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Investigating EFL learners' writing anxiety in English class

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Abstract

Writing is a productive-skill that several students struggle with writing in EFL. A proper piece of writing needs appropriate writing skills. Writing skills are crucial for developing the students' academic writing. Thus, good writing is regarded as a measuring tool the performance of students' academic. Anxiety impedes students' performance in writing due to several reasons. Therefore, the prime goal of the current study is to explore the levels, the dominant type of WA and the sources of anxiety in writing English as foreign language. For this purpose, 365 university students participated. The data were collected through implementing two questionnaires. Firstly, Cheng's (2004) SLWAI was adapted to investigate the levels as well as the types of WA. Then, the CSLWAI questionnaire was

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adapted which were promoted by (Rezaei and Jafari, 2014) to find the causes of WA at Soran university. The findings showed that the individuals had moderate to severe degrees of WA. The findings also showed that the most provoking form of WA was avoidance behavior anxiety. In addition, the results of the CSLWAI demonstrated that low self-confidence, time limitations, linguistic incompetence, fear of tests, stress of doing a perfect work, insufficient and in effective feedback were main causes of writing apprehension.

Key-words: writing anxiety, level, avoidance behavior and causes of writing anxiety

التحقيق في القلق من الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية في فصل اللغة

الإنجليزية

بختيار عبدالله عمر

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و

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المستخلص

الكتابة هي إحدى المهارات التعبيرية التي يُعاني منها العديد من الطلاب من اللغة الإنكليزية، كُغَةً أجنبية. تحتاج كتابة جزء مناسب من الكتابة إلى مهارات كتابية مناسبة، والتي تعد ضرورية لتطوير الكتابة الأكاديمية للطلاب. وبالتالي، تعتبر الكتابة الجيدة أداة لقياس الأداء الأكاديمي للطلاب. القلق يعيق أداء الطلاب في الكتابة لعدة أسباب. لذلك، فإن الهدف الأساسي من هذه الدراسة هو العثور على المستويات والنوع السائد من القلق الكتابي ومصادر كتابة القلق باللغة الإنجليزية كلغة أجنبية. لهذا الغرض، شارك 365 طالبًا جامعيًا. تم جمع البيانات من خلال تطبيق استبيانين. أولاً، تم تكييف جينك (٢٠٠٤) في الكتابة لغة ثانية لدراسة القلق الكتابي. لقلق بشأن الكتابة باللغة الثانية للتحقيق في مستويات وأنواع الكتابة للقلق. بعد ذلك، تم تعديل الاستبيان لأسباب حصر القلق من الكتابة باللغة الثانية والذي روج له (رضائي وجعفري 2014) للعثور على مصادر القلق. أظهرت النتائج أن المشاركين كانوا يعانون تقريباً من مستويات عالية من القلق أثناء الكتابة. علاوة على ذلك ، أظهرت النتائج أن قلق سلوك الاستبعاد كان أكثر أنواع الكتابة للقلق بالإضافة إلى ذلك ، أظهرت نتائج القلق الكتابة بلغة ثانية يعود إلى أسبابٍ عدّة، منها قلة الثقة بالنفس ، والقيود الزمنية ، وعدم

الكفاءة اللغوية ، والخوف من الامتحانات ، والتوتر من القيام بعمل مثالي وَعَجْز كَفَاءة الاسْتِعَادَة
الْفَعَالَة كانت الأسباب الرئيسة للقلق الكتابي.

الكلمات الدالة: قلق الكتابة، المستوى، سلوك التجنب وأسباب القلق الكتابي.

1. Introduction:

Writing is a productive- skill which several students are challenging with in EFL. It is considered more complicated skill comparing to other skills (Quvanch & Si Na, 2022). According to (Qadir, 2021) Writing is "the transformation of one's thoughts, ideas, and feelings into written language"(P. 36). Erkan & Saban (2011) believed that writing consists of various interconnected components as well as a rigorous process which learners are expected to utilize excellent creative thinking skills, arrange their thoughts effectively, and use suitable grammatical language as well as writing techniques. Writing is seen as a challenging activity because it must be consciously learned, unlike listening and speaking as othe skill of language, which are acquired spontaneously and it does not require instruction (Harmer, 2004). Additionally, EFL students must master academic writing as it is essential to most universities' curricula (Giribharan & Robson 2011). Thus, it is an anxiety-provoking process.

In fact, students who are unfamiliar with the writing process and its components may struggle with writing construction (Chan, 2010; Zhou, 2009), which, as a result of the challenging writing requirements, can make pupils more apprehensive (Ekmekçi, 2018). Therefore, (Challob et al., 2016) stated that these unpleasant feelings and perspectives of the writing process have been labeled as WA. It is believed that "It is crucial to come up with more alternatives to reduce the anxiety in writing among EFL students" (Quvanch & Si Na 2022, p. 3), as It makes it tough to write clearly, cohesive writing as well as difficult to write either simple or complex paragraphs. (Schweiker -Marra & Marra, 2000). This is why L2 writers write shorter compositions with fewer complex words (Daly & Miller, 1975; Steinberg & Horwitz 1986). And there are several reasons which make writers apprehensive while writing. Therefore, it is crucial for learners to be able to overcome the anxiety caused in the writing skill.

Additionally, EFL learners at Soran University are incompetent and struggle in writing skills. This incompetency comes from different anxiety sources which affects their overall ability in writing process. However, and assignments are part of the syllabus from the first stage to the four. Hence, WA levels differ among FFL learners. Therefore, in regard the aforementioned problem statement, the currentstudy intends to investigate the levels of WA, the most provocative type of WA, and the sources of WA among the participants. In order to achieve the goals of the current study, the following two research issues were addressed.

- 1) What are the types and the writing anxiety level among EFL learners at Soran University?
- 2) What are the main sources of anxiety in writing among EFL learners at Soran University?

2. Literature Review

2.1 Foreign language anxiety and Writing Anxiety

Foreign language anxiety is regarded as type of anxiety that is specific to FL classes. It is a type of situation-specific anxiety, such as test anxiety (Batumlu & Erden, 2007). Horwitz,

Horwitz, and Cope (1986) have become the first researchers to view FL anxiety as a distinct phenomenon specialized with the FL experience, outlining the theoretical framework for FL anxiety. Foreign language anxiety, according to Batumlu and Erden (2007), as it is a unique complex of self-perceptions, sensations, and behaviors connected to the process of classroom language learning, it is differed from all other types of anxiety. General anxiety does, however, play a significant role in the promotion of foreign language anxiety. According to Horwitz, Horwitz, and Cope (1986), Communication anxiety, anxiety of a poor evaluation, and exam anxiety are three different sorts of anxieties that are associated to academic and social evaluation circumstances.

