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**FOREIGN LANGUAGE WRITING ANXIETY AND ITS CONTRIBUTING
FACTORS: THE CASE OF EFA BORU DABO TEMO AND LILLO SECONDARY
SCHOOL GRADE 11 STUDENTS IN DABO HANNA DISTRICT INBUNO BEDELE
ZONE**

BY: GUTEMA ASRAT

ADVISOR: TEKLE FEREDÉ (PHD)

CO-ADVISOR: MANDEFRO FENTA (PHD)

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**Foreign Language Writing Anxiety and its Contributing Factors: The Case
of Efa Boru Dabo Temo and Lillo Secondary School Grade 11 Students in
Dabo Hanna District, Buno Bedele Zone**

By: Gutema Asrat

Advisor: Tekle Ferede (PhD)

Co-advisor: Mandefro Fenta (PhD)

**A Thesis Submitted to Department of English Language and Literature in
Partial Fulfillment of the Requirements for Master of Arts in Teaching
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Jimma, Ethiopia

DECLARATION

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any university, and that all the sources used for it are duly acknowledged

_____	_____	_____
Name of Student	Signature	Date

We, the undersigned declare that this MA thesis has been prepared, submitted, and examined as MA in TEFL requirement.

_____	_____	_____
Main supervisor's Name	Signature	Date

_____	_____	_____
Co-supervisor's Name	Signature	Date

_____	_____	_____
External examiner	Signature	Date

_____	_____	_____
Internal examiner	Signature	Date

_____	_____	_____
Chairperson	Signature	Date

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ABSTRACT

This study was conducted on the title A Study of Foreign Language Writing Anxiety and Its Contributing Factors: Grade 11 Students in Efa Boru Dabo Temo and Lillo Secondary Schools in Dabo Hanna District, Buno Bedele Zone. The main objective of this study was to investigate EFL students' writing anxiety level and its contributing factors. Purposive sampling technique was used to select the target schools. The students were selected using simple random sampling through lottery method to fill in the questionnaire and the participants for the interview were selected using purposive sampling. The participants of the study were totally 135 students. Two kinds of data collection instruments were used, namely, questionnaire and semi-structured interview guide. The data collected using students' questionnaire was analyzed by using IBM SPSS Statistical data version 26 software. By using this software, frequency, percentage, mean and standard deviation of each item was analyzed. The findings indicated that participants struggled with writing practices and lacked basic writing skills due to writing anxiety and its contributing factors. The study also showed that students writing anxiety was caused by poor writing practice habit, lack of self-confidence, thinking negatively and pessimistically, considering their writings inferior to those of others, thinking that they cannot write any composition, and also their teachers' teaching methods. Hence, it is recommended that EFL teachers understand that writing anxiety is not the indication of poor writing ability but it is a possible condition that may occur during the writing process and when they treat it properly, there is a possibility to eliminate it. Besides, English teachers and students should identify the potential causes of the occurrence of writing anxiety and try to reduce its effects on the students' writing effectiveness using the various strategies indicated in the study.

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List of Acronyms

EFL	English as Foreign Language
FLWA	Foreign Language Writing Anxiety
F-	Frequency
M	Mean
P	Percentage
SD	Standard Deviation
SLA	Second Language Acquisition

CHAPTER ONE

INTRODUCTION

The title of this study was foreign language writing anxiety and its contributing factors. This study investigated foreign language writing anxiety and its contributing factors to students. Hence, the first chapter deals with the background of the study, statement of the problem, general and specific objectives, significance, delimitation and limitation of the study and definition of key terms.

1.1 Background of the Study

Foreign languages might be different from learning other subjects and it can be relatively a demanding task. One of the repeatedly raised questions in language acquisition theories and arguments is why some learners are more successful and motivated than others (Richards & Rogers, 2001). Similarly, many EFL teachers are still seeking an interpretation for the different output produced by the learners who are given the same input in a given language classroom. The possible answers and interpretations for such inquiries have been attributed to many determining factors which come into play when learning foreign languages such as cognitive abilities, personal characteristics, social contexts, cultural considerations and foreign writing anxiety as well. Describing affective factors as volatile another scholar added that not only points to their effect on the responses to specific learning daily activities but also on the overall learning process (Ellis, 1994)

English writing has a great influence on the entire system of education, because it is the primary source of world knowledge. Foreign language writings are the most significant development in human history. It is a way of exchanging knowledge, information, thoughts and opinions with other countries of the world from one generation to another (Deane, 2018). Foreign language writing is a skill that requires sufficient knowledge about the language and appropriate affective dispositions including optimum level of FL writing anxiety to produce written compositions. Its importance increases when it comes to writing in English language which is widely used for international communication and comprehension of the necessary knowledge. However, as foreign language writing is a very complex productive process

which involves a number of anxieties and its contributing factors, it requires ample instructional and research focus.

Anxiety, as one of the affective factors in language learning, has been a popular research topic for decades. Besides psychologists, second language acquisition researchers and teachers have found it worth studying because of its huge effects on language learning. It is common for learners to have negative feelings such as anxiety, fear, and low motivation in foreign language classes. These feelings can be so serious that learners may skip language classes and even avoid language learning situations. With its down spiraling impact, anxiety contributes to poor performance and obstructs successful language acquisition and learning (Arnold & Brown, 1999). Its interference with many types of learning can be easily detected, but when it gets in the way of learning foreign or second languages, it is termed “foreign/second language anxiety.” Anxiety is quite possibly the affective factor that most pervasively obstructs the learning process.

Writing anxiety is a persistent feeling of not being ready to write or not being good enough to write. Anxiety in writing is a wide variety of apprehensive and pessimistic feelings about writing. It is the tension experienced before or during the writing (Hjortshøj, 2001). Another scholar Thompson (1980, p.121) defines writing anxiety as “Fear of the writing process that outweighs the projected gain from the ability to write.” Many factors such as lack of knowledge and self-confidence, the fear of receiving negative criticism, and inadequacy are influential in writing anxiety. Concentration problem is one of the challenges closely related to anxiety that negatively affects the writing skill (Demir, 2016). Writing anxiety is a reaction against writing, which sometimes can be motivating or disturbing. It is closely associated with emotional symptoms such as sadness, anger, fear, and physical symptoms such as cramping and sweating (Petzel & Wenzel, 1993).

Students feel they are deprived of help, support and encouragement. According to Daly and Miller, (1975) anxious students failed to attend class when writing assignments were due and did not enroll writing lessons.

The writing of high-anxious students compared to low-anxious ones, tended to be less profound, lower in quality, and less competent with respect to syntactic structure (Daly, 1977). As a productive language skill, writing skill has been viewed as one of the most complex language skills since it requires not only linguistic competence but also a sufficient amount of writing convention, cognitive strategies, and communicative competence (Harmer, 2006; Hyland, 2003).

Regardless of the numerous attempts and practical methods applied to enhance student writing skills, writing is still viewed as one of the most difficult skills to be practiced by secondary school learners at all grades by minimizing its anxiety and contributing factors. As a specific facet of foreign language writing anxiety, frustration and stress in writing classes have been increasingly recognized and emphasized by many researchers as a hindrance to writing and a source of learners' negative attitudes towards it. The causes of such affective feelings in writing classes were lack of self-confidence, low self-efficacy, product model of teaching writing, linguistic incompetence, poor skill development, teaching practices, negative feedback, peer competition, cultural factors (Cheng, 2002; Daud et al, 2005; Latif, 2007).

In general, foreign language writing anxiety should be minimized by both EFL teachers and learners during writing lessons as they may contribute to weak writing habits. In addition, focusing on minimizing foreign language writing anxiety makes the writing stages process interactive and collaborative. To be good at it, students must be given much effort and practices while paragraph writing practices. Besides, they must reduce excessive FL writing anxiety and EFL teachers have to play a substantial role. Hence, this study focused on EFL students writing anxiety and its contributing factors.

1.2 Statement of the Problem

As English writing skill has vital importance as mentioned in the background of the study, learners are expected to be proficient in using this language and to have good command of it. As an essential part of EFL academic practices, writing is the most required skill for secondary school students in Ethiopia. Hence, the requirement of having a high command of English writing skills emerge as one of the most important skill for students of high schools as they will join universities for tertiary education for further studies and scholarship. As the

Ethiopian Ministry of Education curriculum, students are required to write their writing contents, assignments, paragraphs, essays, etc. in English.

Even though EFL teachers teach writing contents in the classrooms, its practices and writing productions are not yet satisfactory as students lack writing practices. EFL learners writing performances are very poor in writing content practices. In addition, there was poor writing performance of students because of the potential role of writing anxiety. The writing anxiety and its contributing factors may hinder the process of academic writing that affects the quality as well as perception of writing among students. The researcher observed these problems during the teaching learning process in the writing skills. In the current study area, the researcher observed that learners lack motivation, interest and willingness to take part in writing lessons and practices. As there was broad writing anxiety in EFL classrooms during paragraph writing practices, the present study emphasized on the importance of addressing it. Hence, the study aimed at investigating Grade 11 students writing anxiety and its contributing factors in case of two high schools at Dabo Hanna district.

Writing is a serious problem for first and second language learners. It is more complex where learners write in language systems that may be completely different from their first language. The present study focused on the writing anxiety and its contributing factors in writing lessons. In the study area, students encountered various types of learning problems in writing lessons in the classrooms. The majority of the students faced numerous problems of English writing at their different learning stages. These major problems can be classified as linguistic, cognitive, psychological, and pedagogical problems.

As to the researcher's experience, observation and knowledge in the study area, students faced problems of motivation, interest and test difficulty in writing. Furthermore, there were also ungrammatical sentences, unstructured rules and inappropriate punctuation marks in their writing practices. This showed that there is writing anxiety in the writing classes. The researcher's teaching experiences in teaching EFL in high schools has enabled to observe and feel how much anxious the students become whenever they are asked to write English compositions. Subjective evidence also suggests that some students leave writing exams without writing even few sentences or a short paragraph. Likewise, other students who are

relatively proficient in other skills like reading or grammar exhibit fears of making writing errors and lack of confidence in their writing habits.

There were related studies which were conducted on students writing anxiety in secondary schools among EFL learners. To state some, a study conducted by Daud et al, (2005) on second language writing anxiety in general revealed that the subjects of the study suffered from anxiety as a result of their lack of writing skills and that the better students experienced less anxiety than the weaker ones. Another study which arrived at almost similar findings with the above study was conducted by Murphy (2004). His findings showed that students with low proficiency in their writing attempts particularly during tests were found to be more anxious and their anxiety was caused by their lack of writing skills.

From local studies, Abate (1996) conducted a study on first year students at Ethiopian Civil Service College. The purpose of the study was to find out the extent and direction of the relationship between English language anxiety and learners' English language performance. The results of his study revealed that most of the sample students were highly distressed or anxious in different skills of language performance, for example, in writing and speaking. Another study by Teshome (2020) on an exploration into students' writing anxiety in English class indicated that the learners were encountered language difficulties, limited knowledge of vocabulary, insufficient writing technique, time pressure, fear of evaluation and making mistakes and even their personal perception on writing in general. Another study by Melese (2007) on an assessment of English language writing test anxiety whose objective was to assess students' levels of English language writing test anxiety identified that the large majority of the subjects of the study were found to be poor in their writing background before they joined university or colleges. And, as a result, their levels of anxiety were high when taking the writing tests.

As to the researcher's knowledge and reading, only a few studies were conducted by looking into the area of students writing anxiety at high schools levels in Ethiopia. Undoubtedly, the above studies did not focus on writing anxiety at paragraph level which causes learners lose confidence and results in poor writing practice.

In this regard, the inability to express one's ideas through written communication and getting a high level of writing competence as a requirement were not dealt with by the above researchers. Moreover, minimizing foreign language writing anxiety and its contributing factors to master writing as a productive language skill is the focus of the present study. In light of the above points and considerations, identifying EFL students' writing anxiety level and its contributing factors have become the focus of the present researcher.

To achieve its purpose, the study tried to answer the following basic questions:

1. What is the level of foreign language writing anxiety among Grade 11 students of Efa Boru Dabo Temo and Lillo Secondary School?
2. What are the factors that contribute to the students' writing anxiety?

1.3 Objectives of the study

1.3.1 General Objectives

The purpose of this study was to investigate EFL students writing anxiety level and its contributing factors.

1.3.2 Specific Objectives

The specific objectives of the study were to:

- find out the level of writing anxiety among the students in focus;
- identify the factors that contribute to writing anxiety among these students.

1.4 Significance of the Study

EFL teachers in high schools might unintentionally exacerbate students' writing fears and anxiety without knowing writing anxiety and its contributing factors. Thus, the subject of improving writing skill via minimizing writing anxiety is crucial for learners and stake

holders. Emphasizing the importance of writing for students, this study will be a good reference for EFL teachers regarding students writing anxiety level and its contributing factors through giving awareness. Consequently, the finding of the current study is expected to draw attention towards anxiety as an essential element which should be taken into consideration when teaching English writing in secondary schools. The study will also give hints for other researchers to investigate related studies concerning foreign language writing anxiety and others.

