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**The Relationship between English as a Foreign Language
Learners' Writing Achievement, Test Anxiety, Writing
Anxiety, Deficit Study-Skills, and Examination Procedure:
The Case of Fourth-year Pupils at Abziou 2 Middle School,
Douera, Algiers, Algeria**

**Dissertation Submitted to the Department of English in Partial Fulfilment of the
Requirements for the Degree of Master in Didactics**

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Dedication

To **my father** and **my mother**.

To my brothers

To my sisters

To the sweetest nephews and nieces

To the soul of my dead grandparents

To all my uncles and aunts, to all “Zaouak ” wherever they are.

To all the instructors and the employees at Abziou-2 Middle School, Douera- Algiers.

To all my career’s friends

To all my friends and relatives in Algiers.

To my friends who were not lucky to join us in the Master Degree.

To all my colleagues at Algiers 2 university of Bouzareah

To all students of Master 2 Didactics and Applied Languages online program at English department of M’sila university.

To myself

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Abstract

The aim of this study was to investigate English as a Foreign Language fourth year middle learners' writing achievement at Abziou 2 Middle School, Douera, Algiers, Algeria in relation to several variables, namely, test anxiety, writing anxiety, deficit study-skills, and examination procedure. These learners demonstrated low writing achievement during their ordinary term exams of English that may be due to one or more of the aforementioned variables. In this respect, four research questions were formulated in order to investigate whether the learners' writing achievement is positively or negatively correlated with the other (four) variables. The sample selected for this study consisted of two categories: 65 learners and their two (02) teachers of the English subject at Abziou 2 Middle School, Douera, Algiers. A triangulation research method was adopted through the use of a questionnaire for the 65 learners, an interview for the two (02) teachers, and the learners' English exam grades for the second term of the current academic year (2024-2025). The quantitative data, collected from the questionnaire and the exam grades, were analyzed through the Statistical Package of Social Sciences (SPSS 26.0), while the qualitative data, collected from the interview, were coded into categories. Findings revealed that there is a quite positive relationship between test anxiety and learners' writing scores. On the other hand, a quite negative correlation between writing anxiety and learners' writing scores was reported. In addition, results demonstrated a consistent negative relationship between learners' writing scores and their deficit study skills in both quantitative and qualitative data. Finally, there is no relationship between learners' writing scores and the examination procedure. To sum up, the learners' low writing achievement in exams was mainly due to their deficit study skills.

List of Abbreviations

CBA: Competency Based Approach.

DSS: Deficit Study-Skills.

EFL: English as a Foreign language.

EP: Examination Procedure.

ESL: English as a Second Language.

SD: Standard Deviation.

TA: Test Anxiety

TOEFL: Test of English as a Foreign Language.

WA: Writing Anxiety

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Abstract: Arabic Translated Version

Abstract: French Translated Version

General

Introduction

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1. Background of the Study

English is an international language, spoken in many countries as a native, second, or foreign language. It is taught as part of many institutional programs throughout the world. In Algeria, where English is regarded as a foreign language, academic institutions consider English as a compulsory subject commencing from the first year at the middle school level. The latter's syllabus for teaching English comprises the integration of the four language skills, both productive and receptive. Writing, as a productive skill, is taught at early stages of EFL learning. During the fourth year, learners at the middle school level are required to produce written, long, and complex paragraphs in order to describe, narrate, or argue before being examined in the Brevet Exam, that is, paragraph writing is one of the requirements for success in the tests of English subject for proceeding to the secondary school level. In addition, teachers assess the pupils' writing performance during the fourth year throughout written tests and exams which comprise a writing section, or what is named as the situation of integration. This can be viewed at Abziou 2 Middle School, Douera, Algiers as in almost Middle schools in Algeria.

2. Statement of the Problem

Observation and review of the fourth year middle school learners' examination grades of the English subject tend to be unsatisfactory regarding learners and teachers' expectations at Abziou 2 Middle School, Douera, Algiers. As an attempt to interpret these results, both teachers and learners contend that written expression may be one of the dominant sources of the low scoring in the English subject exams. Accordingly, the analysis of the exam papers of those pupils reveal that they tend to obtain low grades in the writing section, which is about thirty percent (30 %) of the final exam grade (Appendix I).

EFL learners' writing is evaluated according to several paragraph writing criteria in terms of relevance, coherence, accuracy, format, and originality of the ideas. (Appendix II). The EFL learners' writing achievement is relatively low. This can be manifested when learners do not succeed in writing regarding the evaluation criteria. In addition, some learners do not accomplish the writing section, where, for instance, they write a three or two lines paragraph only. The remaining pupils tend to leave the writing section empty, or they rewrite the instructions given by the instructor (Appendix III).

It may be necessary interpreting EFL learners' written expression scores in the exams at Abziou 2 Middle school. Foreign language writing achievement tends to be subject to different factors either to affective ones, or to the context of writing. Learners' attitudes and perceptions towards writing differ in which they may be anxious and worried towards writing in English, or they may not. This fear and anxiety can be labeled as writing anxiety (WA) .EFL WA may commence at early stages of language learning especially for elementary and middle school learners (Wiltse, 2001). Besides, learners write paragraphs in a section within a general English examination. Learners, then, may reveal test anxiety (TA) which would interfere on their writing performance. In addition, TA among young EFL learners tend to be highly correlated with formal English exam achievement comprising writing productions (Aydin, 2013). Moreover, learning skills tend to be crucial elements in promoting success not only EFL tests, but in almost types of tests. For instance, if learners are not familiar with test taking strategies and are low level writers, they would not score high in writing tests. Finally, the structure of the writing instruction in the exam as well as the entire exam may be related to the writing achievement of the learners. Examination procedure, then, should be considered when attempting to interpret written expression scores of the learners.

EFL learners' at Abziou 2 Middle School writing achievement, then, may be related to several factors either to learning related factors such as deficit study skills and examination procedure, or to affective factors in terms of test anxiety and writing anxiety.

3. Purpose of the Study

The aim of this study is to identify the relationship between EFL learners' writing achievement and test anxiety, writing anxiety, deficit study-skills, and examination procedure. It explores whether EFL learners' writing scores in the English subject exams at Abziou 2 Middle School are negatively or positively correlated with test anxiety, writing anxiety, deficit study skills, and examination procedure.

4. Research Questions

This study aims at identifying the correlations between the EFL learners' writing achievement and different variables such as test anxiety, writing anxiety, deficit study-skills, and examination procedure. Thereby, four research questions stem from the aim of the study which can be stated as follows.

1. What is the relationship between EFL learners' Writing Scores and test anxiety?
2. What is the relationship between EFL learners' Writing Scores and writing anxiety?
3. What is the relationship between EFL learners' Deficit Study Skills and their writing scores?
4. What is the relationship between EFL learners' Writing Scores and examination procedure?

5. Definition of Terms

Test Anxiety/ Apprehension: "... it is a specific form of psychological disorder that involves extensive amounts of fear, worry, and fear of negative evaluation during or in anticipation of performance or evaluative situations". (Goonan, 2003. p. 4).

Writing Anxiety/ Apprehension: "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).

Deficit Study-Skills/ Learning-Skills: factors related to the learners' low performance in evaluative situations such as low language proficiency, insufficient preparation, and deficiency in exam skills. Deficit Learning Skills considers the factors which may affect learners' test performance regardless anxiety (Sapp, 1999).

Examination Procedure: refers to the format of tests, time allocation for tests, evaluation criteria, methods of scoring used in exams and tests of the English subject at the fourth year middle school level in Algeria.

6. Research Methodology

This study used a triangulation research method that consists of quantitative and qualitative research tools in terms of a questionnaire and an interview. This research method is characterized by collecting as well as analysing both quantitative and qualitative data simultaneously. In addition, the findings obtained from the collected data were compared in order to respond for the research questions.

6.1.Population and Sample

The population of the study were fourth year pupils of Abziou 2 Middle School, Douera, Algiers, Algeria. It comprised three classes including 95 learners who are taught by two teachers. The population studied English for the academic year 2024/2025.

The sample of the population was pupils from two classes whose learners were taught by two teachers. These classes included 66 pupils, who were aged between fifteen and sixteen (15-16) years. They can be divided into 31 males and 35 females. This sampler presented the entire population. It is about two thirds of the whole population, that is, the size of the sample is more than half of the population. Besides, the learners included in the sample were taught by two teachers who were the teachers of the entire population.

On the other side, the sample included only two teachers since the target population at Abziou 2 Middle School were three classes which were taught by two teachers who were interviewed. The first teacher graduated in 1994 from the national institution of fundamental teaching, and the second teacher graduated in 2000 from Algiers II University. These teachers had been teaching four year middle school classes for more than four years. Finally, the sampling procedure, then, is deliberate sampling or what is known as purposive sampling.

6.2.Data Collection Instruments

The research design of the study indicates that the data collected were both quantitative and qualitative. The study used both quantitative and qualitative research tools: a questionnaire and an interview. In addition, the writing scores of the learners during exams are revealed in this study as a variable. Furthermore, the questionnaire may also collect qualitative data.

The questionnaire is divided into two sections. The first one collects purely quantitative data within a five point Likert scale from “Strongly Disagree” to “Strongly Agree”. This section includes 26 items which are distributed into four sets according to the variables provided in the research questions which are test anxiety (TA), writing anxiety (WA), deficit study-skills

(DSS), and examination procedure (EP). In addition, items corresponding to TA are an adaptation from Test Anxiety Scale developed by Sarason (1978), and most of the items corresponding to WA are adapted from Cheng's (2004) Second Language Writing Anxiety Inventory questionnaire. However, the items corresponding to DSS and EP were summarized from the literature related to the subject of investigation (Wigfield & Hill, 1984); (Sapp, 1999); (National Office of Exams and Competitions, 2013). The second section of the questionnaire retrieved qualitative data related to the participants' reflections on how much they write in the writing section, their writing problems, and their writing grades.

The participants' writing grades in the second term exam of the English subject were reported as indices of writing achievement in this research. Besides, the participants' grades of the second term exam were also included in this study as numerical data.

This research consists of a qualitative research tool which is semi-structured interview. The latter was administered to the teachers. It includes 26 questions which solicit responses about the profile of the teachers, teachers' attitudes and perceptions towards the problem stated in the study, and the variables included in the research questions from the teachers' perspective. In order to establish confidentiality, these interviews were recorded with the agreement of the participants.

6.3.Procedure for Data Analysis

Analysing procedures for the collected data differs according to the research instruments and the type of the data collected. For numerical data as in the exam grades and the first section of the questionnaire items, the Statistical Package of Social Sciences (S.P.S.S) was used for the analysis. The latter counted the mean and the standard deviation for the 26 items in the questionnaire, the exam grades, and the writing scores in the exam. Moreover, the SPSS counted the coefficient of correlation between the exam grades and the writing grades of that

exam. Furthermore, it counted the coefficient of correlation between the items of the four variables and the writing grades through Pearson Product Moment Coefficient of Correlation (r)

The second section of the questionnaire was also attributed statistical analysis, which is not the same as in section one. The participants' responses in the first parts of both questions (1) and (3) were analysed in tables of numbers and percentages and explained in Pie Charts. Besides, the participants' justifications on their selection of questions (1) and (3) as well as their answers in question (2) about writing difficulties.

The data collected from the interviews' scripts were coded into categories. The latter were revealed according to their consistency and to the different responses even they were contradictory.

7. Significance of the Study

This study is noticeable in several ways. First, it revealed some factors which may hinder EFL learners' writing achievement. Besides, this study promoted teachers' awareness about affective factors related to anxiety through transposing the debilitating anxiety into a facilitative one. Finally, detecting the factors which may be negatively correlated with the learners' writing achievement at early stages of learning a foreign language would be beneficial to them in subsequent levels; that is to say, if a factor is retrieved at this stage, it may not appear in subsequent levels of EFL learning.

8. Organization of the Dissertation

This study commences with a general introduction including statement of the problem and the purpose. This introduction provides a brief discussion of the research methodology and the analysing procedures used in the study.

This study is divided into five main chapters. The first chapter discusses the literature related to writing its nature, instruction, and the assessment of the fourth year middle school learners' writing competency. The second chapter is devoted to the different studies related to test anxiety, writing anxiety, and writing test anxiety. Furthermore, chapter three provides an explanation of the research methods used in the study, sampling, and analysing procedures of the collected data. Chapter four discusses the analysis of the findings reported in the study concluded with the summary of the findings. Finally, chapter five provides responses to the research questions, pedagogical implications, and suggestions for future research.

Chapter One:

Writing under the Competency Based Approach:

Instruction and Assessment

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Introduction

Examinations in EFL learning tend to be regarded as a fundamental component in assessing the learners' progress along the different schools' curricula of teaching English as a compulsory subject. Learners with tests and grades may retrieve an overview of their language proficiency levels. The latter can be varied in terms of the four skills namely listening, speaking, reading, and writing. Therefore, tests of English language as a compulsory subject tend to cover all the language skills and provide evaluations of the teaching process as well as learners' practices, level, and their responses to the content provided in a specific period of time; however, foreign language Learners' responses to exams might be disrupted by other affective variables especially when the examinees are young learners.

The following chapter discusses the importance of the writing skill in the curriculum of teaching English as a compulsory subject for middle school pupils in Algeria, and specifically for the fourth year pupils. There are insights about the application of the competency based approach in teaching writing. Besides, an explanation of the methods of evaluating the learners' progress is intended to be discussed in the following chapter with more attention to the writing competency.

1. Writing Competency

Teaching and learning a foreign language necessitate the consideration of the communicative competence which can be categorized into speaking and writing (Brown, 2000). Besides, language writing is elaborated and compressed at both the information and the structure level (Brown & Yule, 1983). Writing, then, can be understood as the process of gathering, organizing, reviewing the ideas in order to convey a message in a written form. (Zemach & Rumizek, 2003). Moreover, writing as a productive skill is one of the four basic skills of the English language. Writing is a comprehensive ability involving grammar,

vocabulary, conception, coherence, cohesion, and other parts of the language (Holdish & Chung, 2003). Furthermore, writing is an active, productive language skill, and essential in academic success especially in EFL contexts (Erkan & Saban, 2011). EFL learners, then, should begin to write at early ages so that they can develop a technical perception of writing and promote their self-reliance (Kirmizi, 2009).

Setyono (2014) viewed writing as a very important language skill that should be developed at an early stage of learning the foreign language as well as in all schools curricula. In this concern, the early educational reformations that have been launched in Algeria in July 2002 have brought changes to all subjects at all levels following the competency-based approach. The English subject was affected by these changes at the middle school level. The competency based approach may clarify three types of competencies in language learning, interactive, interpretive, and productive. The productive competency is the ability to express meaning and knowledge in speaking and writing (Bensemmane, 2015).

The acquisition of the writing competency at the middle school level commences from writing a single word, to a sentence, then to a paragraph before having the Brevet Exam. During the fourth year, Tamrabet et. al (2019) indicated that during the fourth year, learners are required to produce written, long, and complex messages in order to describe, to narrate, and to argue". Thus, learners at the fourth year are required to write paragraph in order to serve different communicative purposes such as arguing, narrating, and describing.

1.1.Components of the Writing Competency

The National Direction of the Fundamental Education and the National Commitment of Programs when they designed the English subject syllabus for fourth year classes asserted that the writing competency comprises six components. Each component can be viewed through different manifestations (Bensemmane et al, 2015)

The first component can be understood as the learners' gathering of the background knowledge which is developed in the production of a written text. This can be manifested when learners recall their previous knowledge, consider context, communicative intention, the audience, and theme of the written piece. In addition, learners utilize appropriate strategies related to writing, use various tools, and consult tools which can be viewed as reference in order to rehearse and adopt patterns to the written production.

The second component is that writing is conceived as learning tools as well as a means of communication. This means that learners express themselves in writing in order to respond to their needs, interests, and motives. The third component is related to the learners' adaptation of their piece of writing to various situations of communication. In this case, learners are required to consider different selections in terms of words, expressions, form and type of the written text.

The fourth component can be understood as the learners' formulation of his written text. This can be viewed through learners' development of the paragraph plan. Besides, learners order their ideas according to their logic, chronology, importance, link, relevance, and coherence. In addition, learners organize the elements of the text in terms of title, sentence kernels, and the illustrations.

The fifth component is revealed when learners revise their written text. There are several manifestations perceived in this component. First, learners are required to review and to read their production for several times. Moreover, learners conduct consistent verification related to vocabulary, syntax, punctuation, relevance of the information. Furthermore, learners are asked to avoid redundancy and contradictions.

Finally, the sixth component is summarized in the learners' evaluation of their progress. Within this component, learners tend to verify coherence in their written productions. In

addition, learners evaluate their writing proficiency progress either individually or cooperatively. Besides, they evaluate previous compositions with recent once in order to report differences and similarities which allow learners to recognize their actual bearings in the writing proficiency.

1.2. Writing under the Competency Based Approach

Curriculum designers and teachers have to deliver writing instructions for pupils at middle school under the competency-based approach. Written Expression competency based approach (C.B.A) consists of presenting learners with a topic sentence or an introductory sentence and then allowing students to write for a set amount of time (Tambrabet et al, 2019) Written expression CBA is administered to an entire class of students at the same time. The beginning of the paragraph is written at the top of the student CBA copy or presented on the board or overhead. Finally, the teacher scores learners' writings. (Fuchs & Fuchs, n.d). Moreover, writing instruction should develop gradually throughout the implementation of a series of strategies namely shared writing, interactive writing, modeling, and guided writing (Brindley& Schneider, 2002).

1.2.1. Guided Writing

Guided writing tends to be identified as a technique to prevent learners from writing in a level that exceeds theirs. Learners are provided with questions in the instruction or a list of elements that they have to follow and to tackle when they write as well as to demonstrate a particular acquired skill or a previously learned aspect of the language. (Setyono, 2014). Teachers, then, utilize guided writing in order to spur young EFL learners to write efficiently through different strategies as Artero (2013) asserted,

“many teachers use guided writing, which means that children should complete some kind of model writing with their ideas and relevant information. Usually,

these types of activities involve writing in form of cards, invitations, letters, stories or even posters. This will allow the children to be aware that we write differently depending on whom we are writing to/for. Guided writing activities can be innovating because they allow children to expand more in their writing and therefore, they will probably write longer texts”. (p. 9)

Therefore, teachers should consider the strategies that would enable their EFL young learners to become autonomous writers and that would allow the learners to have a clear perception of what they actually can do, or they cannot by means of the freedom of selecting, peer response, negotiation, interaction, agreeing, disagreeing and scaffolding. (Oczkus, 2007). In this way, young learners under the competency based approach are provided with opportunities to organize their piece of writing within guided writing (Holdish and Chung, 2003). They make association between what they have acquired in terms of different levels of language such as words and sentence level and the format and the topic of the written composition.

1.3. Writing at the Fourth Year Middle School Level

During the fourth year at the middle school level, pupils write in a sophisticated procedure than previous levels.

“...En quatrième année, comme en troisième année, l’élève poursuit sa découverte des stratégies liées au processus d’écriture. Il accroît ses connaissances orthographiques et syntactiques et accède à de nouvelles stratégies rédactionnelles....Au terme de cette année, il exprime ses idées, les organise logiquement et chronologiquement, tient compte de la syntaxe, de l’orthographe et de la ponctuation pour produire des messages pertinents et cohérents....de moins en moins guidé par son enseignant, et parfois de manière

autonome, il évalue sa démarche, propose et effectue des améliorations souhaitables.”

“ ... During the fourth year as in the third, the learner carries on exploring the strategies related to the writing process. He accumulates his lexical and grammatical luggage and gets access to new writing strategies..... In this year, he expresses his ideas, he arranges them logically and chronologically with attention to syntax, vocabulary, and punctuation in order to produce relevant and coherent messages.....With deteriorating guidance from his instructor, and sometimes individually, he evaluates his evolution and suggests and realizes desirable ameliorations.” (Programmes de la 4ème année moyenne, p. 63).

This entails that pupils at the fourth year in middle schools utilize the previous knowledge in terms of vocabulary, syntax, and punctuation in order to produce relevant and coherent messages, with the deteriorating guidance from the instructor, learners can go further in the process of writing (Comission Nationale des Programmes, 2004, p. 57).

1.3.1. Writing as a Product

National Direction of the Fundamental Education and the National Commitment of Programs prescribed a set of strategies appropriate for writing activities during the fourth year at the middle school level (Bensemmane et al, 2015).

Teaching writing under the CBA considers the outcome and the purpose of writing in the target language. Thus, the aim of a writing production in CBA is to communicate effectively and efficiently in various situations. In addition, learners are required to demonstrate their ability to write in the target language (NKwetisama, 2012).

2. Assessment of the Learners' Writing Competency

Pupils should be evaluated in order to determine the development of the learning process and to strengthen the learners' weaknesses in the writing skill according to some criteria such as accuracy, relevance, coherence, cohesion, good presentation of the paper, and the originality of the ideas (Programmes de la 4^{ème} année moyenne, p. 64), (Appendix I). Besides, McFarland (1971) pointed out: "examinations are one of the most institutionalized forms of assessment and play a large part in the practical lives of most teachers and learners. It may be important, therefore, to underline at least some of the major points in terms of their bearing on examinations" (p. 261). Therefore, an effective evaluation of the writing performance of the learners is expected to cover the accurate and the effective use of words, the right selection of the punctuation, the correct spelling of the words, and the readability of the written composition (Hyslop, 1990).