Writing anxiety (from now RA) refers to the social-cultural perspectives and social cognitive theory (Lee 2019). Lee (2019) stated that "Through social cognitive and sociocultural perspectives, FLA studies and L2WA studies have explored the sources and effects of second language writing anxiety" (p. 34). Anxiety of writing, also known as writing block, it has been defined in various ways. It is a kind of anxiety that is exclusive to a language that is only present when writing in that language (Blaine et al. 2001). It also involves a fear in the process of writing that balances the anticipated advantages of being able to write, which could ultimately result in relatively everlasting dispositions to dislike, avoid, or fear writing.

WA refers to the negative feelings and anxious thoughts which occur during the process of writing (McLeod, 1987). Hence, It is related to the individuals' propensity towards approaching or avoiding to write (Daly & Miller, 1975). As a result, low-apprehensive writers seem to relish writing more often and they are feeling more assured in their abilities while writing (Daly, Faigley, & Witte, 1981). Individuals with high-levels of writing apprehension avoid circumstances where they must write because they regard it as unpleasant and punishing. Their writing habits, perspectives on writing, and, most crucially, the writing projects they are given all demonstrate their WA. (Daly & Miller, 1975). In fact, second language WA is related to the propensity to steer clear of writing situations because they raise anxiety levels. Hence, It has also been demonstrated to make it difficult to write basic or complex paragraphs, as well as coherent written compositions. (Schweiker-Marra & Marra, 2000). Therefore, second language writers write shorter compositions with fewer complex words (Daly & Miller, 1975; Steinberg & Horwitz 1986). "Procrastination, apprehension, tension, low self-esteem, and demotivation are also mostly observed behaviors" (Leki, 1999). According to Tsui (1996), writing is primarily product-focused that requires individual work, which is a considerable stressor since foreign Language students lack assistance, reinforcement and motivation. Thus, students face severe negative reactions as a result of their low-quality work, like restriction of their employment options. In addition, writing in English is difficult for nearly all FL learners. Students usually face some difficulties when writing in a second language, such as English. According to Chamot (2005), starter learners are struggling to find appropriate words as well as to remember the grammatical norms. Whereas the upper-level learners struggle to connect their thoughts coherently and producing suitable discourses in the target language. Furthermore, idea blockage, which both beginner and professional writers experience, contributes significantly to why writing can be a difficult task (Kusumaningputri Ningsih and Wisasonko, 2018).

2.2 Types of Writing Anxiety

WA research is an outgrowth of oral communication anxiety studies. Ateş (2013) asserted that many researchers had examined the notion of anxiety from various angles. Previous studies on WA aimed to see if there was a connection between spoken as well as WA. It is argued that individuals who suffer from a high-level of speaking apprehension managed to recompense by writing, while others claimed that no link existed between speaking and WA (Hassan, 2001). Cheng et al. (1999) sought to distinguish between spoken language anxiety and second language RA. They revealed that second language WA differs from speaking anxiety. However, they discovered fundamental similarities between the two aforementioned varieties.

WA has been defined as an overall avoiding in writing behavior as well contexts considered to require a piece of writing, following the possible evaluation of that writing (Hassan, 2001). Cheng (2004) proposed the Second Language Writing Anxiety Inventory (SLWAI), a multifaceted L2 writing scale that adheres to three categorized conceptions of anxiety: Somatic Anxiety, Cognitive Anxiety, and Avoidance Behavior.

2.2.1 Cognitive anxiety

A researcher characterizes cognitive anxiety such as “negative expectations and cognitive concerns about oneself, the situation at hand, and potential consequences” Morris et al. (1981, page 541). Cognitive anxiety is a term that refers to a variety of psychological states, including negative perceptions, being worried about poor performances as well being anxious regarding the negative evaluations of others (Rezaei & Jafari, 2014; Rudiyanto, 2017; Wahyuni & Umam, 2017).

Quvanch & Si Na (2022) asserted that learners might experience anxiety because of their teachers' high-performance expectations. As a result, students will concentrate more on fulfilling the requirements of the instructor than on the reality of the writing process itself. Finally, concerns associated to anxiety and activities not connected to cognitive activities could cause students' performance to suffer.

2.2.2 Somatic Anxiety

Somatic anxiety refers to an individual's attitude toward the psychological impacts brought about by the apprehension they are experiencing. Generally, it is associated with raising the level of negative feelings, such as anxiousness and tension, giving the individual the feeling that butterflies are present in their stomach (Cheng, 2004; Rudiyanto, 2017). According to Marzec -Stawiarska (2012), it impacts negatively on the language learners by making them experience symptoms such as headaches, increased heart rate, intense sweating, irritability in the stomach, as well as rapidly breathing. In addition, Alfiansyah et al. (2017) asserted that somatic anxiety causes learners to become anxious, which leads to a loss of mental capacity when they begin writing. Learners experience this form of anxiety when they are unable to come up with any ideas despite having a limited amount of time to do so. It causes them to feel anxious. It frequently happens when teachers assign students a writing assignment that must be finished within a given time frame.

2.2.3 Avoidance behavior

In addition to cognitive and somatic anxiety, avoidance behavior linked to WA provides evidence of the behavioral aspects of not writing (Cheng, 2004). It is one of the common occurrence for learners learning EFL (Rudiyanto, 2017), which leads to them avoiding situations that require them to write or situations that require them to write compositions. Prasetyaningrum, Nazri & Asrobi (2021) believe that avoidance behavior is considered a severe form of anxiety associated with writing. Moreover, it impacts how well students

perform in writing classes. This is the case since anxious students find it difficult to focus their attention and absorb the material they are being taught because they are frequently disturbed and impatient.

2.3 Sources of writing anxiety

WA sources are largely overlapped with FL classroom anxiety scales, however numerous researches have examined the causes using a variety of tools and research techniques, the sources of WA have already been discovered to be various. Recent studies by Kirmizi & Kirmizi (2015), Rezaei & Jafari (2014), and Liu & Ni (2015) enumerated the WA sources depending on interviews and the causes of WA in accordance with the Causes of Second Language Writing Anxiety Inventory (from now CSLWAI). According to Kirmizi & Kirmizi (2015), Rezaei & Jafari (2014), and Liu & Ni (2015), the primary sources of writing apprehension include the fear of tests and the stress of doing a perfect work, negative evaluation, time constraints, peer competition, unfamiliar topics, lack of self-confidence, linguistic difficulties like grammar and vocabulary, insufficient writing practice, past experience of the learners and unfamiliarity with writing strategies and techniques.

With one set of categories, it is impossible to organize the causes of writing apprehension that has been mentioned in various contexts. The different factors of writing apprehension overlap in accordance with how the issue is dissected. Cognitive anxiety and physical anxiety are the two categories into which Cheng (2002) classifies the WA sources. Yan & Horwitz (2008) used instructional as well as personal causes for their research on general language anxiety. Language, topic and time regarded as causes of WA in some research (Hyland, 2003, Leki & Carson 1997 as cited in (Zhang, 2011). Zhang (2011) recognizes anxiety aspects in relation to social, cultural, and contextual elements.

