

## Investigating Writing Anxiety among Kurdish EFL Learners at the University Level

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### Abstract

*Writing in EFL (English as a Foreign Language) contexts has been claimed to be one of the most challenging tasks required by EFL learners. Many Kurdish learners of EFL face difficulties producing well-developed paragraphs and essays in their courses of study in higher education. Writing anxiety is one of the most common difficulties among many EFL learners all over the world. However, the factors leading to it could vary from one community to another. This study aimed to investigate writing anxiety among Kurdish learners of EFL at the university level. A mixed-method research approach is employed to conduct the study. The instruments used for data collection were a questionnaire distributed among EFL learners and semi-structured interviews conducted with writing instructors. The participants were 200 university EFL learners and 10 writing instructors who were randomly selected from four universities in Iraq and Kurdistan. The results revealed that factors such as little school background in writing, incompetency in English grammar and lexicon, time limitation, and poor or negative feedback from the side of instructors caused anxiety among EFL learners.*

**Keyword:** Keywords: Academic Writing, Writing Anxiety, Kurdish Learners, English as a Foreign Language

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### Introduction

Writing is one of the major and essential skills for any EFL (English as a Foreign Language) learner (Harmer, 2007). It has also been claimed to be one of the hardest tasks required of EFL learners (Ansari, 2012; Cheng, 2002; Harmer, 2007). To improve university students' writing performance and academic achievement, it is essential that they have a strong grasp of English writing abilities and capabilities. Despite its significance, a lot of students find writing in English to be difficult and frustrating because it typically lacks quality in terms of content, structure, vocabulary, and language use (Liao & Wong, 2008).

Anxiety when writing in a second language has been shown to have a detrimental impact on students' attitudes, achievements, and performance as well as to impede both their writing and learning processes. Since students frequently worry about their capacity to effectively communicate in writing, researchers have worked for many years to identify and describe the construct of anxiety in foreign language courses (Schmidt, 2004). No matter how long students have previously studied English writing, anxiety is common in EFL writing classrooms.

In my twenty years of experience either as an EFL learner or EFL teacher, I have noticed that many Kurdish EFL learners face difficulties in writing. Many of them lack the knowledge and confidence to write well-developed paragraphs and essays to express their opinions and ideas. In some random discussions with my students, most of them talked about difficulties such as having insufficient vocabulary, grammar incompetency, little background, and practice in writing from their K-12 (Kindergarten to grade 12) education, insufficient feedback from their college instructors, and so many other difficulties. All these difficulties faced by EFL learners usually lead to fear of writing or what is called writing anxiety. Writing anxiety can be defined as “a general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing” (Hassan, 2001, p. 4).

To the best knowledge of the researcher, there has not been much effort put into going further to look at the potential causes of writing anxiety in EFL

environments in general and among university Kurdish EFL learners in particular. In order to offer pertinent information and practical implications for academics and practitioners in this sector, this study aims to investigate writing anxiety among Kurdish EFL university students hoping that its causes are clearly identified. To do so, the study explored the following research questions.

Q1. What are the causes of writing anxiety among Kurdish EFL university students?

Q2. Are there any significant differences between male and female students regarding the causes of their writing anxiety?

### **Literature Review**

To explore the issues surrounding writing anxiety most effectively among EFL learners, a subset of literature has been selected based on its relevance to the following questions:

- 1) What is writing?
- 2) Is writing a challenging task for ESL/EFL learners?
- 3) Writing Anxiety

#### **What is writing?**

Writing has been defined as a means for students to incorporate their opinions, thoughts, ideas, and life experiences (Pangaribuan and Manik, 2018). Moreover, Chakraverty and Gautum, (2000, p.3) defined writing as “a reflective activity that requires enough time to think about the specific topic and to analyze and classify any background knowledge.” Many researchers believe that writing is a complex process, Shokrpour and Fallahzadeh (2007, p.1) stated, “Writing is a complex activity, a social act which reflects the writer’s communicative skills which is difficult to develop and learn, especially in an EFL context.” In order to communicate their ideas effectively, students need to master this skill. Research shows that correct grammar, strong vocabulary, time management, correct punctuation and spelling impact the writing process (McDonough et.al, 2013). And if EFL/ESL students desire to become competent writers, they must consider these factors. In the current study, the researcher investigated if Kurdish EFL learners’ incompetency in these factors might cause writing anxiety for them.

