachers will have the opportunity to review their instructional choices, classroom procedures, and language testing practices; individuals will reflect on their choices to focus on previous achievement and progress or past failures and perfection; and the group will build community and social networks that are fundamental to positive interaction.

This final part considered pedagogical implications for instructional classroom practice. The limitations of the study are referred to subsequently.

7.2.2. Limitations of the Present Study

Some of the limitations of this research might have influenced the overall results and findings:

This investigation was limited to the role of anxiety in foreign language writing, focusing on sources believed to cause or reduce anxiety levels. The study was restricted to a sample of 168 students and 11 teachers. Henceforth, the size of this study might have affected the research outcomes. This research was undertaken in one higher education institution in Algiers, the English Department of the University of

Algiers 2. It is not possible therefore, to generalize the results of this study. Our ultimate objective was to develop an understanding of one of the most acknowledged complex psychological constructs in the literature, that of anxiety specific to EFL writing. Thus, the study is informative as it fosters a stage of awareness raising. It endeavours to guide educators into discovering the unseen parts of their classrooms in order to adjust some of their teaching practices.

Another limitation that might have hindered this research was the sample of teachers taking part in the study. The teachers' questionnaire was administered only to eleven teachers. It was not possible to collect data from all teachers of writing at the English Department, as some of them refused to participate in our research. After all, one cannot force individuals to fill in the questionnaires, as research is based on voluntary participation, willingness to help, and desire to contribute to others' achievements. Besides, employing one research instrument with teachers might have restricted the richness of data we could have gathered through interviews or focus groups. Ideally, we wished to do so, but that was out of reach. Although the primary focus of our research was writing anxiety as experienced by undergraduates, it would have been beneficial to get data stemming from teachers' perspectives as well.

7.2.3. Recommendations for Future Research

Despite the preliminary contributions of this study, a number of suggestions are put forward for those who are enthusiastic about this domain of research:

-As this study is a step towards exploring students' foreign language writing anxiety within the Algerian EFL university context, other researchers might examine the extent to which our findings are replicable in other settings, for instance, contexts where English is taught for specific purposes with larger samples.

-As psychological dimensions in writing are not much acknowledged and dealt with in research compared to speaking, it would be appealing to use research instruments devoted to examine a cluster of affective variables like self-efficacy, tolerance of

ambiguity, affective strategies, and beliefs and find about their probable interrelatedness to writing anxiety.

-The present study was undertaken with female majority populations. Future research could be conducted with male participants to explore the effect of gender differences on writing anxieties, for example.

-The data in this study were collected where students' contributions were not used in final exams or tests. In the writing tasks experiment, for instance, the students' answers were not calculated with their scores or grades. Therefore, it would be useful to conduct the experiment on two groups: a control group and an experimental one where participants would be informed about using the scores of writing tasks in their grades. That might show the extent to which time management and testing might influence students, written production and cognitive processes.

-Another research topic might be to attempt to determine teachers' perceptions of anxiety at learners' productive levels, that is to say in speaking and writing. It might be fruitful to use a combination of both quantitative and qualitative tools in order to understand anxiety from teachers' views.

General Conclusion

The present study was designed to identify and examine the effect of anxiety on Algerian EFL students' writing. Interest into the domain of learner psychology emerged from the researcher's teaching experience at the English Department of Algiers 2 University, participation in conferences, workshops, webinars, and extensive readings on the affective and psychological factors in language learning. The study was also set out to determine the role played by exposure to the target language and students' levels of proficiency on writing anxiety. Besides, to reduce anxiety, there was a need to examine the sources of writing anxiety in students of different proficiency levels: first-year and third-year students. A further objective of the study was to assess the influence of specific writing tasks on students' anxiety. The last step in the study was to deal with teachers' perceptions of students' writing anxiety in hybrid contexts.

The literature review was set out to provide a theoretical background for the study. It raised several concerns about interest in the affective domain in general and language writing anxiety in particular. The first chapter showed that the study of emotions was neglected and dominated by studies on cognition until the development of Krashen's (1982) Monitor Model, that sparkled researchers' motivation to deal with affective variables. In addition, a discussion of the history of approaches to anxiety, components of anxiety, first language writing apprehension, and foreign language writing anxiety was provided. As anxiety is a complex psychological construct, details about the sources and factors that are likely to influence anxiety were extensively described. The final section of the theoretical background traced the recent studies on Moodle and hybrid teaching, namely within the EFL Algerian university context.

The research study was carried out with a total of 168 EFL students and 11 teachers from the English Department of Algiers 2 University. Questionnaires

along with focus group interviews and, a writing tasks experiment were used to examine students' writing anxiety. Additionally, two questionnaires were administered to teachers to uncover their perceptions of students' writing anxiety. That was conducted in two phases: a questionnaire given to teachers before the COVID-19 pandemic outbreak and another after the inclusion of Moodle as an official e-platform of the University of Algiers 2 and all universities throughout the country.

The results of the study have shown that students of diverse ability levels are subject to writing anxiety. The questionnaires' statements depicting aspects of writing anxiety were highly endorsed by a third or more than half of the surveyed participants. Besides, the study revealed that many of the participants experienced limited self-expression, forgetfulness, and a lack of concentration. Qualitative data confirmed the aforementioned assumptions as students spoke about uneasiness and discomfort in writing. Subsequently, our study suggests that significant writing anxiety is experienced by many of the students, regardless of their year of study, in response to aspects of EFL writing.

Concerning the link between anxiety and exposure to the target language, it was found that anxiety did not decrease with high levels of proficiency. Data elicited from the questionnaires and the focus group interviews demonstrated that students with an advanced level of proficiency were more prone to anxiety and exhibited exceeding levels of anxiety compared to first-year students. The reasons behind third-year students' writing anxiety derive essentially from limited vocabulary knowledge, fear of repetition, topic relevance, and fear of negative evaluation.

Our attempts to examine the sources of writing anxiety among students yielded interesting findings. The analysis of the results revealed that anxiety in EFL writing could stem from a variety of sources. On the whole, six major sources of students' writing anxiety were identified. First and foremost, the

students were very concerned about others' evaluations, including their teacher and classmates. Fear of making mistakes represented the highest reason behind students' anxiety. The second source relates to knowledge of writing topics. The findings clearly showed that when topics were unfamiliar to students, anxiety was likely to increase. This means that students who are involved in novel or unexpected situations can experience anxiety. Third, inadequate writing competence emerged as another factor influencing anxiety levels. The inability to find relevant vocabulary items, failing to express ideas, or failing to use the right grammar were identified as indicators governing students' anxiety levels.