1.5 Delimitations of the Study

The scope of a given study was depended up on the researcher's suitability within a given time and budget limit allocated for the study. Accordingly, this study was limited to investigate students writing anxiety and its contributing factors in the current study area. Therefore, it was delimited to two secondary schools in Dabo Hanna District namely Ifa Boru Dabo Temo and Lillo Secondary School Grade 11 students.

1.6 Limitation of the Study

This study focused on the level of foreign language writing anxiety and its contributing factors in writing classrooms. In addition, the major factors that made students in a state of anxiety when they took writing tasks were also covered in the study. It was better if this study incorporated several schools and many samplings. This was due to lack of other high schools, shortage of time and budget to carry out in other areas. In addition, the study didn't use rather than two data gathering tools, as students writing anxiety could not be observed and obtained by analyzing documents. However, the researcher tried to collect necessary and rich data using questionnaire and interview methods.

1.7 Definition of key terms

Anxiety: "a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of autonomic nervous system" (Spielberger, 1983, p. 15).

Writing anxiety: It is the tension or fear experienced before or during writing. It is a persistent feeling of not being ready to write or not being good enough to write (Thompson, 1980, p.121).

Self-efficacy: It is situational awareness of a person about their capacity to perform a specific action successfully (Bandura, 1982).

Factors: are the things that affect an event, decision, or situation, teaching-learning(Oxford dictionary).

UNIT TWO

REVIEW OF RELATED LITERATURE

2.1 The Concept of Writing

English language skills have equal importance and are interconnected in the environment of language learning. Although all the four language skills have their own significance, writing skill is the most vital skill among them because it plays a significant role in all facets of life. Writing is the process of human interconnection throughout the world. It is considered an imperative skill for good language production. It is thought of as a significant skill mainly in the content of English as a second language and the majority of the learners face numerous challenges while writing. The role of writing in language learning has been one of the basic means for exploring and discovering the world since people internationally use it to exchange information and communicate with each other through writing (Kelly & Lawton, 1998).

However, viewing writing tasks as uncomfortable and punishing by anxious learners makes them avoid writing situations, and if they encounter inescapable writing situations, their writing performance could be deteriorated as a result of high levels of anxiety (Daly & Wilson, 1983). Learners, especially students of high schools in the study area get confused in English writing due to a lack of strong vocabulary, phrases, sentences, expressions and suitable reading comprehension of the English language passages. This skill demands very close attention for its effective learning and teaching. Hence, this study will focus on students writing anxiety and its associated factors.

Mastering this productive skill is not an easy task because of its demanding nature and the factors pertaining to it. Unlike speaking, writing needs to be learnt in formal learning situations opposed to speaking which can be learned informally (Grabe & Kaplan, 1996). As stated earlier, the difficulty of writing as a message oriented skill is attributed to several requirements that are needed by the writer such as well selected vocabulary, correct grammatical sentences, organized development of ideas, considering reader levels and tendencies as well. Therefore, it can be claimed that writing provokes as much anxiety as other skills and it requires extra individual work and practice.

2.2 Anxiety in Second Language Acquisition

The importance of creating a low stress learning situation in language learning and improving learner's language competence is stressed by Krashen (1982) when he proposes the Affective Filter Hypothesis which indicates that anxiety, motivation, and other affective factors greatly affect second language acquisition. "Affective Filter hypothesis is a mental block caused affective factors that prevents input from reaching the language acquisition device" (Krashen, 1985, p. 80). These indicate the understanding and focus of foreign language anxiety in language learning. Other researchers also claim that the learning process and outcomes are influenced by the psychological aspects of the learner towards learning languages (Price, 1991). Therefore, uncovering foreign language anxiety producing factors will broaden insight into that affective construct and help language practitioners and teachers in creating a less anxious classroom environment.

In the context of second language learning and acquisition, the learner's attitudes, motivation and anxiety have been frequently shown to be important factors for successful learning. In terms of anxiety, it has been described by many educators and linguists (Krashen, 1982; MacIntyre, 1995; Young, 1991) as a major roadblock to SLA and learning. One of the theoretical constructs that has been associated with SLA and has a strong connection to language anxiety is Krashen's (1982) "Affective Filter Hypothesis." This concept has been widely tackled by linguists and language practitioners particularly when they seek to describe how an individual acquires or learns a second language.

Krashen (1982) defines the "affective filter" as an imaginary wall governed by the learner's motives, attitudes or levels of anxiety that allows or inhibits the language input. This hypothesis demonstrates how motivation, anxiety, and self-confidence play either a debilitating or a facilitating role in SLA. In other words, these affective feelings may inhibit or enhance acquisition or learning by the mediating role they play between the student's ability to learn and the linguistic competence in an input rich educational environment. It is also pointed out that SLA is impeded when low motivation, low self-confidence and high debilitating anxiety combine together and increase the affective filter which prevents the comprehensible input. According to Krashen (1983), SLA would not occur in a high anxiety situation as individuals acquire languages best when pressure and anxiety are off. As

expressed by (Krashen, 1982), low-anxious learners who have positive attitudes towards second languages take in more ‘input’ since their affective filter is lower or weaker. On the other hand, those who have higher or stronger filter (as a result of being highly anxious with negative attitudes towards second languages) obtain less input that hardly reaches the language acquisition device.

2.3 Anxiety in Language Learning

When we read or hear the word anxiety, some associated words or concepts such as nervousness, fear, stress, tension, affective state, unpleasant emotion, phobia and avoidance might be triggered in our minds. Longman’s dictionary (2003) defines anxiety as “the feeling of being very worried about something.” In psychology, Cattell and Scheier (1961) view anxiety as a result of not achieving one’s needs and uncertainty about fulfilling these needs in the future. From a cognitive perspective Lazarus (1966) describes anxiety as a fear of a threatening situation without seeing an effective action for alleviating that threat.

Pointing to the physiological aspects of anxiety, Leary (1982) characterizes it as a cognitive affective reaction accompanied by fear of negative future outcome and physiological arousal.

Spielberger (1980) differentiated between “worry” and “emotionality” as two different dimensions of anxiety. “Worry” is related to the individual’s assessment for the threat and how to handle it, whereas emotionality refers to feelings or physical symptoms such as sweating, nausea, and rapid pulse associated with anxiety.

Over the last three decades, there has been much research in the field of language anxiety. According to Scovels (1978), anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry. When it comes to anxiety in learning L2 or FL, the researchers made a distinction between two types of anxiety: trait anxiety which refers to the natural characteristic of a person to be nervous regardless of particular circumstances, and state (situational) anxiety which is the nervousness caused at a particular moment in response to some outside stimulus (MacIntyre & Gardner, 1989).

Researchers believe that language learning anxiety is different from that of other anxieties in a number of ways because it involves a complicated fabric of personal viewpoint, confidence,

emotion, and manners in a setting of learning procedure (Horwitz et al., 1986). Learners with high motivation, self-confidence and low anxiety are likely to put more effort in L2 learning and vice versa. It means that high anxiety could raise the learner's affective filter high which might eventually lead the learner to be less enthusiastic about the target language (Ellis, 1985). Anxiety refers to an unpleasant emotional condition, characterized feelings of tension and apprehension (Sprelberger in Ozturk & Gurbuz, 2014). With their negative connotations, anxiety is one of the prominent factors in all kinds of learning.

Considering the aspects of a language classroom, FL anxiety has been conceptualized through three performance components: communication apprehension, test anxiety and fear of negative evaluation (Horwitz et al, 1986). Communication apprehension refers to the fear experienced by FL learners when they communicate in L2 with other people. Learners with high levels of communication apprehension usually tend to avoid communication. Fear of communication in FL situations stems from the typical concern of oral communication and immature FL vocabulary and structures (Horwitz et al, 1986).

Test anxiety which refers to nervousness or apprehension during evaluative situations and fear of failure may be caused by a deficit in the study skills or by making errors which is a frequent phenomenon in FL situations. Test anxiety is defined by Horwitz et al (1986, p. 127) as “a type of performance anxiety stemming from a fear of failure.” They add that “test anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure”(Ibid p.128). The third component is caused by fear from being evaluated from peers, teachers or others and the expectations of being negatively evaluated. It might also result from social evaluative situations such as giving a public speech or interviewing for a job (Ibid).

2.4 The Concept of Writing Anxiety

Writing anxiety is unique to the language-particular skill of writing (Blane et al, 2001; Bugoon & Hale, 1983). It is defined as the “fear of the writing process that outweighs the projected gain from ability to write” (Thompson, 1980, p.121). With the realization of the fact that writing anxiety clearly negatively affects writing performance (Pajares & Johnson, 1994; Smith, 1984), researchers and practitioners became more sensitive to this phenomenon.

Specifically, writing anxiety and L2 relation has recently captured attention. With regard to educational contexts, there have been studies focusing on this particular aspect of language anxiety i.e., writing anxiety (Cheng, 2002; Gungler & Taylor, 1989).

Cheng et al (1999) observed that L2 writing anxiety is a language skill specific anxiety associated with writing achievement. Cheng et al (1999, p.421) claim that although second language classroom anxiety and L2 writing anxiety possess their own and distinguishable characteristics, “they seem to share several assumptions, such as negative affect toward certain aspects of communication, avoidance of certain kinds of social exchanges and fear of being evaluated.”

Some factors that might generate anxiety when writing L2 compositions include poor writing skills, perfectionism, difficulty in understanding the remarks written by instructors and paying much attention to grammar and accuracy. As clarified in the following section, there is no consensus among researchers on the factors causing L2 learners’ stress and fear in writing classes. A great deal of educational testing that students experience takes place via writing (Leki, 1999). Students are judged on the basis of the elaboration of the ideas they express, the arguments they develop, the range of vocabulary they use, the aesthetic quality of their texts. It would be a failure not to note that L2 students are more challenged in the writing process.

Naturally, students will shoulder the difficulty writing creates for them along with the fear of making mistakes due to their limited L2 knowledge and capacity or the dissatisfaction of expressing themselves in the target language. Expression of thought is so limited that students may never be satisfied with their writing product on the basis of not expressing what they really think. Their limited knowledge and capacity in L2 hinder the sophistication and complexity of their thoughts and push them to reflect simplistic and flat understandings below their current intellectual capacity (Silva, 1993).

Taking a closer look at the sources of anxiety reveals that the problems are rooted in the classroom practices. However, the cure also lies in the same place. Focusing mainly on the correctness of language shadows the process experienced in writing which is a highly valuable period to decrease the level of writing anxiety. Acting on this suggestion, the current study

investigated the writing anxiety and its associated factors and was aimed at reducing writing anxiety of EFL students.

McLeod (1987) believe that writing consisted of a combination of emotional and cognitive actively. He defined anxiety in writing as “generally understood to mean negatively, anxious feelings that disrupt some part of the writing process” (Ibid p.427). Thompson (1980) gave a similar definition to writing anxiety, as “fear of the writing process that projected gain from ability to write.” (Ibid p.121). Writing anxiety or writing apprehension, according to Daly (1975), is considered are important topic for understanding the correlation between writing and human characteristic. Writing apprehension is a disposition of feeling or when one person expects the outcome of the events fearfully, while writing anxiety is situational or when a person feels mentally nervous about unsure occurrences (Daly and Miller, 1975). Writing anxiety was discovered to be a different phenomenon than anxiety. Daly and Miller develop an initial understanding of the effects of writing anxiety learning a foreign language by creating the Writing Anxiety Test (WAT), a tool that has been widely used by many researchers to measure writing anxiety in English language learning.

Achievement motivation is defined as an individual’s desire to perform satisfactorily to have an inner feeling of personal achievement (Elias et al., 2010). In other words, achievement motivation is a significant and positive factor for an individual’s academic performance. A study undertaken by Elliot and Church (1997) revealed that there is often a positive relationship between achievement motivation and individuals’ academic performances. This view is endorsed by Emmanuel et al. (2014) who reported that achievement motivation has a significant and positive impact on academic performance. In other words, achievement motivation is found to be a dynamic and powerful predictor of an individual’s performance. Added to this, a study carried out by Elias et al. (2010) on achievement motivation and self-efficacy revealed that high levels of achievement motivation and self-efficacy often drive individuals to put in a great effort in a task they believe in to accomplish their objectives.

2.5 Writing Anxiety

Writing anxiety, or writing apprehension, refers to an inhibiting anxiety when the learner is assigned a writing task (Daly & Miller, 1975). Second Language Writing Anxiety (SLWA) is defined as the tendency for writers to avoid situations demanding writing anything in the second language which will be evaluated (Hassan, 2001). Therefore, SLWA includes the fear or inhibition that anxious learners feel while writing or composing something for academic evaluation. In case of L2 writing, this anxiety manifests itself in the forms of avoidance behaviour, procrastinating homework, forgetting rules and test anxiety. (Horwitz et al., 1986).