#### **Is writing a challenging task for ESL/EFL learners?**

Being proficient in writing is an asset for becoming a successful student at the university level. This is especially true for EFL/ESL learners (Harmer, 2007).

However, unproficiency in academic writing could hinder EFL learners' academic progress (Ansari, 2012). Researchers believe that writing is often one of the most stressful and challenging tasks for many EFL/ESL learners worldwide (Alsamadani, 2010; Ansari, 2012; Cheng, 2002; Luchini, 2010). Cheng (2002) stated that learning writing skills is more demanding and harder than learning other skills for EFL/ESL learners. In accordance with Cheng, Luchini (2010) also asserted that for most ESL/EFL students, composing a text is challenging since the writing process necessitates a wide range of cognitive and linguistic skills, many of which ESL/EFL students are ignorant of.

### **Writing Anxiety**

Since students frequently worry about their ability to effectively communicate in writing, researchers have spent a long time trying to identify and describe the construct of anxiety in foreign language courses (Schmidt, 2004). An ongoing sense of not being prepared or not being good enough to write is known as writing anxiety. Hjortshoj (2001) defined writing anxiety as a wide range of uneasy and gloomy feelings regarding writing. However, a person's writing life is naturally situational and does not consistently reflect these feelings. Writing-related anxiety in students can be evident in their actions, attitudes, and written work (Cheng, 2002). According to Horwitz et al. (1986), writing in a foreign language might suffer from three types of anxiety: communication anxiety, test anxiety, and fear of failure.

Zitouni (2015) declared that EFL learners' anxiety leads to underdeveloped and low-level writing. She argues that writing teachers must create safe environments for their students in which they can make mistakes and receive productive feedback from their peers and teachers. Hassan (2001) found that EFL learners who were less worried wrote higher-quality writings than those who were more stressed. According to Cheng (2002), more worried writers avoid taking writing classes and instead pursue majors that have little to do with writing.

When prompted to write, those who struggle with writing anxiety may become more anxious, and this worry shows in their actions, attitudes, and written output. Those who struggle with writing anxiety frequently create shorter sentences, struggle with grammatical correctness, and have trouble with mechanics when it comes to their written work (Shang, 2012). Higher anxiety students should write in class with less assurance. Many students experience an increase in anxiety

when they receive unfavourable teacher assessments. As was previously said, worried students often exhibit low self-efficacy and lack of writing confidence, leading them to believe that their level of English writing skills is inferior (Jones, 2008; Shang, 2012).

Numerous researchers have attempted to pinpoint the reasons for anxiety among nervous writers considering the harmful effects of writing anxiety. Heaton and Pray (1982), who observed and interrogated worried writers, identified the following causes of writing anxiety. 1) not having enough time to plan, write, and rewrite; 2) not having strong writing abilities, such as brainstorming, organizing ideas, and using proper spelling, punctuation, and language; and 3) receiving negative feedback from teachers.

Additionally, studies have revealed that students experience language anxiety when taking writing exams because of their inadequate writing abilities and limited language knowledge (Zhang, 2011). These earlier studies showed that linguistic challenges, a lack of writing practice, exam anxiety, a lack of topical knowledge, and low self-confidence in writing performance are the main contributing variables to SLWA (Second Language Writing Anxiety) among learners (Daud et al., 2003).

In their study, "Levels, Types, and Causes of Writing Anxiety Among Iranian EFL Students: A Mixed Method Design," Rezaei and Jafari (2014) used a mixed-method approach. 120 EFL students from two higher education institutions took part in the study. The instruments utilized include the Causes of Writing Anxiety Inventory (CWAII), which the authors constructed based on their own study and observation, and the Second Language Writing Anxiety Inventory (SLWAI), produced by Cheng (2004). According to the mixed-method study's findings, cognitive anxiety is the most prevalent form that affects Iranian EFL students to a considerable degree. In the meantime, lack of linguistic proficiency, low self-confidence, and fear of receiving unfavourable feedback from professors are the main contributors to writing anxiety.