A fourth source of writing anxiety was described as time constraints. Most of the students' frustration about time restrictions caused confusion, a lack of concentration, bad handwriting, and a negative self-image, especially for first-year students. As studies on language anxiety rank competitiveness as an indicator of students' negative affect, the obtained results from the present study support the idea that even in writing, competitiveness is another anxiety-provoking source. An analysis of the results gathered from the questionnaires, and the focus group interviews helped to cast light on this under-studied area of research. It was shown that low ability students were more affected by competitiveness and peer editing. A moderate number of the surveyed students considered peer editing a stressful classroom practice. First-year students were likely to develop negative competitiveness as they expressed constant comparisons to their counterparts. Such comparisons were shown to lead into low self-confidence and create a sense of incompetence in writing for the EFL student. Finally, the last source of anxiety included both constructs: self-confidence and self-esteem, as they are interrelated. Unexpectedly, these final sources were chosen by less than a third of the subjects in the study as anxiety generators. The results of this study differed from those of Rezaei and Jafari (2014), Zhang (2011), and Cheng (2004b). In these studies, on writing anxiety,

low self-confidence was ranked as the highest source of anxiety for the majority of the participants, which was not the case for our study. We then hypothesized that studies conducted in Asian contexts might lead to different findings if ever conducted in an Algerian EFL context.

In terms of the anxiety associated with some writing tasks, the results of the writing tasks experiment revealed promising conclusions, namely because our study is documented within the dynamic approach framework. Our endeavour to draw upon students' experiencing selves helped to clarify the diverse ways anxiety could increase or decrease depending on the real time influence of tasks completion. For instance, in the Cloze test, writing anxiety aroused on the scale during the first part of task performance, especially for third-year students. Thus, the results reflected a perfectionist attitude for those more advanced students who were afraid of showing little of their competence. Even for the grammar and mechanics task, third-year students showed high levels of anxiety on the scale during the pre-writing and while-writing stages of task completion. Likewise, the data derived from the free writing task depicted students' fear and anxiety during all phases of writing. Henceforth, the overall results of the experiment demonstrated that writing tasks of free type might not be appealing for students of an advanced level who might feel high anxiety levels and perfectionism.

As far as Moodle implementation in students' writing is concerned, the surveyed teachers admitted having faced difficulties in using e-platforms. They confessed that students were very reluctant and less motivated to study writing via Moodle. The results of the follow-up teachers' questionnaire enhanced our understanding of students' writing anxiety as perceived by teachers. Those teachers, as displayed through the results considered Moodle stressful for most of their students. In the eyes of these teachers, the students did not trust online teaching a lot, and expressed worry over poor performance in writing.

Moreover, the participant teachers referred to possible sources of students' writing anxiety in virtual classrooms and hybrid settings. The mentioned sources were related to lack of proficiency in English and writing, lack of interaction with the teacher, low motivation, and the transition to new ways of teaching that students were not accustomed to.

Although the current study is based on a small sample of participants, it extends our knowledge of students' writing anxiety. On the basis of the findings, some implications were suggested for the sake of improving effective classroom practice whether in face-to-face or hybrid writing classrooms. Recommended implications imply the provision of vocabulary and grammar practice, the selection of familiar writing topics, fostering motivation and increasing self-confidence, the use of the multi-draft process, selecting appropriate writing activities and tasks, implementing group work and cooperation, considering the selection of evaluation procedures, integrating other skills like speaking and listening into the teaching of writing, viewing the teacher as facilitator, and providing training in affective strategies.

Despite the huge efforts made to cover all the aspects related to students' writing anxiety, our study had some limitations. The study took place with a restricted sample of 168 students and 11 teachers. It was carried out at the English Department of Algiers 2 University. This might have shortcomings, as the results cannot be generalized. To conclude with, the present research has ultimately thrown up many questions in need of further investigation.

List of References

-Adas, D., & Bakir, A. (2013). Writing difficulties and new solutions: Blended learning as an approach to improve writing abilities. *International Journal of Humanities and Social Science, 3*(9), 254-266.

-Adams, G., & Pecks, T. (2000). *202 Useful exercises for IELTS-Practive Exercises for IELTS.* Adams and Austen Press.

- Aida, Y. (1994). Examination of Horwitz, Horwitz, and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal, 78,*155–168.

-Akhrib, M., & Nedjai, F.Z. (2021). The relationship of EFL writing achievement with test anxiety and writing anxiety. *Journal of Literature & Foreign Languages & Human Sciences*, *4*(8), 287-301.

-Alpert, R., & Haber, R. (1960). Anxiety in academic achievement situations. *The Journal of Abnormal and Social Psychology*, *61*(2), 207-215.

-Allwright, R. L., & Bailey, K. M. (1991). *Focus on the language classroom: An introduction to classroom research for language teachers*. Cambridge University Press.

- Al-Shboul, Y., & Huwari, I. (2015). The causes of writing apprehension through students' perspective. *Journal of Language Teaching and Research, 6,* 535-544.

-Arnold, J. (Ed.). (1999). *Affect in language learning*. Cambridge University Press.

-Arnold, J., & Brown, H. D. (1999). A map of the terrain . In J. Arnold (Eds.). *Affect in language learning* (pp. 1- 24). Cambridge University Press.

-Arnold, J. (2011). Attention to affect in language learning. *Anglistik. International Journal of English Studies, 22*(1), 11–22.

-Arnold, J. (2019). The importance of affect in language learning. *Neofilolog, 25* (01), 11-14. https://doi.org/10.14746/n.2019.52.1.2

- Bailey, K. M. (1983) Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies. In H.W. Seliger & M.H. Long (Eds.)

Classroom-oriented research in second language acquisition (pp. 67–103). Newbury House.

-Bailey, K. M., & Nunan, D. (Ed.). (1996). *Voices from the language classroom: Qualitative research in second language education.* Cambridge University Press.

-Benadla, D., & Hadji, M. (2021). EFL Students' affective attitudes towards distance e-learning based on Moodle platform during the Covid-19 pandemic: Perspectives from Dr Moulay Tahar University of Saida, Algeria. *Arab World English Journal* (*AWEJ) Special Issue on Covid-19 Challenges,* (1), 55-67. https://dx.doi.org/10.24093/awej/covid.4

-Benta, D., Bologa, G., & Dzitac, I. (2014). E-learning platforms in higher education. Case Study. Procedia Computer Science, 31, 1170–1176

-Brown, H. D. (1994). *Teaching by principles: An interactive approach to language pedagogy.* Englewood Cliffs.

-Brown, H. D. (1981). Affective factors in second language learning. In J.E. Atalis, Altman, H.B & Atalis, P.M. (Eds.). *The second language classroom: directions for the 1980's* (pp. 111- 129) . Oxford University Press.

-Brown, H. D. (1987*). Principles of language learning and teaching*. Prentice Hall.

- Chastain, K. (1975). Affective and ability factors in second language acquisition. *Language Learning*, *25,* 153–161.

-Cheng, Y. S., Horwitz, E. K., & Schallert, D. L. (1999). Language writing anxiety: Differentiating writing and speaking components. *Language Learning, 49,*417–446.

-Cheng, Y.S. (2002) Factors associated with foreign language writing anxiety. *Foreign Language Annals, 35* (6), 647–656.

-Cheng, Y. S. (2004a). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*, *13,* 313-335.

-Cheng, Y. (2004b). EFL students' writing anxiety: Sources and implications. *English Teaching and Learning*, *29*(2), 41-62.