2.1.Evaluation Criteria of the Writing Competency

The National Direction of the Fundamental Education and the National Commitment of Programs provided a set of criteria that both teachers and learners should consider during the fourth year at the middle school level before evaluating whether any written production is appropriate or not (Tamrabet et al, 2019)

Learners' compositions should be formulated adequately and the ideas should also relevant. Besides, the written text should be coherent, that is, links between the ideas are required to be chronologic and logic. In addition, the learners' compositions should respect the cohesion criterion including both syntactic and semantic rules. Moreover, learners' compositions should be presented in a well form regarding hand writing and the form of the paper. Furthermore, learners should write paragraphs from their own words, that is, ideas are meant to be original. Finally, all the information included in the learners' written productions must be authentic (Bensemmane et al, 2015).

2.2.Types of Assessment

Assessment of the learners' proficiency is two types formative and summative. These two types are distinguished according to the purposes of utilizing these forms of evaluation, that is, whether a teacher prefers to evaluate his learners during the acquisition of the language skills which is a formative Assessment, or after completing a sequence or a whole unit in the syllabus which is summative assessment (Ussher & Earl, 2010).

Formative assessment can be understood as an evaluation conducted by the teacher for each learner in order to promote the performance of the latter after delivering instructional material. Teachers utilize formative assessment in order to retrieve strengths and weaknesses as well as to recommend suggestions in order to promote learners improvement. Besides, summative assessment is used in order to provide decisions and judgements about learners. For instance, in summative assessment, teachers may assume that a learner is successful or not. In summative evaluation, teachers verify the achievement of the learners. In addition, teachers motivate and maintain the learners' performance. Moreover, they provide grades and remarks about learners' performance. Furthermore, teachers assume that a learner succeed or fail through revealing certificate of performance (Dumit, 2012).

For EFL learners' at the fourth year middle school level in Algeria, assessment is two types formative which is along the learning process within the program, and summative in which pupils are required to take tests and exams (Programmes de la 4ème année moyenne, p. 79). In other words, Benadla (2012) stated, "As far as the middle school is concerned, since their first year middle school, the learners study EFL three times a week with a specialised teacher in EFL. They take two tests and one exam each trimester, that is, to say three times a year." (p. 146).

2.2.1. Formative Assessment

Shaaban (2001) asserted that one of the effective methods of evaluating EFL young learners' writing performance at specific points of the syllabus is to provide learners with tasks along the learning process when delivering written instructional materials, he stated,

“Assessment of the written communicative abilities of children could be achieved through purposeful, authentic tasks, such as writing letters to friends, writing letters to favorite television program characters, and writing and responding to invitations. Young learners enjoy storytelling and are usually motivated to listen to stories as well as to tell them. Teachers can take advantage of this interest in stories and have their students write narratives that relate to personal experiences, retell or modify nursery stories and fairy tales, or retell historical events from different perspectives.” (p. 5).

For Shaaban (2001), teachers are required to adopt written tasks related to the assessment according to the learners' interests so that the latter would perform effectively and teachers could get access to the level of the writing proficiency which learners stand in specific phases of delivering the writing syllabus.

2.2.2. Summative Assessment

The National Office of Exams and Competitions (2013) in Algeria stated that the format of the English exam subject for the four year at the middle school level consists of two parts. The first part consists of two sections which are Reading Comprehension and Mastery of Language. Reading Comprehension includes two activities related to comprehension of the text of the exam and one activity for lexis. Besides, Mastery of Language includes one activity related to morphology or mechanics, an activity related to syntax, and an activity related to pronunciation.

The second part which is known as Written Expression or situation of integration covers four types of written expression tasks such as letter-writing, e-mail, dialogue, and paragraph. Moreover, the situation of integration should be related to the topic of the text discussed in the test because instructors are required to begin with the situation of integration when devising a test, that is, all the activities depend on the situation of integration. The content of all the activities in the test is intended to help pupils to reinvest them in the written expression (National Office of Exams and Competitions, 2013).

The assessment of the EFL learners' achievement and progress should be conducted in a procedure which does not provoke the learners' anxiety (Shaaban, 2001); however, young learners may not perform as it is required in tests and the learners' scoring may not reflect their actual understanding as Wigfield and Hill asserted, "In evaluative school situations, anxious children do not perform up to their capabilities; thus measures such standardized achievement test and report card grades underestimate these children's achievement, skills, and learning" (1984, p. 111). This entails that some young learners' achievement in tests might be misleading subject to test anxiety (Birjandi and Alemi, 2010).

Conclusion

EFL learners at the fourth year middle school level in Algeria are required to write paragraphs according to different criteria. They are provided with writing instructions under the CBA in which their teachers utilize different guided writing techniques. In the evaluation phase, EFL learners write paragraphs within a general proficiency examination including reading comprehension, grammar, and vocabulary activities. This examination procedure is provided by the national commission of exams and competitions in Algeria. Besides, the writing section of the exams is designed according to guided writing within the CBA writing. Finally, designers of the English syllabus at the middle school level contend that writing is one of the difficult

language skills. It is encountered with different factors especially in evaluative situations. Therefore, evaluative situations tend to be characterized by different affective factors such as the various types of anxiety. The following chapter discusses the literature investigating the relationship of different anxiety types with writing achievement.

Chapter Two

Anxiety, Test Anxiety,

Writing Anxiety,

and Writing Test Anxiety

Chapter Two: Anxiety, Test Anxiety, Writing Anxiety, and Writing Test Anxiety

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Introduction

The following chapter provides an extensive discussion about the main parts of the study. It provides a brief presentation on the constructs of foreign language anxiety. Besides, there is a presentation of the related literature about test anxiety (TA), its dimensions, and its relationship with young learners' test performance. In addition, there is a need for revealing EFL teachers' perception about TA among EFL learners as well as the factors associated with EFL learners test performance. The presented studies cannot be provided unless there are not scales of measuring test anxiety. Moreover, there are certain models affirming or rejecting the notion of TA such as Interference and Learning Skills Deficit models.

This chapter also explains writing anxiety (WA), the different components of WA. Besides, it clarifies the relationship and differences between WA, self-efficacy, and writing block which are of considerable importance in this study. Then, there is a requirement for revealing the sources of WA as well as its relationship with the writing achievement. Moreover, there is an extensive requirement to recognize how anxiety can be related with the EFL learners' writing achievement, and whether it is perceived in particular stages of learning or not. In this way, Tobias model is provided to clarify how anxiety is related to writing. In addition, the research problem is related to writing in specific situations anxiety. It is necessary to discuss the concept of writing test anxiety.

1. Foreign Language Anxiety

Since the sixties, the different constructs of foreign language anxiety has been the main concern in foreign language learning research (Cassady & Gridley, 2005). There are three components of foreign language anxiety such as fear of negative evaluation in social contexts, communication apprehension as embarrassment when interacting with others, and test anxiety (Horwitz, Horwitz, & Cope, 1986). Subsequently, MacIntyre and Gardner (1991a) identified

three types of anxiety such as trait anxiety, state anxiety or affective anxiety, and situation specific anxiety. The latter includes foreign language anxiety.

2. Test Anxiety

Test anxiety (TA) tends to be distinguished from the feeling of foreign language anxiety. It is a psychological trouble including an excess of frustration, worry about the future as well as fear of negative evaluation during or in the preparation of test or evaluative situation (Goonan, 2003). Moreover, Dusek (1980) defined test anxiety, "an unpleasant feeling or emotional state that has physiological and behavioral concomitants and that is experienced in formal testing or other evaluative situations" (p. 88). This means that TA is noticeable through many signs such as mental blocking, forgetting the answers, high heart beat before, during, and after exams (Nemati, 2012).

2.3. Dimensions of Test Anxiety

Many theorists have identified different components of test anxiety. Test anxiety, then, is multidimensional concept (Stober, 2004). Morris and Liebert distinguished two main components of test anxiety: worry and emotionality. They explained worry components as negative expectations and self-related negative thoughts (as cited in Doctor & Altman, 1969). Worry component, then, tends to be a cognitive component which is associated with poor performance in evaluative situations. The latter is a result of fear of failure, subjective comparison with peers, and deficiency of self-confidence (Sapp, 1999); However, emotionality component refers to the physiological reactions and responses caused by test situations namely fast heartbeat, dry mouth, tense muscles, nervousness, and tension (Schwarzer, 1980).

Similarly, in 1964, Dunn conducted a study in which they sought to find different components of anxiety in elementary school pupils (as cited in Feld & Lewis, 1967). He identified four factors such as test anxiety, poor self-evaluation, somatic or physiological signs

of anxiety, and remote school concerns (ibid). Moreover, poor self-evaluation and TA factors are equally the same as Liebert and Morris's worry component (Sarason, 1984), that is, they are mainly concerned with learners' performance and their ability towards achieving a task. Besides, somatic signs are equal to the emotionality component; however, cognitive components are strongly related to performance. Subsequently, Stober (2004) summarized that TA is four dimensional naming worry, emotionality, interference, and lack of confidence measuring subscales.

2.4. Test Anxiety and Test Achievement

Many researchers investigated the correlation of anxiety to test performance in the elementary and secondary schools (Bonaccio & Reeve, 2010). On the assumption that foreign language tests and exams are frequent and difficult, learners with distinctive levels and rate of preparation to tests may experience TA the fact which affects their exam performance (Horwitz et al., 1986). Birjandi and Alemi (2010) when they investigated the effect of TA on test achievement of Iranian EFL learners, concluded that TA has a negative correlation with test performance. Besides, they provided two sets of indicators corresponding to TA provoking. The first set is known as deficiency in the preparation including learning the night before the test, deficient time management, failure to organize text information, and deficient study habits. The second set is worry about past exams results, negative comparison with peers, and anticipation of failure consequences (p. 57). The second set tends to be similar to "worry" component of test anxiety. In this sense, Wigfield and Hill (1984) pointed out:

Anxiety, then, interferes with performance in situations in which evaluative pressure leads some individuals to become overly preoccupied with the possibility of failure and concerned about possible negative reactions of adult evaluators. Such situations are common in most elementary and secondary

classrooms; examples are classroom tests, standardized achievement tests, reciting to the teacher or before the class, and new or difficult learning situations. (p. 107).

Furthermore, Cassady and Johnson (2002) asserted that the increased measurement in cognitive TA scale entails on the other hand a decreased performance and scores in exams with a slight change in the direction of correlation between test achievement like delaying or reporting difficult items while revising. Finally, worry and fear occupy a considerable space in the working memory. It is required for problem solving and language acquisition. This would affect negatively learners' capacity to retrieve information and performing effectively during EFL tests (Eysenck, 2011).

2.5. Factors Associated with Test Anxiety

On the other side, Tavakoli and Amiryousefi (2011) noted that EFL learners usually feel anxious due to some factors such as deficiency in self-confidence and time restraints. Besides, Cassady (2004), in an exploratory study, managed to understand the effect of cognitive TA in terms of worry and negative comparison on learners' memory and understanding of the examination topic. He concluded that learners do not arrive to retrieve and to comprehend the instructions accurately during exams. In other words, the surrounding environment of the exam, the clarity of the test instructions, the test adaptation to the learners' level, the test format, length, and time restraints are perceptions affecting foreign language learners' attitudes towards a particular language test (Salehi & Marefat, 2014).

On the other side, Aydin, Karakuzu, and Elvilic (2008) investigated teachers' effect on the level of TA among EFL young Turkish learners. They concluded that learners feel more confident and relaxed to take subsequent tests when they obtain good results. They added that there is a significant correlation between attitudes towards teachers and level of test anxiety.

They ended-up by affirming that a teacher is not a major source of anxiety, but the latter may deteriorate anxiety among young learners. From this perspective, Krashen (1981) asserts, "Low and high achievers may be distinguished by levels of anxiety as well as a degree of self confidence" (p. 29). Furthermore, Bushnell (1978) attempted to summarize some factors in actual testing environments that may influence learners' exam performance. He listed:

(a) the size of test location and the density of student seating, (b) distractions attendant upon the activity of students and monitors, (c) the proximity of high and low anxiety students in the seating arrangement, and (d) certain test embedding variables i.e instruction prior test administrations, the general milieu established by instructors, etc. (p. 6)

Finally, Birjandi and Alemi (2010) summarized several types of factors related to test anxiety. First, they introduced nervousness concept including different difficulties in terms of reading and apprehending the exam instruction, organizing the ideas, and poor performance regardless the mastery of the examined subject. Besides, they related the factors to the mental blocking including failure in generating and recalling answers that learners are already acquainted with, and remembering the answers when the exam is finished. Finally, they addressed common worries that promote TA namely panic about performance, worry due to the comparison with others, and fear about possible negative results of the exam.

2.6. Foreign Language Test Anxiety From Teachers' Perspective

Gronchi (2004) conducted an online survey gathering teachers' attitudes and perceptions towards TA and exams in Teaching English for Young Learners. The survey of twenty four items was administered to teachers from Mexico, South Africa, Korea, China, United States of America, United Kingdom, Indonesia, Japan, Taiwan, United Arab Emirates, Canada, and Turkey (para. 3). She asserted that many young learners and due to TAdo not score well which

does not comply with teachers' positive expectation of their learners. She concluded that pupils' performances do not reflect their actual learning due to TA and physical learning styles such as kinesthetic or visual (Exams as Counterproductive). Then, she reported that children's view on testing is often threatening and partially unfair. Young Learners, then, would change their attitudes towards learning and their teachers before, during, or after tests (Exams as Counterproductive). In this sense, many studies have investigated the impact of TA on EFL learning as in Petridou and Williams' study in which they explained the negative impact of TA on learning a foreign language and subsequently on exam performance, that is, learners may experience cognitive interference and a considerable attention deficiency though the taken tests are relatively easy (2007).

2.7. Test Anxiety and Young Learners

Similarly, one of the prominent studies on TA for middle and secondary school pupils is that of Hill and Sarason in 1966 (as cited in Hill & Wigfield, 1984). It is a longitudinal study in which the researchers attempted to investigate the relationship between children's TA and their test and school performance. The sample was 700 elementary school children. Hill and Sarason reported a negative relationship between TA score and achievement test scores which was increasing along the elementary school years. Young learners begin to experience test-anxiety during pre-school and or elementary school level when parents react critically to their children's achievement in evaluative situations when it does not comply with the parents' expectations. Sapp (1999) pointed out: "parents' negative communication patterns are a major contributor for the development of test anxiety in children." (P.272). Children, then, will be exposed to injunction or negative messages. They may infer negative judgment of their performance through expressing guilt and resentment. Therefore, children would be unable to express their feeling of failure which is known as "unfinished business" (Sapp, 1999). Subsequently, Triplett and Barksdale (2005) contended that elementary school learners tend to

be anxious and angry during the examination period in addition they cannot talk or express their inner thoughts for a long time.

Sapp (1999) asserted that TA does not only correspond to parental interaction, but also to a social context such as school environment ,that, is TA is common among young learners, and can negatively affect their attention, self-reliance, relationships with classmates, and their social behaviors (Costello, Mustillo, Erkanli, Keeler, & Angold, 2003). In 1982, Bandura developed a theory in which he employed reciprocal determinism. The latter is a process through which TA emerges. (as cited in Sapp, 1999) assumed that the self has at least two aspects self reinforcement and self-efficacy. Self-reinforcement tends to be the motives and the incentives to attain specific goals, but for the self-efficacy refers to one's own perception of his self-esteem and self-worth. Subsequently, in 1986, Bandura added four sources contributing to individual self efficacy such as enactive experiences, verbal persuasion, physiological indicators, and other's previous experience. Self-efficacy tends to be a crucial element not only in overcoming test anxiety, but also effective in language learning (as cited in Sapp, 1999).

In EFL contexts, Aydin (2013) investigated TA among 477 children and young adolescent Turkish learners from five elementary schools using TA Scale (T.A.S). He reported six main results from his study. First, sufficient preparation of the test reduces anxiety among young learners, but they may experience physical effects of anxiety whenever they anticipate poor performance or they believe that grades reflect their skills and capacities. (p. 71). Second, he revealed that female learners feel less anxious while males indicate high level of anxiety especially when they study before tests. Third, age advancement increase test anxiety, and the more learners get older, the more they are exposed to somatic anxiety. Fourth, pupils who obtain high grades tend to be anxious than low grade students. Fifth, scoring reflects learners' awareness of TA and how to cope with it. Finally, the economic background of the learners may be an anxiety-provoking factor. (p. 72).

2.8. Scales of Measuring Test Anxiety

TA can be measured through different scales and measurement for both adults and adolescent learners namely State Anxiety Inventory (S.A.I) developed by Hodapp, Glanzmann, and Laux who treated TA as a mental response which consistently change according to situations (as cited in Sapp, 1999). Test Anxiety Questionnaire (T.A.Q) reports two components task-relevant response and task-irrelevant response. It was improved and modified to become Test Anxiety Scale (T.A.S). T.A.S, then, aims at indentifying test-anxious students rather than measuring responses and situations. (Sarason, 1978. In addition, Liebert and Morris proposed Emotionality and Worry Scales in which they attempted to measure worry and emotionality components of test anxiety. Worry and Emotionality Scales were criticized by Spielberger, Anton, and Bedell in 1976. They argued that both worry and emotionality components intervene with the same rate in stressful situations. (as cited in Sapp, 1999). As a reaction to worry and emotionality scale, Spielberger, Anton, and Bedell named Test Anxiety Inventory (T.A.I). Moreover, Suinn designed a Test Anxiety scale for evaluating behaviour therapists treatments which is known as SuinnTest Anxiety Behaviour Scale (S.T.A.B.S). STABS comprises three features that serve as identifying test anxiety, evaluating behaviour treatment, and the probable data that would occur out of test anxiety (STABS, n.d.).

Test anxiety, then, is a polymorphous concept that is shaped and understood according to situation, individual differences, and researchers expectations and beliefs and intentions as Young (1986) stated, “Most test anxiety researchers would agree that test anxiety is a complex construct, and because a variety of test anxiety theories exist, the type of anxiety measured should be kept in mind when attempting to interpret research results....” (p. 58).

3. Models of Test Anxiety

3.1. Learning-Skills Deficit Model

Culler and Holahan developed deficit model or study skills deficit model as an attempt to explain the learners' increased anxiety and their low performance. (as cited in Onem, 2012). This model might not be axiomatically addressed to TA (Wigfield & Hill, 1984), that is, study habits and irrelevant test strategies impair with the learners' test performance (Sapp, 1999). In this way, study skills deficits and test taking deficits tend to be related factors to the EFL learners' TA and low test achievement (Birjandi & Alemi, 2010)

Learners' low proficiency result poor performance and irrelevant responses to the exams' instructions, hence learners would reveal high levels of test anxiety (Onem, 2012). Besides, TA would increase when students are conscious of their actual proficiency in the examined subject (ibid). This entails that study skills and insufficient preparation for tests deteriorate learners' self-confidence and their expectations for success. The latter would raise anxiety which affects the students' test performance in a detrimental way (Hill & Wigfield, 1984). On the other side, some students have good study habits and prepare efficiently, but they are still unable to perform effectively due to the deficiency in the exam skills. (Onem, 2012).

In their comparison between high and low anxious students, Culler and Holahan reported a considerable difference regarding the performance in the sense that low-anxious students achieve higher than the parallel category. Besides, they suggested that deficiency in the study habits and behaviours influence their consideration of effective preparation which would negatively deteriorate the academic achievements of the students as well as their confidence to pass subsequent tests. (as cited in Sapp, 1999)

3.2. Interference Model

The interference model is assumed to indicate that TA interferes with learners' responses in testing situations in a negative way (Sapp, 1999), that is, learners who seem to be

highly anxious during exams are distracted by negative thoughts and physical responses which affect negatively their test achievement. (Sarason, 1984). In other words, worry component of TA prevent learners from performing effectively in tests though the test is relatively easy and learners are prepared and proficient in the examined subject. (p. 931).

In EFL contexts, Birjandi and Alemi (2010) contended that the interference model is worth noticeable when regarding the effect of TA on the achievement. They reported that both irrelevant thoughts and physical responses to test situations affect negatively test performance though the test is easily available for the learners. They explained that inappropriate cognitions as well as some physiological indicators of TA may distract learners from remembering information that might be trivial and may prevent EFL learners from providing relevant responses to test-tasks.

4. Writing Anxiety

Writing anxiety or writing apprehension (Daly and Miller, 1975) is a construct which corresponds to language anxiety. The latter tends to be defined as tensions and worries that are specifically connected with speaking, listening, writing, and generally with foreign language context. In other words, WA is a part from foreign language anxiety. (MacIntyre & Gardner, 1994). The distinction of WA from general language anxiety was firstly addressed by Cheng, Horwitz, and Schallert (1999). They argued that oral language anxiety is different from foreign language WA. This view was also supported by Hassan (2001) who contended that there are no links between speaking anxiety and WA.