A number of psychologists and cognitivists (Hayes, 1981; Hayes & Flower, 1980) have studied students' writing anxiety in EFL contexts. Research findings suggest that writing anxiety could result from the learners' poor linguistic competence, cognitive difficulties regarding the writing process, classroom context and lack of self-confidence (Hassan, 2001; Holladay, 1981). Tsai (2008) revealed that a high level of anxiety causes learners to believe they have less expertise. The study of Hassan (2001) also indicated that the less confident and highly anxious learners tended to produce shorter and less qualified compositions than their less anxious counterparts.

In the research of Holladay (1981), self-confidence was found to play a crucial role in deciding the affective response of the learners towards their writing tasks (Holladay, 1980).

The reception of negative evaluation in the writing task also increases the students' anxiety, not only that, but a high level of anxiety also causes less self-confidence and in turn, less proficiency in writing. Daly (1985) also observed that students who suffered a high level of writing apprehension obtained low scores on standardized tests of writing and their essays received lower evaluations by the instructors.

Researchers such as Aldrick (1979, 1982) and Weil and Lane (1956) studied the causes of writing anxiety among students and shown a number of factors: insufficient preparation, the lack of techniques to handle difficulty in writing, too much criticism by the teachers etc. The studies of Bloom (1980) and Hayes (1981) revealed that less anxious writers compose better because they can control their time and actions better due to having more time to concentrate

on the order of thoughts in comparison with anxiety stricken writers who remain obsessed with their anxiety.

Anxiety is essentially a common emotion that people feel in their lives during difficult times, and it is feasible to occur to students in educational setting. Anxiety is an inevitable feeling that affects learners in their learning process (Miri & Joia, 2018). However, due to the challenges that have to be encountered in writing, majority of the learners may feel strained or discouraged. For instance, when students are provided with writing practices, error correction, writing tests like writing paragraphs and essay, they might feel demotivated which in turn will be negatively affecting the composition process. In addition, these kinds of students feel boring as they find it difficult to compose written products by their own. While writing, they become anxious, if they cannot retrieve information from their EFL teachers sample and this in turn, distracts them from effective composing process. This will make students more anxious and as a result, they avoid participating in writing activities. This will eventually cause them to discharge themselves from even trying to write due to this anxiety. As AlSawalha & Chow, (2012) said that students who suffer high levels of anxiety may suffer in their language learning process.

2.6 Sources of Foreign Language Anxiety

To create an anxiety free classroom, as suggested by Young (1991), the key step for language teachers and practitioners would be to find out where the roots of anxiety lie and identify its sources. Since the four language skills are integrated, exploring the factors standing behind foreign language anxiety in general could-to some extent- contribute to uncover some sources of anxiety for each skill. In addition to Horwitz et al's (1986) three main sources of FL anxiety, Young (1991) reviewed the literature of language anxiety and offered a list of its potential sources. These sources could be grouped into four main categories: 1) personal/interpersonal anxieties; 2) learner/teacher beliefs about language learning and teaching; 3) classroom procedures; and 4) language testing.

Personal sources of anxiety have been researched along with other social and psychological factors such as self-esteem, demotivation, shyness, peers' evaluation, competitiveness and attitudes towards learning FLs (Bailey, 1983; Horwitz, 2001; Oxford, 1999). Bailey (1983)

claims that the competitive nature of L2 Learning provokes anxiety when learners feel that their self-esteem or proficiency is lower than others in class. Also, personal anxiety sources may be experienced due to psychological factors such as the learner's own self-image, perception about peers, teachers or other cultures (Scovel, 1991). Additionally, it may be a result of insufficient command of the target language. Other educators relate it to different social and cultural factors like being afraid of making errors in front of others and losing social identity (Aydin, 2001; Richard, 1996).

With respect to learner/teacher beliefs about language learning, Young (1991) points out that some beliefs could heighten the levels of anxiety in students. For example, some L2 learners view grammar as the fundamental aspect to master and excel at while others think that pronunciation is the most essential aspect of L2. In this regard, Horwitz (1988) reports various kinds of learners' beliefs that lead to anxiety such as believing that few years of learning L2 is enough to gain a native like fluency and pronunciation, believing that accuracy is more important than fluency and believing that learning L2 is limited to some gifted individuals. It seems that some learners' beliefs stem from unrealistic and erroneous conceptions about learning foreign languages. Meanwhile, the matter becomes worse and levels of anxiety increase when reality clashes with some beliefs. On the other hand, some language teachers' beliefs and assumptions could also be sources of stress and nervousness. For instance, when teachers excessively correct learners' errors, particularly in writing and speaking, learners might worry about their performances.

Teacher-generated anxiety has been documented in many related studies (Atay and Kurt, 2006; Price, 1991; Young, 1991) and the characteristics of the teacher which could be associated with language anxiety include: focus on mechanical and grammatical mistakes, unsympathetic personalities, being fault finders, and absence of support. In addition, Oxford (1999) emphasizes the role of teaching styles in provoking anxiety. For instance, contradiction between student learning styles and teaching styles (style wars) triggers anxiety and disinterest. The influences of teachers on students' anxiety levels were categorized under the following subtitles: teachers' personalities (e.g., kindness, being energetic, listening with patience, etc.), teacher-student relationship (addressing students by name, correcting errors,

giving turns, etc.), and academic quality of the teachers (teachers' proficiency, fluency, and pronunciation).

2.7 Sources of Writing Anxiety

As an emotional, cognitive, and social activity, writing is interrelated with cultural, social, contextual factors and learner's characteristics such as self-esteem, motivation, anxiety, linguistic competence, proficiency, beliefs, teaching procedures, learning strategies and even gender. In addition to some sources of general FL anxiety (e.g., test anxiety and fear of negative evaluation) which are applicable to the specific situations of WA, other sources are attributed to some linguistic and cognitive causes such as poor command of grammar, spelling and mechanics of writing, poor skill development and inadequate role models (Hassan, 2001; Latif, 2007). Hassan's indicates that lack of self-confidence among L2 learners when writing is very decisive in determining the amount of WA. Lack of self-confidence could be considered a major cause of anxiety even to learners who are high in writing competence (Cheng, 2002).

In the related literature, the sources of writing anxiety have been detected as stemming from an individual's writing ability, the degree of preparation to complete the writing task, the fear of being assessed and judged on the basis of writing tasks, and the mixed messages students receive from their teachers (Daly & Miller, 1975a, 1975b; Leki, 1999; Pajares & Johnson, 1994). These sources are of high importance to achieve a better understanding of writing anxiety. It is a possibility stated in the literature that students who suffer from writing anxiety are not skillful writers and their anxiety level reflects their awareness of this problem. These students may avoid writing and writing instruction, thus neglecting chances to improve their writing skills.

Moreover, the writer's emotions are extremely affected when writers find themselves unable to express their ideas in a correct and an appropriate language. In other words, the lack of topical knowledge (knowledge schemata) can also impact writer's affective responses and exacerbate their stress. In this respect, Hyland (2003) clarifies that learners who do not have

adequate relevant topical knowledge feel much more apprehensive and nervous particularly if they do not receive complete effective feedback.

After developing the most commonly used first language writing anxiety scale by Daly and Miller (1975), the interest in writer's affect has started. Since then, a considerable number of studies from different international contexts have investigated the sources of writing anxiety and strategies for mitigating it (e.g., Cheng 2002). The findings have reported different pedagogical, personal, psychological, social, and linguistic possible sources. Concerning the personal factors, students' low self-efficacy and lack of self-confidence about one's writing capability are also major sources of writing anxiety. For example, MacIntyre et al (1998) notice that students who underestimate their writing ability and have negative expectations about their performance in writing tasks encounter high level of anxiety during writing tasks.

Writing tests could also be a major source of students' fears and stress. Specifically, test takers feel anxious when they are encountered with topics or prompts beyond their topical knowledge and proficiency level. The prompt difficulty might stem from the big number of tasks the test takers are asked to complete. Here, it is beneficial to show an example on such prompts taken from (Kroll & Reid, 1994). Some students believe that schools should only offer academic courses. Other students think that schools should offer classes in cultural enrichment and opportunities for sports activities as well as academic courses. Therefore, it can be concluded that as different international studies showed, many factors contributing to the students' writing anxiety such as time limitation, teachers' evaluation, peer competition, uninterested topics, and uniformed writing formats. It is easily noted that most of the factors were identified in previous studies except for "uniformed writing formats" which might take away the students' creativity and freedom in writing.

2.8 The Cause of Anxiety

Tseng (2012) mentioned the important causes of anxiety among the language learners: Pressure by parents and teachers to get good grades at school in English, lack of confidence in their ability to learn English, fear of making mistakes and subsequent punishment or ostracism, conditioning in childhood to believe that English is an extremely difficult language to learn, and fear of foreigners and their behavior.

Factors provoking writing anxiety in ESL classrooms can be divided into two main categories which are external factors and internal factors. External factors are those that closely related to the topics of essays and the learners' writing skill whereas internal factors are those which are related to the learners' feelings and emotions whilst doing writing activities. Anxiety over writing is normal, and it is typically an indication that a writer is serious about succeeding. Moreover, external writing anxiety includes problems related to topic – little idea, no idea, unfamiliar topic, linguistic difficulties – lack of vocabulary, sentence structures, grammatical errors, stagnant English writing skill, lack of composition technique and time constraints. Internal writing factors include afraid of feedback given by the instructors, pressure to produce good essays, stress about not knowing what to write, not motivated to write and low self-confidence to write (Azwar, 2017)

2.9 Kinds of Anxiety

Generally, anxiety is divided into two kinds, namely:

2.9.1 Trait Anxiety (High Anxiety)

Trait anxiety has been referred to as “a consonant condition without a time limitation” (Lent M Stephenson, 2006), and is a stable feature of personality, referring to an “acquired behavioral disposition that predispose an individual to perceive a wide range of objectively non dangerous circumstance as threatening (Spielberger in Stephenson, 2006). High anxiety is when the students strongly agree about their anxiety in writing.

2.9.2 State Anxiety (Low Anxiety)

State anxiety is fleeting and not an enduring characteristic of an individual's personality. It is “transitory state or condition of the organism that varies in intensity and fluctuates over time.” Example of state anxiety is apprehension experienced before taking an examination (Spielberger in Stephenson, 2006). Low anxiety is when the students strongly disagree about their anxiety in writing.

2.10 Factors Contributing to Students' Writing Anxiety

Writing in a foreign language is an acknowledged difficulty for a majority of EFL students because writing is an affective as well as cognitive activity (Cheng, 2002; Lee, 2005). Learners consider English writing as arduous, challenging, and frustrating because their writing is generally poor in terms of content, organization, vocabulary, and language use (Liao & Wong, 2008). Horwitz et al. (1986) stated that three sources of foreign language anxiety -- communication anxiety, test anxiety, and fear of negative evaluation -- may adversely influence FL writing. Clément et al. (1994) and Tsai (2008) further reported that self-confidence leads to achievement in English writing.

Students feel apprehensive about writing, especially when written assignments contribute substantially to marking (Schmidt, 2004). Those with writing anxiety may experience higher anxiety when asked to write, and this anxiety is evident in their behaviors, attitudes, and written work. In terms of written work, those with writing anxiety tend to have more difficulty in creating ideas for writing, produce shorter words, and experience difficulty with grammatical usage and mechanics (Reeves, 1997; Shang, 2012).

Although EFL learners often assess their own learning ability, considerable research has suggested that errors in self-assessment do occur; they underestimate or overestimate their language ability (MacIntyre et al., 1997). Part of the reason is that the affective factor of language anxiety may particularly bias the self-perceptions of second/foreign language competence (Dörnyei, 1995; MacIntyre et al., 1997; Ready-Morfitt, 1991). As mentioned earlier, perceptions of self-efficacy determine the amount of effort expended in pursuing a goal. In other words, students' beliefs in their capabilities play a crucial role in their ability to learn how to write (Jones, 2008). When EFL learners have low self-efficacy of writing competence, they expend less effort, with less success.

Apparently, self-efficacy not only indicates students' actual proficiency, but also probably assesses some affective construct, such as language anxiety. There was a stronger relationship between language anxiety and subjective self-perceptions of proficiency than between language anxiety and objective proficiency measures (MacIntyre et al., 1997). Clément et al. (1994) has also shown that perceived competence and anxiety are more closely related than

are self-ratings of competence and objective achievement. These findings suggest that the mismatch between the subjective perception of competence and the actual competence results from “error” in predicting one’s language ability. This error may more commonly happen to highly anxious learners who have little faith in the ability to enhance their performance (MacIntyre et al., 1997).

According to Shang (2012) students at a higher anxiety level are to be less confident when writing in class. The study also revealed that students became nervous when asked to write an English composition in class because they feared for making mistakes in language forms (e.g., grammar and vocabulary). Many students’ anxiety levels increase when they particularly receive negative evaluations from teachers. As discussed earlier, more anxious students tend to demonstrate low self-efficacy and show less confidence in writing so as to perceive themselves a lower English writing proficiency (Jones, 2008; Shang, 2012).