-Cheng, Y. S., Horwitz, E. K., & Schallert, D. (1999). Language anxiety: differentiating writing and speaking components. *Language Learning*, *79,* 417-446.

-Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education* (6th ed.). Routledge.

-Crandall, J. A. (1999). Cooperative language learning and affective factors. In J. Arnold (Eds.). *Affect in language learning* (pp. 226-245). Cambridge University Press.

-Creswell, J. W., & Clark, V. P. (2007). *Designing and conducting mixed methods research.* SAGE.

-Creswell, J. W., & Creswell, J. D. (2018). *Research design: qualitative, quantitative, and mixed methods approaches.* Fifth edition. Los Angeles, SAGE.

- Crookall, D., & Oxford, R. (1991). Dealing with anxiety: Some practical activities for language learners and teacher trainees. In E. Horwitz & D. Young (Eds.). *Language anxiety: From theory and research to classroom implications* (pp. 141-150). Prentice-Hall.

-Daly, J. A., & Miller, M. D. (1975a). The empirical development of an instrument to measure writing apprehension. *Research in the Teaching of English*, *9,* 242-249.

-Daly, J. A., & Miller, M. D. (1975b). Further studies on writing apprehension: SAT scores, success expectations, willingness to take advanced courses and sex difference. *Research in the Teaching of English, 9,* 250-256.

- Daly, J. (1979). Writing apprehension in the classroom: Teacher role expectancies of the apprehensive writer. *Research in the Teaching of English, 13*(1), 37-44.

-Daly, J. A., & Wilson, D. A. (1983). Writing apprehension, self-esteem, and personality. *Research in the Teaching of English*, *17*, 327-341.

- Daly, J. (1985). Writing apprehension. In M. Rose (Eds.), *When a writer can't write: Studies in writers' block and other composing-process problems* (pp. 43-82). The Guilford Press.

-Daly, A. (1991). Understanding communication apprehension: An introduction for language educators. In E. K. Horwitz & D. J. Young (Eds.), *Language anxiety: From theory and research to classroom implications* (pp. 3-13). Prentice Hall.

-Dewaele, J. M. (2017a). Psychological dimensions and foreign language anxiety . In S. Loewen & M. Sato (Eds.). *The Routledge handbook of instructed second language acquisition (*pp. 433-450). Routledge.

-Dewaele, J. M. (2017b). Are perfectionists more anxious foreign language learners and users? In C. Gkonou, M. Daubney & J.M. Dewaele (Eds.). *New insights into language anxiety: Theory, research and educational implications* (pp. 70–90). Multilingual Matters.

-Dewaele, J. M., & Pavlenko, A. (2001). Web questionnaire on bilingualism and emotion. Unpublished manuscript, University of London.

- Dörnyei, Z. (2005) *The psychology of the language learner: Individual differences in second language acquisition*. Lawrence Erlbaum Associates.

- Dörnyei , Z. (2007) .*Research methods in applied linguistics.* Oxford University Press.

-Elkhafaifi, H. (2005). Listening comprehension and anxiety in the Arabic language classroom. *The Modern Language Journal, 89* (2), 206–220.

-Ely, C. M. (1986). An analysis of discomfort, risk taking, sociability, and motivation in the L2 classroom. *Language Learning, 36,* 1-25.

-Eysenck, M. W. (1979). Anxiety, learning and memory: A reconceptualization. *Journal of Research in Personality, 13,* 363-385.

- Faigley, L., Daly, J., & Witte, S. (1981). The role of writing apprehension in writing performance and competence. *Journal of Educational Research, 71*(1), 17-20.

-Ferris, D. (2003). *Response to student writing: Implications for second language students.* Lawrence Erlbaum Associates

-Ferris, D., & Hedgcock, J. S. (1998). *Teaching ESL composition: Purpose, process, and practice.* Lawrence Erlbaum Associates, Inc.

-Freitas, H., Oliveira, M., Jenkins, M., & Popjoy, O. (1998). The Focus Group, a qualitative research method. *Journal of Education*, *1*(1), 1-22.

-Gardner, R. C., & MacIntyre, P. D. (1991). Investigating language class anxiety using the focused essay technique. *The Modern Language Journal, 75*(3), 245-248

-Ghounane, N., & Rabahi, R. (2023). Moodle in the Algerian EFL context during Covid-19: Exploring students' attitudes and academic achievements. *Arab World English Journal (AWEJ) Special Issue on Communication and Language in Virtual Spaces,* 17-32. https://dx.doi.org/10.24093/awej/comm1.2

-Ghounane, N. (2022). Learning in the Algerian context during the pandemic: Is it online or offline? *Arab World English Journal (AWEJ) 2nd Special Issue on Covid 19 Challenges*, (2), 492- 503. https://dx.doi.org/10.24093/awej/covid2.33

- Gkonou, C., Daubney, M., & Dewaele, J. M. (2017). *New insights into language anxiety: Theory, research and educational implications*. Multilingual Matters.

- Gregersen, T., & MacIntyre, P.D. (2014). *Capitalizing on language learners' individuality: From premise to practice.* Multilingual Matters.

- Gungle, B. W., & Taylor, V. (1989). Writing apprehension and second language writers. In D. M. Johnson & D. H. Roen (Eds.). *Richness in writing: Empowering ESL students* (pp.23 -248). Longman, Inc.

- Harmer, J. (2004*). How to teach writing*. Pearson Longman

- Hassan, B. (2001). The relationship of writing apprehension and self-esteem to the writing quality and quantity of EFL university students. https://files.eric.ed.gov/fulltext/ED459671.pdf

- Hilleson, M. (1996). 'I want to talk with them, but I don't want them to hear': An introspective study of second language anxiety in an English-medium school. In K. Bailey & D. Nunan (Eds.). *Voices from the language classroom* (pp. 248–275). Cambridge University Press.

-Horwitz, E. K., Horwitz, M. B., & Cope. J. A. (1986). Foreign language classroom anxiety scale. *Modern Language Journal, 70,*125-132.

-Horwitz, E. K., & Young, D. (Ed.). (1991). *Language anxiety: From theory and research to classroom implications*. Prentice Hall.

- Horwitz, E. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics, 21*, 26-112.

- Horwitz, E., Tallon, M., & Luo, H. (2010). Foreign Language Anxiety. In J. C. Cassady (Eds.). *Anxiety in schools: the causes, consequences, and solutions for academic anxieties.* Peter Lang Publishing.Inc.

-Horwitz, E. K. (2017). On the misreading of Horwitz, Horwitz and Cope (1986) and the need to balance anxiety research and the experiences of anxious learners. In C. Gkonou, M. Daubney & J. M. Dewaele (Eds.). *New insights into language anxiety: Theory, research and educational implications*. Multilingual Matters.

- Hyland, K. (2003). *Second language writing*. Cambridge University Press.

-Ivankova, N. V., & Creswell, J. W. (2009). Mixed methods. *Qualitative research in applied linguistics: A practical introduction*, *23*, 135-161.