Similar findings are reported in another study conducted among Indonesian EFL university students. Sri Wahyuni & M. Khotibul Umam (2017) investigated factors leading to writing anxiety among the participants. The study found that linguistic difficulties, insufficient writing practice, time pressure, fear of teachers;

and negative comments were the main causes of writing anxiety among Indonesian EFL university students.

### **The Present Study**

In relation to the previous studies conducted on this issue, this study aimed to explore the major factors leading to writing anxiety among Kurdish EFL learners. In addition, the study investigated if there was a significant difference between males and females regarding the causes of writing anxiety. This could fill the gap of this issue that has not been researched, to the best knowledge of the researcher, among Kurdish EFL learners at the university level.

### **Significance of the study**

The study could be important since the results could aid institutions in revising their technical program course syllabi in a way that is appropriate. The results of this study will also be useful to researchers in the future who wish to conduct studies on SLWA among undergraduates enrolled in technical programs.

### **Research Design**

#### **Nature of the study**

A mixed-method research approach was employed in this study. This method helped the researcher to examine the problem from different perspectives and thus get a “holistic picture” of the issue under investigation (Creswell, 2013).

#### **Participants**

Two hundred EFL students randomly selected from four public universities in the Kurdistan Region participated in answering the questionnaire. All the participants agreed that they had anxiety in their writing courses. In addition, 10 EFL writing instructors from these four universities were interviewed.

#### **Data Collection**

The study employed a questionnaire and semi-structured interviews as instruments for data collection. The researcher used a questionnaire designed by Rezaei & Jafari (2014) known as the Causes of Writing Anxiety Inventory (CWAI) (see Appendix A) to investigate the causes of writing anxiety (including fear of the teacher's negative comments, fear of writing tests, inadequate writing practice, low self-confidence, inadequate writing technique, problems with topic choice, and others) proposed by scholars in the field (Bachman and Palmer, 1996; Bloom, 1981; Cheng, 2002; Claypool, 1980; Horwitz et al., 1986; Hyland, 2003).

A 5-choice Likert-type response format was used in the survey, with the options being 1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), and 5. (I strongly agree). In addition, semi-structured interviews were designed in a way that the researcher had the freedom to ask more follow-up questions.

To further investigate writing anxiety among Kurdish EFL learners, at the conclusion of the project, 10 EFL writing instructors who were randomly selected from the four universities were given interviews in which they were asked to describe the contexts and circumstances in which their students feel anxious to write as well as the challenges they faced when writing in English.

## Results and Discussion

### Questionnaire

#### Causes of Writing Anxiety

Table 1 shows the summary statistics of the responses. As can be seen, items 6, 10, 1, and 3 show the highest causes of anxiety among the participants.

Table 1. Summary Statistics of Responses

| Question | Strongly Disagree (%) | Disagree (%) | Neutral (%) | Agree (%) | Strongly Agree (%) |
|----------|-----------------------|--------------|-------------|-----------|--------------------|
| 1        | 8.5                   | 8            | 6           | 16.5      | 61                 |
| 2        | 4                     | 19           | 13          | 21        | 43                 |
| 3        | 12.5                  | 11           | 7           | 16        | 53.5               |
| 4        | 6                     | 13           | 9           | 50        | 22                 |
| 5        | 2                     | 34.5         | 5           | 43        | 15.5               |
| 6        | 9                     | 5            | 7           | 13        | 66                 |
| 7        | 16                    | 34.5         | 16          | 13.5      | 20                 |
| 8        | 39                    | 26           | 13          | 9         | 13                 |
| 9        | 8                     | 19           | 4           | 21        | 48                 |
| 10       | 9                     | 11           | 2.5         | 16        | 61.5               |

The primary causes of writing anxiety are items 6 (I often encounter some linguistic problems such as inadequate mastery of vocabulary, sentence structures, grammatical errors, etc.), 10 ( I have low confidence in English writing), 1 (I worry about the negative comments and evaluation of the teacher), and 3 (I have lack of sufficient English writing practice which makes me feel anxious). From the results, it can be discussed that Kurdish EFL students' unproficiency in grammar and vocabulary causes a lot of stress when it comes to writing. This item is the number one cause of writing anxiety with 66% of the participants strongly

agreeing with it. Furthermore, the results show that having low confidence in English writing ranked number two with 61.5%. This explains the fact that Kurdish EFL students suffer from low confidence in their writing courses which eventually causes writing anxiety and low-quality writing.