Additionally, the causes which are investigated in this study include "Fear of the teacher's disapproving comment, anxiety about writing assignments, a lack of practice, poor writing habits, issues with topic selection, linguistic challenges, pressure to produce flawless work, a high frequency of writing assignments, time constraints, low self-confidence in writing, and linguistic incompetence are all contributing factors" as developed by (Rezaei & Jafari, 2014).

However, second language WA possesses uncommon features different from FL anxiety because it associates to the writing task. The dominant causes or sources of second language WA include time constraints, linguistic difficulties, unfamiliar topics, insufficient past experience and lack of ideas. These distinguishing characteristics have received little attention in earlier research.

Additionally, EFL learners at Soran University are incompetent and struggle in writing skills. Writing is a productive skill and it is the daily routine of the students. And this incompetency comes from different anxiety sources, which affects their overall ability in writing process. However, writing tasks and assignments are included in the curriculum from the first to the fourth stages of university. Besides, writing is one of the four skills part of the pre-university curriculum in English classes. Hence, many students avoid applying for occupations which require writing skill. Therefore, in the view of the aforementioned problem statement, the current study intends to investigate the levels of WA, the most provocative type of WA, and the sources of WA among the participants at Soran university, faculty of education and arts, English department.

2.4 Related studies

Anxiety in writing is one of the distinctive aspects in education, especially in the process of learning EFL. Since writing is a productive-skill which is more difficult to master compared to other receptive skills. Many researches have been done to examine the causes, levels as well as the dominant type of writing apprehension among EFL learners in different contexts by different scholars (Qadir, 2012; Olanezhad, 2015; Jebreil et al. 2015; Wahyuni, 2017).

Al-Kubaisy, Hummadi, & Turki, (2019), pointed out the levels of the three-categories of WA ("cognitive anxiety, somatic anxiety and avoidance behavior") and examined which is the most-provoking type of writing apprehension among Iraqi postgraduate EFL students quantitatively. The participants were 100 Iraqi postgraduate university students from a number of different faculties at the National University of Malaysia. The data were gathered through implementing SLWAI which was developed by Cheng. The results showed that avoidance behavior was the most provoking WA type among the participants. Hence, it was found that somatic and cognitive anxiety come as the second and third types of writing apprehension among the participants. That is, the Iraqi EFL learners tend to get rid of situations which need writing. In addition, a significant distinction between male as well as female individuals was revealed in which female participants were more apprehensive than male participants. It was suggested that Iraqi EFL learners have to rise their self-confidence to lessen their WA, particularly avoidance behavior.

Muhammad Abdurrohman Lubis, Jannah, & Abadi, (2020), quantitatively studied the relationship between students' WA and writing competence. The subjects were 27 third-semester English Education department, Faculty of Education and Teacher Training Sultan Thaha Saifuddin university students. Two instruments were used in the data collection processes: WAQ and writing a paragraph on specific topics, which the researcher provided to assess the participants' writing ability. The findings of the WAQ confirmed that the subjects were experiencing a high-level of WA. Additionally, the results of the paragraph writing scores demonstrated that most of the participants were moderate in their writing competence. Furthermore, it was revealed that the correlation between WA and writing competency was significantly negative. That is, the more the participants feel anxious, the lower their writing scores would be. Prasetyaningrum, Nazri & Asrobi, (2021), opined the factors of writing apprehension and the types of WA experienced by the study subjects. The participants were 15 sophomore students of the English education department who enrolled in an academic writing course at Hamzanwadi University, Indonesia. "The data were collected through administering several different tools, which were SLWAI, CSLWAI, close-ended interview, and a classroom observation to support the quantitative data". The results indicated that avoidance behavior is the predominant type of WA among the subjects of their study. Moreover, the results revealed that the four factors of writing apprehension that triggerger the participants most were "high frequency of writing assignments, low self-confidence in writing, time constraints and problems with topic choice".

Solangi, Memon, & Lohar, (2021) conducted a study to explore the levels, types and the causes of writing apprehension in an EFL context. The participants were 200 undergrad Pakistani students of a public university. The researcher collected the data using two questionnaires: SLWAI and CSLWAI. The results showed that avoidance behavior was the leading type of writing apprehension among the participants. Hence, the findings demonstrated that the individuals had moderate anxiety. In addition, it was found that the

most-effective sources of writing apprehension of their study were "fear of writing tests", "lack of topic knowledge", "pressure for perfection in written work", and "fearing of teachers' negative comments and evaluations". Quvanch & Si Na (2022) conducted a quantitative survey design study to examine the level, the types, and the factors of WA among Afghan EFL students. The participants were 133 university students. The data were gathered by implementing SLWAI and CSLWAI. The findings of the study proved that the participants were struggling moderate anxiety in writing. Hence, the results indicated that cognitive anxiety was the predominant type of writing apprehension. Moreover, the results revealed that there were no considerable distinctions in the level of WA between the gender of the participants' their year of study. However, the results showed a statistical significant distinction among the participants with various levels of English proficiency such as "beginner, intermediate, high-intermediate, and advanced". Nonetheless, Jebreil, Azizifar, Gowhary and Jamalinesari (2015) have done another quantitative study to examine if anxiety levels differed across students with varying levels of language competency as well as the commonest type of WA among them. The data was gathered using the Michigan Test of English Language Proficiency and SLWAI from 45 university students of English language department with different proficiency levels "Elementary, Intermediate and Advanced". The results revealed that WA level of the subjects is moderate and the proficient elementary students suffered the highest apprehension level among all the three language proficiency levels. As for the types of anxiety were categorized into three-subcategories "cognitive anxiety, somatic anxiety and avoidance behavior". It is revealed that the most problematic WA type was cognitive anxiety among Iranian EFL learners

Moreover, the above-reviewed studies have shed light on WA in different settings, angles and with various participants' perspectives. As a result, this study is done to explore the levels, the most predominant type of WA, and the sources of writing apprehension among Soran university students in northern Iraq.

3. Methodology

3.1 Research design:

This study employs a descriptive quantitative approach to examine WA in EFL among students at Soran University in the academic-year 2021-2022. Quantitative research approach is defined as "it is Explaining phenomena by collecting numerical data that are analyzed using mathematically based method (in particular statistics)" (Muijs, 2004, p.1). To accomplish the objectives and explore the students' attitudes toward writing apprehension in EFL, a survey was administered. As a result, this study is conducted quantitatively to address the research questions, and it can cover a larger number of participants than qualitative methods. Burton and Barleet (2005) believed that a "questionnaire is a useful method, if carefully planned, for gathering responses from many people relatively quickly" (p.100).