WA can be understood as negative anxious feelings that prevent learners from moving along the writing process. (McLeod, 1987). Besides, Hassan (2001) defined foreign language WA, “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.”(p. 4), that is, foreign language learners confront tensions and worries associated with the writing task as well as they develop an innate rejection of the writing process. (Madigan, Linton, & Johnson, 1996). This means that WA is multidimensional construct (Cheng et al., 1999).

4.1. Components of Writing Anxiety

EFL learners with WA tend to be anxious when they are asked to write. Such an anxiety may be clear in their perceptions, attitudes, behaviors, responses, and their written compositions. With regards to anxious students written work, they fail to generate their ideas, deficiencies in vocabulary items and sentences’ structures (Shang, 2013). Although they tend to be proficient sufficiently in other aspects of language in terms of reading, listening, speaking, and grammar, they assume that writing exceeds their mastery of the language, that is, they are still afraid from committing mistakes, and they lack self-efficacy. (Erkan & Saban, 2011). This would direct to classify learners affected by WA as Barwick in 1995 who classified these learners into three categories namely non-completers, non-exhibitors, and non-starters. Non-completers cannot control their feeling of avoidance towards writing. Besides, non-exhibitors tend to reform the avoidance behavior of the writing task by thinking of how to facilitate and how to participate again in re-creation of the piece of writing. Finally, non-starters neglect the feeling of anxiety by means of arresting the avoidance attitudes and behaviors and demonstrate unreal self-esteem and confession (as cited in Martinez & Cass, 2011).

Cheng (2004) described second language WA as corresponding to three components of anxiety such as somatic anxiety, cognitive anxiety, and avoidance behavior. First, somatic anxiety is the same as emotionality component of test anxiety. Second, cognitive anxiety corresponds to worry component. In addition, avoidance behavior is the attitudinal aspect of the anxiety experience of writing as well as the avoidance of writing. Finally, avoidance

behavior of writing is a result of debilitating anxiety which directs learners towards skipping the writing task. Therefore, WA is associated with debilitating anxiety that may arrest learners from writing (Salovey & Haar, 1990).

4.2. Writing Block and Writing Anxiety

Despite Cheng's (2004) consideration of WA as a cognitive component, Lee (2005) asserted that WA is not a cognitive construct. His claim was that writing difficulties in EFL may be due to the inefficient composing process which directs to the cognitive aspect or the writer's block. He named WA as an affective aspect which is manifested subject to the fear of negative evaluation and past experiences of writing. Whereas, Abu-Shawis and Abdelraheem (2010) did not differentiate between the writing block and WA. They pointed out, "... under different terms as writing apprehension, block, anxiety, and fear, though apprehension and anxiety are the two most frequently used terms to describe this problem." (p. 2).

Accordingly, Lee (2005) conducted a study in which he attempted to seek correlations between WA, writing block, and writing performance including some variables. He reported a significant consistent correlation between WA, writing block, and free reading. In other words, Goins (n.d.) explained that as the writer tries to achieve perfection in his piece of writing, the writing block would be experienced (Causes of the Writing Block); however, Cheng (2004) considered writing block as a distinct variable from WA when she presented the different scales of measurement of WA in relation to different variables.

4.3. Writing Self-Efficacy and Writing Anxiety

Most researches aiming at reducing WA share a common feature summarized in promoting the writer's self-confidence (Salovey & Haar, 1990). In this way, self-esteem and self-worth tend to be crucial elements in performing any writing tasks (Axelrod & Hall, 2014), that is, if learners demonstrate unwillingness to write, and they do not acquire the sufficient

confidence to write, they will not perform better in writing tasks subject to anxiety and stress caused by low self-efficacy (Pajares, 2003). In this case, writing self-efficacy is of paramount importance since it reduces WA which is directly related to writing performance, that is, EFL learners with low self-efficacy tend to avoid the writing task by expending less effort and energy (Shang, 2013).

There are several factors should be considered when regarding WA as a subject of inquiry. These are also sources for WA such as the linguistic ability, self-esteem, writing self-efficacy, writing environment, the rate of practise, gender, and the exchange of attitudes and beliefs between teachers and learners regarding the writing task (Shang, 2013).

4.4. Sources of Writing Anxiety

There are several factors implemented in foreign language WA (Aljafen, 2013). Cheng (2004) investigated the sources of writing among EFL Chinese students. She concluded that several factors contribute in EFL learners' WA such as learners' perceptions and attitudes towards writing and learning to write, teaching practices, interpersonal relationships between learners, and learners' self-belief. Besides, Gkonou (2006) conducted a study in which she partially explored the factors affecting EFL Greek learners' WA. She reported that attitudes towards writing classes, fear of negative evaluation, and the comparison of the writing composition between peers increase EFL learners' WA. In addition, teachers may not manage to motivate and to create a healthy atmosphere in writing classes, and the method of evaluating writing compositions may not satisfy some learners such as putting much focus on spelling and grammar (Aljafen, 2013). In this way, WA can be studied from a sociolinguistic perspective, that is, foreign language writers who give much credit to peers and teachers criticism. Learner self-exposure also pertains to EFL writing in the same direction as speaking (Gkonou, 2006);

however, Hassan (2001) contended that speaking anxiety is not the same as WA regarding foreign language learning.

Many researchers have investigated the variable of gender in WA among young Turkish learners namely Ucgun (2011) who examined the level of WA among primary school students in relation to gender. He concluded that male learners indicate high level of WA, in contrast, female primary students tend to be more anxious during examination of the Turkish language; however, this study explored first language WA.

In 2012, Abdel Latif identifies six sources of WA namely the level of the linguistic competency, writing proficiency level, self-assumption of the language proficiency, self-belief of the writing proficiency, teaching practices, and fear of the negative evaluation (as cited in Rezaei, Jafari, &Younes, 2014). Besides, Rezaei et al. (2014) revealed that the deficiency in the writing practices and insufficient acquaintance with the writing techniques increase WA among Iranian EFL students. They concluded that solving the learners' linguistic difficulties and raising their self-confidence may deteriorate level of WA. They suggested that teachers' emphasis should be directed on the accomplishment on the writing assignments in order to increase the learners' confidence while performing the writing tasks. They ended-up that throughout the positive reinforcement, students' WA can be lowered and a considerable amelioration of the writing achievement can be witnessed if teachers guide their students to reduce their writing errors rather than providing the learners only with the negative feedback.

4.5. Sustainability of Writing Anxiety

Foreign language WA is a common existing problem at the elementary school level (Yaman, 2010). It may begin from the early stages of learning a foreign language which corresponds with young learners commencing to learn foreign languages at the elementary and middle school, and it may accompany learners for long times (Wiltse, 2001). Therefore, EFL

students at the university level affirm that the attitudes of avoidance and the feelings of anxiety towards the writing task are not recently occurring, nevertheless, students confirm that the tendency to be anxious have been acquired at the early times of acquiring the writing skills in specific and the language in general (Aljafen, 2013). This view is clearly supported by Zhang (2011) who claimed that cognitive anxiety is the most common type of WA experienced by Chinese student learning English as a second language who commence to experience cognitive WA in English at the elementary school level.

Numerous researches emphasized the role of the foreign language teachers in directing learners' behaviours towards the writing task through their different teaching practices and perceptions (Young, 1991). This entails that the way teachers deliver their instructional materials reflect their personal view of learning which is known as teachers' personalities which are enduring traits of the teacher, in addition to the expected role of the foreign language instructor (McFarland, 1971). From this perspective, writing instructors and past foreign language writing experiences may have an impact on the EFL learners' WA (Atay& Kurt, 2006). This entails that EFL prospective teachers are also affected by WA, and subsequently their teaching practices in the writing class would be influenced by their WA. This impact tends to be manifested in the unawareness of their learners' reasons of failure in writing classes, the overemphasis on the structure and mechanics, the extensive use of activities that demands writing, efforts, and creative expressions.

4.6. Writing Anxiety and Writing Achievement

Wu indicated that there have been studies investigating the relationship of WA to writing performance. These studies indicate contradicting results corresponding to the direction of the relationship (as cited in Shang, 2013). From this perspective, Lee (2002) indentified a little consistent correlation between WA and writing performance in EFL when he investigated

WA among high school students. Besides, Al-Ahmed in 2003 investigated WA among 77 ESL learners studying with three instructors of second language writing and compared with 349 first language learners taught by twelve first language writing instructors. The obtained results revealed that writing apprehension was a critical experience for both native and foreign language students, and that foreign language WA negatively affects learners' writing performance than first language WA did (as cited in Aljafen, 2013). However, Cheng (2004) confirmed that WA in the first language is not the same as in the second language. In this way, Ucgun (2011) investigated WA in the first language among 1047 primary school learners. He reported that young Turkish pupils indicated a low level of anxiety when they write in their mother tongue which is Turkish, but the same learners indicate a high level of anxiety when they write in English which is regarded as a foreign language in Turkey and taught at the primary school level as a compulsory subject.

Gkonou (2006) conducted a correlational study between foreign language classroom anxiety and WA of 128 adult EFL Greek learners in private schools. She added in her analysis that there is no relationship between WA and writing performance, but she addressed in her analysis first language writing and its relation to second language WA. She stated: "...It could be presumed that the learner's degree to which they have developed cognitive and linguistic abilities with regard to first writing as well as the knowledge or potential lack of knowledge of strategies to tackle L2 could account for their WA" (p. 277)

Hassan (2001) explored EFL writing performance in relation to WA and self-esteem among 182 third year English students in Egypt. He administered English Writing Apprehension Questionnaire (W.A.Q) and a questionnaire to explore Foreign Language Self-Esteem, and he asked the participants to complete a written composition for forty minutes so that to assess the quantity and the quality of the students' written compositions. The results obtained revealed a negative correlation between WA and self-esteem, that is, low apprehensive

writers indicate high self-esteem in contrast to the high anxious students with low self-esteem. Specifically, Hassan concluded that low anxious students wrote better quality composition, however, students who obtained high writing apprehension scores wrote in a poor quality in terms of quality and quantity (2001). For Hassan (2001), WA is negatively correlated with EFL writing performance at the tertiary level.

Cheng (2004) explored second language WA among 421 EFL students from different Taiwanese university institutions. She administered a questionnaire for the first time which was known as Second Language WA Inventory (S.L.W.A.I) questionnaire, and she asked the participants to write a composition under time restraints. She examined WA within three dimensions of foreign language anxiety namely cognitive anxiety, somatic anxiety, and behavioral anxiety. Cheng (2004) in her analysis reported that WA negatively correlates with the students writing performance, and she classified cognitive anxiety as the main component implemented in ESL WA pursued by somatic and behavioral or avoidance anxiety with trivial impact. Whereas, Rezaei et al. (2014) investigated the levels, causes, and implications of Iranian EFL students' WA majoring in English language teaching conducted a mixed method study utilizing both qualitative and quantitative research methods. They administered Cheng's SLWAI questionnaire to 85 students and semi-structured interviews to ten students. They reported that somatic anxiety is the main component corresponding to the learners' WA which affect directly their writing performance pursued by cognitive then the avoidance component.

In a correlational study, Erkan and Saban (2011) explored 188 EFL Turkish university students' writing performance and its relationship to WA, writing self-efficacy, and attitudes towards writing. They reported a negative direction in the relationship between writing performance and WA. They also identified a negative correlation between WA and writing self-efficacy; however, the attitudes towards writing in this study did not reveal correlations with the different variables in the study. This would support views that contend that attitudes towards

writing are subsumed as a component of WA within the avoidance or the behavioral component (Cheng, 2004);(Rezaei et al., 2014). In addition, Kara (2013) investigated WA among 150 EFL Turkish university students. The results of the administered questionnaire to the participants revealed that WA among the students affects their writing achievement during the process of writing.

Despite what have been discussed on WA, researches on the relationship of foreign language WA and writing performance tend to be insufficient and indicate confusing results at the same moment (Kara, 2013).

4.7. Scales of Measuring Writing Anxiety

There have been a considerable number of studies examining WA within different variables which revealed several scales of measuring WA in both EFL and first language contexts (Karakaya & Ulper, 2011). First, Daly and Miller (1975) developed a scale for measuring writing apprehension called Writing Apprehension Test (WAT) which may be regarded as one of the preceding and the common scales of measuring WA. Daly and Miller's (1975) WAT scale comprise 26 items and addressed originally for native speakers of English. Subsequently, WAT was addressed for EFL and ESL learners (Cheng, 2004). WAT items were classified into five categories. First, nine items indicate positive feelings which do not comply with the sense of anxiety. Second, nine items reveal self-efficacy or anticipation about future results. Third, five items relate to the attitudes and perceptions of the participants towards the evaluation of their writing. Forth, one item corresponds to the consideration of the worthiness of writing regarding the participants' view. Finally, two items address the effect of anxiety on the participants' writing (Mckain, 1991, as cited in Cheng, 2004).

As a reaction to the shortcomings of WAT, in 1991, McKain (as cited in Cheng, 2004) developed Writing Apprehension Questionnaire (WAQ). WAQ was developed to detach self-

confidence from WA in the WAT, and it was also an attempt to clarify the component of WA within the items scales such as cognitive, somatic, and behaviour anxiety.

Subsequently, Cheng (2004) developed SLWAI measurement tool for ESL or EFL WA. SLWAI scale includes 22 items distributed along three subscales summarized in the three components of WA. Cheng (2004) suggested that SLWAI questionnaire requires further studies on its validity and reliability with young EFL or ESL learners. Whereas, Yaman (2010) developed the Scale of Writing Anxiety (SWA). The latter consists of 19 items introduced mainly for adolescent learners who study Turkish as a mother tongue. He attempted to explore the reasons for the learners' WA on the assumption that young learners are very sensitive in addition to the debilitating and facilitative anxiety in learning situations (as cited in Karakaya & Ulper, 2011).

5. Tobias Information Processing Theory

In order to investigate the impact of anxiety as a general component including WA on learning, Tobias provided three stages model (as cited in Tobias, 1986). This model is similar to Krashen's input hypothesis of second language learning (Krashen, 1981). This means that low levels of anxiety are necessary in the acquisition of a second language (Krashen, 1981). Three stages model includes input, processing, and output (McIntyre & Gardner, 1994).

The input of writing in Tobias's model would be reading. Reading and writing can be seen as interrelated and interdependent associate of knowledge rather than disconnected and separated skills (as cited in Su-Lien, 2012), that is, learners can be successful writers providing that they integrate reading in their writing (Lee & Krashen, 2002). Besides, Lee and Krashen argued that leisure reading enhance the writing competence. In this way, anxiety increases due to whenever the text read by learners exceed their levels. Then, WA at the processing stage may affect the assimilation as well as the accommodation in the learning process when learners

cannot not externalize their inner thoughts (McIntyre & Gardner, 1994). This entails that anxiety tends to interfere in the cognitive operations of the input such as organizing, storing, and assimilating.

At the output stage, Cheng et al., (1999) measured writing achievement through reporting final course writing grades of four Taiwanese university students. They reported a negative correlation between WA in a test and writing achievement.

6. Writing Test Anxiety

Foreign language course grades and language proficiency tests tend to be considered as the common indicators of language achievement (Cheng et al., 1999). Language achievement may be affected by low performance which might be disrupted by the different components of foreign language anxiety (MacIntyre and Gardner, 1991b). In this concern, there are several studies exploring the relationship between language skills and foreign language anxiety as in MacIntyre and Gardner's (1994) research in which they reported a significant negative correlation between language anxiety and performance with different language production measures namely a formal test and a writing task.

Writing as a part of communicative competence is relatively correlated with foreign language anxiety and specifically with WA and test anxiety (Haskin, Smith, & Racine, 2003). Therefore, there is a negative correlation between TA and foreign language writing performance due to the cognitive components of anxiety rather than somatic or avoidance components (Cheng, 2004). Therefore, ESL or EFL apprehensive writers are likely to be more anxious on writing tasks in the target language examinations (Murray & Madsen, 1984), that is, EFL learners who are anxious towards the writing tasks do not obtain good grades in tests of writing compositions (Lee, 2002). In addition, Lee & Krashen (2002) reported a correlation between Taiwanese EFL students' writing apprehension and the grades they obtained from an

optional English writing course. Besides, they reported correlations between students' WA and some aspects of the composing process, and affirmed that low apprehensive writers focus on meaning and organization, however, grammar and word choice receive considerable attention from high anxious writers. Finally, Cheng et al. (1999) reported a negative relationship between writing apprehension and English course grades.

However, Hall (1991) attempted to investigate the students' writing proficiency in tests and non testing situations. They were about passing the TOEFL test. The participants were six adult learners and non-native speakers of English living in Canada for at least eight months. He measured their anxiety using State Anxiety Inventory (SAI) questionnaire. Hall (1991) reported that participants, who indicated that they are highly anxious, are the same who scored well in both test and non test situation in contrast to the low anxious students. Besides, He stated that learners in test situations tend to focus on structure and the form, and for skillful writers they indicated an excessive consideration to mechanics. For Hall (1991), TA might have a facilitative effect in writing examinations.

In an EFL context, Maatar (2011) investigated the impact of foreign language anxiety on the academic achievement of 51 EFL second year university students. She reported in her analysis that learners seem to be anxious in writing tests with a limited time more that writing tests without time restraints, and she addressed that the results obtained by the participants affected by test anxiety. These results contradict previous researches who asserted that the impact of WA may be perceived when apprehensive writers compose under time restraints (Daly & Miller, 1975). Test anxiety, then, for Maatar (2011) is caused due to the deficit study skills especially in the language proficiency.

Similarly, Daud, Daud, and Abu Kassim (2005) attempted to understand whether WA is a cause or an effect by testing the deficit model in order to determine the factors associated with

the low writing performance of 186 EFL Malaysian students of Business. They used WAT in order to measure WA. As a predictor of writing performance, Daud et al. (2005) utilize grades obtained in the writing phase of English language proficiency test of two semesters. They concluded that students seemed to be highly apprehensive due to the deficiency in some language aspects related to the writing skill such as vocabulary and language use. In this study, the deficit study skill model was confirmed.

However, study skills deficit model was mainly related to TA as well as test performance (Sapp, 1999). Daud, et al. (2005) might rely and base their study on Hill and Wigfield (1984) assumption in which they affirmed that deficit hypothesis may not seem to be directly related to test anxiety. From this perspective, Daud at al. (2005) may have built their perception on Horwitz et al. (1986) who contended that foreign language anxiety includes three components in terms of communication apprehension, fear of negative evaluation, and test anxiety.

On the other side, Takahachi (2009) investigated Japanese students' EFL WA in relation to different variables such as motivation, self-perception of language ability, and language proficiency. The researcher reported that WA negatively correlates with the grades obtained in a general language proficiency examination of one of the studied semesters.

Subsequently, Zhang (2011) investigated the causes and the effects of the ESL WA among first and second year Chinese university students. He administered SLWAI and WAQ questionnaires, and he reported grades of the writing courses as well as written compositions of the students under time restraints. He concluded that ESL students' WA negatively correlated with both the students' official course grades of writing and the timed composition. These latter were regarded by Zhang (2011) as predictors of low writing achievement. Zhang (2011) added that the fear of the writing course test, the linguistic disability, low self-confidence, deficiency

in practice, and insufficiency knowledge about the topic to write are all sources of ESL WA experienced by the students.

6.1. Dimensions of Writing Test Anxiety

The concept of “Writing Test Anxiety” was addressed by Negari and Rezaabadi who affirmed that writing TA is not necessarily WA (2012). They explained that writing test anxiety occurs when EFL learners compose in actual testing situations of the writing skill. For Negari and Rezaabadi, both WA and TA are correlated with the EFL learners’ writing performance, and they contended that writing test anxiety is bi-dimensional including TA and WA.

In supporting Hall’s (1991) findings, Negari and Rezaabadi (2012) conducted a study in order to explore the effect of writing and TA on writing performance as well as the effect of facilitative and debilitating anxiety on the writing proficiency of 27 Iranian EFL students who were about passing the TOEFL. They reported that high test-anxious students perform better in writing tests than low test-anxious students. Besides, high test-anxious students were more likely to focus on vocabulary, content, and organization; in contrast to Lee and Krashen (2002), who asserted that in testing situations apprehensive writers rather than test-anxious students focus on grammar and word choice. Negari and Rezaabadi (2012) contradicted Lee and Krashen’s (2002) results. The latter concluded that as long as WA is high, writing achievement on the counterpart is higher. Moreover, they did not study skills and its relationship to writing test anxiety. Finally, Negari and Rezaabadi (2012) suggested that anxiety might have a facilitative effect on the writing performance if teachers are aware of the procedures to cope with different levels of the students’ anxiety.

Conclusion

Despite what have been discussed in this chapter, research investigating EFL WA among young and adolescent learners may be insufficient. Besides, WA might be related to

different writing situations either in class, test, and non-test situations, and measurements provided may not be reliable for all situations. Therefore, writing test anxiety is addressed specifically to anxiety related to real testing situations of the writing performance. As it was mentioned in this chapter, any research investigating writing test anxiety should consider both TA and WA. This category of research cannot be evident unless it does not recognize the deficit study skills. It is also of paramount importance to consider which indicator of writing achievement is best suitable for the research context as well as the research problem. Finally, few studies have been conducted concerning this construct. The current research is intended to fill-in the gap in the literature.