The results also indicate that many of the participants (61%) are worried about the negative comments and evaluations of their instructors. This could explain the whole educational system in KRI (Kurdistan Region of Iraq) where a lot of attention is on getting good grades. Learners are usually exhausted because of great expectations from their parents and teachers. The fear of not getting good grades results in writing anxiety and low-quality writing. In addition, the lack of sufficient writing practice was one of the major causes of writing anxiety among the participants. This is probably because Kurdish EFL students, especially those who have graduated from public schools, usually do not have sufficient writing practice, even in their native language, in their K-12 education. Therefore, when they arrive at universities to continue with their higher education, they face major difficulties in their writing both in Kurdish and English.

### Differences between Male and Female

#### Chi-Squared Test

To investigate if there is any difference between male and female participants regarding the causes of writing anxiety, a chi-square test was run. What follows is an excerpt of the results. Items 1,3,6 and 10 are shown below to explain some of the differences between male and female students.

#### Null hypothesis

There is no difference in the percentage of male and female participants.

#### Alternative hypothesis

There is a difference in the percentage of male and female participants.

#### Cramér's V (examining the effect size)

For our analysis, a Cramér's  $V \leq 0.05$  is considered small,  $\leq 0.15$  is medium, and  $\leq 0.25$  is a significant difference between the two proportions.

Table 2. Chi-Square Test for Item 1

| Gender | A     | D    | SA    | SD   | U    | Total |
|--------|-------|------|-------|------|------|-------|
| Female | 13.51 | 6.76 | 63.51 | 6.76 | 9.46 | 100   |
| Male   | 18.25 | 8.73 | 59.52 | 9.52 | 3.97 | 100   |
| Total  | 16.5  | 8    | 61    | 8.5  | 6    | 100   |

Pearson  $\chi^2(4) = 3.7464$  Pr = 0.441

$$\text{Cramér's } V = 0.1369$$

Results indicate that when the null hypothesis is true, the probability of observing a chi-square statistic at least as large as 3.74 is more than 0.05. We therefore fail to reject the null hypothesis and can state that there is no statistically significant difference in the responses of male and female learners about item 1 (I often encounter some linguistic problems such as inadequate proficiency in vocabulary, sentence structures, grammatical errors, etc.)

Table 3. Chi-Square Test for Item 3

| Gender | A     | D     | SA    | SD    | U     | Total |
|--------|-------|-------|-------|-------|-------|-------|
| Female | 5.41  | 0     | 64.86 | 16.22 | 13.51 | 100   |
| Male   | 22.22 | 17.46 | 46.83 | 10.32 | 3.17  | 100   |
| Total  | 16    | 11    | 53.5  | 12.5  | 7     | 100   |

Pearson  $\chi^2(4) = 32.4134$  Pr = 0.000  
Cramér's  $V = 0.4026$

Results indicate that when the null hypothesis is true, the probability of observing a chi-square statistic at least as large as 32.41 is less than 0.05. We therefore reject the null hypothesis and can state that there is a statistically significant difference in the responses of male and female participants regarding item 3 (I lack sufficient English writing practice which makes me feel anxious). The  $V$  of 0.4026 indicates a large correlation between the two variables. In other words, gender is a significant factor in responding to item 3, and it has a large effect. This shows that lack of sufficient English writing practice is more common among female students compared to males.