3.2 Participants:

The participants in this quantitative study included of 365 Soran university undergraduate students. The study is conducted among English language department students at the Faculty of Basic Education and Arts. The participants consisted of 173 male students and 192 female students including freshmen, sophomores, juniors, and seniors from evening and morning classes. Hence, the participants' ages vary from 18-22, 22-26, 26-30 and over

30. Moreover, the researcher in the current study adopted probability simple random sampling to give chances to every individual to participate.

3.3 Data collection instruments

The researcher investigates EFL students' perspectives towards WA through implementing a questionnaire. Burton and Barleet (2005) asserted, "A questionnaire is simply a list of questions that the respondents answer. It is a useful method, if clearly planned, for gathering responses from a large number of people relatively quickly. Questionnaires are considered a useful means of obtaining quantitative data" (p.100). The questionnaire implemented a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). The participants were asked to tick (√) the scale representing the best response.

In fact, the researcher adapted the cheng's (2004) SLWAI questionnaire and the CSLWAI questionnaire invented by (Rezaei and Jafari 2014). The questionnaire consisted of thirty-one items which have divided into four subsections. The first section of the questionnaire is a demographic section to get personal details of the participants regarding their gender, age, faculty, stage and morning or evening classes. The second section of the questionnaire included of 20 statements. The 20-item survey is built to measure the level of WA and the dominant type of WA among Soran university students. The items of the second section of current study's questionnaire are divided according to the three-categories of WA: "cognitive anxiety, somatic anxiety and avoidance behavior". Below, table 1, shows the categories and the items that relate to each category.

Table 1, types of writing apprehension and its category

Categories	Items
Cognitive anxiety	1, 2, 3, 4, 5, 6, 7
Somatic anxiety	8, 9, 10, 11, 12, 13, 14
Avoidance behavior	15, 16, 17, 18, 19, 20

The third section of the current study survey investigates the CSLWAI. The questionnaire is built to measure the factors behind learners' WA. This survey is a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly disagree). The current study participants were asked to tick (√) the factors according to their WA experience from 1 to 5.

Furthermore, the fourth section of the current study questionnaire is left blank due to obtaining any other sources of anxiety from the perspectives of the participants which are not mentioned in this questionnaire.

In fact, the validity as well as the reliability of the instruments were taken into consideration. As for the validity, face validity as well as content validity were checked. As for reliability, the researcher used **Cronbach's Alpha** with SPSS version 26 to find whether the questionnaire is reliable. The results show the reliability of the questionnaire.

Table 2, Cronbach Alpha's questionnaire reliability result

Cronbach's Alpha	Number of items
0.712	31

3.4 Data Analysis Procedures

The data were analyzed quantitatively using SPSS (Statistical Package for Social Science). Particularly, means, percentages and standard deviations were utilized to measure the respondents' WA levels. Accordingly, the level of WA was categorized into three levels: high, moderate and low anxiety. The higher Likert scale indicates, the higher-level of WA. In fact, the total score of the questionnaire ranged from 20 to 100. More obviously, a score of 44 or lower is indicated as a low level of anxiety, a score of 61 or higher shows a high level of WA, while scores in-between the two variables is designated as a moderate level of WA. The table below displays the score distribution for each level.

Table 3, the score distribution for the levels of writing apprehension

Levels of writing anxiety	Scores
Low anxiety	20 – 44
Moderate anxiety	45 – 60
High anxiety	61 – 100

In addition, the mean of each category ("cognitive anxiety, somatic anxiety and avoidance behavior") were calculated separately to identify the dominant type of WA. Moreover, the same quantitative analysis was implemented to determine the commonest sources of WA among the individuals. More clearly, the higher mean shows the more common factors that cause anxiety.

4. Results

Through the descriptive statistical analysis, the researcher analyzed the collected data. The data were collected through implementing a thirty-one-item questionnaire. That is, the collected data were analyzed and presented regarding the level of WA and the most dominant type of WA. Hence, the data found the predominant causes of WA in EFL among English department students at Soran university. In addition, the results presented regarding the two research questions.

4.1 The level of writing anxiety

Research question 1: What are the levels and the dominant type of Writing anxiety in English as a foreign language among Soran university learners?

The second part of the questionnaire included the results of the questionnaire indicates approximately a high level of EFL WA among Soran university students. The collected data were analyzed by SPSS to attain the level and the dominant type of WA which Soran university students are experiencing. Table 4 below shows the statistically high level of WA with the number of participants, minimum, maximum and mean score of each level.

Table (4) descriptive statistics of the measurement

	NP	Mini	Maxi	Mean
Total	365	28.00	84.00	60.630

Low anxiety	15	28.00	45.00	40.6000
Moderate anxiety	167	46.00	60.00	54.6287
High anxiety	183	61.00	84.00	66.6175

Table 4 demonstrates descriptive statistics of the questionnaire, which indicates approximately a high-level of anxiety in writing with a mean = 60.630 which is greater than 60 among Soran university students. The achievable rates in the questionnaire scope from 20 to 100. The total participants are 365 students at Soran university. The participants' average in this study ranges from a minimum 28 to the maximum 84. The overall score is 60.630, which reveals approximately a high level of WA. Furthermore, 15 of the study's subject students, which equals 4.1%, are found to have a low-level of WA. In addition, 167 learners which are equal to 45.8% are experiencing a moderate level of WA. Besides, 183 of the participant learners are experiencing a high level of WA, which equals 50.1%. This indicates that most participants have a high level of anxiety in writing EFL among Soran university students.

4.2 The types of writing anxiety

The questionnaire measures three categorized scales: "cognitive anxiety, somatic anxiety and avoidance behavior". Cognitive anxiety refers to the perceptions of fear and tension. While somatic anxiety refers to the psychological impacts on the individuals like increasing heart beats, shaking, or sweating. Meanwhile, avoidance behavior is about situations in which an individual tries his best to avoid writing in ESL/EFL(Cheng, 2004). The description of the three categories of second language anxiety was determined by measuring the scores of the statements related to each type of anxiety as mentioned earlier in the methodology.

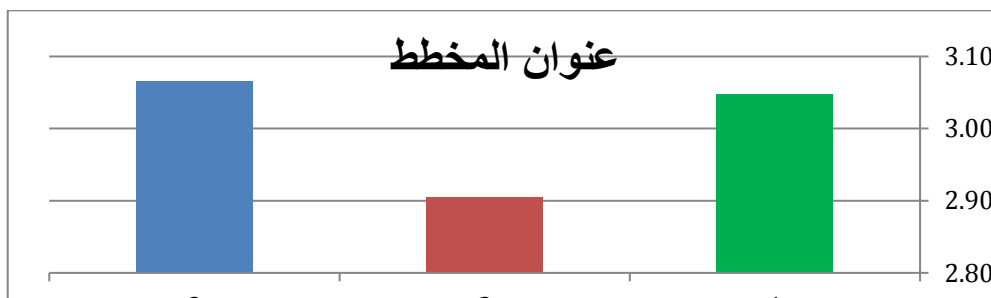


Figure 1: General mean score of WA among the participants

The analyzed data indicated that avoidance behavior is the most dominant type of WA among Soran university students, with a total mean 3.7, which equals 61.32%. Hence, cognitive anxiety comes as the second common type of WA with a mean of 3.5, equal to 60.95%. At the same time, somatic anxiety is indicated as the last and the least anxious type of WA that Soran university participants of the study as an EFL learner experience. Table 5, demonstrates the mean score and standard deviation of the 20 statements of the second part of the questionnaire.