Chapter Three

Research Methodology

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Introduction

The aim of this study is to investigate the factors which are related to EFL learners' writing test achievement. According to previous studies (Hall, 1991; Lee & Krashen, 2002; and Negari & Rezaabadi, 2012), writing performance and writing scores relatively indicate correlations with test anxiety(TA)and writing anxiety(WA).

The following chapter provides an in-depth explanation for the research method used in the study. It clarifies the selected sample of the population related to the context of the research. Besides, it consists of a detailed description of the research tools. In addition, the reliability and the validity of the research tools are discussed in this chapter. The latter also explains how the data collected were analysed.

1. Research Method

Most of the previously conducted studies have adopted correlational research designs when investigating writing test achievement in relations to other variables. (Zhang, 2011; Negari & Rezaabadi, 2012; and Hall, 1991). These correlational studies can be distinguished through the implementation of quantitative research tools as well as the utilization of numerical data (Singh, 2006, pp. 305-310); however, internal validity might threaten correlational studies, that is, there might be extraneous variables which may explain the obtained results. In addition, quantitative research tools as a questionnaire may not cover the entire context of the research. For instance, some researchers strive mightily to provide all the possible factors related to their context of research, but there are always factors which may not be considered (Fraenkel, Wallen, & Hyun, 2012).

To cope with issues of internal validity in correlational research, this study used a mixed-methods research design. Besides, the data collected in this research were both quantitative and qualitative using a questionnaire and an interview. In addition, these data were

collected and analysed simultaneously. They were also compared, that is, the findings of both quantitative and qualitative data were provided as one unit. Then, they were compared. In few words, triangulation research method was utilized in this study. It is a specific type of mixed-methods research method.

2. Population and Sampling

The population of the study were fourth year pupils of Abziou 2 Middle School, Douera, Algiers, Algeria. It comprised three classes including 95 learners who are taught by two teachers for the academic year 2024-2025.

The selected sample was two classes taught by two different teachers. It included 31 and 35 pupils respectively. Hence, the sample included 66 pupils. The sampling procedure is known as deliberate sampling since the population is relatively homogenous in terms of English language proficiency level that ranges from pre-intermediate to intermediate, and the number of years during which they received an English language course which is equal to four (04) years. These pupils are aged between fifteen and sixteen years. They were 31 males and 35 females, although the latter is not taken as a variable in this study. The selection of the sample considered here takes into consideration the two groups of pupils separately. The selected sample, then, may represent the entire population it is about two thirds of the entire population, and the pupils in the sample are taught by the two teachers of the whole population.

The teachers in the selected sample were aged 40 and 36 years. The first teacher had been teaching fourth year classes for seven years and the second one for five years. The latter graduated in 2000 from Algiers 2 University and the former in 1994 by obtaining the Professional Certificate for Fundamental Teaching Aptitude- Setif.

3. Research Tools

3.1. Questionnaire

The questionnaire as one of the quantitative research tools were administered to the learners selected in the sample. This questionnaire collected also qualitative data. The latter might be collected through generating a number of open-ended questions through retrieving specific and restrained responses (Dornyei, 2003). Thereby, there were two sections for the questionnaire. The first section is devoted to the quantitative data and the second one is designed for the qualitative data.

For the quantitative section, the rating scale is an ordinal scale in which the distance between the scales is the same and the order is respected (Singh, 2006, p. 217). In this questionnaire, there are five point scales known as Agreement Scales or Likert scale. Participants, then, are expected to provide decisions and opinions about their degree of agreement or disagreement on the questionnaire statements through five rating scales, namely, Strongly Disagree, Disagree, Uncertain, Agree, and Strongly Agree (Dornyei, 2003).

Although the scale uncertain may not be appropriate for data which are based on decisions (Lodico et al., 2006) as in the current study, this scale was effective especially for young participants which can be understood as neutral. Besides, regardless the implementation of the scale uncertain or not, the data collected in questionnaires were coded into numerical values. These values and the meaning of the scales are numerical rather than qualitative.

The first section of the questionnaire comprises 26 items divided into four major sections. The first section is devoted to test anxiety (TA) including nine items. Next, writing anxiety (WA) includes eleven items. Besides, there are three items specified to Deficit Study-skills (DSS). The remaining items correspond to the Examination Procedures (EP).

Some of the items corresponding to TA are an adaptation from Test Anxiety Scale (TAS) developed by Sarason (1978). The first item (1) in TA section in the questionnaire was adapted from the third item of TAS. The second item (2) was extracted from the twelfth item. The third item (3) corresponds to the nineteenth item. The sixth item (6) pertains to the ninth item. The eighth item (8) is a combination of three items namely item eleven, item four, and item 32.

The set of items corresponding to TA was an attempt to include the writing skills as well as the writing section of the exam within the general feeling of anxiety as in items three (3) and six (6). Besides, it includes negative statements in the first item. Therefore, its analysis was performed in the reversing directions since the Likert scale is from “strongly disagree” to “strongly agree”. In addition, it contains item two (2) which is corresponding to the interference model. The latter indicates that TA interferes even when the task is relatively easy (Sarason, 1984). Besides, worry and emotionality components of TA can be perceived in this questionnaire. Worry components is viewed in items nine (9) and seven (7). The latter was explained as the negative expectations and anticipation of failure. For emotionality components of test anxiety, it can be found in item eight (8). Whereas, items four (4) and five (5) are related to the examinations circumstances as in Bushnell’s (1978) research when he reported in his analysis that examination environments may intervene in test anxiety.

Items corresponding to WA were selected from Cheng’s (2004) Second Language Writing Anxiety Inventory (SLWAI) questionnaire. The selection was not random. Items which were selected tend to be the items which indicated high correlations with writing performance regarding WA in Zhang’s (2011) study. The items are 2, 3, 6, 7, 8, 9, 13, and 19. These items were adapted in this questionnaire according to the context of the study. Therefore, item one (1) in this questionnaire corresponds to item ten in SLWAI questionnaire. Item two (2) corresponds to item three, and item nine. Item three (3) refers to item eleven. Item four (4)

adopted in the negative meaning from item seven. Item five (5) adapted from items one in a negative meaning, and six. Item (6) is not adapted from SLWAI. Item seven (7) pertains to item nineteen and item eight. Item nine (9) corresponds to item four in a negative meaning.

The set of the items corresponding to WA is an attempt to tackle the different components of WA as they were provided by Cheng (2004). Cognitive components of WA were indicated by items 2, 3, 4, 5, 8, 10, and 9. For somatic components of WA which can be manifested in physical symptoms or physiological responses stemming from WA, one item (7), and avoidance behaviour of writing item (1). This selection of items is according to Cheng (2004) who asserted that WA is cognitive rather than somatic anxiety or avoidance behaviour. Furthermore, item six (6) corresponds to perfectionism, that is, learners may attempt to write a perfect composition from the first draft the fact that promotes their anxiety. Moreover, items eight (8) and item ten (10) indicating negative experiences and negatives expectations respectively as in Cheng, Horwitz and Schallert (1999) study. Finally, item eleven (11) was selected according to the findings of Atay and Kurt (2006) who affirmed that the writing environment would also promote EFL learners' WA.

For the deficit study-skills section, item one (1) reveals that learners' examinations techniques and strategies may interfere in the pupils' writing achievement. Besides, item two (2) related to the deficiency in practise which might direct to the deficiency in the writing proficiency. In addition, item three (3) corresponds to the learners' perceptions towards their English language proficiency level.

The examination procedure section comprises three items. Items (1) and (2) indicate how the examination procedures can be related to the writing achievement in the exam. Finally, item (3) corresponds to the procedure of designing the written expression instruction and how it can be related to the writing attitudes.

The qualitative section includes three questions in which participants are required to provide responses to the problem stated in the study. In addition, there might be supplementary variables and factors which may not be addressed in the 26 items. The first question is two sections in which participants will indicate how much they write in writing section within three scales, that is, they will indicate whether they write complete, half a paragraph, or they leave the writing section empty. Besides, if participants reply (b) or (c), they will respond to an open-ended question in which they justify why they do not write sufficiently or they leave it empty. The second question is also an open-ended question soliciting the difficulties which participants may encounter when composing in the writing section of the exam. Even though they might affirm that they write a complete paragraph, but they would also encounter writing problems. Finally, participants will indicate whether they obtain high, average, or low grades though writing scores in the exams of the sample are reported in this study. The purpose from this question, then, is to direct participants to reflect on their average or low scoring in the subsequent question, and to compare between the quantity of their writing with the scores obtained.

This questionnaire will be translated as it is to the classical Arabic which is the medium of instruction in almost the studied subjects by the participants. Besides, participants are young learners and their language proficiency level in English tends to be pre-intermediate. They may be unable to decode the meaning of the questionnaire items if it is administered in English. Therefore, it might be necessary to administer this questionnaire translated into classical Arabic.

3.2.Interview

The interview as a qualitative research tool is designed to collect data so that it would be compared with the findings of the questionnaire, to confirm, and to seek for explanations between the data collected in the interview and the questionnaire interchangeably.

In the current study, the interview was administered to the teachers. The interview was semi-structured, that is, the interviewer probed beyond the planned questions whenever subcomponents and additional explanations were required, or whenever the researcher recognized that the responses of the interviewee were not informative (Lodico et al., 2006).

This interview aims at soliciting responses about the problem stated in this study from the teachers' perspective, that is, how do teachers view and consider their learners' writing achievement and what are the factors which may be related to their writing scores.

The interview includes 26 questions which are related to the sections addressed in the questionnaire such as Writing Anxiety (WA), Test Anxiety (TA), and Examination Procedure (EP). These questions were distributed in the interview randomly. Besides, Deficit Study-skills (DSS) can be anticipated when exploring both WA and TA, that is, the direction of the participants' responses might be either related to anxiety in writing and tests, or to the DSS. Moreover, there are questions requiring probes based on the participants' responses, that is, these questions cannot be asked without revealing responses from the interviewee and this aspect tends to be specific to the semi-structured interviews. Probes may be viewed as in questions (6), (12), (14), (15), (18), (20), (21), and (22) in which more information would be provided whenever it might be perceived that responses or questions may not be informative.

The first four questions were designed to solicit responses concerning their educational background, level of experience, and the duration of the teaching years of the target population.

A transitional question was used in order to proceed for subsequent questions. The fifth question (5) can be related to both participants' level of experience and to their perception of the learners'

level. In addition, when participants addressed program evaluation, they might provide generalizations tackling different aspects such as the evaluation methods, teaching strategies, and the curriculum. Finally, question five (5) was an attempt to direct respondents' responses in a manner that may not stimulate teachers' awareness to the directions and to the aims of the interview. Therefore, participants may not anticipate the ongoing questions or presuppose the interviewer's intention.

After retrieving generalizations concerning their perceptions and attitudes towards the syllabus, question (6) tends to be specific. Participants are required to evaluate the learners' level in relation to the four language skills; however, participants' perceptions and observations may be insufficient. In this way, the interviewees were asked about the language skills in which learners might be less proficient. In addition, exams might reflect the level and the strengths and weaknesses of the learners. (McFarland, 1971, p. 261). The interviewees were required to retrieve the learners' strengths and weaknesses which was perceived in their exam answers as in question (7). The latter can be compared with question (6). Moreover, question (8) was correlated with question (4), that is, the participants could not be asked about previous years' experiences if this was their first year to teach fourth year classes. If the interviewees had been teaching for more than a year, they were asked to compare the learners' strengths and weaknesses in the current exams as in question (7) with those of previous years. The aim of this question was to retrieve whether the learners' strengths and weaknesses were the same as in previous years.

In order to investigate test anxiety among learners, participants in question (9) are required to reveal their pupils' level regarding the grades of both the brevet and ordinary term exams. For instance, learners in the Brevet Exam may experience high levels of anxiety than in ordinary term exams. Participants, then, would compare the results of the brevet exam with ordinary term results. This question was analysed in relation to the grades obtained in the

ordinary term exam which was held on March 2015 so that the reliability of the responses were examined.

Reviewing teachers' perceptions towards their learners' level required also an exploration of the exam parts and sections in which low grades were obtained. Question ten (10) was suitable to specify the sections and parts of the exam learners achieve lower and in which parts and sections pupils achieve higher. After retrieving the responses, participants in question (11) were asked why learners obtain low grades in those sections or parts rather than on their counterparts. Teachers, then, explained whether DSS or TA interfere in their performance. Even though teachers could address the writing section as a lowest in grades, it was better to proceed the structure of the questions in order to render the participants unconscious of the interviewer's intention.

Question (12) confirmed and clarified the responses revealed in the previous questions. This question was designed by Gronchi (2004) in a survey conducted among several EFL teachers of young learners from different non-native English countries. This means that if the interviewees answered why "do the grades reflect the learners' actual level or they do not", they provided an interpretation of his replies for both questions (10) and (11). Question (12), then, solicited whether anxiety may interfere on the learners' exam performance.

The interview in the research design of this study was expected to confirm and to compare its findings with those in the questionnaire, for instance, question thirteen (13) was designed to confirm the application of the standardized exam format of the English subject for the fourth year middle school pupils (National Office of Exams and Competitions, 2013). Moreover, question (14) revealed whether the test format may affect learners' exam performance, and with another probe, the interviewee explained how the test format would affect the exam performance. Furthermore, the situation of integration was related to the

previous questions of the exam and its topic would be a recapitulation of the exam. (p. 4). Question (15) explored the extent to which the previous answers of the exam would contribute in the learners' performance in the writing section.

Guided writing and evaluation criteria in written expression tend to be interrelated (Holdish and Chung, 2003); (Comission Nationale des Programmes, 2004). Questions (16) and (17) were interrelated. Question (16) reported the teachers' expectations regarding the learners' writing performance in the exams, and question (17) was intended to retrieve responses on the extent to which teachers were applying the evaluation criteria in the written expression as well as the awareness about guided writing. Moreover, question (18) reported whether the learners' writing performance in the exams complies with the teachers' expectations. In this question participants were also required to provide more in case of agreeing or refusing the statement in question (18).

Participants' responses in the qualitative section of the questionnaire required more explanation and support. Questions (19) and (20) were explained and compared with the data of the questionnaire. This is the typical feature of triangulation design. Questions (19) and (20) are related to questions (2) and (3) in section two of the questionnaire which treated writing difficulties and the subjects' reflections on their scoring in the written expression respectively. In this way, the aim of this study would be viewed from both teachers' and learners' perspective while comparing responses from both the interview and the questionnaire.

In this interview, it was necessary to investigate factors related to the pupils' achievement in writing as in Questions (21), (22), and (23). Question nineteen (21) was not answered without considering answers to question four. If the interviewees were working for the first time with the fourth year classes, they could not reply to this question. In addition, teachers of fourth year classes are required each year to correct the Brevet exam answers.

Question (21) solicited responses about the differences and similarities between learners' writing achievement in the Brevet Exam and in the ordinary term exams since the Brevet Exam is characterized as high anxiety situations than their counterpart. Besides, question (22) solicited teachers' perceptions about whether the learners' writing classroom achievement is similar during examinations. Furthermore, question (22) revealed the similarities and the differences stemming from the comparison between exam writing achievement and classroom writing performance and practises. Finally, questions (23) and (24) are designed to explore whether TA or WA affect the learners' writing process as in Lee and Krashen (2002) and Hall (1991) studies, or other factors which may affect the learners' writing process.

The interview was ended with two open questions (25) and (26) in which the participants were required to indicate their suggestions and their attempts to solve the problem investigated. Besides, they were asked to recommend some solutions in order to promote learners' writing achievement.

3.3.Indices for writing grades

In order to measure the learners' writing test achievement, there is a consideration of their exam grades and the scores they obtained in the writing section of the exam that was held on March 2015. These grades pertain to the participants of the questionnaire who are 66 pupils. In this way, there were correlations between their writing exam achievement and their exam achievement in addition to the variables implemented in the study in terms of TA, WA, DSS, and EP.

4. Validity and Reliability

4.1.Pilot Testing

In order to establish validity for the research tools, it was necessary to conduct a pilot testing for the questionnaire. Validity may indicate the accuracy of the research instruments and

they measure data that is accurate and appropriate for the research context (Lodico et al., 2006, p. 88). Although the questionnaire was translated into classical Arabic, which is the native language of the participants, pilot testing was effective, especially for adolescents aged between fifteen and sixteen years. In addition, colloquial Arabic was the medium of communication when the questionnaire was administered and explained for the subjects.

The questionnaire was administered to a class which was not within the selected sample. This class consists of 29 pupils including eleven males and eighteen females. The participants could accomplish the questionnaire in a period of time between eleven and eighteen minutes. The length of the questionnaire was relatively average.

The deficiencies and the constraints of this questionnaire could be viewed through the responses of the participants' to the questionnaire items. The primary responses to the questions were surrounded about the sign of ticking "√". Subjects were not acquainted with. This sign was replaced by "X". Besides, there were questions about the meaning of items two and six in TA section. In addition, there were two different participants who did not understand the meaning of the first items in WA and EP sections. These items had problems with wording. They required reformulation. As a consequence of wording in the latter, four participants did not answer them. Thus, the questions about the items were confirmed and indicated that those items required reviewing. Furthermore, there are some participants who did not ask for clarification. They left some items without answering. One participants did not answer item (4) in WA, in addition to item (1) in DSS which was not answered twice.

The items in the questionnaire are relatively valid regarding Likert scale and the overall revision of the questionnaire. Most of the items are distributed in all columns except in "Disagree" in item (9) in WA as well as in "Strongly Agree" in item (1) in EP section. The

latter was reviewed since it has problems with wording and meaning. Moreover, one of the participants answered item (8) in WA in both “Strongly Disagree” and “Disagree” columns.

Pilot testing results revealed that there were certain items requiring review and reformulation so that data collected from this tool would provide satisfactory results. These items were (2) and (6) in test anxiety, items (1) and (4) in WA, item (1) in DSS, and item (1) in EP. In addition, Likert scale did not cause negative interferences on the participants’ views and responses since there was only one case of misunderstanding the items.

4.2. Reliability of the Data Collected

Reliability refers to the consistency of the scores and the data collected through the research instruments that may be expected to retrieve the same findings (Fraenkel et al., 2012, p. 154). The triangulation design of this study comprises two types of research tools which revealed both quantitative and qualitative data. In this way, consistency of the data collected was viewed through the implementation of the items and the questions relatively retrieved the same responses as in questions “two” soliciting writing difficulties and “three” about the scores obtained in written expression of the qualitative section of the questionnaire and questions (18), (19), and (20) of the interview.

Triangulation design tends to be distinguished as a specific mixed method design type through the comparison of the findings. Both the interview and the questionnaire investigate the same variables provided in the research questions. There are certain divisions in the interview. These divisions are relatively the same as in the questionnaire, namely Test Anxiety (TA), Writing Anxiety (WA), Deficit Study-Skills (DSS), and Examination Procedure (EP). Thereby, findings were compared and consistency of the results was evaluated. For instance, questions (6), (7), (8), and (9) in the interview are related to DSS, (13), (14), (15) related to EP,

(10), (11), (12), (23), and (24) may pertain to TA, and (23), (24), (20), (21), and (22) are related to WA.

5. Data Collection

The scores of the second term exam of English and the scores of the written expression section were reported. These scores were obtained by pupils of two classes including relatively 31 and 35 exam copies from a total of 66 pupils.

The questionnaire was administered to 66 pupils reported in the sample. Those participants were the same who passed the second term examination. Besides, teachers of these pupils were interviewed. This interview was recorded with respect to the confidentiality of the information included after conducting face to face interviews.

6. Data Analysis procedures

The data collected in this study are both quantitative and qualitative. Quantitative data reported from the participants' responses in the questionnaire were coded into numerical values. Besides, qualitative data obtained from the interview as well as the second section of the questionnaire were coded into categories; however, the qualitative section of the questionnaire were analysed after translating the subjects' responses into English.

6.1. Methods of Analysing the Questionnaire

The data collected in the first section of the questionnaire were statistically analysed using the Statistical Package of Social Sciences 22.0 (S.P.S.S) in order to answer the research questions. The participants' responses to the items of the questionnaire were coded into numbers along the Likert scale. The five points in the scale obtained numbers from "1 to 5". For example, if a participant replied by "Strongly Disagree", it was scored "1", for "Uncertain", it was "3", and for "Strongly Agree", was "5". This method of scoring the items along the Likert

scale is appropriate for all the items except the first item. It is in the negative direction regarding the remaining items. Therefore, its scoring was reversed. If the participants scored “5” in “Strongly Disagree”, it was coded into “1”, or instead of scoring from “Strongly Disagree to Strongly Agree”, it was scored from “Strongly Agree” which obtains the value “1” to “Strongly Disagree” with the value “5”. Furthermore, the reliability of the data collected in this section was tested through “Cronbach Alpha” test of reliability.