Language anxiety is attributable to different causes. The primary sources of language anxiety, explicated by Horwitz et al. (1986), are communication apprehension, fear of negative evaluation, and test anxiety. Price (1991) concluded from his case studies that the difficulty level of foreign language classes, personal perception of language aptitude, certain personality variables (e.g., perfectionism and fear of public speaking), and stressful classroom experiences are all possible causes of anxiety. In addition, Young (1991) identified six potential sources of language anxiety from three aspects: the learner, the teacher, and the instructional practice. He claimed that language anxiety is caused by (a) personal and interpersonal anxiety, (b) learner beliefs about language learning, (c) teachers beliefs about language teaching, (d) teacher-learner interactions, (e) classroom procedures, and (f) language testing.

Young (1994) further elucidated that these sources of language anxiety are interrelated. Apart from the above similar viewpoints on the sources of language anxiety caused by the learner, the teacher, and the classroom, or the interaction among the three, a debate on whether language anxiety is central in influencing low language achievement is triggered by the Linguistic Coding Deficit Hypothesis advanced by Sparks and Ganschow (1993).

According to Hasani (2016), a number of factors create hurdle in developing students'

English writing skills, as lack of learners' motivation, inadequate time for writing, lack of reading and writing practice, no proper feedback and comments on students' written work, lack of teaching resources and facilities, overcrowded classrooms, unproductive teaching methods, and students' social background. All these factors are the main cause of students'

English writing problems, lack of free writing opportunities, and affect learners' creativity of writing.

Proper writing activities require sufficient time to accomplish the writing tasks as the nature of writing tasks is different at various stages. Students need plenty of time for proofreading, rewriting, assembling the scattered thoughts, proper organizing of different ideas and composing the specific writing drafts. They cannot get mastery in their English writings if they are not given appropriate time for their academic writings. Due to insufficient time students are unable to communicate their self-ideas in their writings, this decreases their inventive writing skills properly (Carson, 2001). Proper appreciation and giving good grades to the learners is not a tough job for any school teacher, but most of the English teachers ignore this strategy while teaching English writing and reading skills at school level. They do not give proper guidance to their students on how to write well (Graham (2008).

2.10.1 Test Anxiety

The universal nature of anxiety creates different subtypes such as trait anxiety, social anxiety, situational and test anxieties. Anxiety in evaluative and testing situations is a facet of writing anxiety in particular since most of learners' essays and compositions are subject to a sort of evaluation. Test anxiety is defined as the concern about the possible negative consequences of failing exams or any evaluative situation accompanied by physiological, psychological or behavioral responses (Zeidner1998). In other studies as to Dalkilic (2001) and Koralp (2005) test anxiety is viewed as a cause for FL anxiety and an obstacle that hinders L2 learners from performing well in tests. Unequivocally, taking tests has become decisive marks in our lives since passing some tests is a precondition for getting a certificate or being hired in many jobs. Interference of tests in almost all aspects of life normally creates a sort of tension and apprehension for the test takers and even for the others around them.

Concerning the effects of test anxiety on EFL learning, many related studies (e.g., Elbanna, 1989; Rezazadeh & Tavakoli, 2009) confirm the negative effects of test anxiety on the learning process and in turn on achievement. During the long period of teaching and testing EFL, it has been noticed that much concern and fear of tests negatively affect actual EFL potential since anxious test takers might lose much of their effort on test coaching, cheating, language recognition, test interpretation rather than on production or real communicative competence.

According to Black (2005) test anxious students think that scoring good results is more important than real understanding and as a result their real learning/performance is consumed with feelings of anxiousness. In line with such claims, Ayden (2009) found out that test anxiety creates psychological troubles for learners; reduces self-efficacy, prevents learners from reflecting actual performance and consequently causes disinterest in EFL learning. Hall (1991) points out that test anxiety has also negative effects on learners' oral performance, writing and reading particularly when they are requested to make formal interviews, write essays and think aloud.

For the sources of test anxiety, one of the significant factors affecting test taking anxiety is time limit. Madsen and Murray (1984) observed that high-test anxiety students are affected and distressed by strict timed tests. Timed standardized and performance tests are controversial and debatable topics since they examine students under time constraints and pressure. Moreover, it has been found that untimed tests can increase students' motivation and performance whereas timed tests are main sources of test anxiety (Shi, 2012; Immerman, 1980). On the other hand, the proponents of timed tests claim that the allotted time given to all test takers enhances the fairness of standardized tests. In addition, test techniques, format and validity play a crucial role in heightening the levels of test anxiety among learners.

Students' attitudes towards testing procedures have an impact on test apprehension as well. To determine differential levels of test anxiety, Oh (1992) faced students with different reading assessment methods and found that think-aloud and cloze tests increased anxiety. Other related studies (Shohamy, 1982) claims that oral interviews are more favorable than cloze tests whereas Madsen and Murray (1984) observe that test takers' unfamiliarity with question

types and format during tests constitute important sources of anxiety. Additionally, test invalidity has been found to be a test anxiety provoking factor when the content of the test has not been taught before.

Alderson's (1981, p.6) result is consistent with this claim when the researcher points out that "when there is a serious discrepancy between the teaching and the means of evaluating that teaching, then something appears to be erroneous." As studies on the foreign language indicate, the teacher is a significant factor that reduces the level of test anxiety rather than a strong source of test anxiety among students. The facilitating role of teachers stems from some effective strategies before, during and after tests such as informing students about the normality of moderate amounts of fear before tests, discussing some test techniques with test takers and cooperating with school counselors to alleviate students' test anxiety.

To conclude, the situations and conditions which might increase learners' test anxiety could be summarized as follows: a) testing what is not taught by assessing students by material different from what they have learned, b) facing students with formats which they have no experience about, c) making the test situation highly evaluative, and d) giving tests an extravagant role in determining the students' job advancement and academic future (Young, 1991).

2.11 Strategies for Alleviating Writing Anxiety

There are several strategies that can be done to help the L2 learners to reduce their writing anxiety. Cheng (2004) proposed a whole class discussion to help the learners manage their anxiety better. This made the learners to be more confident and felt less shy to share their thoughts as the discussion provided emotional support to them. Sarkawt (2021) revealed that students preferred to discuss their ideas with their teachers and peers as the process can make them feel less worry about their limited knowledge on L2 structures and writing convention. This agrees to (Sabati et.al, 2019) where prewriting process is essential for it could aid the learners to organize their ideas thus dodging mental block syndrome among the learners.

After realizing that the sources of language anxiety are mainly caused by the classroom, teacher, learner or an interaction among them, researchers have explored strategies that can be used to reduce anxiety levels from learners' and teachers' perspectives. In terms of learning

strategies, Oxford (2001) classifies the strategies which could be utilized by L2 learners to facilitate language learning into three types: affective, cognitive and meta-cognitive strategies.

These learning strategies could be of great significance in reducing L2 writing anxiety.

Affective strategies include learner's awareness about the learning tasks and environment that evoke anxiety and stress. Multi affective strategies have been suggested to alleviate language anxiety (e.g. O'Malley & Chamot, 1990; Oxford, 1990). They include keeping a diary to record feelings about writing stages, clarifying about the writing tasks, working with peers, self-talk, rewarding oneself when a task has been completed, discussing one's feelings with others, breathing deeply during writing tasks and using a checklist of one's emotional state. The significance of such affective strategies could stem from the nature of the writing skills which involve writer's emotion and cognition during the writing process. So, it could be claimed that incorporating affective strategies in any attempt for reducing WA is indispensable.

On the other hand, cognitive strategies refer to how the learner interacts with the material to be learned. For example, four cognitive strategies which might be helpful for improving writing skills and in turn, reduce WA caused by linguistic difficulties are suggested by O'Malley and Chamot (1990). They are repetition (repeating phrases, expressions and words during task performance), translation (using the first language to understand writing prompt or any part of L2), transfer (applying previously acquired linguistic schemata to facilitate a writing task) and rehearsing the language needed for completing a writing activity. Additionally, Oxford (1990) points out that practicing, revising and imitating some writing models are key techniques for improving structure, vocabulary and writing mechanics which in turn reduce WA levels.

Meta-cognitive strategies which enable learners to establish self-knowledge about their needs and learning styles help learners choose strategies fitting with their preferable styles which in turn mitigate WA. Hyland (2003) emphasizes the importance of identifying one's learning style preferences in reducing WA and clarifies how this could be achieved. For instance, visual learners feel comfortable when they are asked to write about graphs or video material while auditory learners find taped materials or lectures enjoyable sources for writing tasks and they prefer group work that involves discussion and reasoning. On the other hand, writing

reports is preferred by tactile learners. Importantly, research shows that students who are taught in accordance with their preferred learning styles usually score higher in tests and feel less anxious than those who are taught in contradicting styles learning environment.

With respect to teaching strategies, teachers and educators can mitigate L2 learners' anxiety by helping them cope with existing anxiety provoking situations and creating a less stressful learning environment. Teachers can reduce the levels of WA when they adopt the process based approach in L2 writing. According to this approach, the focus is on the classroom activities and the processes writers follow when writing essays or any other tasks rather than on the product itself. In this regard, Cheng (2002) and Hassan (2001) call teachers to build up self-confidence among learners by adopting certain teaching techniques such as encouraging students to talk about their past writing experiences, varying writing modes, finding patterns in students' writing errors, valuing students' writings, providing encouraging feedback, focusing on content rather than form and allowing non-judgmental writing activities occasionally.

In FL context, creating a low stress language environment is of great importance for acquisition and communication. Language teachers can achieve this by acknowledging students' fears and maintaining a positive climate for testing as Phillips (1990) recommends that an encouraging smile before the test starts is able to dispel anxiety and diminish the stressful atmosphere. Atay and Kurt (2007) claim that social dimension of feedback fosters the participants' attitudes toward writing by increasing their motivation and reducing anxiety as many things come to students minds when they are discussing their own essays with peers. Based on the study results, the researchers recommend teachers to let their students practice peer feedback rather than getting theoretical knowledge and realize the peer feedback effects on establishing an authentic collaborative environment.

The effectiveness of peer feedback in reducing WA might stem from its ability in promoting negotiated interaction between peers, providing self-confidence, and making students readers and writers at the same time. Despite the undeniable positive impact of peer feedback in learning L2, it should not be adopted for granted. Instead, much investigation is needed to be made since the socio cognitive approach to learning might not suit all L2 learners who are culturally diversified. In addition, peer feedback should not completely substitute teacher feedback particularly for students at higher proficiency levels.

CHAPTER THREE

RESEARCH METHODOLOGY

The main purpose of the study, as mentioned in chapter one, was to investigate foreign language writing anxiety and its contributing factors at two secondary schools in Dabo Hanna District, Bunno Bedele Zone. This chapter describes the research design and methods that were employed to achieve the main objective of the study. Therefore, it described the participants of the study, the data collection instruments, the development of research instruments, the data collection procedure and methods of data analysis used in the entire study.

3.1 Research Design

In this study, descriptive research design was implemented because the researcher believed that it was suitable and relevant for the study, which looked into what actually happened in the teaching learning of writing classes. The study used mixed methods to analyze and reflect participants' point of view and to ensure the study findings. Creswell (2006) indicated that mixed approach is more than simply collecting and analyzing both kinds of data; it involves the use of mixed approaches so that the overall strength of a study is greater than either qualitative or quantitative research. As stated in the first chapter, the main objective of the study was to investigate students writing anxiety level and its contributing factors. To achieve the objective of the study, descriptive statistical analyses (frequency, percentage, mean and standard deviation) through IBM SPSS Statistics version 26 was used in this study. The data collected through students' questionnaire was analyzed and interpreted in frequency, percentage, mean and standard deviation and the result of the interview was interpreted and discussed qualitatively.

3.2 Population of the Study

The researcher focused on Grade 11 students of the two high schools in Dabo Hanna District of Bunno Bedelle Zone. According to the secondary schools administration offices report of 2024 G.C, there are 4 Grade 11 English teachers (two at each) and 534 Grade 11 students in the school. Therefore, the total population of this study was 538.

3.3 Sample Size and Sampling Techniques

The total number of students who were learning Grade 11 at Efa Boru Dabo Temo Secondary School in the academic year of 2024 G.C was 229 male and 192 female totally 421 in 10 sections. In addition, the total numbers of Grade 11 students at Lillo Secondary School is 86 male and 28 female totally 114 students in 3 sections. Thus, the study's sample is 534, 314 male and 220 female students.