Table 5: the statements are ordered from the highest-mean score to the lowest-mean score.

N	Statements	N	Min	Max	M	SD
18	I enjoy getting involved in writing when I see students like my compositions.	365	1	5	3.47	1.312
20	I prefer teachers to evaluate and grade my Writing draft.	365	1	5	3.38	1.177
1	I am relaxed when I write compositions in English.	365	1	5	3.35	1.171
9	When I write down compositions in a limited time, I feel my heart beats faster.	365	1	5	3.34	1.275
2	I feel anxious and uncomfortable when I know my English writing will be graded.	365	1	5	3.23	1.224
5	I am excited about other people's beliefs about my English writing.	365	1	5	3.23	1.237
16	I like to compose my thoughts through writing compositions.	365	1	5	3.16	1.305
3	"I feel anxious and uncomfortable when I know my English writing will be graded."	365	1	5	3.8	1.220
17	I avoid taking courses in which tend to do much with writing; instead, I take courses which have little to do with writing.	365	1	5	3.3	1.160
10	It is difficult to express my ideas through writing compositions.	365	1	5	2.99	1.232
13	My compositions seem to have problems with organizing ideas.	365	1	5	2.91	1.164
14	My compositions are always short and unstructured.	365	1	5	2.90	1.251
15	I always try to avoid writing compositions in English.	365	1	5	2.88	1.382
6	I'm nervous when my English writing is going to be selected as an example for class discussion.	365	1	5	2.85	1.266
7	I am unworried if I get a very low grade in my English writing draft.	365	1	5	2.83	1.334
8	Sometimes I sweat when I write English compositions.	365	1	5	2.83	1.252
12	"When I write English compositions, I usually feel my entire body is stiffing"	365	1	5	2.77	1.191
4	If my classmates read my written compositions I'm afraid they might mock it.	365	1	5	2.76	1.337
11	My hands usually shake while writing my writing assignments inside class.	365	1	5	2.60	1.292
19	I want to study writing skill only for passing in the exams not learning.	365	1	5	2.47	1.427

In the above table, the items are ordered from the highest-mean score items to the lowest mean score items. The first column is the items. The second column is the participants' number. While the third and fourth columns represent the minimum (1) and the maximum (5) of WA. Lastly, the letters (M) and (SD) represent means score and standard deviation. Table (5) evaluates all the second section statements "as a measure of writing apprehension based on a five-point Likert scale ranging" from 1) strongly disagree, 2) disagree, 3)

Neutral, 4) agree, 5) strongly agree. As a result, learners who had problems with writing apprehension had the highest points. While students who had no problems with writing apprehension had the lowest points. In other words, the respondents who had chosen scales 1 or 2, this means he / she did not have difficulties with WA. And if a participant picked 4 or 5, it meant they had writing apprehension issues. In the above table, the items are ordered from the most anxiety-provoking to the least anxious items.

After analyzing the data according to Cheng (2004) rating scale, the respondents' score was 2 for 11 items out of 20. This indicates that the respondents were not experiencing significant problems with WA. However, the results indicated approximately high levels of WA. For instance, the mean score of item (18) "I enjoy getting involved in writing when I see students like my compositions" was $M = 3.47$ with standard deviation 1.312, followed by item (20) "I prefer teachers to evaluate and grade my Writing draft," $M = 3.38$ with standard deviation 1.177., which demonstrated that most of the respondents agreed or strongly agreed with these statements. It seems that respondents enjoy being involved with writing activities when his / her colleagues liked their compositions despite being anxious. Besides, they also like their teachers to evaluate their writings. This may be a reaction to item (1) "I am relaxed when I write compositions in English," with a slightly lower means score of $M = 3.35$ and standard deviation 1.171. This might be due to having no problems organizing their ideas while writing as most of the participants disagreed or were close to neutral with the item (13) "My compositions seem to have problems with organizing ideas" with a mean score $M = 2.91$ and standard deviation 1.164.

However, their anxiety might be due to item number (9), "When I write down compositions in a limited time, I feel my heart beats faster" with $M = 3.34$. It looked like students' anxiety in writing refers to time constraints. In fact, almost half of the participants agreed or strongly agreed that writing under a specific amount of time makes their heart pound. In addition, most studies proved that time limitation is regarded as one of the most provoking causes of writing apprehension. Items (2) "I feel anxious and uncomfortable when I know my English writing will be graded" and (5) "I am excited about other people's beliefs about my English writing" both obtained the same mean score $M = 3.23$, with different standard deviations. This indicated a moderate to high-level of anxiety in writing. It looked like students were unaware of what criteria the instructors graded their writings. Besides, it shows that students did not care what people might say about their writing. In addition, item number (16), "I like to compose my thoughts through writing compositions", attained a mean score $M = 3.16$ and a standard deviation 1.305, which situated in the scope, showing that the participants agree, or agree to neutral writing apprehension level. The two following items: (2) "I feel anxious and uncomfortable when I know my English writing will be graded" and (17) " I avoid taking courses in which tend to do much with writing; instead, I take courses which have little to do with writing" were discovered to vary from $M = 3.8$ to 3.3, respectively. This indicated that there were statements in which the respondents were uncertain or inclined from uncertain towards agree. Hence, these items reveal that participants try to avoid enrolling in writing courses in which their writings will be graded.

Furthermore, based on the questionnaire results, the participants did not agree or strongly disagree with the following items: 6, 7, 8, 10, 11, 12, 13, 14, 15, and 19. The disagreement of the statements ranges from mean $M = 2.99$ to $M = 2.91$ to $M = 2.90$ to $M = 2.88$ to $M = 2.85$, to $M = 2.83$ to $M = 2.83$, to $M = 2.77$ to $M = 2.76$ to $M = 2.60$ to $M = 2.47$. The results

show low levels of WA in these statements. As for item (10) "It is difficult to express my ideas through writing compositions", students indicated that they see no difficulty in expressing their ideas through writing; its mean score was 2.99 with standard deviation 1.232. This can be the result of taking intensive classes in the target language. Hence, item 10 was followed by items (13) "My compositions seem to have problems with organizing ideas", (14) "My compositions are always short and unstructured" and (15) "I always try to avoid writing compositions in English" with almost the same mean score $M = 2.91$, $M = 2.90$ and $M = 2.88$. However, their standard deviations differ. This revealed that most respondents disagreed or strongly disagreed that they had problems with organizing their ideas while writing compositions. In other words, it indicated that they did not face any difficulties organizing their ideas as they wrote.