- Kahneman, D., & Riis, J. (2005). Living, and thinking about it: Two perspectives on life. *The science of well-being*, *1*, 285-304. Oxford: Oxford University Press.

- King, J., & Smith, L. (2017). Social anxiety and silence in Japan's tertiary foreign language classrooms. In C. Gkonou, M. Daubney & J. M. Dewaele (Eds.). *New insights into language anxiety: Theory, research and educational implications* (pp. 91–109). Multilingual Matters.

-Kleinmann, H. (1977) Avoidance behaviour in adult second language acquisition. *Language Learning*, *27,* 93-107.

-Krashen, S. D. (1982). *Principles and practice in second language learning*. Pergamon.

-Krashen, S., & Terrell, T. (1983). *The natural approach: Language acquisition in the classroom*. Pergamon Press.

-Lee, S. Y., & Krashen, S. (1997). Writing apprehension in Chinese as a first language. *Review of Applied Linguistics, 115* (1), 27-37. https://doi.org/10.1075/itl.115-116.02lee

-Littlewood, W. (1984). *Foreign and second language learning*. Cambridge University Press.

-MacIntyre, P. D., & Gardner, R.C. (1989). Anxiety and second language learning: Toward a theoretical clarification. *Language Learning, 39*(2), 251-275.

-MacIntyre, P.D., & Gardner, R. C. (1991a). Methods and results in the study of foreign language anxiety: A review of the literature. *Language Learning, 41*(1), 283-305.

-MacIntyre, P. D., & Gardner, R.C. (1991b). Language anxiety: Its relation to other anxieties and to processing in native and second languages. *Language Learning, 41*(4), 513-534.

-MacIntyre, P. D., & Gardner, R.C. (1994a). The effects of induced anxiety on three stages of cognitive processing in computerized vocabulary learning. *Studies in Second Language Acquisition, 16*(1), 1-17.

-MacIntyre, P. D., & Gardner, R. C. (1994b). The subtle effects of language anxiety on cognitive processing in the second language. *Language Learning*, *44*(2), 283-305.

-MacIntyre, P. D. (1999) Language anxiety: A review of the research for language teachers. In D. J. Young (Eds.) *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere* (pp. 24–45). McGraw-Hill.

- MacIntyre, P. D. (2017). An overview of language anxiety research and trends in its development. In C. Gkonou, M. Daubney & J. M. Dewaele (Eds.). *New insights into language anxiety: Theory, research and educational implications* (pp. 11–30). Multilingual Matters.

-MacIntyre, P., & Gregersen, T. (2012) Affect: The role of language anxiety and other emotions in language learning. In S. Mercer, S. Ryan & M. Williams (Eds.). *Psychology for language learning: Insights from research, theory and practice* (pp. 103–118). Palgrave Macmillan.

-Maynard, S. K. (2002). *Linguistic emotivity: Centrality of place, the topic-comment dynamic, and an ideology of pathos in Japanese Discourse*. John Benjamins Publishing.

-Masny, D., & Foxall, J. J. (1992). Writing apprehension in L2 (ED020 882). ERIC. http://eric.ed.gov/?id=ED352844.

- Messadh, C. (2010). Foreign language speaking anxiety among Algerian students. In S. Dose, S. Gotz, T. Brato & C. Brand (Eds.). *Norms in educational linguistics: linguistic, didactic and cultural perspectives* (pp.57-71). Peter Lang.

-Miyazoe, T., & Anderson, T. (2010). Learning outcomes and students' perceptions of online writing simultaneous implementation of a forum, blog and wiki in a EFL blended learning setting. System, 36(2), 185–199.

-Negari, G., & Rezaabadi, O. (2012). Too nervous to write? The relationship between anxiety and EFL writing. *Theory and Practice in Language Studies, 2*(12), 2578-2586.

-Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999) Factors associated with foreign language anxiety. *Applied Psycholinguistics , 20,* 217-239.

- Oxford, R. L. (1999). Anxiety and the language learner: New insights. In J. Arnold (Eds.) *Affect in language learning* (pp. 58–67). Cambridge University Press.

-Phillips, E. (1992). The effects of language anxiety on students' oral test performance and attitudes. *The Modern Language Journal*, *76*(1), 14-26.

-Phillips, E. (1991). Anxiety and oral competence: Classroom dilemma. *The French Review, 65*(1), 1- 114.

- Price, M. L. (1991). The subjective experience of foreign language anxiety: Interviews with highly anxious students. In E. K. Horwitz & D.J. Young (Eds.). *Language anxiety: From theory and research to classroom implications* (pp. 101–108). Prentice-Hall.

-Qashoa, S. (2014). English writing anxiety: Alleviating strategies. *Procedia- Social and Behavioral Sciences, 136*, 59-65.

-Quvanch, Z., & Si Na, K. (2022). Evaluating Afghanistan university students' writing anxiety in English class: An empirical research. *Cogent Education, 9* (1), 2040697. https://doi.org/10.1080/2331186X.2022.2040697.

 -Rahayu, P., Mustofa, M., & Rahmah, D. A. (2022). The effectiveness of using moodle to the students. *Premise: Journal of English Education and Applied Linguistics*, *11*(2), 316– 328. https://doi.org/10.24127/pj.v11i2.4540

- Rezaei, M., & Jafari, M. (2014). Investigating the levels, types, and causes of writing anxiety among Iranian EFL students: A mixed method design. *Procedia - Social and Behavioral Sciences, 98*, 1545 – 1554. http://doi.org/10.1016/j.sbspro.2014.03.577

-Robertson, C. (2008). Integration of Moodle course management system (CMS) into an EFL writing class. *The JALT CALL Journal, 4*(1), 53–59.

-Rose, D., & Andrew, M. (1985). *The essential delay: Writer's block isn't it. When writers can't write.* Guslfold.

-Rubio-Alcalá, F. D. (2018). The links between self-esteem and language anxiety and implications for the classroom. In C. Gkonou, M. Daubney & J. M. Dewaele (Eds.). *New insights into language anxiety: Theory, research and educational implications* (pp. 198–216). Multilingual Matters.

-Russell, V (2020). Language anxiety and the online learner. *Foreign Language Annals, 53*,338–352. https://doi.org/10.1111/flan.12461

- Sabti, A., Rashid, S., Nimehchisalem, V., & Darmi, R. (2019). The impact of writing anxiety, writing achievement, motivation, and writing self-efficacy on writing performance: A correlational study of Iraqi tertiary EFL learners. *SAGE Open, 9* (4), 1- 13.https://doi.org/10.1177/2158244019894289

-Sarnou, H., & Sarnou, D. (2021). Investigating the EFL courses shift into Moodle during the pandemic of Covid-19: The case of master language and communication at Mostaganem University. *Arab World English Journal*, *Special Issue on Covid-19 Challenges April 2021*, (1), 354 -363. https://dx.doi.org/10.24093/awej/covid.26

-Saito, Y., Horwitz, E. K., & Garza, T. J. (1999). Foreign language reading anxiety. *The Modern Language Journal, 83* (2), 202–218.