The researcher used convenient sampling technique to select these two high schools and probability sampling (simple random sampling) for selecting student sections. This research area is also purposively selected due to its familiarity and accessibility to the researcher. To select the sample size, all students within the research population had a specifiable chance of being selected. Next, probability sampling method was used by the researcher to select sample of Grade 11 students from each school. From various types probability sampling method, simple random sampling technique or lottery method was used to identify the sections. There are 13 sections of Grade 11, each section consisting of 38-41 in average. The researcher arranged all sections and used lottery method to identify sections. Hence, the researcher took two sections which have an average of 40 students totally 80 from Efa Boru Dabo Temo and one section From Lillo Secondary school using lottery method. To sum up, three sections, totally 120 students were selected to fill in the questionnaire.

3.4 Data Collection instruments

3.4.1 Students' Questionnaire

According to Selinger and Shohamy (1989), a questionnaire is widely used in second language acquisition researchers to solicit information about certain conditions and practices, in particular to collect data on phenomena which are not easily observed, such as attitudes and self-concepts. It is also used to obtain background information about the research subjects

(Koul 1984). In this study, students' questionnaire was used as the main data collecting tools because it helps to collect sufficient information from students. The items of the questionnaire were adapted from Horwitz, 2011 and review literature of this study. Close ended questions were prepared for 120 students to collect information from the student participants. In the items of students' questionnaire, contributing factors of writing anxiety were adapted based on literature review. The items of the questionnaire were prepared in accordance with the designed objectives and basic research questions stated so far.

3.4.2 Interview for Students

As Ranjit (1996, p 115) stated, "In situations where in-depth information is required, interviewing is the preferred method of data collection." Depending on the nature of the study, semi-structured interview with randomly selected Grade 11 students which is highly favored for its flexibility has been selected for this study. The semi-structured interview was prepared to gather qualitative data from Grade 11 students to explore their views concerning foreign language writing anxiety level and its contributing factors. The researcher selected 15 students for interview using purposive sampling technique to obtain indispensable data for the study. The open-ended questions were prepared and asked for collecting qualitative information. Each interviewee answered 5 open-ended interview questions. While interviewing, the researcher used Afan Oromo language to get the necessary data for this study. As a result, the participants replied freely. This was done by taking note and using record material during the interview.

3.5 Procedures of Data Collection

To carry out the present study, the researcher followed the following procedures: To answer the research questions raised so far, and achieve the study's general objective, the researcher took permission letter from Jimma University to Dabo Hanna District Education Bureau. Another letter was written to Ifa Boru Dabo Temo and Lillo Secondary School from the district education bureau. Then, to collect the necessary data, the researcher discussed with these school directors and department heads. Next, the researcher arranged the time and place to get and identify the respondents using the stated sampling methods. Then, questionnaire was distributed to sample students and collected from them. Finally, the researcher conducted the interview face to face with the selected students.

3.6 Validity and Reliability

Reliability and validity are the most important concepts that a researcher has to critically address to ensure that the collected data will lead to meaningful conclusions of the study. As Twycross and Shields (2004) defined, reliability is the consistency, stability and repeatability of results. On the other hand, validity is the extent to which the measuring instrument measures the characteristics or dimensions that the researcher intends to measure (Thatcher, 2010). Hence, the result of the study considered to be reliable if consistent results have been obtained in identical situations but different circumstances.

Hence, the researcher adapted the questionnaire from Horwitz, (2011), Muhaisen and Al-Haq (2012) and the literature reviewed in this study. To see the practicality and suitability of the adapted questionnaire items, experienced teachers who have MA degree in TEFL were contacted to get their comments by the researcher. As a result, they commented on each item, it was re-edited and given to advisors for additional comments. Then, the items of the questionnaire and interview questions were finally edited and used the data gathering tools of the study. Moreover, the researcher carried out a pilot study in Wayessa Gota Secondary School in Bedele Town by selecting 30 Grade 11 students. Then, the items of the questionnaire and interview were given for the advisors for their comments, Hence, the data gathering instruments with its items were valid to gather the necessary data to answer the basic research questions of the study.

3.7 Methods of Data Analysis

The researcher first organized the collected data according to the research questions and objectives of the study. The data obtained through questionnaire was presented in the form of table and it was analyzed numerically by using frequency and percentage, mean and standard deviation. On the other hand, the qualitative data that was collected from students using semistructured interview was analyzed thematically i.e. based on pre-specified themes implied in the research questions and objectives.

3.8 Ethical Considerations

Research ethics is important in doing research. Ethical consideration plays an important role while conducting this study. Efforts were made to make the research process professional and ethical and take all possible safeguards to avoid doing wrong to anyone who took part in this study. Before entering into the study site, the researcher obtained permission letter from Jimma University, Department of English language and literature and then informed the district education bureau. Then, the researcher asked district education bureau to write supporting letter to Efa Boru Dabo Temo and Lillo Secondary Schools. Then, the respondents or subjects of the study were informed about the purpose of the study. They were also informed that there would be no coercion of any of the participants either before, to force them to be involved, or during the study to get them to disclose information. They were also informed that their participation was purely voluntary and their responses would be kept confidentially and used for this study only.

CHAPTER FOUR

RESULTS AND DISCUSSION

The main purpose of this study was to investigate EFL students writing anxiety level and its contributing factors among Grade 11 students.

4.1 Results from the Students' Questionnaire

The following items were aimed at identifying foreign language writing anxiety level. Hence, their results were put in the table, and interpreted beneath the table. Moreover, scholars' suggestions and recommendations were also discussed under the discussion part.

1=Strongly disagree (SD), 2=Disagree (D) , 3= Undecided (Un) , 4= Agree (A), and 5=Strongly agree (SA)

Table 1: Level of foreign language writing anxiety

No	Statements	SD		D		Un		A		SA		mean	SD
		F	%	F	%	F	%	F	%	F	%		
1	When I write any composition, I don't worry and be nervous about it.	31	25.8	68	56.7	6	5.0	11	9.2	4	3.3	2.08	.989
2	I choose silence when asked unexpectedly to write English composition independently.	7	5.8	4	3.3	11	9.2	67	55.8	31	25.8	3.93	1.006
3	I do my best when my teacher orders me to write English composition.	8	6.7	49	40.8	42	35.0	19	15.8	2	1.7	2.65	.885
4	I feel worry when I write composition within a time limit.	0	0.0	12	10.0	4	3.3	55	45.8	49	40.8	4.18	.904
5	I feel worry when my teacher tells me that my writing will be evaluated and marked.	2	1.7	4	3.3	21	17.5	42	35.0	51	42.5	4.13	.934

6	It is very difficult to write and express my thoughts in English.	5	4.2	9	7.5	16	13.3	53	44.2	37	30.8	3.90	1.056
7	I try to improve my writing skill by doing my best.	2	1.7	9	7.5	14	11.7	69	57.5	26	21.7	3.90	.883
8	My thoughts lack words when I start writing English.	1	.8	3	2.5	6	5.0	63	52.5	47	39.2	4.27	.742
9	I am not worried when my written English is worse than others.	52	43.3	49	40.8	6	5.0	8	6.7	5	4.2	1.88	1.058
10	I am worried when I get bad scores in my writing.	8	6.7	14	11.7	3	2.5	54	45.0	41	34.2	3.88	1.197
11	I don't like writing composition by choosing topic.	3	2.5	1	.8	12	10.0	66	55.0	38	31.7	4.13	.815
12	I do not like writing any essay texts given by my teacher.	4	3.3	10	8.3	24	20.0	58	48.3	24	20.0	3.73	.985
13	I feel worry when I compare my writings with others.	2	1.7	8	6.7	11	9.2	53	44.2	46	38.2	4.11	.942
14	I feel worry when my teacher tells me to read it to the whole students.	10	8.3	8	6.7	9	7.5	48	40.0	63	52.5	3.58	1.120
15	I do not worry at all about what other people think about my English writing.	46	38.3	38	31.7	19	15.8	13	10.8	4	3.3	3.	1.324
16	I am afraid when my writing composition is chosen as a sample to be discussed in class.	10	8.3	3	2.5	14	11.7	68	56.3	25	20.8	3.78	0.998
Overall												3.54	.1662

The first item of the above table was basically intended to examine the extent the participants agree or disagree to if they feel worry and nervous when they write composition. Accordingly, 31(25.8%) and 68(56.7) of them strongly disagreed and disagreed to the item respectively. However, 11 (9%) and 4(3%) of the respondents revealed that they agreed and strongly agreed respectively to it. The mean of this item is 2.08 and its standard deviation is 0.989. Accordingly, the result of the participants showed that they worry about writing composition independently. This showed that they have high anxiety level to practice writing skills. Concerning this, Al-Sawalha and Chow (2012) revealed that writing anxiety was a label for one or a combination of feelings, beliefs, or behaviors that interfere with a person's ability to start, work on, or finish a given writing task that he or she is intellectually capable of doing. When students find difficulties in writing, they might have faced writing anxiety.

The second item of the above table asked the participants whether they choose silence or not when asked unexpectedly to write English composition independently. Their response showed that 5 (5.8) and 4(3.3) of them strongly disagreed and disagreed respectively. However, the vast majority of the participants 67 (55.8%) and 31(25.8%) of them agreed and strongly agreed respectively. Concerning this item, 11(9.2%) of them did not decide their response. The mean and standard deviation also revealed that 3.93 and 1.006. The result showed that when the participants EFL teachers order them to write compositions unexpectedly, they choose silence instead of taking part in it. This indicates that students had writing anxiety during writing English compositions. Promoting self-confidence and positive beliefs develops learners' self-efficacy. Importantly, self-confidence can also be inculcated in learners through teachers' supportive feedback. In this respect Pajares & Johnson (1994, p. 327) assert that one important source of students' self-confidence lies in the feedback that students receive from their teachers.

Table 1 item 3 asked the participants if they can do their best when their English teacher orders them to practice writing skills. Hence, their response showed that 8(6.7%) and 49(41%) of them were strongly disagreed and disagreed to it. On the other hand, 42(35%) replied that they were unable to decide their response. In addition, 19(15.8%) and 2(1.7%) of them agreed and strongly agreed to it. Regarding this, the mean is 2.65 and the standard deviation is 0.885.

The overall data indicated that participants' motivation to do their best so as to practice writing composition was given rare attention.

Item 4 of the above table indicates what they feel when they write composition under time limit. Accordingly, 12(10%) disagreed to it and 4(3.3%) were unable to decide their response. However, 55(45.8%) and 49 (40.8%) of the respondents replied that they agreed and strongly agreed respectively. The mean and standard deviation also showed at 4.18 and 0.9.4 respectively. In general, the result shows that students feel nervous when they are ordered to write composition under time limit. Hence, the result showed that writing composition under time limit is a cause for writing anxiety.

With regard to item 5 as referred to table 1, it was intended to assess if they feel worry when their EFL teachers informs that their writing will be evaluated. As can be seen from the table 1, 2(1.7%) and 4(3.3%) of the participants respectively replied strongly disagreed and disagreed, 21(17.5%) of them replied undecided on if they feel worry or not when their EFL teachers informs that their writing will be evaluated. However, the majority of the respondents that means 42(55%) and 51(42.5%) of them agreed and strongly agreed that they feel worry when their EFL teachers informs that their writing will be evaluated. The mean and standard deviation of the response is 4.13 and 0.93 respectively. The result indicates almost all participants felt worry for being their writing would be evaluated. That means they worry when their writing practices are evaluated which results in writing anxiety and its contributing factors.

Item number 6 in the above table asked the participants whether it is difficult to write and express their thoughts in English for the participants. Their response indicated that 5(4.2%) and 9(7.5%) of them strongly disagreed and disagreed respectively and 16(13.9%) were unable to decided their response. However, the majority of them and 53 (44.2%) and 37(30.8%) agreed and strongly agreed respectively. The mean and standard deviation of this item is 3.90 and 1.056. The overall result shows that it is very difficult for the participants to write and express their thought in English. The participants' response showed that they were really anxious when they had no idea or only partially knew of what to write about. This lack of background knowledge had been seen as an obstacle to write any compositions. Hence,

they should try to handle this problem by reading and practicing writing compositions continually.

As shown on the above table item 7, if the participants try to improve their writing in English by doing what is expected from them. As can be seen from their response, 2(1.7%) and 9(7.5%) of them replied strongly disagreed and disagreed. On the contrary to this, 69(57.5%) and 26 (21.7%) of them agreed and strongly agreed respectively. In addition, 14 (11.7%) didn't decide their response. Concerning this item, the mean and standard deviation also showed 3.90 and 0.883. As this item asked the participants the way they tried to improve their writing skill, very few participants did what was expected from them. This showed that the learners' effort to have writing composition habit was not given attention during writing stages. Regarding this, Nunan (1989) argued that writing is an extremely difficult cognitive activity which requires the learner to have control over various factors. Writing is considered as a demanding skill especially for learners of a second or foreign language. It was a demanding skill because the learners have to think in their language then translate their thoughts or ideas into English. Moreover, the students have to pay attention to the grammar in their writing.

Item 8 of the above table asked the participants whether if they lack words when writing composition. Their response showed 1(0.8%) and 3(2.5%) replied strongly disagreed and disagreed respectively. Besides, 6(5%) of them were unable to decide their response. The mean and standard deviation of this item is 4.27 and 0.74 respectively. Their result indicated that students lack words or encountered vocabulary usage problems during their writing skill. This also reveals that there was language difficulty during their writing stages.