In addition, the participants revealed that they disagreed or strongly disagreed that their compositions were short and unstructured. Hence, the respondents were disagreed with avoiding writing compositions in English. This is maybe due to the compulsory of writing classes. While the results for items (6) "I'm nervous when my English writing is going to be selected as an example for class discussion", (7) "I am unworried if I get a very low grade in my English writing draft" and (8) "Sometimes I sweat when I write English compositions" are very close to each other which their mean scores were $M = 2.85$, $M = 2.83$ and $M = 2.83$ with different standard deviations. The results indicated that they were not anxious regarding these statements. As for item 6, it seemed that it is not a big issue if their writing was chosen as an example for class discussion. This might be due to knowing their weak points as well as the strong points of their writings. While the results for items 7 and 8, in which their mean scores were the same $M = 2.83$, showed that the respondents disagreed or strongly disagreed with the statements. It looked like the participants had no problems getting low marks in their writing due to not paying attention to writing classes. Additionally, it confirmed that the students enroll in writing classes not to learn but to pass the writing courses. And the results stressed that the participants had no psychological symptoms such as sweating while writing English compositions.

Moreover, the results for the items (12) "When I write English compositions, I usually feel my entire body is stiffing" and (4) "If my classmates read my written compositions, I'm afraid they might mock it" were almost the same as they differed only by just one number in their mean score. That is, the mean score of item 12 was $M = 2.77$, while the mean score of item 4 was $M = 2.76$. However, their standard deviations were varied and the standard deviation of item 12 was 1.191 and 1.337 was the standard deviation of the 4th item. The results demonstrated that the subjects have no issues with these statements as most did not agree or strongly disagree with the statements. It seemed that they had no psychological effects, such as stiff while writing. Additionally, the result of item 4 confirmed that the respondents face no confusion if their classmates mock their writings. Moreover, the result of this item proves that implementing peer assessment doesn't increase anxiety levels among students. Therefore, the levels of WA for these statements were low. Above all, the two lowest mean score items among the 20 items of the questionnaire were item (11) "My hands usually shake while writing my writing assignments inside class" and item (19) "I want to study writing skill only for passing in the exams not learning".

In other words, the analyzed data revealed that the participants' level of WA was the lowest among the 20 statements of the questionnaire. The mean score of item 11 was $M = 2.60$ with 1.292 as the standard deviation. However, the mean score was 2.47 for the item 19

and 1.427 was its standard deviation. The results revealed that majority of the students were disagreed or strongly disagreed with these two statements. In addition, it is revealed that the respondents have no problems like shaking hands which was referred to a somatic anxiety category. That is, the students were not anxious psychologically. Hence, the results confirmed that most of the students strongly disagreed with item 19. That is, the respondents of the current study disagree or strongly disagree with attending writing courses only for passing not for learning.

4.3 The results of causes of writing anxiety

Research question 2: What are the main sources of anxiety in writing among EFL learners in Soran University?

The results of the questionnaire were analyzed statistically through (SPSS). The results were obtained through a five-point Likert scale ranging from 1 (strongly disagree), 2 (disagree), 3 (neutral), 4 (agree) and 5 (strongly agree).

The results of the questionnaire indicated that the most common factor that causes anxiety in writing is "low self-confidence" in writing with an average mean 3.45, which equals 69.04%. Low self-confidence shows that the learners are not well prepared for writing skill which is a productive skill. The second main source of WA is "time limitations and too many writing assignments" with a total mean of 3.37 and an average percentage of 67.40. The third prevalent cause of writing apprehension that students are suffering from is "the lack of knowledge in terms of language structure" with an overall mean 3.33 and it becomes 66.58 percent. The fourth serious problematic source of WA is "fear of tests and the stress of doing a perfect and unique writing" and its mean score is 3.27. While "in effective and insufficient feedback from teachers" with a total mean 3.15 comes as the fifth most common factor as a source of anxiety in writing. In addition, "unfamiliar topics" comes as the sixth main cause of anxiety in writing among Kurdish Soran university students.

Furthermore, the results revealed that "writing techniques and strategies" is the seventh factor which makes the study subjects anxious while writing in EFL. While the eighth source of WA among the participants is "Linguistic incompetency". Meanwhile, the results asserted that "past experience" in writing skill is the ninth cause of anxiety in writing skill. Nevertheless, it is obvious that "insufficient writing practice" is the tenth source that causes learners to be worried as they write EFL. Lastly, "negative evaluation" comes as the last source of anxiety among the students, which causes students the least anxiety, with a total mean 2.88. Table 6, shows the causes of WA with their mean score and standard deviation from the most provoking to the least provoking. Figure 2: shows the causes of WA with their mean score for each factor.

Table (6) Causes of writing apprehension, its mean score and standard deviation

N	Statements	N	M	SD
24	Low self-confidence is one of the dominant aspects/ factors/ causes of Writing anxiety.	365	3.45	1.212
29	Time limitations and too many writing assignments cause me to worry	365	3.37	1.203

31	Lack of knowledge in terms of Language structure such as grammar and vocabulary make me feel anxious.	365	3.33	1.284
30	Fear of tests and the stress of doing a perfect and unique writing is another aspect of my writing apprehension.	365	3.27	1.201
25	Ineffective and insufficient feedback from my teachers is another cause behind my writing anxiety	365	3.15	1.174
23	Sometimes, I come across some topics which I am not familiar with. Hereby, I have no idea how to write and express my opinion about them.	365	3.12	1.211
28	I am not familiar with proper writing strategies and techniques. For example I am usually nervous about using punctuation marks and linking ideas.	365	3.10	1.246
22	I often have problems with my linguistic incompetency while writing my compositions which make me feel anxious.	365	3.7	1.158
27	My past experience in writing tasks is one factor behind my fear of writing and my low grades.	365	3.3	1.251
26	Insufficient writing practices inside and outside the class are factors behind my anxiety	365	2.93	1.191
21	I am always worried about my classmates and teacher's negative evaluation which affects my writing ability.	365	2.88	1.367

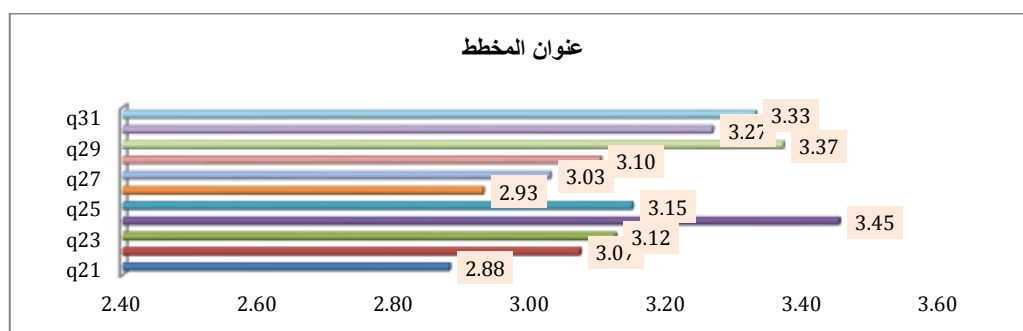


Figure2, General mean score of causes of WA among the participants

5. Discussion

The aim of the current study is to look into the levels and the predominant type of WA among Soran university students. Hence, the study tries to determine the factors of WA which the participants of this study are challenging while writing in EFL. The discussion of the results presented in accordance to the research questions and their findings. As mentioned earlier, the data were obtained from 364 Soran university students.