Table 3. Chi-Square Test for Item 6

| Gender | A     | D    | SA    | SD    | U    | Total |
|--------|-------|------|-------|-------|------|-------|
| Female | 6.76  | 4.05 | 66.22 | 17.57 | 5.41 | 100   |
| Male   | 16.67 | 5.56 | 65.87 | 3.97  | 7.94 | 100   |
| Total  | 13    | 5    | 66    | 9     | 7    | 100   |

Pearson  $\chi^2(4) = 13.7395$  Pr = 0.008  
Cramér's  $V = 0.2621$

Results indicate that when the null hypothesis is true, the probability of observing a chi-square statistic at least as large as 13.73 is less than 0.05. We therefore reject

the null hypothesis and can state that there is a statistically significant difference in the responses of men and women about question 6 (I often encounter some linguistic problems such as inadequate mastery of vocabulary, sentence structures, grammatical errors, etc...). The V of 0.2621 indicates a large correlation between the two variables. In other words, gender is a significant factor in responding to question 6, and it has a large effect. This explains the fact that female students encounter linguistic problems such as sentence structure, grammatical errors, and insufficient vocabulary more than male students.

Table 4. Chi-Square Test for Item 10

| Gender                                   | A     | D    | SA    | SD    | U    | Total |
|------------------------------------------|-------|------|-------|-------|------|-------|
| Female                                   | 8.11  | 9.46 | 63.51 | 12.16 | 6.76 | 100   |
| Male                                     | 20.63 | 11.9 | 60.32 | 7.14  | 0    | 100   |
| Total                                    | 16    | 11   | 61.5  | 9     | 2.5  | 100   |
| Pearson $\chi^2(4) = 14.7217$ Pr = 0.005 |       |      |       |       |      |       |
| Cramér's V = 0.2713                      |       |      |       |       |      |       |

Results indicate that when the null hypothesis is true, the probability of observing a chi-square statistic at least as large as 14.72 is less than 0.05. We therefore reject the null hypothesis and can state that there is a statistically significant difference in the responses of men and women about question 10 (I have a low confidence in English writing). The V of 0.2713 indicates a large correlation between the two variables. In other words, gender is a significant factor in responding to question 10, and it has a large effect. This shows that female students have lower confidence in English writing compared to male students.

### Semi-structured Interviews

Ten EFL writing instructors from four universities in the Kurdistan Region were interviewed about the causes of writing anxiety among EFL learners in writing courses. Most of the interviewees agreed that factors such as low confidence, unproficiency in English grammar and vocabulary, a little background from school education, fear of making mistakes, and negative feedback from college instructors are the main reasons behind EFL learners' writing anxiety. What follows is an expert on what they reported.

Instructor 1 (I1) stated, "Most of the students feel anxious when it comes to writing. They do not know how to start the writing process and are afraid of making mistakes." (I8) also agreed and approved that her students are worried

that by making mistakes, they might get low grades in the writing class. She continued, "As writing instructors, we should create a safe environment in which our students are free to make errors without being humiliated or punished." The fear of making mistakes was reported to be the main cause of writing anxiety by the majority of the instructors.

Furthermore, most of the writing instructors agreed that students' low confidence is the main reason for making errors in their writing. (I5) confirmed that his students cannot concentrate on their writing because they do not have enough self-confidence to write. He said, "My students have this pre-assumption that writing is a challenging task." The instructors believed that part of this pre-assumption goes back to the student's experience of their K-12 education in which they had received little attention in their writing classes, especially those students who graduated from public schools. This is aligned well with the results from the questionnaire where most of the participants admitted that they had little practice in English writing.

The instructors asserted that the factors contributing to students' writing anxiety could be negative oral impressions received from the teachers and peers, receiving insufficient constructive feedback about their products, and working under time pressure. (I2) said, "Unfortunately, many writing teachers expect high-quality writing from their students and give them negative feedback if they see otherwise. Such negative comments lead to students' low self-confidence and more writing anxiety in the future."

Unproficiency in English grammar and vocabulary was also reported to be a major cause of writing anxiety among Kurdish EFL learners. Most of the instructors confirmed that their anxious students are not good at English grammar and do not have enough vocabulary to express their ideas and opinions. (I6) asserted, "Many of my anxious students are the ones who do not have enough English vocabulary to form meaningful sentences. They usually say that they know what they intend to write in Kurdish, but they do not know how to say/write it in English." (I7) argued that part of this is because of learner's unproficiency in English grammar. He stated, "unfortunately, learners usually learn English grammar in isolation, I mean they cannot use the grammar they learn in their grammar classes in their writings."