-Scarcella, R. C., & Oxford, R. L. (1992). *The tapestry of language learning: The individual in the communicative classroom.* Heinle & Heinle.

-Scovel, T. (1978). The effect of affect on foreign language learning: A review of the anxiety research. *Language Learning, 28* (1), 129–142.

- Steinberg, F. S., & Horwitz, E. K. (1986). The effect of induced anxiety on the denotative and interpretive content of second language speech. *TESOL Quarterly, 20,* 131–136.

-Tobias, S. (1979) Anxiety research in educational psychology. *Journal of Educational Psychology*, *71*, 573-582.

- Tsui A. B. M., & Cheng, Y. S. (2022). Foreign language anxiety and English medium instruction classrooms: an introduction. *English Teaching & Learning, 46*, 203–212. https://doi.org/10.1007/s42321-022-00122-9

- Tsui A. B. M. (1998) .The "unobservable" in classroom interaction. *The Language Teacher Online, 22* (7), 25- 25.

  http://jaltpublications.org/tlt/files/98/jul/tsui.html

-Tsui A. B. M. (1995). *Introducing classroom interaction*. Penguin.

- Tsui, A. B. M. (1996). Reticence and anxiety in second language learning. In K. M. Bailey & D. Nunan (Eds.). *Voices from the language classroom* (pp. 145–167). Cambridge University Press.

-Underhill, A. (1999). Facilitation in language teaching. In J. Arnold (Eds.). *Affect in language learning* (pp. 143–158). Cambridge University Press.

- Ushioda, E. (2011). Motivating learners to speak as themselves. In G. Murray, X. Gao & T. Lamb (Eds.) *Identity, motivation and autonomy in language learning* (pp. 11–24). Multilingual Matters.

-Vince, M & Sunderland, P. (2003). *Advanced language practice: English grammar and vocabulary*. Oxford: Macmillan Education.

Vu, N. N., Due, V. T. M., & Lien, N. T. H. (2021). Blended Online EFL Activities in MOODLE for Higher Education. In *Asia CALL–2-2021*. (pp. 145-156). Atlantis Press.

-Wang, Y., Li, X., Gu, R. (2004). Web-Based Adaptive Collaborative Learning Environment Designing. In Liu, W., Shi, Y., Li, Q. (Eds) *Advances in Web-Based Learning – ICWL* 2004. ICWL 2004. Lecture Notes in Computer Science, vol 3143. Springer, Berlin, Heidelberg. https://doi.org/10.1007/978-3-540-27859-7_21

-Williams, K. (1991). Anxiety and formal second/ foreign language learning. *RELC Journal, 22*(2), 19-28.

- Williams, M., & Burden, R. L. (1997). *Psychology for language teachers: A social constructivist approach.* Cambridge University Press.

- Williams, M., Mercer, S., & Ryan, S. (Ed.). (2015). *Exploring psychology in language learning and teaching*. Oxford University Press.

-Yan, J. X., & Horwitz, E. K. (2008). Learners' perceptions of how anxiety interacts with personal and instructional factors to influence their achievement in English: A qualitative analysis of EFL learners in China. *Language Learning, 58* (1), 151–183.

- Yanti, G. S., & Hidayati, N. (2021). Students' writing anxiety and its implication to local context. *Polingua- Scientific Journal of Linguistics, Literature and Language Education, 10* (2), 62-68 https://doi.org/10.30630/polingua.v10i2.185

-Young, D. (1991). Creating a low- anxiety classroom environment: What does language anxiety research suggest? *Modern Language Journal*, *75*, 420- 439.

-Young, D. (1999). Affect in foreign language and second language: A practical guide to creating a low-anxiety classroom. In D. Young (Eds.). *Affect in foreign language and second language: A practical guide to creating a low-anxiety classroom* (pp. 03-23). McGraw-Hill.

- Zhang, H. (2011). *A study on ESL writing anxiety among Chinese English majors- causes, effect and coping strategies for ESL writing anxiety*. [Published Master's Thesis]. Kristianstand University, School of Teacher Education.

Appendix 1

The Background Questionnaire

Please provide information about yourself

Section 1: Background information

1- Gender :…………….
2- Age :……………
3- Year of study :……………….
4- What are your primary reasons for studying English at the English Department, University of Algiers 2 ?

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

Section 2 : Linguistic information

5- Which language do you consider to be your dominant language (-s)?

………………………………………………………………………………

6- How often do you write in English?

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

7- What worries you most when you write in English?

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………

Appendix 2

The Foreign Language Writing Anxiety Survey Questionnaire (FLWASQ)

Directions:

Consider the following statements about writing in English as a foreign language. Please indicate your agreement or disagreement to each statement by choosing the appropriate number shown on the scale.

Scale:

1. **Agree (A)**
2. **Disagree (D)**
3. **Undecided (U)**

Statements of the FLWASQ	A	D	U
1) I worry about making mistakes in writing.	1	2	3
2) I sometimes have difficulties in finding the right vocabulary in writing.	1	2	3
3) Compared to speaking in English, I feel more at ease in class when I write in English.	1	2	3
4) I'm capable of expressing my thoughts and ideas through writing.	1	2	3
5) Writing in English is very hard for me.	1	2	3
6) It is less stressful for me if my peers evaluate and correct my writing in class.	1	2	3
7) I sometimes write better under time pressure.	1	2	3
8) I prefer writing in French or Arabic rather than in English.	1	2	3
9) I feel restricted in my ability to write in English.	1	2	3

10) I can never concentrate under time pressure when asked to write in class.	1	2	3
11) I worry a lot when I speak in English which is not the case in writing.	1	2	3
12) I don't like to be tested in English writing.	1	2	3
13) I enjoy writing in English.	1	2	3
14) When I write in English, I feel self-confident.	1	2	3
15) When I write under pressure, I forget many words I know in English.	1	2	3
16) A writing test makes me comfortable compared to a speaking test.	1	2	3
17) I prefer being evaluated by my teacher rather than my peers when I hand in paragraphs or essays in class.	1	2	3
18) I do not feel at ease when asked to write in English.	1	2	3
19) I avoid speaking in English more than in writing because I fear pronunciation mistakes.	1	2	3
20) I avoid writing in English as I'm not good enough and I make a lot of mistakes.	1	2	3
21) When I fail to express my ideas clearly I avoid writing in class.	1	2	3
22) In my writing class, there are some topics that I do not like to write about.	1	2	3
23) The most fearful situation in class is to write under time pressure.	1	2	3
24) I often forget words I know when I write in English.	1	2	3
25) I feel stressed and confused when I have limited time to write in class.	1	2	3
26) It is not necessary to compare my writing to that of my classmates.	1	2	3