The data collected in the questionnaire required correlational analysis in order to respond to the research questions. In the correlational analysis, there are no dependent or independent variables. Before attempting to conduct a correlational analysis, each variable or the items of any variable were counted regarding its mean or the average of the data set as well as the standard of deviation, that is, the extent to which the scores of the data set were dispersed from the average. In addition, the variables in this study were the grades of the exam, the grades of the writing section, Test Anxiety(TA), Writing Anxiety(WA), Deficit Study-Skills (DSS), and Examination Procedure(EP) were correlated through the Pearson product moment “Coefficient of Correlation”(r), that is, there was an analysis of the direction of the relationship between the variables, and this correlation was either positive in which the coefficient of correlation obtained the value (+1), or negative in which the coefficient of correlation was scored (-1).

These correlational analyses were between the scores of the exam and the writing section. Then, all the items of the variables implemented in the four sections of the questionnaire namely, TA, WA, DSS, and EP were correlated with the written expression grades.

The second section of the questionnaire was also statistically analysed which was not the same as in section one. Participants’ responses in the first parts of both questions (1) and (2) were analysed in tables of numbers and percentages. Besides, the results in questions (1)

and (2) were explained in Pie Charts. Moreover, the participants' responses in question (3) were also divided according to the responses in question (1), and it was also explained in tables of numbers and explained in Pie Charts.

The data of the second section of the questionnaire were classified twice. The first division was credited to the first part of question one (1), that is, there were three sets of responses in terms of (a) write a complete paragraph, (b) half a paragraph, and (c) leaving the section empty. In addition, there was a percentage of the selection of items in question (1). Besides, the analysis of the justification about the selection of (b) or (c) will be provided within the frame of these three sets. For instance, if a participant answers (a) in question (1), he might also face writing difficulties different from that of the participants who selected (b) or (c) in question (1). In this way, participants' responses in question two (2) were analysed as a complete set without any divisions; however, the order of the participants' responses had been respected so that comparison between the responses in these questions was possible.

The second division was related to question three according to the selection of one of the items (a) high grades, (b) average grades, and (c) low grades. The latter was counted through percentages according to the participants' number of choices. Although participants selected "writing a complete paragraph" in question (1), they may obtain low grades. Finally, the analysis of the second part of question three was categorized according to the selection in its first part as well as the participants' selection of question (1). For instance, some participants may indicate that they obtained low grades though they wrote a complete paragraph.

6.1.1. Test of Reliability

Before attempting to analyze the findings revealed in the first section of the questionnaire, there was a test of reliability in order to observe the internal consistency of the

data as well as the scale developed in this section of the questionnaire. The Cronbach Alpha test of reliability indicated the following values.

Table 01: Test of Reliability.

Recapitulation for the treatment of the observations			Reliability Statistics		
		N	%	Cronbach Alpha	Number of Elements
Observations	Valid	65	100,0	,849	26
	Excluded ^a	0	,0		
	Total	65	100,0		

The value (0,849) indicated a high internal consistency which is above (0,600). This means that all the items are noticeable in the scale provided. Besides, the data summarized in the participants' responses are not manipulated. They are answered by different participants within the sample population. Finally, the five points Likert scale is reliable in this study since all the items are within the latter.

6.2.Methods of Analysing the Interview Data

There was a verbatim transcription of the recorded interviews. The script of the interviews was written as the interviewees affirmed in their responses to the questions. In addition, Para-language and pauses in the interviewees' speech were transcribed between brackets [....]. Besides, the data provided in the script were coded into categories. In addition, there were new categories which were not expected by the researcher since the data is qualitative which cannot be controlled or limited.

Conclusion

This chapter provided an overview of how the research design complies with the purpose of the study as well as the research questions. Within a triangulation design, data

collection methods and analysing procedures are both qualitative and quantitative. In addition, there was a discussion of the validity and the reliability of the research tools in relation to the population summarized in the sample. Therefore, the collected data was prepared for the analysis and the interpretation.

Chapter Four

Data Analysis and Interpretation

Chapter Four: Data Analysis and Interpretation

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Introduction

In the current study, the data collected tend to be classified as quantitative and qualitative. It may be necessary to provide the appropriate analyzing procedure relevant to the research design as well as the research questions. The analysis would not be workable unless the findings reported might be clearly presented. The following chapter, then, reveal the data collected from both the questionnaire and the interview. For the questionnaire, data are presented statistically both in tables of descriptive statistics and in pie charts; however, the qualitative data in this questionnaire are presented in main categories. For the interview, there is presentation of the main categories revealed from the participants' responses. Besides, the analyses of both types of data are conducted simultaneously with a comparison since the study's design requires this analyzing procedure. Moreover, the research questions are replied according to their order. Finally, the findings reported are discussed in relation to other studies investigating the same research problem.

1. Findings of Data Collection

1.1. Questionnaire of the Learners

1.1.1. Quantitative Phase of the Questionnaire

1.1.1.2. Descriptive Statistics

Statistical analysis of the participants' responses revealed the table of frequencies. This table provides a recapitulation of the repetitions which occurred in the scores related to the responses in the questionnaire and the exam as well as the written expression grades. Besides, this table indicates the *mean* of the exam scores, written expression scores, the 26 items, and their variables including a summary of all the items. The table also includes the *standard deviation* (SD), the *median*, the *minimal* and the *maximal values* of all the scores, the *items*, and the *variables* in this section of the questionnaire.

Table 02: Table of Frequencies.**Descriptive Statistics**

	N		Mean	Median	S.D	Min	Max
	Valid	Missing					
exam_grades	65	0	8,6615	8,0000	4,34598	1,00	18,75
written_expression_grades	65	0	2,1462	2,0000	1,83493	,00	5,75
test_anxiety Q1	65	0	2,6923	2,0000	1,07417	1,00	5,00
test_anxiety Q2	65	0	3,4154	4,0000	1,02914	1,00	5,00
test_anxiety Q3	65	0	2,9385	3,0000	1,45642	1,00	5,00
test_anxiety Q4	65	0	3,8308	4,0000	1,20635	1,00	5,00
test_anxiety Q5	65	0	2,9692	3,0000	1,46809	1,00	5,00
test_anxiety Q6	65	0	2,5692	2,0000	1,24962	1,00	5,00
test_anxiety Q7	65	0	2,4615	2,0000	1,27570	1,00	5,00
test_anxiety Q8	65	0	2,5077	2,0000	1,38206	1,00	5,00
test_anxiety Q9	65	0	3,7538	4,0000	1,28733	1,00	5,00
writing_anxiety Q1	65	0	2,5538	2,0000	1,38102	1,00	5,00
writing_anxiety Q2	65	0	3,5077	4,0000	1,20056	1,00	5,00
writing_anxiety Q3	65	0	3,3538	4,0000	1,25537	1,00	5,00
writing_anxiety Q4	65	0	3,2000	4,0000	1,33697	1,00	5,00
writing_anxiety Q5	65	0	3,2462	3,0000	1,26282	1,00	5,00
writing_anxiety Q6	65	0	2,6462	2,0000	1,26776	1,00	5,00
writing_anxiety Q7	65	0	2,6615	2,0000	1,40620	1,00	5,00
writing_anxiety Q8	65	0	2,4000	2,0000	1,34397	1,00	5,00
writing_anxiety Q9	65	0	3,5538	4,0000	1,39229	1,00	5,00
writing_anxiety Q10	65	0	2,0923	2,0000	1,16891	1,00	5,00
writing_anxiety Q11	65	0	3,6308	4,0000	1,24460	1,00	5,00
Deficit_Study_Skills Q1	65	0	3,7385	4,0000	0,29083	1,00	5,00
Deficit_Study_Skills Q2	65	0	3,6631	4,0000	0,32866	1,00	5,00
Deficit_Study_Skills Q3	65	0	3,6008	4,0000	0,30064	1,00	5,00
Examination_Procedure Q1	65	0	2,5385	2,0000	1,09083	1,00	5,00
Examination_Procedure Q2	65	0	2,9231	3,0000	1,22866	1,00	5,00
Examination_Procedure Q3	65	0	3,0308	3,0000	1,31064	1,00	5,00
test anxiety	65	0	3,0154	3,0000	,61453	1,89	5,00
WA	65	0	2,9860	3,0909	,67863	1,55	4,55
deficitstudy-skills	65	0	3,7008	4,0000	,31004	1,00	5,00
examinationprocedure	65	0	2,8308	2,6667	,82311	1,00	4,33

This table of frequencies provides the mean, the median, and the SD of all the items in the questionnaire. Besides, each set of items is provided with its total of the scores within their variables. For instance, the first nine columns present items related to Test Anxiety (TA). These items are summarized in test anxiety column in the table.

Descriptive statistics revealed that participants are “uncertain” about being anxious in exams of the English subject. The mean of TA scores is (3,01) and the median (3,00) which are equivalent to uncertain and neutral. Besides, the spreading of the values from the mean is not considerable. The SD value is (0,61) which means that the curve of the scores does not exceed much the value “uncertain” or “3”. Writing Anxiety (WA) relatively indicates the same values as in TA. The mean in WA is (2,98) and the median (3,09) which are close to “3” uncertain. In addition, the SD value is (0,67) which means that the scores do not disperse far from the mean, and participants are somehow more than being uncertain regarding WA. Moreover, the mean of the Deficit Study Skills is (3, 70) which is relatively close to “agree” or the value” 4” the same as in the median. The SD indicates the value (0,31) meaning that almost the scores are distributed between “uncertain” and “agree”. Finally, examination procedure indicates the mean (2,83), the median (2,66), and the SD (0,82). Which means that participants are “uncertain” than “disagreeing” concerning the items provided in this section. Thus, the SD is indicating a considerable value close to (1).

1.1.2. Qualitative Phase of the Questionnaire

The data collected in the second section of the questionnaire are relatively qualitative. This means that what matters most are the participants’ reflections on their writing quantity and scoring. The data in the first and the third questions are presented in pie charts followed by the categories coded from the responses; however, the second question is presented only within the

coded categories followed by the possible frequencies, that is, how many times a certain category is repeated.

1.1.2.1. Writing Quantity Question

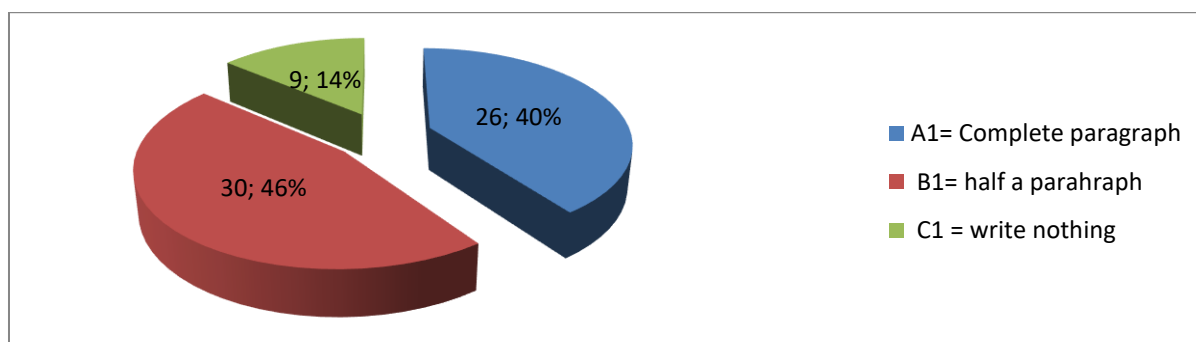


Figure 01: Pie Chart of the Writing Quantity Question.

The above figure reveals that 40% write a “complete paragraph” which is less than when writing “half a paragraph” which 46% of the selection of the participants in question (1). In addition, 14% of the participants’ revealed that they write nothing in the writing section of the exams. Participants who selected “writing half a paragraph” are considered as the most frequent in this question.

The following tables explain the possible categories that are coded from the participants’ justifications about writing half a paragraph.

Table 03: Justification on (B1) = Writing Half a Paragraph.

Categories of Justifications of Half a Paragraph	Repetition
The instruction problems	1
Deficiency in vocabulary	6
Time constraints	13
Low level in English	4
Deficiency in the ideas and information	6
Interference of the mother tongue	5
Fear and Worry	6
Deficiency in revising the lessons	2
Deficiency in writing techniques	2
Low level in written expression	4

Participants' justifications about writing half a paragraph reveals that "time constraints" is the most frequently occurring category. It is repeated thirteen times. Besides, "deficiency in vocabulary", "deficiency in ideas and information", and "fear and worry" are mentioned six times by the participants. With little importance, low level in English and writing, and interference are mentioned six and five times respectively.

Time constraints are the major factor related when the participants do not finish the written expression section. In addition, deficiency in vocabulary, deficiency in ideas and information, and fear and worry are also noticeable factors which can be explained by low level in English and writing, and the interference of the mother tongue.

Table 04: Justification on (C1) = Writing Nothing.

Categories of Justification on Writing Nothing
Deficiency in organization
Deficiency in vocabulary
Negative attitudes to the subject
The difficulty of the subject
Low level of English
Fear
Deficiency in writing techniques
Deficiency in the ideas.

Participants' justifications on "writing nothing" in written expression are the same in writing half a paragraph; however, the categories in this section occur once for each.

1.1.2.2. Taxonomy of Writing Difficulties

The following table presents the possible categories that are decoded according to the participants' writing problems.

Table 05: Taxonomy of Writing Difficulties.

Categories of Writing Difficulties	Repetition
Low level in writing	7
Deficiency in the ideas and information	8
Following the instruction	10
Low level in English	5
Deficiency in vocabulary	18
Deficiency in concentration	3
Focus on previous questions	4
Times constraints	15
Fear and tension	11
Interference of the mother tongue	11
Negative perceptions towards the topics of writing	1
Negative attitudes towards writing in English	1
Negative attitudes towards the language	2
Fear of negative evaluation	3
Grammar	3

There are five categories of writing difficulties which participants mentioned more frequently, namely following the instruction, deficiency in vocabulary, time constraints, fear and tension, and Interference of the mother tongue. These categories are also the most frequently occurring in “Writing half a paragraph” except in following the instruction category. In addition, low level in English, low level in writing, and the interference of the mother tongue relatively mentioned in the same rate as in writing half a paragraph which is 46% of the participants’ responses.

1.1.2.3. Writing Grades Selection

The third question is presented in three sets of pie charts. The first set represents the participants’ selection of their category of scoring in writing within three categories (A3, B3, and C3). The second set is related to the category “B3”. The latter can be divided into further sub-categories related to the participants’ quantity of writing. Thus, these sub-categories can be named as “B3/A1, B3/B1, B3/C1”. Furthermore, participants’ categories related to reflections

on the selection of B3 are divided according to the sub-categories. The third set is named as “C3”. This set indicates another division related to the quantity of writing in question (1). The participants’ justification of C3, then, are presented in categories related to question (1). These can be viewed under three names “C3/A1, C3/B1, C3/C1”.

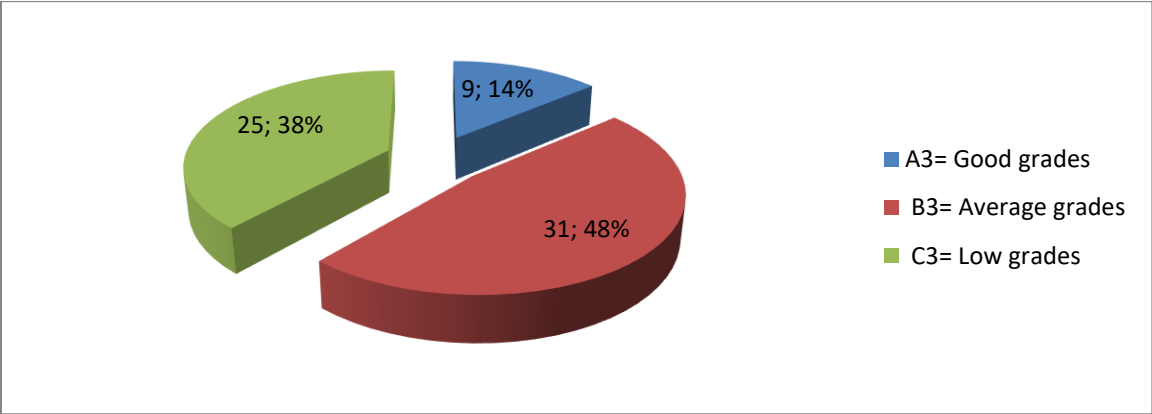


Figure 02: Pie Chart of Writing Grades Selection.

This pie chart represents contradicting results compared with the selection in (figure 01). Though 40% write a complete paragraph, but only 14% mention that they obtain good grades. In addition, about half of the sample 48% agree that they obtain average grades; however, 38% obtain low grades from the sample which indicate that 14% write nothing. This means that though participants write half or a complete paragraph, they can also obtain low grades. This can be justified in the following section.

1.1.2.4. Average Scores in Relation to the Quantity of Writing

In this chart, “B3/A1” stands for the participants who obtained average scores and write a complete paragraph. Besides, “B3/B1” stands for the participants who obtained average grades and write half of paragraph. A1 and B1 are related to the first question.

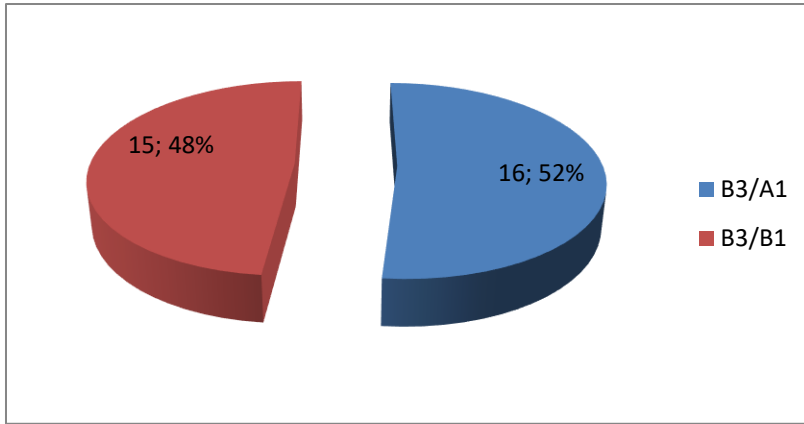


Figure 03: Pie Chart of Average Scores in Relation to the Quantity of Writing.

Participants affirmed that they obtain average grades and at the same time write a complete paragraph “B3/A1” are “15”, and those who obtain average grades and at the same time write half a paragraph are “16”. These two values are close.

Table 06: Justification of the Average scoring in Relation to the Writing Quantity

B3			
B3/A1		B3/B1	
Category	Repetition	Category	Repetition
Deficiency in ideas and information	1	Attention in class	2
Low level in English	5	Organization	2
Instructions	1	Fear and worry	3
Grammar	2	Grammar	2
Revision of lessons	2	Revision of the lessons	2
Concentration	1	Redundancy	2
Interference	1	Vocabulary	4
Vocabulary	3	Low level in writing	6
Low level in writing	2		
Fear of negative evaluation	1		
Teacher correction	2		
Deficiency in efforts	2		
Tension and worry to writing	2		

There are two categories that occur frequently in “B3/A1”, namely low level in English and deficiency in vocabulary. In addition, there is a noticeable category which appears for the first time and twice” Tension and worry to writing”. Moreover, there are considerable categories which are low level in writing, vocabulary, and fear and worry mentioned six, four, and three times respectively.

1.1.2.5. Low Grades in Relation to the Quantity of Writing

In this pie chart, “C3/A1” stands for the participants who selected “C” in question (3) and “A1” in question (1) simultaneously . Besides, “C3/B1” stands for participants who obtain low grades and write half a paragraph at the same time. Finally, “C3/C1” stands for participants who obtain low grades and write nothing in the writing section of the exam.

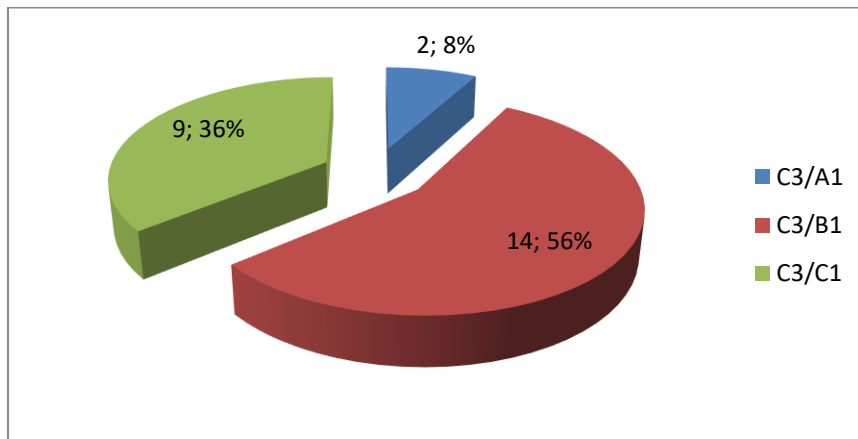


Figure 04: Pie Chart of Low Scores in Relation to the Quantity of Writing.