The results revealed that 50.1% of the respondents are suffering from a high-level of writing apprehension while they writing in EFL. That is due to their low self-confidence, which leads them not to write and avoid situations requiring writing skills. Thus, they might feel embarrassed if they are obliged to write. In this regard, Pytash, & Li (2014) stated that "Students with a high level of anxiety can choose not to write and feel distressed when they are compelled to write" (p 3).

Al-Kubaisy et al (2019) confirmed that teachers must consider the anxiety issues in order to inform their students of this harmful facet, which makes the majority of the students be able to overcome their writing challenges and encourage them to build their writing proficiency in EFL contexts. Therefore, instructors must work on increasing the self-confidence of learners to be able to overcome this phenomenon. And this leads the learners to improve their writing competency.

The current finding supports the other findings by Muhammad Abdurrohim Lubis, Jannah, & Abadi, (2020) and Zhang (2011), in which their study participants had high levels of WA. However, this finding is in conflict with the findings of Solangi, Memon, & Lohar, (2021), Ekmekçi (2018) and Ateş, (2013) which there was a moderate level of WA among their participants in EFL writing.

Furthermore, this study revealed that avoidance behavior became the most predominant type of WA, with a mean score 3.07 which equals 61.32% among the three WA categories. This might be due to linguistic incompetency in EFL, their high level of apprehensiveness and low self-confidence which results in poor performance in writing tasks. Therefore, the students try to refrain from writing tasks whenever possible to avoid negative feelings from others. Sabti et al, (2019) confirmed that high anxiety levels prevent Iraqi students from writing in English as a second language, which may negatively impact their writing achievement. EFL students try to avoid participating in any writing tasks in English language. They added that Iraqi EFL learners think it is better to avoid participating in writing activities so that their peers and others do not have an unfavorable opinion of their writing skills. In addition, cognitive and somatic anxiety come as the second and third types of WA. The cognitive anxiety mean score was 3.05, while the mean score for somatic anxiety was 2.91.

This finding is supporting the findings of Solangi, Memon & Lohar (2021), Al-Kubaisy, Hummadi, & Turki, (2019) and Prasetyaningrum, Nazri & Asrobi (2021). That is, their study yielded that avoidance behavior is the predominant anxiety type in writing. However, this finding is not consistent with the findings of several studies, such as the findings of Ekmekçi (2018), Jebreil et al. (2015) and Quvanch & Si (2022).

Additionally, the current study found some crucial factors of WA in EFL among the participants. The results demonstrated that "low self-confidence" was the most prevalent cause of WA in EFL. In other words, 193 students agreed or strongly agreed that lack of self-confidence is a crucial obstacle in writing with a mean score 3.45. This might be due to different factors such as pre-university L2/FL instruction. Hence, it is proved that "There were many reasons for lack of confidence in performing L2 writing tasks. One possible reason, in fact, was the lack of student training in the stage before entering the university"(Olanezhad, 2015, p.9). This is in line with some studies' findings, such as the one conducted by Rezaei & Jafari (2014) which found that low self-confidence is the most prominent causes of anxiety. However, it contradicts the finding of Qadir (2021) and Wahyuni (2017), which found that low self-confidence is the least common cause of WA. The second commonest cause of WA was writing under time constraints. In fact, 195 participants agreed or strongly agreed that they struggle with time limitations while writing, with a mean score of 3.37. One of the hardest skills to master is writing. And writing under a limited of time is stressful, possibly due to different factors. As a matter of fact, writing undergoes different processes and needs appropriate word choice as well as proper grammatical structure knowledge. Therefore, these factors make writing more

difficult under time limitations. Hence, time limitations prevent students from thinking and generating their ideas to write creatively. Moreover, time limitations lessen the quality of writings of the writers. Qadir (2021) asserted that Writing is a procedure that demands writers to go through the main processes of planning, drafting as well as revising, which takes more time. Furthermore, students must consider the writing components like vocabulary, grammar and writing techniques while writing, as well as cudgel their minds regarding the suitable use of vocabularies and structures. He also stated that these all necessitate adequate time for writers in general, notably student writers. As a result, time constraints influence students' word choice, idea generation, getting done on time, and producing a successful qualified essay. It can be resembled to the study of researchers El Shimi (2017) and Qadir (2021) that ranked time pressure as the second commonest cause of WA. However, this finding is contradicted with the findings of Ateş (2013) that only two students wrote that time constraints caused anxiety in the open-ended questionnaire. The third most common causes of WA were "Lack of knowledge in terms of Language structure such as grammar and vocabulary make me feel anxious". One hundred eighty-two participants agreed or strongly agreed that grammar and vocabulary cause apprehension and its mean score was 3.33. This might be due to low self-confidence of the students. Writing is a productive skill that needs a potential knowledge of grammar and vocabulary. Therefore, writers need to have a great vocabulary and grammatical knowledge to be able to write a well-organized and qualified writing that is considered time-consuming by EFL learners. Rezaei & Jafari (2014) believed that Mastering linguistic competence is a and tedious process for EFL learners. Without linguistic competence and a good vocabulary, a significant writing improvement is impossible. They also stated that Poor linguistic proficiency leads to low self-confidence and inhibits students from writing. This cause of writing apprehension is matches with the results of a research conducted by Miri & Joia (2018) which language structures such as grammar and vocabulary were the second fundamental WA factor. In addition, this finding differs from the findings of Qadir (2021), who found that grammatical errors in his eighth cause of WA and inadequate vocabulary were the twelfth cause of WA.

The fourth reason for WA was Fear of tests and the stress of doing a perfect and unique writing, known as perfectionism in the literature. Thus, 175 respondents agreed or strongly agreed that fear of tests and stress of doing a qualified work causes anxiety with a mean score 3.27. It might be because the learners are not aware of what criteria their writings and tests are being assessed and scored. Several studies have proved that a little anxiety is needed in order to do their works properly. It was stressed that "some degree of anxiety is necessary to get the work done"(Rezaei & Jafari, 2014, P. 6). However, high level of anxiety hinders student-writers performance and achievement while taking tests. Mirawdali, Morrissey & Ball (2018) stated that "Students with high levels of anxiety are unable to perform at the best of their ability"(P. 1). Moreover, Obliging students to produce high-quality writing causes anxiety (Rezaei & Jafari, 2014). This result is consistent with the fifth cause of writing apprehension which was found by (Rezaei & Jafari, 2014).