27)I'm not satisfied with my level in English writing.	1	2	3
28)I enjoy tests in writing.	1	2	3
29)I feel sometimes blocked when asked to write in English.	1	2	3
30)In peer editing, I feel too shy when my classmates discover my mistakes.	1	2	3
31)I always fail to write down my ideas in class.	1	2	3
32)When I write in English, I can easily express my ideas rather than in French or in Arabic.	1	2	3
33)I have many ideas in mind, but I can't find words to express them in writing.	1	2	3
34)My classmates are better than me in writing.	1	2	3
35)In my writing class, I avoid to write about some specific topics.	1	2	3
36) I am unable to translate my ideas into English when I write in class.	1	2	3
37) I feel very stressed before handing in a paragraph or an essay.	1	2	3
38) I fear writing without preparation in class.	1	2	3
39) I enjoy speaking in English more than writing.	1	2	3
40) I fear failure whenever asked to write without preparation.	1	2	3
41) I compare the way I write in English to that in French or Arabic.	1	2	3
42)I don't think that I write very well in English.	1	2	3
43) I compare the paragraph/essay I write in English to that of my classmates.	1	2	3
44) I have a lot of ideas, but I can't express that when I write in English. This makes me worried.	1	2	3

45) I don't worry about making grammatical mistakes in English writing.	1	2	3
46) I avoid writing in English as I make a lot of mistakes.	1	2	3
47) I fear writing without preparing that in advance in class.	1	2	3
48) I often lose concentration when I write in English.	1	2	3
49) When I write in English I feel that my ideas do not convince the reader.	1	2	3
50) I am more creative in writing when asked to write without preparation.	1	2	3
51) I worry a lot about vocabulary when I write paragraphs or essays in English.	1	2	3
52) I am sure that the teacher will like my writing.	1	2	3
53) Punctuation and grammar are very difficult in English writing.	1	2	3
54) I worry about having bad grades in writing tests.	1	2	3

Thank you for your participation

Appendix 3

The Anxiety Scale with Writing Tasks

Descriptions of anxiety levels are shown on the table

Levels of anxiety	Possible Signs and Symptoms
1- **Very High**	- I am shaking and trembling. - I feel dizzy. - I feel an unexpected pain. - My mind goes blank.
2- **High**	- I have a headache. - I don't remember the answer. - I am unable to do this task. - I cannot concentrate.
3- **Low**	- I am a bit afraid. - I am experiencing some fear.
4- **Very Low**	- I am not worried at all. - I enjoy doing this task.

Direction: Indicate the level of anxiety you feel when doing the task. Choose one answer on the scale. You could specify the signs and symptoms shown on the scale:

1- **Very high**
2- **High**
3- **Low**
4- **Very low**

	Task 1	**Task 2**	**Task 3**	**Task 4**
Level of anxiety **(Pre-writing)** **Time 1**				
Level of anxiety **(While-writing)** **Time 2**				
Level of anxiety **(Post-writing)** **Time 3**				

Please write down any comments...

Appendix 4

The Writing Tasks

1-Tasks for first-year students

Task 1: Cloze test

Read the text and fill in the blanks using the vocabulary words listed below:

candidate   **offer**   **flexible**   **asset**   **available**

knowledge   **orientation**   **fluent**   **confirm**   **apply**

When William saw the job listing for a parts manager, he was eager to (1)_____. He had been unemployed for several weeks, so he was (2)_____ to start work right away. William had worked in the parts and service department of a car dealership before. His previous employment would be a tremendous (3)_____ because of the (4)_____ he had gained through experience.

A few days after he had applied for the job, William received an email regarding an interview. He called to (5)_____ the time and location of the meeting. During the interview, William emphasized that he was (6)_____ and could work evenings and weekends. William's (7)_____ answers convinced the interviewers that he would be good at oral communication with customers. The company considered William to be the best qualified (8)_____; the manager made William an (9)_____ and William accepted the job. This week he attended an (10)_____ to become familiar with the company's procedures.

Task 2: Sequencing scrambled sentences

Unscramble the following sentences to form a paragraph. Number the sentences:

………..When McKinley was assassinated, Theodore Roosevelt became the youngest president at age 42.

……….Theodore Roosevelt was born with asthma and poor eyesight, yet this sickly child later won fame as a political leader, a Rough Rider, and a hero of the common people.

……….Roosevelt persuaded the diplomats of warring Russia and Japan to make peace.

……..To conquer his handicaps, Teddy trained in a gym and became a light weight boxer at Harvard.

………Roosevelt battled for meat inspection and pure-food laws.

………Out west, he hunted buffalo and ran a cattle ranch.

………He is famous for his motto, "Speak softly and carry a big stick."

………Also, he led a charge of cavalry Rough Riders up San Juan Hill in Cuba.

……… Back east, he became a civil service reformer and police commissioner.

………Also, he wanted to save the forests and break the grip that big business had on steel and oil.

……..He became President McKinley's assistant Navy secretary during the Spanish-American War.

………After achieving fame, he became governor of New York and went on to become the vice president.

Task 3: Grammar and mechanics

Fill in the blanks with the appropriate transitions to give the text coherence. Add punctuation if necessary:

Studying a language in a country where it is widely spoken has many advantages. It is (1)………………………. a good idea to study English in a country such as Britain; (2)………………………. , I believe it is not the only way to learn the language.(3) ………………………., most students in non–English-speaking countries learn English at secondary school and sometimes at university nowadays (4)………………………. their spoken English is not usually of very high standard, their knowledge of grammar is often quite advanced. This is certainly useful when students come to an English-speaking country to perfect the language (5)………………………. , studying the basics of English at secondary school is less stressful than learning the language while overseas. This is because students living at home do not have to worry about problems such as finding accommodation, paying for their study and living costs, and trying to survive in a foreign country where day to day living causes much stress (6)………………………. , there are obvious advantages of

learning English in Britain. Every day there are opportunities to practice listening to and speaking with British people (7) ……………………….,students can experience the culture first-hand, which is a great help when trying to understand the language. This is especially true if they choose to live with a British family, as exchange students for example (8) ………………………., if students attend a language school full-time, the teachers will be native speakers. In this case, (9)……………………………. will students speaking and listening skills improve, (10)…………………………… attention can be given to developing reading and writing skills as well. Even though, it is preferable to study English in an English-speaking country, a reasonable level of English can be achieved in one's own country, if a student is gifted and dedicated to study.

Task 4: Free writing

Free-write a paragraph about any topic you like:

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

2-Tasks for third-year students

Task 1: Cloze test

Read the text and fill in the blanks using the vocabulary words listed below:

unemployment	**divisions**	**analysts**	**political**
disastrous	**unity**	**downfall**	**survival**
assurances	**justification**	**criticism**	**unthinkable**
speculation	**failure**	**announcement**	

Press (1) _____continues over whether the Prime Minister is on the point of calling a General Election. An(2)_____ is expected shortly from government headquarters. Political (3)_____ believe that the timing of an election is crucial to the (4) _____of the government. Michael Lee of the 'Independent' commented: 'We've had repeated (5) _____from the Prime Minister that no election would be called this year, but present circumstances may just cause him to change his mind.' Six months ago this would have been (6) _____. An election would have been (7)_____ suicide, and would certainly have led to the (8) _____of the government. The government was coming in for severe (9) _____because of its education policy. It was also widely attacked for its (10)_____ involvement in the arms export scandal, and for its (11) _____to address the problem of (12)_____ But according to recent opinion polls, the electorate is impressed at the way the PM has restored party (13)_____ and overcome the internal (14)_____ which were threatening to rip the party apart. Michael Lee comments:

There would be some (15)_____ in calling an election pretty soon. In fact, I wouldn't be at all surprised if it happens within the next day or two.