As can be seen from table above, item 9 asked the participants if they do not worry by comparing their writing with others. Their reply revealed that 52(43.5) and 49(40.8%) of them disagreed and strongly disagreed respectively. In addition, 6(5.0%) replied undecided. This shows that learners worry when their written English is compared with others and become worse than others. However, 8(6.7%) and 5(4.2%) of them replied that they did not worry whether their written English was worse or not compared to others. The mean and standard deviation result is 1.88 and 1.058 respectively. It can be concluded from their response that

learners felt nervous when their composed writing was compared with others. This means they considered their writings were worse than the other student in the class.

Item 10 asked the respondents if they feel worry when they get bad scores in their writing. Their response showed 8(6.7%) and 14(11.7%) of them strongly disagreed and disagreed respectively. Besides, 3(2.5%) of them were unable to decide their response. However, the majority of the participants 54(45%) and 41(34%) replied agreed and strongly agreed. Again, the mean and standard deviation of this item is 3.88 and 1.197 respectively. Their result indicated that the vast majority of the participants felt anxious concerning their bad score for writing composition. That means their result leads to writing anxiety.

With regard to item 11 from the above table, it asked the participants whether do not like writing practice by choosing topic or not. As can be seen from their response, 3(2.5%) and 1(0.8%) of them replied strongly disagreed and disagreed. On the contrary to this, 66(55.5%) and 38 (31.7%) of them agreed and strongly agreed respectively. In addition, 12 (10%) didn't decide their response. Concerning this item, the mean and standard deviation also showed 4.1 and 0.815. The result indicated that very few participants like composition practice by choosing topic. It can be generalized from their response that it was very difficult for the participants to choose topic and practice writing by themselves. Their writing practice habit could be given very little attention and as a result, it was impossible for the vast majority of the participants to choose and write.

Item 12 asked the participants if they do not like writing an essay. Accordingly, 12(10%) and 10(8.3%) of them strongly disagreed and disagreed to it respectively and 24(20%) were unable to decide their response. However, 58(48.3%) and 24 (20%) of the respondents replied that they agreed and strongly agreed respectively. Their response indicated that they do not like writing any kinds of essay. In addition, the mean and standard deviation also showed at 3.73 and 0.985 respectively. It can be concluded from their response that it was difficult for the participants to write any kinds of essay. As the response from the interview showed, composing different kinds of essay was not practiced by them during and after teaching writing practice.

Regarding item 13 from the above item, the respondents were asked if they feel afraid when they compare their writing practices with others". Their response indicated that 2(1.7%) and 8(6.7%) of them strongly disagreed and disagreed respectively and 11(9.2%) were unable to decide their response. However, the majority of them 53 (44.2%) and 46(38.2%) of the participants agreed and strongly agreed respectively. The mean and standard deviation of this item is 4.1 and 0.942. As data obtained through interview, during writing practice, learners check their writing in peers. However, this should not be for criticism and for learning from each other. The overall data showed that students felt afraid when they compared their composition with others because they considered their work inferior to others.

With regard to item 14, which asked the participants if they feel worry when their teacher tells them to read it aloud their writing practice for others. Accordingly, 10(8.3%) and 8(6.7%) of them strongly disagreed and disagreed to the item respectively and 9(7.5%) of the participants were unable to decide their response. However, 48 (40%) and 63(52.5%) of the respondents revealed that they agreed and strongly agreed respectively to it. The mean of this item is 3.5 and its standard deviation is 1.120. Their response revealed that the vast majority of them felt worry when they were told to read their composition to the whole class.

Item 15 from the above item asked the participants the extent they agree or disagree with if they do not worry at all about what others people think about their English writing composition. Their response showed 46(38.3%) and 38(31.7 %) of them strongly disagreed and disagreed respectively. Besides, 19(15.8%) of them were unable to decide their response. On the contrary to this, 13(10.8%) and 4(3.3%) replied agreed and strongly agreed. Again, the mean and standard deviation of this item is 3.17 and 1.324 respectively. The overall result shows that the participants worry about what other people think about their writing composition. The response of the interview also revealed the same result.

The last item asked the participants if they were afraid when their English teacher chooses their writing as a sample in the class. Hence, their response showed that 10(8.3%) and 3(2.5%) of them were strongly disagreed and disagreed to it. In addition, 14(11.7%) of them replied that they were unable to decide their response. Opposite to this, 68(56.3%) and 25(20.8%) of them agreed and strongly agreed to it. Regarding this, the mean is 2.65 and the

standard deviation is 0.885. This indicated that the vast majority of them felt happy when their composition was chosen as a sample in the class.

In general, writing anxiety leads to poor writing skills achievement. According to Cheng (2004), writing anxiety is divided into three types: namely cognitive anxiety, somatic anxiety, and avoidance anxiety. Cognitive anxiety refers to the cognitive aspect of anxiety experience, including negative expectations, preoccupation with performance and concern about others' perception. Somatic anxiety refers to one's perception of the psychological effects of the anxiety experience, such as nervous and tension. Avoidance anxiety is a type of anxiety where the students avoid writing. Thus, it should be focused on by both the students and teachers while writing stages. Therefore, EFL teachers and students need to identify the possible causes of writing anxiety and give appropriate attention to lessen and even eliminate it. As the definition says writing anxiety is generally not general in a person's writing life and it is naturally situational (Hjortshoj, 2001: 7).

Table 2: Factors Contributing to Students' Writing Anxiety

The items in the table below indicate the factors contributing to writing anxiety. They require the participants to assess their level of agreement and disagreement to the contributing factors of students writing anxiety. Accordingly, their results were put in the table, presented and analyzed under the table. Moreover, scholars' suggestions and recommendations were also discussed under the discussion part.

1=Strongly disagree (SD), 2=Disagree (D), 3= Undecided (Un) , 4= Agree (A), and 5=Strongly agree (SA)

No	Statements	SD		D		UD		A		SA		M	SD
		F	%	F	%	F	%	F	%	F	%		
1	Due to a lack of vocabulary, English writing is very difficult for me.	0	0	5	4.2	8	6.7	69	57.5	38	31.7	4.17	0.726
2	I frequently face problems in composing correct spellings of the new words.	3	2.5	17	14.2	14	11.7	53	44.2	33	27.5	3.80	1.074

3	I often get confused while using punctuation marks in English writing.	8	6.7	15	12.5	10	8.3	57	47.5	30	25.0	3.72	1.168
4	I encounter the right use of tenses is the most recurrent problem while writing English essays and stories.	8	6.7	6	5.0	10	8.3	47	39.2	49	40.8	4.03	1.141
5	I cannot communicate well in English writing as my English sentences are not well structured.	7	5.8	11	9.2	33	27.5	30	25.0	39	32.5	3.69	1.187
6	Frequent mistakes of grammar affect my effective writing expression.	8	6.7	11	9.2	9	7.5	58	48.3	34	28.3	3.83	1.142
7	Incorrect use of passive and active voice, conditional sentences create difficulties in my efficient writing.		2.5	7	5.8	13	10.8	61	50.8	36	30.0	4.00	.935
8	While writing, I face difficulties connecting different ideas or using connectors.	6	5.0	9	7.5	17	14.2	72	60.0	16	13.3	3.69	.968
9	I face problems to comprehend English sentence structure.	4	3.3	11	9.2	12	10.0	54	45.0	39	32.5	3.94	1.048
10	I get low scores due to poor English writing practices.	4	3.3	11	9.2	17	14.2	71	59.2	17	14.2	3.72	.936
11	I feel difficulty while organizing sentences as topic and supporting sentences.	0	0.0	3	2.5	4	3.3	71	59.2	42	35.0	4.27	.645
12	It is difficult for me to make my writing unified, coherent and cohesive.	4	3.3	9	7.5	7	5.8	73	60.8	27	22.5	3.92	.940
Overall												3.898	.1717

Item 1 in the above table asked the participants if writing composition is very difficult for them due to a lack of vocabulary. Their response revealed that 3(4.2%) of them disagreed to the item and 8(6.7%) of the participants were unable to decide their response. However, 69 (57.5%) and 38(31.7%) of the respondents revealed that they agreed and strongly agreed

respectively to it. The mean of this item is 4.17 and its standard deviation is 0.726. The overall response indicated that composition writing is very difficult for the participants due to lack of vocabulary. It is clear that learners compose writing using vocabulary. However, there was language difficulty that contributed to writing anxiety. Learners should read more to acquire new words that help them compose writing. Besides, students should be provided with lists of the most common English words and certain words/expressions, which are designed to accommodate writing tasks so as to minimize writing anxiety they may encounter.

As can be seen from item 2, it asked the participants if they frequently face problems in using correct spellings of words while writing practice. Their response indicated that (12.5%), 17(14.2%) of them respectively strongly disagreed and disagreed and 14(11.7%) were unable to decide their response. However, the majority 53 (44.2%) and 33(27.5%) of the participants agreed and strongly agreed respectively. The mean and standard deviation of this item is 3.80 and 1.074. The response showed that the vast majority of the participants have problem of spelling words during writing stages.

Regarding item 3 above, it asked the participants they often get confused in using appropriate punctuation marks in their writing composition. Their response showed 8(6.7%) and 15(12.5%) of them strongly disagreed and disagreed respectively. Besides, 10(8.3%) of them were unable to decide their response. However, the majority of the participants 57(47.5%) and 30(25%) replied agreed and strongly agreed respectively. Again, the mean and standard deviation of this item is 3.72 and 1.164 respectively. It can be concluded from their response that 72% of the participants were unable to use appropriate punctuation marks in their writing practice. This revealed that using appropriate punctuation marks was a great problem for the participants writing skills practices.

With regard to item 4 above, the participants were asked whether they get confused concerning the right use of varieties of tenses while practicing composition. Hence, their response showed that 8(6.7%) and 6(5%) of them were strongly disagreed and disagreed to it. In addition, 10(8.3%) of them replied that they were unable to decide their response. On the contrary to this, 47(39.2%) and 49(40.8%) of them agreed and strongly agreed to it. Regarding this, the mean is 4.03 and the standard deviation is 1.141. It can be understood

from the participants' response that the vast majority of the participants have problems of using tenses appropriately in their writing practices. This means that the vast majority of the participants were unable to use tenses during writing practices. According to Carol (2000, p 6), there are two basic elements to any piece of writing. One is content: what the writer has to say. The other is form: the way the content or message is presented. Therefore, both content and form are inseparable in getting your message across through writing. In addition, Ebabu (2013, p 14) stated writing is a coherent arrangement of words, sentences and paragraphs, structured according to a system of rules. It includes a number of sub-skills such as grammar, spelling, editing, text organization, and punctuation marks.

Item 5 from the above table asked the participants the extent they agree or disagree with if they cannot communicate well in English writing as their English sentences are not well structured. Their reply showed that 7(5.8%) and 11(9.2%) of them strongly disagreed and disagreed respectively. In addition, 33(27.5%) of them did not decide their response. Even so, 33(27.5%) and 30(25.5%) of them agreed and strongly agreed respectively. Concerning this, the mean and standard deviation is 3.69 and 1.187. As data obtained from the interview, majority of the students cannot pass their message well in English through writing composition. Besides, it was difficult for them to write and convey their message to readers. Writing is a process of communication with others in which a writer sends his/her ideas and thoughts in written forms to readers (Maria, 2018, p 23). In addition, as Hughey (1983) suggested writing is used as: a medium of communication, can bring forward what we have kept deep in our hearts, it is a means of shaping and organizing the multitude of our thoughts, it helps us to judge our thoughts and it is a means of certainly mirroring the self.

As can be seen from item 6 in the above table, it asked the student-participants if they make frequent mistakes of grammar that may affect their writing skills. Regarding this item, 8(6.7%) and 11(9.2%) of them strongly disagreed and disagreed respectively and 9(7.5%) of them did not decide their response. However, the vast majority of the participants 58(48.3%) and 34(28.3%) of them agreed and strongly agreed respectively to this item. The mean and standard deviation result of this item is 3.83 and 1.142 respectively. Hence, it can be understood from the vast majority of the participants that students make grammar mistakes in their writing practices. Even though it is expected from learners to develop their writing skills

through using appropriate grammar, learners were unable to use correct grammar in their writing practices. During the interview, majority of the learners raised that they made frequent grammar mistakes in their writing practice. In general, students reported making grammar, mechanics, and spelling mistakes in their writing.

Item 7 in the above table asked if the participants encounter incorrect use of passive and active voice and conditional tenses in their writing. As can be seen from their response, 3(2.5%) and 7(5.8%) of them replied strongly disagreed and disagreed. On the contrary to this, 61(50.8%) and 36 (30%) of them agreed and strongly agreed respectively. In addition, 13 (10.8%) didn't decide their response. Concerning this item, the mean and standard deviation also showed 4.0 and 0.935. Accordingly, it can be concluded from their response that it was difficult for the students to use correct active and passive voice in their writing practices. During writing practices, learners should use appropriate active and passive voices, conditional tenses and others to make their writing structurally effective and meaningful organization. However, as to the participants' response, these techniques were not effective during writing composition.