To conclude, most of what writing instructors reported about the cause of writing anxiety among their learners are well aligned with the results from the

questionnaire. Most of the instructors agreed that factors such as learners' fear of making errors, low self-confidence, unproficiency in English grammar and vocabulary, and negative feedback from their writing instructors were the main sources of writing anxiety among Kurdish EFL learners.

### Conclusion

Kurdish EFL learners typically lack writing skills. The present study focused on anxiousness as one of the numerous underappreciated elements contributing to subpar writing. This study's merit comes from the fact that it is fiction.

Using a mixed-method design, the study examined the causes of writing anxiety among Kurdish EFL learners. According to the study, Kurdish EFL students experienced elevated levels of writing anxiety caused by factors such as fear of the teachers' critical feedback, low self-confidence, and limited linguistic proficiency. These issues are a natural part of Kurdish education, which incites anxieties about the professors serving as the primary readers and critics of students' writings, the pressure to produce flawless work, and writing objectives that do not align with the expectations of the students. These results suggest that educational objectives in KRI should clarify learners' writing demands and lessen their anxiety about being evaluated and judged based on their writing proficiency. It is vital to mention that EFL students have greater difficulties in the writing process since they must deal with the challenges that writing presents as well as the fear of making mistakes because of their inadequate L2 knowledge and ability to express their ideas in the target language. By employing "a nonpunitive, nonjudgmental, and non-mixed message process approach to teaching L2 writing," it is proposed that these restrictions, which are mostly based on classroom procedures, can be removed (Leki, 1999).

This study produced several important conclusions. Students initially experience anxiety when asked to write an English composition in class, in part because they worry about making mistakes, getting a poor grade from the teacher, taking writing tests, and feeling unconfident in their writing abilities no matter how much time they have spent practising. This result is in line with earlier studies (Horwitz et al., 1986; Liu, 2006; Schmidt, 2004; Shang, 2012), which have shown that many students experience anxiety when writing in class. Anxiety is quite common in EFL writing classrooms regardless of how long students have previously studied English writing. As a result, it is crucial to establish a stress-free writing environment for pupils to boost their motivation and confidence.

The results of this study urge additional research on writing anxiety utilizing qualitative and quantitative research methodologies to support the findings and supplement the scant body of knowledge already accessible in KRI's educational institutions. The results of this study would be helpful in any educational setting where writing skills are exercised, not just in KRI schools.

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## Appendix A

### Causes of Second Language Writing Anxiety Inventory (CSLWAI)

#### Demographic information

Name:

Gender:

Academic Year:

Date:

#### Instruction

Read the following statement and express your degree of agreement/disagreement by ticking.

Check the appropriate column.

Note that SA: Strongly Agree

A: Agree

U: Uncertain

D: Disagree

SD: Strongly Disagree

| statements                                                                                                                                | SA | A | U | D | SD |
|-------------------------------------------------------------------------------------------------------------------------------------------|----|---|---|---|----|
| When I write English essays:                                                                                                              |    |   |   |   |    |
| 1. I worry about the negative comments and evaluation of the teacher.                                                                     |    |   |   |   |    |
| 2. I am afraid of writing tests.                                                                                                          |    |   |   |   |    |
| 3. I lack sufficient English writing practice which makes me feel anxious.                                                                |    |   |   |   |    |
| 4. I do not have a good command of English writing techniques which makes me feel anxious.                                                |    |   |   |   |    |
| 5. I do not know what to write on the topic given by the teacher, so I feel upset.                                                        |    |   |   |   |    |
| 6. I often encounter some linguistic problems such as inadequate proficiency in vocabulary, sentence structures, grammatical errors, etc. |    |   |   |   |    |
| 7. I am under pressure to offer perfect work which makes me upset.                                                                        |    |   |   |   |    |
| 8. I feel anxious due to the high frequency of writing assignments.                                                                       |    |   |   |   |    |
| 9. I feel worried when I must write under time constraints.                                                                               |    |   |   |   |    |
| 10. I have a low confidence in English writing.                                                                                           |    |   |   |   |    |