There is a quite number of participants who affirmed that they write a complete paragraph and score low. Besides, the considerable part of the responses is for the participants who write half a paragraph and obtain low grades. Besides, 36% of participants who obtain low grades affirm that they leave the writing section empty.

Coding of “C3/A1” revealed the following categories:

1. Difficulty in vocabulary.
2. Deficiency in concentration, perseverance, and negative attitudes towards the language.

Table 07: Low Scoring in Relation to the Quantity of Writing.

C3			
C3/B1		C3/C1	
Category	Repetition	Category	Repetition
Low level in English	4	Low level in English	3
Vocabulary	1	Vocabulary	1
Organization	1	Low level in writing	1
Fear	1	Negative attitudes towards the language	3
Low level in writing	5	Fear and anxiety	1
Interference	3	Grammar	1
Instruction	2		
Grammar	2		
Negative attitudes to language	3		

There is a consistency of the category low level in writing in “C3/B1” which is mentioned five times next to the low level in English four times. The same categories are also coded in “C3/C1” three times for each category. This means that learners low level in English and in writing are relatively the indicators of low scoring. In addition, the negative attitudes are also considered as common indicators of low scoring. This category is coded three times in “C3/C1” and “C3/B1”.

1.2. Interview of the Teachers

The process of coding the script of the interviews revealed several categories which can be stated as follows.

- Positive attitudes towards the syllabus.
- Learners’ low writing level.
- The primacy of oral skills in the syllabus than reading and writing.
- Test performance as context dependent.
- Writing as a source of low exam scores.
- Different views on the relationship of test format to writing achievement.
- Content and organization as the focus in the learners’ writing.

- Test anxiety, interference, and negative attitudes towards the subject as sources of low writing scores.
- Facilitative anxiety on the learners' writing performance.
- The negative correlation between classes' guided writing and writing performance.
- The importance of reinforcement, motivation, and encouragement in writing.
- The extensive requirement for more time allocation and emphasis on reading and writing in the syllabus.
- Reading as the input for writing.

2. Analysis of the Findings

The findings of the study are presented simultaneously according to the research design. This design also indicates that the analysis of both qualitative and quantitative data should be simultaneous and the results should be compared. Therefore, the attempts to answer the research questions should consider the findings of both the interview and the questionnaire simultaneously. In this section, there will be an analysis of the writing exam scores and their relationship to the English exam scores. In addition, there will be an attempt to answer the research questions.

2.1. Writing Grades and Exam Grades

Both respondents of the interview compromise that almost learners low grades in written expression as in the response to question (10) in the interview. Besides, 38 %of the participants answered the third question, within the second section of the questionnaire, that they obtain low grades in addition to 48% obtain average grades (Figure02).Furthermore, statistical analysis in the table of frequencies (Table02) indicates that the mean of written expression scores (2, 14) is below the average of writing scores (3, 00 out of 6, 00 points) in the exams. To confirm this, the median is also (2, 00) and the standard deviation (SD) is (1, 83),

that is, though some learners who obtain higher grades than the values of mean or the median, they are not considerable in relation to the scores situated around the mean.

On the other part, the exam grades' mean (8, 66) as well as their median (8, 00) are below the average which is (10, 00). Besides, the SD is (4, 34) which means that almost the distributed values are close to the value (10, 00) or below. It is important, then, to discuss the relationship between the writing scores and the exam grades in the table as follow.

Table 08: Correlation between Exam Grades and Written Expression Grades.

Correlations

		exam_grades	written_expression_grades
exam_grades	Pearson Correlation	1	,912**
	Sig. (bilateral)		,000
	N	65	65

The Pearson Coefficient of Correlation indicates a significant positive correlation (, 912) which is closer to (+1) between the exam grades and the written expression grades. This means that these variables are highly correlated, and the increase in the written expression grades entails the increase in the exam grades.

2.2. Validating the Research Questions

2.2.1. Test Anxiety and Writing Scores

It is necessary to consider the responses of the first nine items in the questionnaire, the participants' responses to section two of the questionnaire, and the interviewees' responses to the interview questions.

The first nine items and the TA variable are correlated with the written expression grades through Pearson Coefficient as in the following table.

Table 09: Correlation between Test Anxiety and Writing Grades

	written expression grades		
	Pearson Correlation	Sig. (bilateral)	N
written_expression_grades	1		65
test_anxiety Q1	-,143	,255	65
test_anxiety Q2	,174	,165	65
test_anxiety Q3	-,081	,519	65
test_anxiety Q4	,017	,895	65
test_anxiety Q5	,028	,826	65
test_anxiety Q6	-,059	,641	65
test_anxiety Q7	,036	,777	65
test_anxiety Q8	,015	,906	65
test_anxiety Q9	,217	,082	65
test anxiety	,043	,731	65

Correlation between the first item in TA and writing grades reveals that there is a quite negative correlation (-0,143) which is closer to (, 000). Participants may feel confident about taking the exams of English since the responses were reversed into the negative direction of the confidence, that is, if a participants scores disagree, it means that he agree that he feel confident. This can be justified that participants do not demonstrate preconceived notions about tests. Besides, items (3) and (6) corresponding to the interference model indicate little or null negative correlations (-0,081) and (-0,059) values which are closer to (0,000). Thus, regarding these two items, that is, the participants' feeling of TA does not interfere in the learners' performance.

From a qualitative perspective, eleven to fifteen participants in the second section of the questionnaire indicated feelings of fear, tension, worry, and anxiety categories. Besides, one of the interviewees contended that TA is negatively related to the writing scores during the exams; however, participants indicate twelve times that they are low level writers in the responses to the different questions in the second section of the interview, and they added that they are low level learners in reflecting about the quantity of writing as well as their writing grades.

Even though the two components of cognitive interferences as in items (3) and (6) indicate a quite negative correlation, another item of cognitive interference of TA indicates a little positive correlation (0,147) with writing grades. It is item (2). This item indicates no significant correlation. Moreover, items (4) reveals (0, 01) and (5) indicates (0, 01) which are quite positive correlations closer to (,000). These values do not reveal any correlation. Furthermore, one of the worry components of TA summarized in item (7) indicates a little positive correlation (0, 03). This value indicates a negative response regarding the negative expectations of failure. On the other part, two participants in the second section revealed that the teacher's correction is a serious problem for them when they were asked to reflect on their average grades. Besides, item (9) which is also related to worry component of TA indicates little positive correlation (,217). This value is quite positive. the correlation between item (9) and writing scores reports that comparison with peers do not provoke cognitive test anxiety, but rather it promotes writing achievement. In other words, the increase in competitiveness promotes writing scores; however, the item (8), corresponding to emotionality component, indicates a trivial positive correlation (0, 01) closer to the (0,000) value. Therefore, there is no significant correlation regarding "emotionality component" of test anxiety.

As a conclusion, the interviewees asserted that when participants are examined in anxiety situations, they perform well and write more. For instance, question (21) in the interviews' scripts demonstrate that the Brevet Exam is regarded as a high anxiety situation than the ordinary term exam, and learners obtain high grades and write more in the written expression. In this case, TA is a facilitative anxiety. The latter may be perceived through considering TA as one variable. Therefore, the correlation between writing grades and TA revealed the value (0,043), which is quite positive, and participants' writing grades are characterized as being low. In other words, little increase in TA would promote writing scores. Therefore, test anxiety (TA) is a facilitative anxiety.

2.2.2. Writing Anxiety and Writing Scores

The quantitative data which corresponds to the above research question are the eleven items that are within the set of WA. The correlations revealed from this part of the first section of the questionnaire are to be also compared with the second section and the interview data.

Table 10: Correlation between Writing Anxiety and Writing Scores

	written expression grades		
	Pearson Correlation	Sig. (bilateral)	N
written_expression_grades	1		65
writing_anxiety Q1	-,085	,502	65
writing_anxiety Q2	-,132	,296	65
writing_anxiety Q3	-,018	,889	65
writing_anxiety Q4	,144	,253	65
writing_anxiety Q5	-,171	,174	65
writing_anxiety Q6	,039	,756	65
writing_anxiety Q7	-,076	,548	65
writing_anxiety Q8	-,119	,345	65
writing_anxiety Q9	-,090	,474	65
writing_anxiety Q10	-,076	,550	65
writing_anxiety Q11	-,017	,893	65
WA	-,104	,412	65

The set of items in WA are divided into five categories, namely, cognitive anxiety, somatic anxiety, avoidance behaviour, perfectionism, and writing environment. The first item, corresponding to avoidance behaviour, indicates very little negative correlation (-0,085), which is closer to the value (0,000). The answer to the above question is negative regarding avoidance behaviour of writing. In the first item, the little negative correlation indicates that there are some participants who avoid writing. For instance, the SD of item (1) is (1,38) for a mean (2,55) which mean that participants' scores are distributed more than "uncertain" or "3". This can be viewed in the second section of the questionnaire under the categories of negative attitudes towards writing and the topics provided written expression (Table 05; Table07).

The cognitive components of WA are the main part of items in this section. The second item indicates a quite negative correlation (-0,132). The participants' responses in the second section affirmed this result. For the quantity of writing as in question (1) (Table 03), they indicate that the fear of negative evaluation, worry, and tension do not allow them write more and to obtain good grades as in question (3); (Table 06; Table 07). Participants confirm in the three questions of section two that time constraints are a major problem either when writing, or for scoring. Besides, they contend in the item (3) that time restraints do not promote WA. The item (3) indicates a trivial negative correlation with writing scores (-0,018). The response, then, to the research question is that there is no significant negative correlation regarding item (3). In addition, item (4) indicates a quite positive correlation, that is, competitiveness and comparison with peers promote writing achievement. The same as in test anxiety. This reveal a facilitative anxiety. Therefore, there is no significant correlation.

In the second section of the questionnaire, eight responses of participants from average and low scoring justification are coded under the category of fear, worry, tension, and anxiety towards writing (Table 06; Table 07). This can be explained in the item (5) which reveals a trivial negative correlation (-0,171). There are students who are anxious towards writing. The mean of scores in item (5) is (3,24) and the SD is (1,26) which means that the scores are distributed around "uncertain". Furthermore, perfectionism indicates anon significant positive correlation (0,039) which is closer to (0,000). Perfectionism as a WA or writing block factor cannot be related to the writing scores. Thus, there is no significant correlation for item (6). In question (2) of the second section of the questionnaire, one of the participants wrote "being anxious when I write in English and my hand writing get worse". Physiological symptoms of writing anxiety exist among participants. Somatic anxiety exists among participants though it is little. For instance, the correlation between item (7) and writing scores indicates the value (-0,076). For item (7), there is no significant correlation.

Negative experiences among EFL learners are regarded as good indicators of cognitive WA as in items (10) and (8). The latter indicates a little negative correlation (-0,119). This result can be explained as in the responses of question (3) for both average grades and low grades in which twelve participants' revealed that they are low proficient in writing (Table 06; Table 07). Besides, two to four participants in the second section of the questionnaire considered teachers' scoring methods as unfair in the category "the teachers' correction"(Table 06). The "the teachers' correction" category can be explained statistically as in item (10) in which correlation indicates the value (-0,076) which is low. Therefore, there is no significant negative correlation regarding item (10). Moreover, item (9) indicates a negative correlation (-,090). This value cannot be explained in terms of affective factors since the participants' responses to section two were coded into the interference and the deficiency in the ideas and the information twelve times for each category. In addition, the interviewees contended that participants require extensive reading to promote the content and the organization which are emphasized in their writing. (Table 03; 04; 05; 06; 07). Finally, examination does not provoke learners' WA. Item (11) reveals a quite negative correlation with writing grades (- 0,017). Therefore, there is no significant negative correlation between item (11) and writing scores.

To conclude, there is a quite negative correlation between WA variable and writing scores. The coefficient of correlation indicates the value (-0,104). The little increase in WA may not deteriorate in a considerable rate the learners' writing scores. This confirms what the interviewees affirmed. They did not address affective variables such as WA in their responses. In contrast, they explained the problem in relation to the content of the syllabus.

2.2.3. Deficit Study-Skills and Writing Scores

The advantage of mixed method design in correlational analysis is that the variables which may not be considered in the quantitative data might be viewed in the qualitative ones. The following table reveals the correlation between deficit study-skills and writing scores.

Table 11: Correlation between Deficit Study-Skills and Writing Scores.

	written expression grade		
	Pearson Correlation	Sig. (bilateral)	N
written_expression_grade	1		65
Deficit_Study_Skills Q1	-,367**	,003	65
Deficit_Study_Skills Q2	-,273*	,060	65
Deficit_Study_Skills Q3	-,318**	,007	65
deficitstudy-skills	-,327**	,005	65

The first question in the Deficit Study-Skills section indicates that there is a significant negative correlation between time management and writing scores. The Pearson Correlation Coefficient reveals (-, 367**). This entails that learners are not able to manage their time in order to accomplish the written expression. Besides, the same participants in the second section of the questionnaire affirm that one of the reasons for writing half of a paragraph (Table 03) is time constraints. Thirteen participants affirmed that the latter do not allow them finishing the writing section. Besides, in the writing difficulties question of the second section of the questionnaire, “the focus on previous questions” category was coded four times. In the same question, fifteen participants asserted that “Time constraints” are one of the difficulties they face when they write in exams (Table05). Therefore, the deficit study skills variable is negatively correlated with writing scores in item (1).

Item (2) indicates a noticeable negative correlation which is not significant (-,273). This means that participants demonstrate a low rate of practise. This can be explained in the mean of item (2) which is (3,73) and the median (4). In addition, the SD is (0,29) meaning that the values are fixed around the mean and the median. This means that almost the responses are ranked to agreeing that participants’ do not write in English efficiently. Moreover, writing

practise is negatively related to the deficiency in ‘revision of the lessons’ category which was coded four times, and to the deficiency in efforts which is coded twice in justifications for average scoring (Table 06). Thereby, item (2) indicates that there is a negative correlation between the rate of practice in writing and EFL learners’ deficit study-skills.

The coefficient of correlation reveals a significant negative correlation between item (3) and writing scores. The value indicates (-,318) The mean of the item (3) is (3,03), the median is (4,00), and the SD is (1,31), which means that the values are surrounded between the scale “uncertain” to “agree”. Thus, participants agree that they are low level learners the fact which indicates a negative correlation with their writing scores. In addition, the second section of the questionnaire reveals a consistent category which has been coded in the three questions which is “Low level in English”. The latter has occurred five times in the second question (Table05), five times in average scoring within a complete paragraph “B3/A1” (Table06), four times in writing half a paragraph (Table 03), and once in writing nothing (Table 04). This entails that item (3) negatively correlated with writing scores. These categories reveal the negative relationship of writing scores and deficit study-skills.

Furthermore, there is a consistency in the questions of the second section of the questionnaire of three categories namely Grammar, Vocabulary, and Organization. These categories are related to the evaluation criteria of the written expression, and the participants asserted that these categories are the sources of low scoring, low writing quantity, and writing difficulties.

The interviewees’ responses also report that learners’ low writing proficiency is an indicator of low writing grades under the category of “Learners’ low writing level”. Besides, in the second section of the questionnaire, there is a consistency of the category “low level in writing” in all the questions. This category occurred four times in (B1) question (1) (Table 03).

In addition, “Low level in writing” category is coded seven times in question (2) (Table 05), eight times in average scores (Table 06), and six times in low scores (Table 07). Thus, responses in item (3) in the first section of the interview are confirmed. Moreover, two participants who selected writing half a paragraph are not aware of the methods of writing a paragraph. (Table 03), and the same case for another participant who justified on “writing nothing” (Table 04).

There is a consistency in the results obtained from the data collected using both the quantitative and the qualitative tools. Statistical analysis reveals that deficit study skills variable is negatively correlated with EFL learners’ writing scores. The coefficient of correlation indicates the value (-,327). In addition, there is a consistency of the coded categories related to deficit study skills in both the interview and the second section of the questionnaire.

2.2.4. Examination Procedure and Writing Scores

Statistical analysis of the examination procedure section of the questionnaire reveals the following results provided in the table below.

Table 12: Correlation between Examination Procedure and Writing Scores.

	written expression grades		
	Pearson Correlation	Sig. (bilateral)	N
written_expression_grades	1		65
Examination_Procedure Q1	,255*	,041	65
Examination_Procedure Q2	,177	,159	65
Examination_Procedure Q3	-,146	,244	65
examinationprocedure	,123	,330	65

Pearson Coefficient of correlation in item (1) indicates a positive correlation (0,255). The mean of this item is (2,53) and the SD (1,09). These two values demonstrate that the responses are dispersing next to the value (2,00). This means that the participants’ correct answers in other sections of the exam do not contribute to their relevant achievement in the writing section. These results are supported by one interviewee who asserted, the importance

of the relationship of the test format on the writing achievement in question (15) under the category of “different views on the relationship of test format to writing achievement”. Besides, this category is explained differently from the other interviewee who affirmed that written expression is separated from the remaining exam sections. In other words, the results in the writing section may not be related to other sections as in item (2). The latter is positively correlated with writing scores through the value (0,177). The latter can be explained through the scores below “3” or “uncertain” scale as provided in its mean (2,92) and the SD (1, 22) (Table 02), which are positively correlated with the low writing scores. Participants’ wrong answers in the exam sections are positively correlated with their writing scores.

Item (3) indicates a quite negative correlation (- 0,146), that is, the increase in the values does not reveal a significant negative correlation with writing grades. For instance, the mean of item (3) is (3,03) with a SD (1,31), which demonstrates that the values do not divert significantly from the mean. Besides, participants’ responses in section two comprise the category “Instruction” which occurred once in both “B1” (Table 03) and “B3/A1” (Table 06), twice in question “C3/B1” (Table07), and ten times in question (2) (Table 05). This category is not consistent, that is, it does not appear in all the responses and justification though it has appeared ten times in question (2). In other words, the instructions within guided writing are not negatively correlated with EFL learners’ writing scores.

The correlation between the ‘examination procedure’ variable and writing grades reveals little positive correlation (0,123). Besides, there is no category consistencies in the interviewees and participants’ responses in relation to the examination procedure and its relationship with writing achievement. Examination procedure, then, is not correlated with Participants’ writing scores.

3. Discussion of the Results

The correlation between Test Anxiety (TA) and writing scores reports that TA is facilitative. For instance, the increase in the writing achievement is subject to high anxious writing environment as suggested by Negari and Rezaabadi (2012), in that high test anxious learners perform better in writing tests than low anxious ones (p. 2582). Anxiety, then, would be facilitative for EFL learners (p. 2585). Besides, the findings of the study demonstrate that writing anxiety is not negatively correlated with EFL learners' writing scores. This result confirms the findings of Daud, Daud, and Abu Kassim (2005) who concluded that WA does not interfere on the EFL Malaysian business students' writing (p. 16). Furthermore, Daud et al (2005) confirmed that deficit study-skills are negatively correlated with the EFL Malaysian students' writing performance (p. 16). These findings tend to be similar to the current study; however, the sample population of the study is not the same as in Daud et al (2005)'s study. On the other hand, Cheng's (2004) findings contradicts with the current study findings and Daud et al (2005)'s results. Cheng (2004) asserted that WA negatively correlates with the ESL Taiwanese university students (pp. 325-326).

4. Summary

This chapter provided an in-depth interpretation of the findings reported in this study. The four research questions formulated in the study were answered according to the order provided. The first question investigated the relationship between test anxiety (TA) and writing achievement. Results indicated that there is a quite positive relationship between TA and EFL learners' writing scores. The second question explores the relationship between writing anxiety and EFL learners' writing achievement. Analysis of the finding revealed that there are no correlations between the variables provided in the study. The third research question attempted to report the nature of the relationship between Deficit Study Skills and participants' writing achievement. Analysis of the collected from both the interviews and the questionnaire revealed that DSS is negatively correlated with EFL learners' writing scores. The fourth question was

answered according to statistical analysis as well as coding the data revealed that Examination Procedure is not correlated with EFL learners' writing achievement.

Chapter Five
Conclusions
and Research Implications

Chapter Five: Conclusions and Research Implications

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Introduction:

The Following chapter provides a set of conclusions which stemmed from the findings reported in chapter four. Besides, it discusses what this study has added to the field of educations through demonstrating several pedagogical implications at the syllabus as well as the teaching process level. This chapter explains also the constraints of the study, and how this study was narrowed in scope. In addition, it provides suggestions to future research who may attempt to investigate the same context of research.

1. Conclusions of the Study Findings

Writing proficiency tends to be a noticeable element in EFL learning. It is also regarded as an indicator of language achievement. The development of the EFL learners' writing proficiency would be diagnosed through tests and exams at early stages of learning a foreign language as in most elementary and middle schools' curricula. For the population of this study, EFL learners revealed deficiencies related to their writing scores. Thereby, the analyzed findings which are retrieved from correlating the participants' writing achievement to certain variables reveal a set of conclusions.

1.1. Test Anxiety and Writing Achievement

Little amount of Test Anxiety (TA) promotes EFL young learners' writing scores. TA is facilitative and promotes writing achievement if it is existing with moderate levels. This entails that if learners are examined under a free anxiety environment, they would not achieve better grades in written expression. Thus, the positive correlation between writing scores and TA illustrates the nature of this situation-specific anxiety as a facilitative anxiety.