Item 8 asked the participants the extent they face difficulties in connecting different ideas or using connectors while writing. Their response indicated that 6(5%) and 9(7.5%) of them strongly disagreed and disagreed respectively. On the other hand, 17(14%) of them were unable to decide their response. On the other hand, 72(60%) and 16(13.3%) of the participants disagreed and strongly disagreed respectively. In addition, the mean is 3.69 and its standard deviation is 0.968. Henceforth, it can be concluded from these responses that majority of the participants face challenges of using connectors in writing composition. These shows that EFL learners did not have the practice of learning and using connectors appropriately in writing which will cause students writing anxiety.

Item 9 in the above table asked the respondents the extent they face problems of comprehending English sentence structures in writing. Their answer showed that 4(3.3%) and 11(9.2%) of them strongly disagreed and disagreed respectively while 12(10%) and 54(45%) of them were undecided and agreed respectively. The rest of the respondents, 39(32.5%) of them strongly agreed concerning this item. It can be inferred from their response that almost the majority of the participants have problems of comprehending English grammatical

structures. This means their grammatical learning practices and writing practice were a great problem.

Item 10 asked the participants the extent they agree or disagree with the question: “I get low scores due to poor English writing practices.” Their response revealed that 4(3.3%) and 11(9.2%) of them disagreed and strongly disagreed to the item and 17(14.2%) of the participants were unable to decide their response. However, the vast majority of the participants 71 (58%) and 17(14.2%) of the respondents revealed that they agreed and strongly agreed respectively to it. The mean of this item is 3.72 and its standard deviation is 0.936. Thus, it can be concluded from their response that participants got low results or marks in their writing practice due to poor writing practices in the teaching-learning processes.

Item 11 in the above table asked the participants the extent they agree or disagree with the suggestion: I feel difficulty while organizing sentences as topic sentence, supporting sentences and concluding sentences. Their response indicated that 71(59.2%) and 42(35%) of them agreed and strongly agreed to it. In addition, 17(14.2%) of them did not give their response to this item. Again, the mean of this item is 4.27 and its standard deviation is 0.645. Their response indicated that it was difficult for the learners to organize their writing practice using topic sentence, supporting sentences and concluding sentence.

The last item from the above table asked the participants the extent they agree or disagree with it is difficult for them to make their written unified, coherent and cohesive. Their reply showed that 4(3.3%) and 9(7.5%) of them strongly disagreed and disagreed respectively. In addition, 7(5.8%) of them did not decide their response. Even so, 73(60.8%) and 27(22.5%) of them agreed and strongly agreed respectively. Concerning this, the mean and standard deviation is 3.93 and 0.1717. the overall result indicates that it was difficult for the participants to make the writing practices unified, coherent and cohesive during writing stages. In addition, the result of the interview conducted with the subjects revealed that learners face these difficulties in their writing practices. The problems with coherence were related to writing flow, conjunction words, unrelated sentences, repetition, and sentence length during their writing. However, the practice of making their writing unified, coherent and cohesive was said to be very low during their writing stages.

4.2 Results of the Students' Interview

The interview questions were intended to get participants responses concerning writing anxiety and its contributing factors. Hence, the interview was conducted face to face with the students. The participants were 15 Grade 11 students. During the interview, the researcher asked the selected participants 6 open ended questions. They were able to answer each question. Their responses were written, recorded and then presented qualitatively. In some items, their responses were directly put and also summarized thematically below.

1. How do you usually feel during English writing practices and tests? Can you explain?

Concerning this question, the student-participants replied the following:

Student 1 and 2: "I am nervous about writing composition." In addition, I don't like writing any composition in English."

Student 3 and 4: "It is difficult for me to be ready to write." I feel afraid when I am ordered to write in English in the classroom."

Students 5 and 8: "I am not good enough to write any composition in English." Even, writing independently is very difficult for me.

Student 6, 10 and 12 said: "When my teacher gives me writing practice independently, I feel anxious. It is difficult to get down what I thought on paper. I start it, then I stop it, miss it incomplete."

Student 7 and 9 said, "I doubt on my writing skills. I fear receiving criticism from others."

The responses of the other participants are also similar to the above suggestions. Additionally, they said that writing anxiety is a great problem for them. They added that when they are told to write paragraphs independently, they get nervous and ignore it. They replied that they were unable to write what they were ordered. Concerning this item, the students also replied that they have a problem of how to write in English, they are pessimistic about it, they

feel lonely when ordered for writing, and they lack vocabulary, phrases and expressions for writing and generally writing practice habit.

As can be concluded from their responses, the students were likely to experience writing anxiety caused by their negative or bad writing practice experiences because writing is considered as a difficult task. The participants replied that these problems depend on the situation they were. That means, learners expect everything from their teacher rather than practicing writing themselves. This showed that students writing practices are ignored by them because of writing anxiety they face.

The students who are anxious in writing may experience higher anxiety when asked to write and the anxiety can be seen from their behaviors, attitudes, and written work (Cheng, 2002). In terms of written work, writing anxious students tend to have more difficulty in stating writing goals and organizing ideas, producing shorter and fewer words, making many errors in the composition, and using inappropriate grammatical and rhetorical conventions and lexical variety (Smith, 2004; Silva, 1993).

2. Question 2: What worries you when writing English compositions?

Concerning this item, they replied that they lack writing practice habit; appropriate vocabularies, phrases, expressions and sentences; they consider their own writing very poor when compared with others, the fear of criticisms from others, and worry about perfectionism. In general, as writing anxiety is a feeling of afraid or anxious during writings, students cannot cope with writing practices. In addition, students feel afraid considering that their writing is compared with others, they worry about feedback and perfectionism, limitation of time, and etc were replied by the participants.

The difficulty or anxiety writing experiences faced by EFL students may vary from one student to the other. However, there are some common causes such as adjusting to a new form of writing, writing for overly critical or demanding readers, remembering negative criticism on their writing in the past, working with limited time or with a lot of unstructured time (Hjortshoj, 2001; Ho, 2016; Kirmizi & Kirmizi, 2015). Writing anxiety plays an important role in writing ability as it triggers students' concentration and accuracy (Brown, 2007).

However, other scholars think that students should not be exposed to anxiety as it may adversely interfere with the development of their writing skills (Negari & Rezaabadi, 2012). Accumulating evidence has revealed that anxiety leads to lower writing performance (Lee, 2002; Shang, 2012; Shang, 2013).

3. *Question 3: Do you think that you make grammar, punctuation and spelling mistakes when you write English compositions? If so, in what way?*

Concerning this item, students reported making grammar, mechanics, and spelling mistakes in their writing. The participants responded that they did not learn appropriate grammar for writings with punctuation marks. Moreover, they added that when writing effective compositions, they worry about suggesting appropriate topic and supporting sentences; inability of organizing ideas logically to make it cohesive and coherent; they also have problems of using correct grammatical structures, they are also unable to use writing contents with necessary transitional words. The participants also added that they have had bad writing practice before. What is more, the respondents also added that there was no chance given for them to write dictation, learn necessary grammar and vocabularies and practice independent writing which makes them effective writers. Consequently, their writing habit using essential grammar, punctuation and capitalization was not focused in their teaching-learning of writing skills. In general, students reported making grammar, mechanics, and spelling mistakes in their writing.

In writing, communication is hampered unless the correct forms of the language (English in this case), such as language structure, words, mechanics and others are used effectively (Pincas 1982, Hedge 1988, Bloor and Bloor 2004). According to Hughes (2003), there are five aspect of a good writing. These are: grammar, vocabulary, mechanics, fluency and organization. Writers should master grammar in order to produce good writing. Good writing is a writing that has correct sentences, and use appropriate tenses, words and others. In writing the writers also should master vocabulary because it was important part on choosing word for correct sentences. Writing is mechanically good if its writer demonstrates mastery of conventions, good spelling, punctuation, capitalization, and paragraphing and also hand writing. Fluency or coherence means that the parts of the paragraph are logically connected. The movement of one sentence to the other should be logical. Good organization will produce

clear progression of ideas well linked. Fluent expression and ideas are clearly stated, well organized, and logically sequenced. Besides, different studies identified various linguistic problems faced by students in their writing attempts (Raimes, 1983). To mention some of them, writing ungrammatical and long sentences, the unbalanced distribution of different words in the given samples, wrong distribution of parts of speech, and some types of grammatical errors are believed to be the major areas in which linguistic problems affect writing skills.

4. *Question 4: What other problems do you face when writing effective English compositions (vocabulary, organizing ideas, the topic, lack of writing practices, grammatical structures, its punctuation marks, others)?*

Concerning this item, organizing ideas effectively in English was very difficult for most participants. They said that it was very difficult for them to organize what is in their mind. They added that when they take and write some composition on a piece of paper, they write some words, sentences and suggest ideas but organizing this to make it effective writing was very difficult for them. For those students who have difficulty putting their thoughts into written words or organized way, they consider their writing activity is very poor and they make their writing practice inferior to others.

Concerning item 4, some students responded that using appropriate vocabulary was difficult for them. They said that English language is very difficult and they are unable to use a lot of words in their writing. They added that to put appropriate topic with their supporting sentences in their writing is very difficult because of lack of vocabulary. Because of these problems, the students feel anxious when their writing is not as good as their teachers' hope, and they feel that their teacher will give negative evaluation about their writing.

Students may have also problems of structuring the paragraph, topic development of a paragraph, organizing the whole discourse and development of a theme in a discourse (Kharma, 1986). Pincas (1982) has also showed that students or writers have the problems of writing united paragraphs. The reason for this, according to him, may be partly due to their failure to use cohesive devices appropriately. Using these devices properly may help the writer to create clear transition from one idea to the next, developing coherent paragraphs,

summarizing the main points in their chronological order (Pincas, 1982; Alamirew G/Mariam, 2005). However, as Pincas (ibid) notes above, students may be in a state of anxiety when they practice writing if they do not practice well how to organize composition (writing).

5. *Can you list contributing factors to students' writing anxiety in writing lessons?*

The participants suggested a lot of contributing factors of writing anxiety. Their responses were summarized as: vocabulary or linguistic difficulties, inadequate writing practice, lack of self-confidence, feeling pessimistic for writing, fear of teachers' negative comments, having negative feeling for receiving feedback on their writing, thinking that it is impossible for them to write any composition, time pressure, inappropriate teaching methods of writing skill, lack learning the necessary words, phrases, expressions and sentences before they practice independent writing themselves, and etc. The participants also raised there was peer pressure (no one can write or practice writing in the class except their English teachers, considered that only their teacher can do writing activities and they could get it down on their exercise book and read it).

The participants raised a lot of problems for their poor writing practice that result them to anxiety. These are attention they give during teaching-learning of writing skill, their prior background and writing practice habit, lack of writing books in their library, no model written composition in their text book as a practice, and etc. The participants added that their EFL text book could not direct them rather than giving free writing practices. This means their text book cannot invite them the process of writing practice like suggesting topic, beginning writing, suggesting supporting sentences, etc. Moreover, writing contents were also not put in their text book.

The above responses showed that there were a lot of problems that maximized participants' writing anxiety. Unless these problems are dealt with, their writing practice skills won't be improved. The other problem they raised is also their current text books contribution for effective writing process. Their suggestions should be focused on by EFL teachers during writing stages to minimize the writing anxiety of the participants.

6. *Question 6: What are the strategies for overcoming students' writing anxiety and its contributing factors?*

After the participants revealed causes of writing anxiety, they were also asked how to overcome such problems. They suggested some recommendations for students themselves, their EFL teachers and also other concerned bodies. For instance, they said that students should have an interest in writing and be motivated to compose any writing by themselves.

They also added that focusing on their teacher's teaching learning and writing practice stages and learn the necessary words, phrases and sentences to write, follow sample writings on their textbook and given by their teacher, practice their own writing by suggesting what comes to their mind without feeling afraid and ask for unclear instructions during writing classes. The respondents also replied that their writing practices should be checked again using writing methods like planning, brainstorming, writing first draft, editing, rewriting the final version of their composition and give it for peer feedback and then show it to their teacher. In addition, they also recommended that sample writings should be read in the classroom.

Concerning the above item, the student-participants suggested that students should focus on writing skill as it is creativity of an individual. Writing is the most enjoyable activity for some students and they should see it as enjoyable writing practice when they put their thought or ideas on paper. Writing is a language skill essential for academic success and a skill required in many occupations. Thus, having positive attitude and reading a lot of texts can also develop students writing skills. The experience of composing a piece of writing and having it evaluated by EFL teachers is very important in language learning. According to Pratama (2012) writing is an activity of exploring the writer's thought to arrange the ideas into words which are communicated in meaningful way. Students with good skills and capabilities in writing will encounter anxiety when they believe that they will do poorly (Hassan, 2001).