## پوخته

نوسین له چوارچێوهی (ئینگلیزی وەک زمانیکی بیانی) دا ئیدیعراوه که یهکێکه له ئهرکه ههره چالاکهکان که له فیرخووان داوا دهکریته. زۆریک له فیرخووانی کورد له زانکۆ له کۆرسی خۆبێدنیان له خۆبێدنی بالادا تووشی کێشه و گرفت دهبن له بهرهمهینانی پهرمگراف و وتاریکی باش گهشهسهندوو. دلهراوکی نووسین یهکێکه له باوترین کێشهکانی ئهم جوهره له نێوان زۆریک له فیرخووان له سهرانسهری جیهان. بهلام ئهو هوکارانهی که دهبنه هوو دروستبوونی دهتوانیته له کۆمهلهگهیهکهوه بو کۆمهلهگهیهکی دیکه جیاواز بن. ئهم توێژینهوهیه ئامانجی لیکۆلینهوه بوو له دلهراوکی نووسین له نێوان فیرخووانی کورد لهسهر ئاستی زانکۆ. بو ئهنجامدانی توێژینهوهکه رێبازیکی توێژینهوهی شیوازی تیکمل بهکاردههینریته. ئهو ئامرازانهی که بو کۆکردنهوهی زانیارییهکان بهکارهینران، پرسیارنامهیهک بوون که له نێوان فیرخووان دابهشکراوون و چاوپێکهوتتی قوولی نیمچه پیکهاتهیهی که لهگهله رانهینهرانی نووسین ئهنجامدراوون. بهشداربووان ۲۰۰ فیرخووانی زانکۆ و ۱۰ رانهینهری نووسین بوون که به شیوهیهکی ههرمهکی له چوار زانکۆی عیراقی-کوردستان ههلبژێردران. ئهنجامهکان دهریانخست که هوکارهکانی وەک کهمی پێشینهی قوتابخانه له نووسین، ناکارامیهی له ریزمان و فهرهنگی ئینگلیزی، سنووردارکردنی کات، و فیدبایکی خراپ یان نهڕینی لهلایهن رانهینهرانهوه بووته هوو دلهراوکی لهنێو فیرخووان ووشه سهرمهکیهکان: نووسینی ئهکادیمی، دلهراوکی نووسین، فیرخووانی کورد، ئینگلیزی وەک زمانیکی بیانی.

## خلاصة

يُزعم أن الكتابة في سياقات اللغة الإنجليزية كلغة أجنبية (الإنجليزية كلغة أجنبية) هي واحدة من أصعب المهام المطلوبة من متعلمي اللغة الإنجليزية كلغة أجنبية. يواجه العديد من المتعلمين الأكراد للغة الإنجليزية كلغة أجنبية صعوبات في إنتاج فقرات ومقالات متطورة في دوراتهم الدراسية في التعليم العالي. يعد القلق من الكتابة أحد أكثر الصعوبات شيوعاً بين العديد من متعلمي اللغة الإنجليزية كلغة أجنبية في جميع أنحاء العالم. ومع ذلك، فإن العوامل التي تؤدي إلى ذلك يمكن أن تختلف من مجتمع إلى آخر. هدفت هذه الدراسة إلى تقصي قلق الكتابة لدى المتعلمين الأكراد للغة الإنجليزية كلغة أجنبية على المستوى الجامعي. يتم استخدام نهج البحث المختلط لإجراء الدراسة. كانت الأدوات المستخدمة لجمع البيانات عبارة عن استبيان تم توزيعه على متعلمي اللغة الإنجليزية كلغة أجنبية ومقابلات متعمقة شبه منظمة أجريت مع مدربي الكتابة. كان المشاركون ۲۰۰ متعلماً جامعياً للغة الإنجليزية كلغة أجنبية و ۱۰ مدرسين للكتابة تم اختيارهم عشوائياً من أربع جامعات في كردستان العراق. أظهرت النتائج أن عوامل مثل الخلفية المدرسية الصغيرة في الكتابة، وعدم الكفاءة في قواعد اللغة الإنجليزية والمفردات، والوقت المحدد، وردود الفعل السيئة أو السلبية من جانب المدرسين تسببت في القلق بين متعلمي اللغة الإنجليزية كلغة أجنبية. الكلمات المفتاحية: الكتابة الأكاديمية، قلق الكتابة، المتعلمون الأكراد، اللغة الإنجليزية كلغة أجنبية.