1.2. Writing Anxiety and Writing achievement

In evaluative situations, EFL learners' writing achievement is not characterized by high levels of writing anxiety (WA). Besides, collaborative and cooperative guided writing strategies tend to be associated with the quite WA that learners may experience when they write during examinations. Moreover, reading is associated with WA in a positive direction. Though WA indicates trivial negative correlation with EFL learners' writing scores, the cognitive components of writing do not interfere in the learners' writing achievement.

1.3. Deficit Study-Skills and Writing Achievement

Deficit study-skills of the Learners are negatively correlated with their writing scores. As a reflection on this statement, EFL young learners in this study are regarded as low level writers as well as in the overall language proficiency. Besides, test-taking strategies are also negatively correlated with the writing scores of the learners. Moreover, acquaintance with written expression procedures, deficiency in revision, and time management are typical examples of deficit study-skills in the investigated population. Finally, learners' emphasis on the content and organization are noticeable indicators of the negative correlation between deficit study-skills and learners' writing scores. These two indicators are the manifestation of the deficiency in the language lexis and reading.

1.4. Examination Procedure and Writing Achievement

The application of the standardized exam format does not indicate a considerable correlation with the writing scores. This is manifested when both teachers reported different attitudes towards the utilization of the standardized exam format whether teachers utilize the format, the learners' reactions to the writing section were consistent. In addition, the exam instructions reveal a trivial effect on the direction of the correlation. In other words, examination procedure is not correlated with the EFL learners' writing scores.

2. Pedagogical Implications for Teaching Writing

With regards to the set of the results stated in this chapter, several pedagogical implications can be suggested aiming at enhancing teaching and learning processes in the evaluation phases.

2.1.Syllabus Related Implications

2.1.1. Reading as the Input of Writing

Reading is considered as the receptive skill through which the input related to writing is processed, and then this passive capacity can be turned into an active capacity. The latter can be summarized in writing. The writing skill, then, would be encountered to either affective factors where anxiety interfere at early stages of learning a foreign language, or when learners do not obtain the sufficient rate of reading and exposure to written language. Thus, reading and writing should be emphasized on the syllabus of teaching English for fourth year middle school classes. In addition, the syllabus designed for fourth year middle school classes should devote more time allocations for reading and writing activities. These activities should be implemented with same importance as speaking and listening.

2.1.2. Interchangeable Use of Individual and Group Work

EFL learners write under the competency based approach through cooperative guided writing activities, that is, writing is a group work activity in which learners negotiate, cooperate, and interact before providing a final draft of what they have agreed upon; however, during exams, learners compose individually the fact that learners seem to be less confident and do not compose efficiently as required. Thus, cooperative guided writing activities should be minimized and used interchangeably with individual work activities.

2.1.3. Enhancing the Status of English

The English subject seems to have low importance among the participants of the study as the teachers contended that the coefficient provided to the English subject for the fourth middle school level is only two. Though the English subject is considered as a fundamental subject next to mathematics, Arabic, and French, it does indicate such an importance with these subjects, that is, learners' focus is on French which has a three as coefficient, or to Mathematics which has four. Therefore, it is important to enhance the status of the English subject among learners through increasing the coefficient of the English subject since most learners consider grades as a reference for their level in almost the studied subjects.

2.1.4. Promoting Time Allocation for Writing

There is an extensive requirement for increasing the number of the studied hours for the English subject per a week at the fourth year middle school level. The increase of time allocation provide more time for teachers in order to look into the learners' weaknesses such as low achievement in written expression. With more time devoted to the English subject, teachers would be able to conduct formative assessment; hence learners' learning problems could be solved at early times before tackling the summative evaluation. Besides, teachers would be able to retrieve learners' writing problems which might hinder learners from scoring in tests and exams. Therefore, learners may not achieve low in the written expression during exams.

2.1.5. Writing as a product and a Process

Writing should not be only considered as a product. Writing should not be restricted to the format and relevance of the ideas. The process of writing requires more consideration in the syllabus of teaching writing for fourth year middle school classes. Writing, then, should not be only linked to the communicative event, that is, the situation of communication. Besides, it is necessary to consider writing as a process. This can be justifies by the levels of WA revealed

in the findings. Besides, most of the participants who justified about their low and average as well as about their quantity of writing, contended that they did not know how to write a paragraph. Moreover, some learners contended also that they had ideas, but still unable to write them. In other words, there should be a consideration of how to write rather than on what to write while prescribing the syllabus related to the writing competency.

2.2. Teachers' Role Related Implications

2.2.1. Overcoming Anxiety

Affective factors summarized in anxiety are perceived through indicators and related factors to specific personality traits. These factors should be considered by teachers of the middle school level. They should be acquainted with these concepts such as writing anxiety and test anxiety, and how to recognize them during test situations whether a learner is anxious. Besides, teachers should be aware of how to transpose a debilitating anxiety to a facilitative anxiety especially in test situations and how to design exams in free anxiety environment.

EFL prospective teachers for the middle and secondary school level should obtain a training which includes recognition of affective factors such as anxiety. Those teachers once they receive a specific training, they would be able to detect which type of anxiety learners are exposed to as well as the affected stage in language acquisition by anxiety. For instance, learners can be anxious writers at the input stage, that is, when they receive a reading instruction. Teachers have to detect when writing anxiety occur exactly so that the subsequent attempts to hinder it would be successful.

2.2.2. Restraints for Guided Writing Strategies

Guided writing activities are meant to promote learners' writing accuracy, fluency, and quantity. The role of the teacher is depicted when he promotes the learners' motivation to write. Thus, teachers in evaluative situations should attempt to minimize the number of instructions and elements which learners are required to follow or to tackle in the writing section of exams. Therefore, learners would write efficiently and effectively since they may not be restrained to certain elements that would narrow their cognition to specific ideas and information.

2.2.3. Writing Content Selection

Moreover, teachers are required to adopt the writing instruction as well as topics provided in exams to the learners' interests rather than to their own perceptions, that is, teachers have to respect the learners' minds and knowledge. Teachers should not ask learners to write about metaphoric and fuzzy subjects which learners are not acquainted with. Besides, topic familiarity is considered as one of the factors promoting both TA and WA. Moreover, if learners are not familiar or uninterested in the topic they write about in everyday classroom activities, they tend to avoid writing in such topics; however, in evaluative situations, learners' anxiety increase whenever the topics are not adopted to their interest and level.

2.2.4. Emphasizing Vocabulary

Learners at the fourth year middle school level indicated that vocabulary and deficiency in the ideas are major factors contributing in their low writing achievement. Teachers, then, should emphasize on vocabulary when delivering reading activities so that learners would receive more input. This input would be used as an output in writing. Besides, teachers are required to neglect translation when teaching new concepts in the target language. Therefore, learners' first language would not interfere on their writing performance.

2.2.5. Increasing Formative Assessment

Assessment is regarded as a crucial element in recognizing the learners' actual level. The problem of this study stemmed from summative assessment, that is, learners did not score well in written expression during ordinary term exams. This problem was discovered after three learning months. The regular assessment summarized in formative assessment may solve the problem. For instance, when teachers detect the problem during the learning term, they might promote learners' writing achievement in ordinary term tests and exams. In addition, formative assessment allows teachers to control regularly learners' writing achievement during and after delivering writing instructional materials. Moreover, formative assessment would be effective provided that teachers utilize scaffolding activities which are appropriate for guided writing as well as the competency based approach.

2.2.6. Promoting Positive Attitudes

It is important for teachers to promote their learners' positive attitudes towards the English subject and specifically the writing skill. Teachers can achieve this through updating the content of the writing instruction, and adapt it to the learning situation. In addition, teachers should control the learners' rate practice of writing through homework. The latter should be corrected with every learner rather than with competent learners. Teachers, then, should control the whole class writing evolution along the syllabus, and not only with specific elements. In other words, teachers are required to demonstrate equality when delivering writing instruction. Moreover, learners should be informed by their teachers about the evaluation criteria of the written expression so that fear of negative evaluation and anticipation of failure would not interfere on the learners' writing achievement.

Teachers are required to promote learners' positive attitudes towards writing and the English language through promoting writing autonomy, scaffolding activities, and regular

assessment. In addition, teachers should emphasize on vocabulary when delivering reading activities so that learners would receive more input in order to be used in writing.

2.2.7. Test-Taking Strategies Awareness

Teachers and school counselors are required to promote learners' awareness about test-taking strategies. Learners should be more familiar with time management during exams and how to manage the sufficient time for writing a good composition in order to obtain satisfactory results. In addition, teachers should devote some time for training learners about the appropriate methods of revision and how to keep the learners' working memory performing well so that anxiety and deficiency in information related to the examined would not interfere on the actual learners' achievement.

3. Limitations and Delimitations of the Study

Limitations of the study can be understood as the drawbacks or the shortcomings of the different elements included in the research methodology, and the unexpected factors and problems which were not expected by the researcher. Besides, delimitations explain how the research was narrowed in scope. They clarify what the researcher attempted to tackle in the study as elements and methods rather than on others.

3.1. Limitations

There were certain constraints in this study which could affect the outcomes of the research. It was expected that 66 learners in the sample would be examined in the second term; however, one of the participants did not collaborate when the questionnaire was administered. He did not respond to the questions provided in the questionnaire. Therefore, the sample includes 65 pupils instead of 66. Besides, the sample included two teachers which was a low number regarding the number of the learners and the variables investigated. Moreover, the

interference of anxiety in this study can be perceived in actual test situations. It is better to conduct an observation of the participants during exams. Furthermore, the Algerian educational system does not restrictedly allow persons' attendance and observation of middle classes during exams.

3.2. Delimitations

The study was restrained. It aimed at identifying the aspects which were either positively or negatively correlated with the learners' writing scores in the exams of the English subject. It did not aim at identifying the relationship or the impact of affective factors such as TA and WA on the writing process. Thus, document analysis was not included in this study though the subject of investigation is writing achievement. Moreover, gender was excluded in this investigation which was not intended to be correlated with the participants' writing achievement. In addition, this study did not consider the inter-correlations between the different variables provided, that is, this research did not investigate the relationship between TA and WA, or between writing anxiety and DSS.

4. Suggestions for Further Research

For future researchers attempting to investigate writing achievement, it may be worth exploring the effect of cognitive learning strategies on the writing process. Besides, future researchers in this subject may investigate the impact of teaching strategies or classroom practices on the writing achievement of the learners. Moreover, the influence of affective learning strategies in promoting writing achievement among EFL young learners can be suggested as a subject of investigation. Furthermore, in order to investigate learners' attitudes towards different language proficiency, it is worth observing these learners in actual test situations.

For future researchers investigating the same research aim or problem, it is better administering the research tools to large samples including more than two teachers. In addition, classroom observation is suitable in order to observe learners practices and attitudes in actual test situations.

The findings of this study revealed that learners experience low levels of writing anxiety. The latter may increase in subsequent levels of learning EFL either at the secondary school level or at the tertiary one. Therefore, it is important to conduct a longitudinal study through which comparison would be possible between results obtained at early stages of EFL and those reported in high level of learning the target language. In this way, researchers could retrieve when anxiety would be significantly correlated with the writing achievement, hence education practitioner would be able to solve the issue.

Furthermore, results revealed that learners' DSS are negatively related to the learners' writing achievement. It is important to conduct a descriptive study through which all the elements and the practices related to the learning skills would be retrieved. Besides, researchers may consider these factors as a reference whenever they attempt to correlate or to investigate the effect of DSS on alternative variables different from this study.

Finally, there was a considerable number of variables implemented in this study. These variables were not the same though TA and WA are derived from the general feeling of foreign language anxiety. Besides, there were variables in the counterpart of affective factors in terms of deficit study-skills and examination procedure. This study did not explore inter-correlations between these variables. It is noticeable to explore the inter-correlations between these variables since each variable presented an independent factor in the research. Thus, each variable may be negatively or positively correlated. Moreover, cause and effect relationships could be possible

between these variables. Therefore, regression analysis would be suitable for this type of research.

Conclusion

This chapter provided an explanation of the findings and a detailed answer to the research questions as well as the aim and the problem stated in the study. Besides, it explained how the findings of the study could be utilized in the teaching and learning process for the population investigated in the research. Moreover, this chapter included the constraints which were viewed in the study and how the latter was restrained. Finally, it provided a set of suggestions for future researchers attempting to investigate the same context of research.

General Conclusion

Examinations in EFL learning tend to be regarded as a fundamental component in assessing the learners' progress along the different schools' curricula of teaching English as a compulsory subject. Learners with tests and grades may retrieve an overview of their language proficiency levels. The latter can be varied in terms of the four skills namely listening, speaking, reading, and writing. Therefore, tests of EFL tend to cover all the language skills and provide evaluations of the teaching process as well as learners' practices, level, and their responses to the content provided in a specific period of time; however, foreign language Learners' responses to exams might be disrupted by other affective variables especially when the examinees are young learners.

The problem of the study stemmed from evaluative situations in which learners were required to compose a paragraph within an ordinary term exams of the English subject. Learners at the fourth year middle school level at Abziou 2 Middle School, Douera, Algiers, Algeria tends to score low in the writing section within English term exams. Therefore, Learners' writing achievement at the fourth year tends to be low at Abziou 2 Middle School, Douera, Algiers, Algeria.

This study, then, aimed at identifying the relationship between EFL learners' writing achievement, test anxiety, writing anxiety, deficit study skills, and examination procedure. It explored whether EFL learners' writing scores in the English subject exams at Abziou 2 Middle School are negatively or positively correlated with the aforementioned variables. In this way, four research questions were investigated in order to identify the direction of the relationship between these variables.

The first two chapters were purely theoretical related to the context of the study. The first chapter discussed mainly the writing skill. It explained the level of writing instruction, methods of teaching, and methods of assessment of writing for the fourth year middle school

level. The second chapter provided an in-depth explanation of the studies and the findings related to the study under different section namely anxiety, test anxiety (TA), writing anxiety (WA) , models of test anxiety including deficit study skills (DSS), and writing test anxiety.

In the chapter related to the methodology, a triangulation research method was used in order to investigate the relationship between the variables provided in the research questions. Besides, the selected sample consisted of 65 fourth year middle school pupils from Abziou 2 Middle School, Douera, Algiers, Algeria and two (2) teachers of the English subject. In addition, the research tools included were a questionnaire for the learners and an interview for the teachers. The questionnaire was divided into two sections, a quantitative and a qualitative one. For the quantitative section, statistical analysis through the SPSS 26.0 in which Pearson Correlation Coefficients were revealed. For the qualitative section, responses of the participants were coded into categories; however, scripts of the interviews were coded into categories.

Chapter four provided an in-depth interpretation of the findings reported in this study. The four research questions formulated in the study were answered according to the order provided. The first question investigated the relationship between TA and writing achievement. Results indicated that there is a quite positive relationship between TA and EFL learners' writing scores. The second question explores the relationship between WA and EFL learners' writing achievement. The third research question attempted to report the nature of the relationship between DSS and participants' writing achievement. Analysis of the collected from both the interviews and the questionnaire revealed that DSS is negatively correlated with EFL learners' writing scores. The fourth question was answered according to statistical analysis as well as coding the data revealed that examination procedure is not related to the EFL learners' writing achievement.

With regards to the results obtained in this study, several pedagogical implications can be suggested aiming at enhancing teaching and learning process at the fourth year middle school level. These pedagogical implications were suggested both for the syllabus designed for fourth year classes and for the teachers of these classes.

For the pedagogical implications addressed for the syllabus, reading activities for the fourth year classes were emphasized so that the input of writing increase which would certainly promote the writing or the output. Besides, the interchangeable use of group and individual works for classroom writing tasks was implicated in order learners' confidence and efficacy during evaluative situations. Moreover, the English subject should have been provided with more importance through promoting the coefficient while counting the overall average of the learners during a learning term. Finally, due to the study findings and teachers responses, it was imperative to provide more time allocation for reading and writing in the program of the fourth year middle school level.

For the pedagogical implications addressed to teachers, teachers were encouraged to recognize affective factors related to writing and how to cope with them through trainings and continuous observation. In addition, this study suggested that teachers should limit their use of guided writing and to adopt the content of writing instruction to the learners' level and interests. Besides, teachers' emphasis on vocabulary while teaching reading and promoting learners' positive attitudes towards writing and the English subject were suggested. Moreover, teachers were required to conduct formative assessments in each learning term so that inhibiting factors of writing achievement would be neglected. Finally, it was necessary for teachers and school counselors providing learners with test-taking strategies and how to prepare for exams.

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Appendices

Appendix I

✓ Mrs Yates flew to London. true 0
 -- the toll man was very kind with Mrs Yates' folk 0,1
 .. Mrs Yates suffers from Asthma not mentioned
 b/ No, she didn't. 0,1 1
 Yes, I do. x

✓ Sent = received / sold & brought ✓
 left & out. x / finished & began ✓
 who ✓

Mrs Yates is an old lady, lives in Manchester. ✓
 She received a letter which is an invitation to a party. 0,1 ✓
 Mrs Yates had a dog which she wanted to throw out of the window. 0,1 ✓
 Mrs Yates was travelling to London where the Browns live. ✓
 ✓ Mrs Yates was travelling while the man was sitting next to her. 0,2 ✓
 while the man was smoking, Mrs Yates was coughing. ✓

As Mrs Yates was screaming, the dog died. ✓

vowel sound	words
/e/	head - the - said - red ✓
/i/	hit - sit - shirt (not) 0,2 ✓
/ɜ:/	serve - ear - fair - large. ✓
/u:/	two - good - boots - pool. ✓

Written Expression:
 The life was easy, when we use the means of transport which are different and safe. In all the means of transport I choose the train because it's my dream to get out it, so there are ~~no~~ reasons for my choice. First, the train is very comfortable and many people travel by it because it's very well known and in the past the majority of people use it. Second, I prefer get the train in the season of _____, while I was looking through the window I was _____

finding a natural landscape (the sky was
blue, the fields were green....),

Monday, May, 12th

tired

Third, the train was very fast and not
boring, you can ~~be~~ stay in it 2, 3 hours
and you never feel on tiredness, it's very
expensive from ~~one~~ person who want
to buy it.

Family name: Han

First name: Yao

3

Finally, I don't ask for any object,
just I want to travel by train, it is my
dream, I love love it!!!!

Class: LIA 2.

Why did you use the
past simple tense?

- 2 Mrs yates flew to London
- the tall man was very kind with Mrs yates
- Mrs yates suffers from Asthma

2. PO, she did not

- Mrs yates is an old lady lives in Manchester
- She received a letter invitation to a party
- Mrs yates had a dog the man threw it out of the window
- Mrs yates was travelling to London the doctors live there

- Mrs yates while the man next her
- while the man smoking Mrs yates

As Mrs yates the dog

- 1 e: head - there - said - red
- 1 i: home - cut - shut - cat
- 1 a: wheel - car - far - large
- 1 u: two - good - boots - pool

the boat is a very calm and nice and I love sea and we went just sea and water and the water is very beautiful

sea
2/2

Section one:

A 1. Mrs yates flew to london (true) ✓

2. the tall man was trying to talk with Mrs yates (false) ✓

3. Mrs yates suffers from Asthma (not mentioned) ✓

B = Did Mrs yates ask the tall man to stop smoking, ~~yes~~ he didn't. ✓

Do you agree with that tall man did no, I didn't agree with him. ✓

C = sent ✗, sold ✗
left ✗, finished ✗

A Section two:

Mrs yates is an old lady, ~~she~~ lives in Manchester. ✓

She received a letter (which is an invitation to a party). ✓

Mrs yates had a dog whose ~~she~~ threw it out of window. ✓

Mrs yates was travelling to london

where the brown line the

B = Mrs yates was travelling the man was sitting next while the man was smoking yates was coughed as Mrs yates was screaming dog was die. ✓

vowel sound	words
ɪeɪ	head, there
	red. ✓
ɪ ɪ ɪ	home, cut, i
ɪa:ɪ	some, car, f
ɪu:ɪ	this, good, pool.

Part one:

1) Reading comprehension

A1. Mrs Yates flew to London true 0

2. The tall man was very kind with Mrs Yates true 0

3. Mrs Yates suffers from Asthma false 0

B. 1. No, Mrs Yates did not ask the tall man to stop smoking. 1 0

2. No, you didn't 0, 1

C.