4.3 Discussion of the findings

4.3.1 Students' writing anxiety

The result of the students' questionnaire as well as interview with the participants revealed that students' writing anxiety level was very high. In addition, the participants had high level

of writing anxiety which resulted in poor writing practices and achievements in writing lessons. In the present study, some of the participants said that they were afraid of writing independently, they do not like practicing composition, they are afraid of being evaluated and compared with others because they were very concerned about the kind of feedback that they would get from peers and their EFL teachers. In addition, the study also indicated the participants did not do their best when their EFL teachers ordered them to write composition, they kept silent. As a result, it was very difficult for them to write and express their thoughts in English. The researchers such as Clark, (2005), Latif, (2007) found that lack of motivation and fear of evaluation are the most frequently cited cause of students writing anxiety.

4.3.2 Factors contributing to writing anxiety

The study indicated that there were many contributing factors to students' writing anxiety, such as poor writing practice, being pessimistic and negative for writing practice, neglecting writing independently, poor vocabulary and linguistic knowledge skills and others. A study conducted by Daud and Kassim (2005) indicated that students writing anxiety comes from their lack of writing practices, lack of vocabulary knowledge and experience of language use, lack of knowledge in English structure, negative attitude toward writing, negative writing experience in the past, and inadequate knowledge in academic writing. It was concluded that writing teachers needed to modify their teaching of writing contents from a lecture-based model which was found to be ineffective to student-centered approach which is participatory.

Latif (2007) reveals the following causes of students' writing anxiety: (1) Lack of linguistic knowledge like grammar and vocabulary knowledge, (2) Low foreign language competence, (3) Poor history of writing achievement and perceived writing performance improvement, (4) Low English writing self-efficacy, (5) Instructional practice of English writing and (6) Fear of Criticism. The above studies indicate that there were a lot of contributing factors for students writing anxiety that should be dealt with by the students themselves and EFL teachers. The scholars suggestions match with the result of the present study which identified that students writing anxiety was very high as there were a lot of contributing factors to it.

4.3.3 Strategies for alleviating writing contributing factors

Based on the result from the interview, different strategies were mentioned from the participants particularly those who have writing anxiety. The strategies include promoting self-confidence; enhancing background knowledge, creating positive attitudes toward committing mistakes, peer correction and relaxation exercises. Cognitively, other strategies are suggested such as good preparation, more practice and training on writing essays, and imitating some writing model samples. In terms of test related strategies, rehearsing some tests, taking mock exams, learning the task of outlining and guessing the prompt difficult words, and using dictionaries in writing tests are among the suggested strategies. In addition, the participants suggested different strategies that their EFL teachers should do to minimize students writing anxiety. These are giving awareness for students to develop confidence in writing, practicing them writing, giving feedback and making them to rewrite their composition well.

Concerning this, building up self-confidence among students, encouraging students to accept positive criticism and view mistakes as an important part of the learning process are expected from EFL learners. For the writing tests, they suggest to limit the keywords in writing prompts to familiar English words, training students on taking tests under time pressure, and making more non-judgmental tests (Sulaiman, 2013).

Students' writing anxiety is dealt with a low-stress language learning environment which is believed to facilitate learning of a foreign or second language by allowing students to concentrate on communication rather than being distracted by worry and the fear of negative evaluation (Young, 1991). Consequently, EFL teachers need to acknowledge students' fear about written composition and encourage and provide them with ample opportunities to practice various writing activities inside and outside the classrooms. Furthermore, students can also be given an opportunity to practice different writing items along with their linguistics: vocabulary, phrases, expressions, and sentences formats which will reduce writing anxiety and the chance of frustration during practice stages.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATION

This section summarizes the overall process of the study. It includes summary and conclusions drawn from the findings of the study and recommendations of the study.

5.1 Summary

The main purpose of this study was to investigate EFL students writing anxiety level and its contributing factors among Grade 11 students of Efa Boru Dabo Temo and Lillo Secondary School in Buno Bedele Zone, Dabo Hanna District. Hence, the study answered the following research questions using students' questionnaire and interview.

1. What is the level of foreign language writing anxiety among Grade 11 students of Efa Boru Dabo Temo and Lillo Secondary School?
2. What are the factors that contribute to the students' writing anxiety?

The researcher conducted the study at two high schools in the Dabo Hanna District, focusing specifically on Grade 11. The study used students' questionnaires and interviews as the data gathering tools to achieve the purpose of this study. In this study, the student-participants were chosen based on probability sampling technique particularly lottery method to select sections. A total of 120 questionnaires were administered for the students and interview was conducted with 15 students. The researcher used descriptive research through both qualitative and quantitative methods to analyze the data obtained from students' questionnaires and interviews. Items of the students' questionnaire consist of close-ended questions, while interview questions were open ended items. The data gathered by using the questionnaire data was analyzed and discussed quantitatively whereas interview from the participants was analyzed and discussed qualitatively.

The study found that students experienced a high level of writing anxiety." In addition, there were a lot of factors that contribute to students' paragraph writing such as poor vocabulary

and negative perceptions towards writing skill. The study also indicated that the participants had high level of writing anxiety which resulted in poor writing practices and achievements in writing lessons. The study also indicated that there were a lot of contributing factors for the students writing anxiety such as poor writing practice, being pessimistic and negative for writing practice, neglecting writing independently, poor vocabulary and linguistic knowledge skills and others.

5.2 Conclusions

On the bases of the findings, it can be concluded that students cannot cope with writing practices because of writing anxiety and its contributing factors. The study revealed that students experience high level of writing anxiety during the writing stages and practices. The study also indicated that the participants were not competent in writing because of the writing anxiety from themselves and the classroom environment which blocked their ability to compose writing.

The result also showed that the contributing factors of students' writing anxiety are: students' negative perceptions on their own writing, bad writing practice, feeling nervous during the writing stages, lack of vocabulary and ignoring writing practices. Moreover, the students expect writing composition from their EFL teachers as they encounter vocabulary usage difficulties when they write composition in English. What is more, linguistic difficulties make them unwilling and unable to write composition in English because there was inability of expressing their thoughts or ideas through correct grammar rules. In addition, the students also thought that they cannot write well, and as a result, they expect sample-writing practices from their EFL teachers.

The result of the interview disclosed that when practicing writing composition, the participants worry about their lack of vocabulary, poor linguistic knowledge, difficulty of grammatical structures and transitional words. Besides, learners have low self-confidence in suggesting appropriate topic sentences with supporting details and they have inadequate writing practice habit. The study also revealed that the students feel negatively for feedback given negatively by their EFL teachers and peers reaction, and worry for time constraints during writing in the class which made the students unable to develop their writing skill.

5.3 Recommendations

- What students can write is thought from their mind and thinking process. Hence, becoming optimistic, patient and motivated to deliver what their mind thought is a good way of minimizing writing anxiety and its contributing factors. Accordingly, learners should be aware of the students writing anxiety that make them anxious and unable to write composition and focus on their writing skill improvement.
- To minimize and overcome students'-writing anxiety, EFL teachers should inform their students that writing anxiety is not the indication of poor writing ability but it is a possible condition that may occur during the writing process and when they treat it properly, there is a possibility to eliminate it.
- EFL teachers should identify the potential causes of the occurrence of writing anxiety and try to reduce the effect it has on students' writing composition. They should provide writing contents with appropriate pedagogies, necessary expressions, and instructions and then encourage them to minimize their level of writing anxiety.
- Writing anxiety felt by the students minimized their writing practice and competence during writing classes. Hence, EFL teachers should manage students writing anxiety in collaboration with the learners during the writing stages: pre-, while- and post writing.
- Students should be provided with extra time to plan, write, and revise their use of topic sentences, supporting sentences with appropriate transitional words in their writing in order to make sure that their writing in English can be cohesive, coherent and unified.
- Learners should trust that writing is a process and brings creativity in language learning and academic skills. Besides, students should read and practice a lot as they make everything easier. They should also focus on their teachers' instructions and practice during writing rather than procrastinating the writing tasks or assignments.
- To overcome factors that contribute to students' writing anxiety, students themselves should focus on the identified factors. For instance, minimizing writing anxiety and focusing on classroom teaching-learning and practice stages. In addition, they should develop self-confidence, think positively, learn writing contents, read a lot, practice well. Moreover, they should receive feedback positively from their peers and EFL teachers, refer sample writings, and follow qualities of effective writings like unity, coherence and cohesive techniques

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Appendix A

Students' questionnaire

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Students' Questionnaire

Dear Student: Dear Student, the aim of this study is to investigate students' writing anxiety level and its contributing factors in two high schools in Dabo Hanna district (Efa Boru Dabo Temo and Lillo Alife secondary schools) among Grade 11 students in Buno Bedele Zone. Therefore, you are kindly requested to complete the following questionnaires properly. Your names will not be written in this paper and will never be used in connection with any of the information you provide. Your responses to the items of the questionnaires are vital for the success of the study

Thank you so much in advance for your understanding and cooperation.

Part I: Personal Information. Use circle for these items.

Dear student, the following items indicate the results of Students anxiety in their writing skill. You are asked to assess your level of agreement. Please read each items in the table below carefully and indicate by putting thick (✓) on the option that best describes your own answer.

Use: 5: Strongly agree(SA), 4: Agree(A) 3: Undecided(Un), 2: Disagree(D) and 1: Strongly disagree(SD)

No.	Items	SD	D	UD	A	SA
1	When I write any composition, I don't worry and be nervous about it.					
2	I choose silence when asked unexpectedly to write English composition independently.					
3	I do my best when my teacher orders me to write English composition.					
4	I feel worry when I write composition within a time limit.					
5	I feel worry when my teacher tells me that my writing will be evaluated and marked.					
6	It is very difficult to write and express my thoughts in English for me.					
7	I try to improve my writing skill by doing my best.					
8	My thoughts lack words when I start writing English.					
9	I am not worried when my English is worse than others.					
10	I am worried when I get bad scores in my writing.					
11	I don't like writing composition by choosing topic.					
12	I don't like writing essay texts given by my teacher.					
13	I feel worry when I compare my writings with others.					

14	I feel worry when my teacher tells me to read it to the whole students.					
15	I don't worry at all about what other people think about my English writing					
16	I am afraid when my language writing is chosen as a sample to be discussed in class					

Part II: Factors Contributing to EFL Writing Anxiety

The items in the table below indicate the factors contributing to writing anxiety. They require you to assess your level of agreement to the notions they convey. Thus, read each item carefully and indicate the level of your agreement by putting a thick (✓) on the option.

Use: 5: Strongly agree(SA), 4: Agree(A) 3: Undecided(Un), 2: Disagree(D) and 1: Strongly disagree(SD)

No. No	Statements	Responses				
		SD	D	UD	A	SA
17	Due to a lack of vocabulary, English writing is very difficult for me.					
18	I face problems in composing correct spellings of the new words.					
19	I get confused while using punctuation in English writing					
20	Right use of tenses is the most recurrent problem I encounter while writing English essays and stories					
21	I cannot communicate well in English writing as my English sentences are not well structured.					
22	Frequent mistakes of grammar affect my effective writing expression.					
23	Incorrect use of passive and active voice, conditional sentences create difficulties in my efficient writing.					

24	While writing, I face difficulties connecting different ideas or using connectors.					
25	I face problems to comprehend English sentence structure.					
26	I get low scores due to poor English writing practices.					
27	I feel difficulty while organizing sentences as topic and supporting sentences					
28	It is difficult for me to make my writing unified, coherent and cohesive.					

Appendix B

Interview questions for students

Jimma University

College of Social Sciences and Humanities

Department of English Language and Literature

Students' Interview Questions: The study entitled “Investigating into students writing anxiety and its contributing factors in case of Grade 11 students at Dabo Hanna District”.

Dear Student: The aim of this study is to investigate students writing anxiety level and its contributing factors in two high schools in Dabo Hanna district (Efa Boru Dabo Temo and Lillo Alife Secondary School) in Buno Bedele Zone. Hence, it is aimed at investigating the causes of writing anxiety and its contributing factors in case of Grade 11 students. The researcher is going to ask you some questions regarding the study issues. Your name will not be written in this paper and will never be used in connection with any of the information you tell me. However, your honest answer to these questions will help me in identifying the students writing anxiety level and its associated factors.

Thank you so much in advance for your understanding and cooperation.

Items of Interview Questions for Students

1. How do you usually feel during English writing practices and tests? Can you explain?
2. What worries you when writing English compositions?
3. Do you think that you make grammar, punctuation and spelling mistakes when you write English compositions? If so, in what way?
4. What other problems do you face when writing effective English compositions (vocabulary, organizing ideas, the topic, lack of writing practices, grammatical structures, its punctuation marks, others)?
5. Can you list contributing factors to students' writing anxiety in writing lessons?
6. What are the strategies for overcoming students' writing anxiety and its contributing factors?