Task 2: Sequencing scrambled sentences

Unscramble the following sentences of paragraphs 2 and 3 to form a passage. Number the sentences:

The British political scene is dominated by two major parties that have quite different political agendas. However, the ideological distance between the Labour Party and the Conservative Party has become less marked, and their policies more difficult to tell apart in recent years. In fact, it would be true to say that both parties consist of conservative, moderate and radical elements, and therefore the general public is often perplexed about which party to vote for. Nonetheless, it is usual to find that a British voter will lean towards supporting one of these two parties and remain faithful to that party for life.

Paragraph 2

………The main problem is that such socialist agendas are extremely expensive to implement and maintain, even in a comparatively wealthy country with a large working and, hence, taxpaying population base.

………Fortunately, the present government recognises this, and has resisted reckless spending.

………The Labour Party's manifest objective is to safeguard the interests of the common working man and woman, and, in effect, give them political representation in Parliament.

……….Welfare societies tend towards bankruptcy unless government spending is kept in check.

………..The Party has always had strong connections with the trade unions, and, before coming to power, was passionately committed to the concept of a welfare society in which people who are less fortunate than others are politically and financially assisted in their quest for a more equitable slice of the economic pie.

Paragraph 3

………..Just how the poor are to share in the distribution of this wealth (beyond being given, at least in theory, the opportunity to create it) is, however, less well understood.

………..The Conservative Party, on the other hand, argues that the best way to ensure a fair division of wealth in the country is to allow more freedom to create it.

……….Practice, of course, may make nonsense of even the best theoretical intentions, and often the less politically powerful are badly catered for under governments implementing 'free-for-all' policies.

………This, in turn, means more opportunities, jobs created etc., and therefore more wealth available to all.

Paragraph 4

It is surprising, given the current homogeneity of the two major parties, that less attention than elsewhere in Europe is paid to the smaller political parties such as the Greens and the Liberal Democrats. This may be because British voters distrust parties with platforms based around one or two major current issues alone; the Green Party, for example, is almost solely concerned with the environment. Moreover, when it comes to casting a vote, history shows that the British public tends to resist change and, thus, the status quo is maintained.

Task 3: Grammar and mechanics

Fill in the blanks with the appropriate transitions to give the text coherence. Add punctuation if necessary:

Starting your own business could be the way to achieving financial independence. (1) ……………………….it could just as well land you in debt for the rest of your life. (2)………………………. , that is the view of Charles and Brenda Leggat, a Scottish couple, who last week saw their fish farm business put into the hands of the receiver. 'We started the business at a time when everyone was being encouraged by the banks to borrow money. (3)………………………. , we fell into the same trap, and asked for a big loan. (4)………………………. , at the time we were sure that we could make it into a going concern,' said Charles Leggat, a farmer from the Highlands. The bank analysed the proposals we put forward and they agreed that it would be a highly profitable business.' Sure enough, within five years the Leggats were exporting trout and salmon products to hotels all over Europe, and(5)……………………. they took on over fifty staff. (6)……………………. , with the advent of the recession, they began to lose ground as orders dried up. '(7)…………………., said Brenda Leggat, 'the business has now been valued by the bank at a fraction of its true worth. If they had left us to work our way out of our difficulties, (8)…………………….virtually bankrupting us, I am sure that we could have gone back into profit. As it is, we have been left without a livelihood, and the bank has not recovered what it lent us.' The Leggats both felt that their banks had not treated them fairly. '(9)……………………. , they were falling over themselves to lend us the money initially, (10)……………………. now they are doing very little to keep the business going, and fifty local people in work.' A spokesman for the bank concerned refused to comment.

Task 4: Free writing

Free-write an essay about any topic you like:

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

....

The Focus Group Interview Guide

Introduction

Good morning and thank you for agreeing to meet with us and share your views on the teaching and learning of the writing skill in our department. We are recording your responses, but we will keep all individual comments confidential. Please keep in mind that we are interested in both negative and positive comments:

1. How do you feel when you write in English?
2. Think back over your experience as a language student, did you feel sure and self-confident in your writing class?
3. Before starting to write in English, what expectations do you have in mind?
4. Have you managed to express your ideas and thoughts in your writing class?
5. What worries you most when you write in English?
6. How do you feel when your classmates write better than you in class?
7. Do you prefer being evaluated by your peers or teacher when you hand in English sentences or paragraphs in class?
8. When you write under time pressure, how do you feel about it?

   Is there anything you would like to add?

Thank you for your help

Appendix 6

Teachers' Questionnaire

Dear Teacher,

This questionnaire is designed to collect data on the teaching of writing in English as a foreign language at the English Department (University of Algiers 2) . Specifically, we attempt to shed light on two academic levels of the LMD: First year reading and writing and third year writing. We would be very grateful if you answer the following questions. Your answers will remain confidential. Please indicate your answer for some of the questions by a tick and justify when necessary.

Thank you in advance for your participation

Part One: Background Information

1- Gender:
- Male ☐
- Female ☐

2- What is the highest university degree you have?
- Licence ☐
- Magister ☐
- PhD ☐

3- How long have you been working as a university teacher?
……………………………………………………………..

4- How long have you been teaching writing? Please specify the level and the number of years.
………………………………………………………………………………………
………………………………………………………………………………………
…………………………………………………………………………

5- What writing module do you teach?
- Reading and Writing (1st Year) ☐
- Critical Writing (3rd Year Linguistics) ☐

6- What are your primary reasons for teaching writing?
- Research ☐

- Part of your concerns ☐
- You Enjoy teaching writing ☐
- Imposed by the department ☐
- Other…………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………

Part Two: Teaching writing and the language student

1- What areas of EFL writing create difficulties for your students? Please specify :

- Teaching materials ☐
- Teaching method ☐
- Assessment ☐
- Other…………………………………………………………………………..
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………

2- In teaching writing, which of the following should be given more importance? Please explain your answer:
- Grammar ☐
- Mechanics ☐
- Vocabulary ☐
- Handwriting ☐
- EFL culture ☐
- Other…………………………………………………………………………………
……………………………………………………………………………
………………………………………………………………………………….
……………………………………………………………………………..
……………………………………………………………………………………

3- What sort of activities or tasks do you use more in your writing class? Please explain:
- Cloze test ☐
- Gap- filling ☐

- Combining sentences ☐
- Re-organising scrambled sentences ☐
- Grammar and mechanics ☐
- Free writing ☐
- Other…………………………………………………………….................
....
....
....