The least common reason for writing apprehension was Ineffective and insufficient teacher feedback. 155 participants were agreed or strongly agreed that ineffective and insufficient feedback cause anxiety in writing with a mean score 3.15. This might be due to the kind of feedback the instructors give. That is to say, "teacher's negative feedback increased students' anxiety, teachers' positive feedback motivated student's improvement (Lee

2019, p. 65). Hence, sufficient, effective feedback helps students find their weaknesses to boost their weak points and write better.

Moreover, several studies have confirmed that all the other factors such as unfamiliar topics, writing techniques and strategies, linguistic incompetency, past experience, insufficient writing practice and fear of negative evaluation are real reasons of WA. But, these causes may vary according to different educational levels, gender, language competency, exposure to the writing activities and the levels of anxiety the students are experiencing. Hence, regarding the research questions, this study aimed to find out the levels, types as well as the causes of writing apprehension. Therefore, the results yielded that avoidance behavior was the dominant type of WA. And the respondents were enduring from approximately high level of WA. While the most anxiety-provocative causes were low self-confidence, time limitations, lack in terms of language structure and fear of tests and doing a perfect work. In fact, almost all anxiety-provoking factors are related to cognitive anxiety.

6. Conclusions:

The primary goal of this study was to find levels, the dominant type of WA, and the reasons for writing apprehension. This study revealed that EFL learners are not professional writers. And this is due to many factors involved and addressed in this study while writing, which hinders the students' performance. This study's merit comes from exploring the levels, forms, and reasons for WA among Kurdish EFL students using a quantitative approach at Soran university, Erbil - Iraq. This study demonstrated a high-level of WA among Kurdish EFL learners. Hence, this study showed that avoidance behavior is the most anxiety-provoking type which the participants are suffering from. Consequently, this might be due to factors such as low self-confidence, time pressure, and linguistic incompetence. This dominant type of writing apprehension (avoidance behavior) might be inherited in Iraqi EFL contexts since it was exhibited as a dominant type in a related study. That is, generally EFL learners avoid writing classes and writing tasks. Moreover, this study revealed some crucial reasons for WA: low self-confidence, time constraints, lack of linguistic incompetence regarding structure and inadequate vocabulary, fear of tests and the stress of doing perfect work as well as insufficient and ineffective feedback.

7. Recommendations

The findings of this study recommend that the writing skill in the syllabus should be revised from pre-university to university stages in accordance with learners' writing demands for the purpose of decreasing their anxiety levels. Furthermore, it is important for writing class teachers to work cooperatively to implement proper teaching methods with other instructors to improve EFL learners' linguistic competency, increasing their students' self-confidence to produce more professional writers. Hence, it is crucial to lessen the stress of producing a proper and perfect writings as well as giving more time in the earlier stages. Moreover, it is beneficial for the students to give positive feedback and create free anxiety contexts to find their weaknesses and writing mistakes of the target language. Last but not least, this study requires more investigation into WA utilizing a mixed method approach to confirm this study's findings and provide more important information to the available literature on this crucial phenomenon in Kurdish context. Hence, the findings of the current study are significant for the language institutions and educational language instructions where writing skills are considered and practiced.

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Appendix

The questionnaire is designed to find "EFL students' attitude towards the sources of anxiety in writing at Soran University". The goal of the current study is to reveal the dominant types of writing anxiety and the factors behind writing anxiety as a Foreign Language as well as its effect on learners' performance. Please, complete the following by placing Cross in the appropriate box. Your responses will be kept confidential.

Section I

Participants' background information

Gender: Male: Female:

Age: 18 – 22 22- 26 26 – 30 more than 30

Faculty: Arts: Basic Education:

Stage: 1st: 2nd: 3rd: 4th:

Class: Evening: Morning:

Section II:

Please, put a Tick (√) in the suitable box that represents your view best.

Note: - (SD) stands for strongly disagree and (DA) stands for disagree. While (Neu) means Neutral. Hence, (A) refers to agree and (SA) represent strongly agree.

The measure of writing anxiety types:

No	Scales: using the following values: SD (1) DS (2) NEU (3) A (4) SA (5)	SD	DA	Neu	A	SA
		1	2	3	4	5
1-	I am relaxed when I write compositions in English.					
2-	I feel worried if my compositions are not good as my colleague's.					
3-	I feel anxious and uncomfortable when I know my English writing will be graded.					
4-	If my classmates read my written compositions I'm afraid they might mock it.					
5-	I am excited about other people's beliefs about my English writing.					
6-	I'm nervous when my English writing is going to be selected as an example for class discussion.					

7-	I am unworried if I get a very low grade in my English writing draft.					
8-	Sometimes I sweat when I write English compositions.					
9-	When I write down compositions in a limited time, I feel my heart beats faster.					
10-	It is difficult to express my ideas through writing compositions.					
11-	My hands usually shake while writing my writing assignments inside class.					
12-	When I write English compositions, I usually feel my entire body is stiffing					
13-	My compositions seem to have problems with organizing ideas.					
14-	My compositions are always short and unstructured.					
15	I always try to avoid writing compositions in English.					
16-	I like to compose my thoughts through writing compositions.					
17-	I avoid taking courses in which tend to do much with writing; instead, I take courses which have little to do with writing.					
18-	I enjoy getting involved in writing when I see students like my compositions.					
19-	I want to study writing skill only for passing in the exams not learning.					
20-	I prefer teachers to evaluate and grade my Writing draft.					

Section III/

Factors that cause writing anxiety;

No	Statements	SD	DA	Neu	A	SA
21-	I am always worried about my classmates and teacher's negative evaluation which affects my writing ability.					
22-	I often have problems with my linguistic incompetency while writing my compositions which make me feel anxious.					
23-	Sometimes, I come across some topics which I am not familiar with. Hereby, I have no idea how to write and express my opinion about them.					
24-	Low self-confidence is one of the dominant aspects/ factors/ causes of Writing anxiety.					

25-	Ineffective and insufficient feedback from my teachers is another cause behind my writing anxiety					
26-	Insufficient writing practices inside and outside the class are factors behind my anxiety.					
27-	My past experience in writing tasks is one factor behind my fear of writing and my low grades.					
28-	I am not familiar with proper writing strategies and techniques. For example I am usually nervous about using punctuation marks and linking ideas.					
29-	Time limitations and too many writing assignments cause me to worry.					
30-	Fear of tests and the stress of doing a perfect and unique writing is another aspect of my writing apprehension.					
31-	Lack of knowledge in terms of Language structure such as grammar and vocabulary make me feel anxious.					

Section IIII/

Please, indicate your opinion about the items mentioned above. If you have any other notes, please write them down.