4- Do you take into consideration students' preferences? If yes, how do you manage that?
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
…………………………………………………………………

5- How would you assess students' writing? What type of correction do you consider more effective in class? Please explain your choice:
- Teacher's correction ☐
- Peer correction (peer editing) ☐
- Whole class correction ☐
- Self- correction (self-monitoring) ☐
- Other…………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
…………………………………………………………………

6- Do you cater for students' individual differences? If yes, how would you do that?
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………………………
………………………………………………………………………

7- Are your students anxious about writing in English? If yes, how do you know that?
………………………………………………………………………………………
………………………………………………………………………………………

…………………………………………………………………………………
…………………………………………………………………………………
………………………………………………………...

8- As a teacher of writing, what are the sources of students' writing problems at the English Department? Please justify :
- Poor grammar ☐
- Limited vocabulary ☐
- Limited time to write in class ☐
- Topic avoidance ☐
- Lack of concentration ☐
- Apprehension ☐
- Other…………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
………………………………………………………

9- How would you help students who have some of the writing problems mentioned above?
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
………………………………………………………

10-What would you suggest to change the teaching of writing at the English department?
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
………………………………………………………………………

- Please feel free to write any additional comments:
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………
…………………………………………………………………………………

Appendix 7

The Follow-up Teachers' Questionnaire

Dear teacher,

This questionnaire is used to collect data on teachers' perceptions of students' writing anxiety in the hybrid learning-teaching university context. We would be very grateful if you complete the questionnaire. Please tick the option (s) that best describe (s) your choice and justify your answers wherever needed.

Thank you in advance

Q1-Do you use the Moodle platform to teach writing? Yes ☐   ☐

If yes, what percentage does that represent in your teaching?

Less than 30 % ☐ 50% ☐ 70% ☐ 90% ☐ More than 90% ☐

If no, could you please give the reasons?

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

Q2-Compared to teaching writing in face-to-face classes, have you managed to teach writing through Moodle easily?? Yes ☐ No ☐

If no, what hurdles have you encountered?

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

Q3-Think back over your experience of teaching writing during the lockdown, how do you assess this experience in terms of the following?

- Teaching materials:………………………………………………..

………………………………………………………………………………………

………………………………………………….

- Teaching techniques:………………………………………………….

…………………………………………………………………………………

…………………………………………………………………………………

- Assessment:…………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………………

- Teacher-student interaction………………………………………..

…………………………………………………………………………………

…………………………………………………………………………………

- Other…………………………………………………………………

…………………………………………………………………………………

Q4-How do your students perceive the experience of writing by using Moodle in terms of the following?

- Writing activities:………………………………………………..

…………………………………………………………………………………

……………………………………………………………………………………………

- Feedback:……………………………………………………………………….

……………………………………………………………………………………………

……………………………………………………………………………………………

- Exams:…………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

- Other…………………………………………………………………………..

……………………………………………………………………………………………

Q5-How do you perceive students' writing anxiety in the new online environment in terms of the following?

- Discomfort in writing:………………………………………………………..

……………………………………………………………………………………………

……………………………………………………………………………………………

- Low motivation:…………………………………………………………….

……………………………………………………………………………………………..

……………………………………………………………………………………………

- Fear of online writing:…………………………………………………………….

……………………………………………………………………………………………

……………………………………………………………………………………………

Q6-What do you think are the sources of students' writing anxiety in **face-to-face** classes?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Q7-What do you think are the sources of students' writing anxiety in **online** classes?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Q8-Are you aware of how anxiety manifests itself in students who have writing anxiety in online classes? Yes ☐ No ☐

If yes, could you please explain that?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Q9-What writing activities or tasks do you think can increase writing anxiety on Moodle compared to face-to-face classes?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………

Q10-For those students who suffer anxiety in writing on Moodle, how do you try to help them?

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………….

…………………………………………………………………………………………

………………………………………………………………………………………….

Q11-Do you have any valuable experience about reducing students' writing anxiety you want to refer to?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Please feel free to write any further comments…………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

……………………………………………………………………………………………….

Abstract in Arabic

تتطلب الكتابة بلغة أجنبية تداخلا معرفيا وعاطفيا لطلاب اللغة، لذلك تحاول هذه الدراسة معالجة قلق الكتابة ومصادره المحتملة لطلاب قسم اللغة الإنجليزية بجامعة الجزائر 2. يعد هذا البحث مسعى متواضعًا للمساهمة في مجال البحث الديناميكي للقلق. حتى الآن اتجه البحث إلى التركيز على فكرة السببية بدلاً من وجهة نظر الطلاب، بما في ذلك عدد لا يحصى من التصورات والخبرات. يلقي هذا البحث الضوء على تأثير زيادة التعرض للغة الهدف على القلق الكتابي لدى الطلاب. ويسعى أيضًا إلى فحص القلق الخاص بمهام الكتابة المختلفة. بالإضافة إلى ذلك، ومع التحول إلى التدريس الهجين بسبب تفشي جائحة كوفيد-19 في الجزائر، كانت هناك حاجة لتحديد تأثير منصات التدريس الإلكترونية الجديدة مثل مودل على قلق الطلاب في الكتابة. المنهج البحثي المتبع في هذه الدراسة هو نموذج بحثي مختلط الأساليب باستخدام مجموعة متنوعة من أدوات جمع البيانات وهي: استبيانان تم إجراؤهما على 168 طالبًا، ومقابلات جماعية مركزة أجريت مع 16 طالبًا، إجراء تجربة مهام الكتابة على 50 طالبًا، كما تم إجراء استبيانين بواسطة 11 استاذا. تشير نتائج البحث إلى أن العديد من الطلاب يعانون من قلق كبير فيما يتعلق بجوانب محددة من الكتابة باللغة الإنجليزية كلغة أجنبية. تدل معظم العلامات السلوكية للقلق على محدودية التعبير النسيان، وقلة التركيز. هذه علامات أيدها ثلث أو أكثر من نصف المشاركين الذين شاركوا في البحث. ساعدت البيانات المستمدة من المقابلات الجماعية المركزة الى فهم بعض المشاعر السلبية الخاصة بالقلق أثناء الكتابة، مثل عدم الارتياح والانزعاج. علاوة على ذلك، فقد تبين أن قلق الكتابة لا يتضاءل بالضرورة مع زيادة إتقان الطلاب للغة الإنجليزية كلغة أجنبية. علاوة على ذلك فقد كشفت النتائج أنه يمكن لقلق الكتابة أن ينبع من مجموعة من المصادر الشخصية أو التعليمية. فيما يتعلق بمهام الكتابة، تظهر الدراسة الحالية أن ردود الفعل العاطفية لأداء المهمة يمكن أن تكون مثالية، خاصة بالنسبة لطلاب السنة الثالثة. وفي محاولة لتسليط الضوء على تأثير تطبيق نظام مودل على قلق الطلاب من الكتابة، كشفت النتائج أن معظم الأساتذة يعتبرون التدريس بنظام مودل تجربة مرهقة لغالبية طلابهم. وعلى أساس هذه النتائج، تم تقديم عدد من الاقتراحات المستوحاة من أبحاث القلق ونتائج الدراسة أيضًا.

الكلمات المفتاحية: قلق الكتابة، مصادر قلق الكتابة، مهام الكتابة، تطبيق مودل.