Sent ≠ not send ✓ sold ≠ not sold X

left ≠ not left X finished ≠ not finished

A. Mastery of language X

A1 1. Mrs Yates is an old lady who she lives in Manchester. 0, 1 ✓

2. She received a letter which the letter is an invitation to a party. ✓

3. Mrs Yates had a dog which the man threw it out of the window. X 1

u. Mrs Yates was travelling to London which the Browns live there

B. X

to travel: travelled X

to sit: sitting X

to smoke: smoking X

to cough: coughing X

to scream: screaming X

to die: did X

C.

vowel sound	Words.
/e/	head, there, said, red X
/ɪ/	home, cut, shut, cat
/ɜ:/	serve, car, far, large
/u:/	two, good, boots, foot X

Part two. Written Expression

My favourite means of transport is car

Section three:

Dear, Feriel

Monday, May 12 12

I write this letters; about means
of transport's which very enjoyable
and beautiful I love plane because
quick it's beautiful and very quickly.
So, please chose this transport
you can go in the any place
would you like

Name: ~~Mariam~~

Family name: ~~Mariam~~

class: 4A12.

your maama

08/1

Part one

A) - true 0

- false, The tall man (was very) arrived and sat down 0,1

- not mentioned 1

B) He took his pipe out and began smoking 0

No, Did not 0,1

C) Sent # — Sold # lady — 1

left # — finished # first — 1

A) Mrs Yates is an old lady who lives in Manchester 0

She received a letter. ~~How~~ there is an invitation to party 0

Mrs Yates had a dog ~~with~~ the man threw it out of the window 0

B) Mrs Yates was travelling while the man sitting next to her X

While the woman was smoking, Mrs Yates coughing X

A) Mrs Yates was ... screaming, the dog did X

Vowel chart

/e/ head. ~~there~~ - ~~bird~~ - red X

/ɪ/ (home) cut. shut ~~dit~~ 0,1

/a:/ ~~the~~ - car. far. large C

/u:/ ~~two~~ good. boots. pool X

Appendix II

GRID FOR EVALUATING THE SITUATION OF INTEGRATION

Criteria for evaluating the productive competency.

Situation

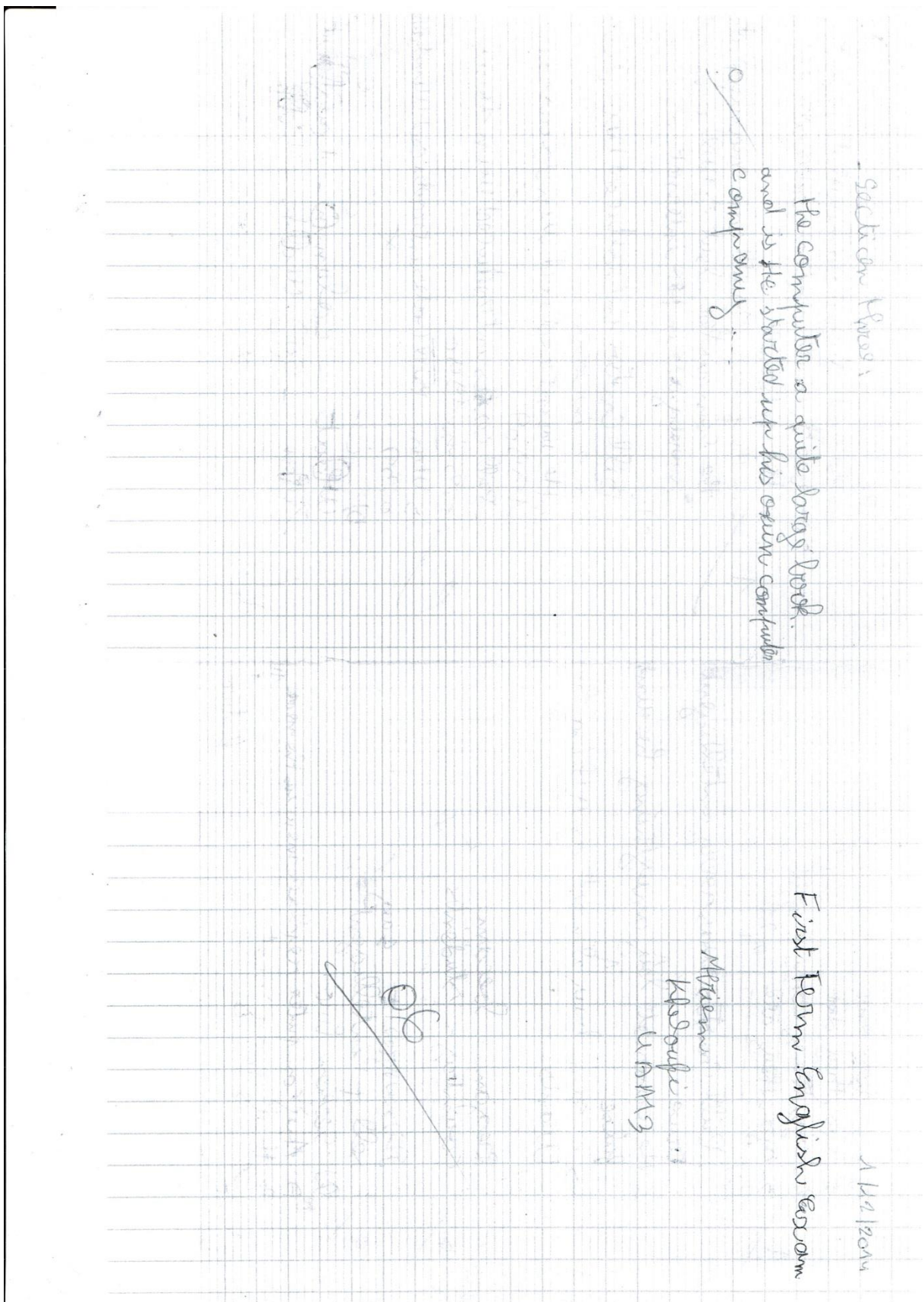
Your friend suffers from obesity and wants to lose weight. S/He asked you for help. Give him/her pieces of advice. Write some recommendations to convince him / her to :

- change her/his eating habits(eat less fat or junk food)
- have a medical check up
- practise sports.

Criteria	Indicators	
1. Relevance The criterion is reached when the learner produces a piece of writing in accordance with the situation of communication by formulating advice and recommendations.	-The student writes pieces of advice -The student accomplishes the task using imperatives, should, must... -The student uses the vocabulary related to eating habits, fat food, health	02 pts
2. Syntactic coherence and correct use of linguistic elements	There is a syntactic order within the sentences produced -There is a correct use of tenses related to the situation of communication	^{1.5} 02 pts
3. Semantic coherence	The sentences produced have a meaning There is a logical link between the sentences	^{1.5} 02 pts
4. Excellence	Good presentation of the paper The paper is not scribbled over	01 pt

Do not penalise students for spelling mistakes

Appendix III: Learners' Low Writing Quantity



Section one:

1. - yes, Bill Carter did
2. - the computer at the age of 13 in the ninth grade at school.
3. - Now, mid 80's.

B1 - Bill Carter was very intelligent true

A - He cannot buy anything he wants true

C1 - Begon = Nicole
- country = grade.

A1 - Dining table + lampshade
- Sell + jewelry
- Section table:

B1 - No, they may connect

1. - ~~Now~~ Now, I can manipulate the computer

but I can't navigate in the internet
2. - In the past, I cannot imagine what the computer, but I ~~can't~~ navigate in the
3. - in the future, I can't ~~imagine~~ navigation
the computer, but I can't ~~imagine~~ navigate

D1	121	101	121
car. walk	column		bottom.
red. what development			

Section three:

Section one:

- 1. No. He didn't
- 2. Yes. He could
- 3. Yes. He is

P3:

Bill Gates was never intelligent. True ✓

He cannot buy anything he wants. False →

He can buy anything he wants ✓

Began = large ✓

country = could ✓

D: Design me + intelligent X

sell + personal X

Section two: ✓

Will computers replace men in the near future? ✓

A: No. They may not ✓

B: Yes. They may not ✓

in the past, they could manipulate the computer, but they couldn't navigate in the internet.

1 ✓

in the future, they will be able to manipulate the computer, but they will not navigate in internet

like Bill Gates introduced windows in 1985

when Bill Gates introduced windows

what - Columbus - performance - in the

ev. - in all - help ✓

Section three ✓

along father of love you and my leave it

Computers. It's good and you can read it while with it and do my exercise and I to the begin and mine and play some time without please! my father please

Appendix IV: Pilot testing of the questionnaire

Dear Participants,

I am Zaouak Bilal, second year master student in Didactics and applied languages , conducting a research in correlation between writing TAand writing performance.

I would like to introduce for you this questionnaire which aims at indentifying correlations between your writing achievement in the English language and the different aspects of writing test anxiety. This questionnaire will not last more than 20 minutes. You may be aware that when you fill-in this questionnaire, the information included will be confident, secret, and will not be disclosed under any circumstances.

It would be a great pleasure if you collaborate by filling-in this questionnaire attentively and carefully. Thank you for your cooperation.

Yours sincerely,

.....

The Questionnaire

- Class: 4.A.M.2.
- Please, read the following statements and express your degree of agreement or disagreement by ticking (✓) the appropriate column.

Items	Strongly disagree	disagree	uncertain	agree	Strongly agree
1. I feel confident and relaxed when I take the exam of the English subject.	2	5	11	6	5
2. I always feel I could have done better than I actually did the exam of English	1	3	4	13	8
3. During the exam of English, I feel anxious from the administration of the questions until I submit my answer sheet.	3	11	4	6	5
4. When I take the exam of English in a noisy and a crowded classroom, I feel anxious and tense.	1	3	3	11	12
5. If my friends submit their papers before I do and leave the class, I feel panic	7	9	2	6	5
6. During the exam of English, I feel nervous and nothing comes to my mind.	6	12	2	8	1
7. The teacher's method of correcting the exam is a real trouble for me because I think I am doing well.	8	10	4	5	1
8. During the exam of English, my body perspires and I have a dry-mouth.	10	11	3	2	3
9. Obtaining a better mark than my peers is an obligation for me.	2	2	5	8	12
Items	Strongly disagree	disagree	uncertain	agree	Strongly agree
10. I do not like the format of the English exams especially when they contain the written expression.	7	10	3	5	2

11. When I write in the situation of integration, I feel worried about the mark.	1	7	4	14	3
12. Because of time, I feel anxious when solving the written expression.	2	4	2	13	8
13. I always compare the grade I obtained in the written expression with those of my peers.	5	3	2	13	5
14. When I write the written expression in the exam of English, I feel nervous and tense.	4	7	6	10	2
15. I do not write more than a draft in the written expression.	7	9	3	6	4
16. My hand writing becomes worse and my heart pounds when I write in the written expression.	7	9	1	5	7
17. I do not bother myself to write the written expression since I used to obtain low grades in it.	14+1	7+1	2	2	3
18. I have many ideas, but I cannot write them in the situation of integration.	5	0	2	13	9
19. My writing in English is good, but the teacher does not correct fairly my written expression.	13	7	5	3	1
20. When I have to solve written expression in an annoying and disturbing environment, I cannot write.	4	3	3	12	7
21. I usually find problems in leaving sufficient time for the written expression.	2	5	6	10	5
22. I do not write much in English.	6	6	5	7	5
23. I have a low level in English.	6	6	5	7	4
24. Answering the questions in part one does not help me in part two.	3	10	12	4	0
25. The failure in written expression is a result of the wrong answers in the part one of the exam.	4	10	10	5	2
26. The instructions and elements that I have to follow in the written expression make me constrained and unable to write effectively.	6	3	6	9	5

Appendix V: Learners' Questionnaire

Dear Participants,

I am Zaouak Bilal, second year Master student in teaching English as a Foreign Language, conducting a research on the relationship between writing TA and writing performance.

The following is a questionnaire that aims at identifying correlations between your writing achievement in the English language and the different aspects of writing test anxiety. This questionnaire will not last more than 20 minutes. You may be aware that when you fill-in this questionnaire, the information included will be confidential and will not be disclosed under any circumstances.

I would be very grateful if you collaborate by filling-in this questionnaire attentively and carefully.

The Questionnaire

Student' level and group: Fourth year.....

Section One

- Please, read the following statements and express your degree of agreement or disagreement by putting a cross (X) in the appropriate column.

1. Test Anxiety.

Items	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
1. I feel confident and relaxed when I take the exam of the English subject.					
2. When the exam of English is finished, I realize that I could answer the questions I did not answer.					
3. During the exam of English, I feel anxious from the administration of the questions until I submit my answer sheet.					
4. When I take the exam of English in a noisy and a crowded classroom, I feel anxious and tense.					
5. If my friends submit their papers before I do and leave the class, I feel panic					
6. During the exam of English, I feel tense and my mind seems to be blank.					
7. The teacher's method of correcting the exam is a real trouble for me because I think I am doing well.					
8. During the exam of English, my body perspires and I have a dry-mouth.					
9. Obtaining a better mark than my peers is an obligation for me.					

2. Writing Anxiety.

Items	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
1. I do not like English exams especially when they contain the written expression.					
2. When I write in the written expression, I feel worried about the mark.					
3. Because of time, I feel anxious when solving the written expression.					
4. I always compare the grades I obtained in the written expression with those of my peers.					
5. When I write the written expression in the exam of English, I feel nervous and tense.					
6. I do not write more than a draft in the written expression.					
7. My hand writing becomes worse and my heart pounds when I write in the written expression.					
8. I do not bother myself to write the written expression since I used to obtain low grades in it.					
9. I have many ideas, but I cannot write them in the written expression.					
10. My writing in English is good, but the teacher does not correct fairly my written expression.					
11. When I have to write the situation of integration in an annoying and disturbing environment, I cannot write.					

3. Deficit Study-Skills.

Items	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
1. I cannot manage time in the exam so that I can leave sufficient time for the written expression.					
2. I do not write much in English.					
3. I have a low level in English.					

4. Examination Procedure.

Items	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
1. Answering the questions in the English exam does not help me in the written expression.					
2. The failure in solving the written expression is a result of the wrong answers in the part one of the exam.					
3. The instructions and elements that I have to follow in the written expression make me constrained and unable to write effectively.					

Section Two

Please take your time to answer the following questions as sincerely as you can.

1. In composing your paragraphs for the exam written expression section, do you:

- (a) Write a complete paragraph?
- (b) Write half of a paragraph?
- (c) Leave the section empty?

- If your answer is (b) or (c), please, explain the reason (s) behind.....
.....
.....

2. What are the difficulties, if any, do you find in completing the exam written expression section (paragraph)? Please, name them (the difficulties) below.

.....
.....
.....

3. In the written expression section of the exam, do you obtain:

- (a) High grade?
- (b) Average grade?
- (c) Low grade?

- If your answer is “b” or “c”, please explain the reason (s) behind.

.....
.....
.....

أعزائي المشاركين

أنا الطالب زواق بلال , أدرس في السنة الثانية ماستر, تخصص "تعليمية اللغة لانجليزية"
واللسانيات التطبيقية .

أود أن أضع بين أيديكم هذا الاستجواب الذي يهدف إلى التعرف على العلاقة بين أدائكم
الكتابي في اللغة الانجليزية والجوانب المختلفة المتعلقة في القلق نحو الكتابة في الامتحان. هذا الاستجواب
لن يستغرق أكثر من 20 دقيقة. ليكن في علمكم انه في حال إجابتم عن هذه الأسئلة كل المعلومات ستكون
جد خصوصية و سرية و لن تكون مكشوفة تحت أي ظرف

سأكون في غاية الامتنان إذا تفضلتم بالإجابة على هذا الاستجواب بعناية و اهتمام .

تقبلوا مني فائق التقدير و الاحترام

المعني

الاستجواب

القسم:

الجزء الأول :

من فضلك اقرأ العبارات ثم أجب بدرجة موافقتك أو رفضك بوضع إشارة (X) في الخانة المناسبة.

(1) القلق في الامتحان.

أوافق بشدة	أوافق	غير متأكد	لا أوافق	لا أوافق بشدة	العبارات
					1. أشعر بالثقة و الراحة عندما أمتحن في مادة الانجليزية
					2. عند الانتهاء من اختبار الإنجليزية تعود إلى ذهني إجابات الأسئلة التي لم أجب عليها.
					3. خلال امتحان الإنجليزية أشعر بالقلق في بداية الامتحان إلى غاية تسليم ورقة الإجابة
					4. عندما أمتحن في مادة الانجليزية في قسم فوضوي و مزدحم, أشعر بالقلق و الضغط.
					5. اذا قام زملائي بتسليم أوراقهم قبلي و يغادرون القسم, أشعر بالقلق.
					6. أثناء امتحان الانجليزية, أشعر بالقلق و بفراغ في ذهني.
					7. طريقة تصحيح الأستاذ تعد مشكلا بالنسبة لي لأنني أظن أنني أجيب جيدا
					8. خلال امتحان الانجليزية, جسيمي يتعرق و أحس بجفاف في فمي.
					9. الحصول على علامة أفضل من زملائي في امتحان الانجليزية أمر ضروري و واجب بالنسبة لي.

(2) القلق نحو الكتابة.

أوافق بشدة	أوافق	غير متأكد	لا أوافق	لا أوافق بشدة	العبارات
					1. لا أحب أسئلة امتحان الانجليزية خاصة و أنها تحتوي على تعبير كتابي.
					2. عندما أكتب في التعبير الكتابي أشعر بالحيرة و القلق حول العلامة.
					3. بسبب الوقت أشعر بالقلق عندما أكتب في التعبير الكتابي
					4. أقوم دائما بمقارنة علامتي في التعبير الكتابي بعلامة زملائي
					5. أثناء الكتابة في التعبير الكتابي في امتحان الانجليزية أحس بالقلق و الضغط.
					6. في التعبير الكتابي لا أضع مسودة للتعبير الذي أكتبه.
					7. يسوء خط يدي و يصبح أسوأ و قلبي ينبض بشدة عندما أكتب في التعبير الكتابي في امتحان الانجليزية.
					8. لا أعير أي اهتمام و لا أكلف نفسي عناء الكتابة في التعبير الكتابي بما أني تعودت الحصول على علامات سيئة فيها.
					9. لدي العديد من الأفكار لكن لا أستطيع كتابتها في التعبير الكتابي في امتحان الانجليزية.
					10. كتابتي في الانجليزية جيدة لكن الأستاذ لا يصحح بنزاهة في التعبير الكتابي.
					11. لا أستطيع الكتابة عندما يجب علي أن أكتب التعبير الكتابي في جو لا يليق و مزعج.

(3) النقص في مهارات الدراسة.

أوافق بشدة	أوافق	غير متأكد	لا أوافق	لا أوافق بشدة	العبارات
					1. لا أستطيع ترك الوقت الكافي للتعبير الكتابي في امتحان الانجليزية.
					2. لا أكتب كثيرا في اللغة الانجليزية
					3. لدي مستوى متدن في اللغة الانجليزية

(4) صيغة الامتحان.

أوافق بشدة	أوافق	غير متأكد	لا أوافق	لا أوافق بشدة	العبارات
					1. الإجابة عن الأسئلة الموضوعة فيامتحان مادة الانجليزية لا يفيدني في الإجابة عن التعبير الكتابي.
					2. الفشل في الكتابة بشكل جيد في التعبير الكتابي هو نتيجة الأجوبة الخاطئة عن الأسئلة الأخرى .
					3. التعليمات و التوجيهات التي علي إتباعها في التعبير الكتابي تعيقني و تجعلني غير قادر على الكتابة بشكل فعال

الجزء الثاني :

خذ الوقت الكافي للإجابة على الأسئلة التالية بكل وضوح وشفافية ان استطعت من فضلك.

1) عند كتابة فقرتك في التعبير الكتابي أثناء الامتحان هل :

أ- تكتب (ي) فقرة كاملة.

ب- تكتب (ي) نصف فقرة.

ت- تترك (ي) هذا الجزء فارغا أي لا تكتب تماما.

- في حالة الإجابة ب : (ب) أو (ت) اشرح الأسباب وراء ذلك من فضلك.....

.....

.....

2) ما هي الصعوبات التي تواجهها , ان وجدت , عند قيامك بكتابة التعبير الكتابي في امتحان

الانجليزية عدد هذه الصعوبات من فضلك.

.....

.....

.....

3) في التعبير الكتابي أثناء الامتحان هل تحصل على :

أ) علامات جيدة.

ب) علامات متوسطة.

ت) علامات متدنية.

- في حالة الإجابة ب : (ب) أو (ت) اشرح الأسباب وراء ذلك.

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Appendix VI: Teachers' Interview

Hello! I am Zaouak Bilal, second year Master student in teaching English as a foreign language. I am conducting a research about the factors associated with the pupils' scoring in writing during exams. You may be aware that the following interview will be recorded and your responses will be only utilized for the sake of research. Shall we commence?

1. What is your English language teaching diploma?
2. When and where did you graduate?
3. For how many years have you been teaching English? Where?
4. How many years have you been teaching fourth year middle school classes?
5. What is your overall evaluation of the syllabus designed for fourth year middle school pupils?
6. What would you report about the pupils' language proficiency regarding the four language skills? In which skills pupils tend to be less proficient?
7. Can you highlight some of your pupils' strengths and weaknesses in their exam answers?
8. Have you noticed the same strengths and weaknesses among other pupils in the previous years?
9. How can you explain your pupils' level with regards to the grades obtained in both the Brevet and the ordinary term exams?
10. In which sections of the exam do your pupils obtain low grades? And in which sections do they obtain high grades?
11. Why do they obtain low grades in these sections rather than others?
12. Do you think that the grades pupils obtain reflect their actual level? Why?
13. Do you utilize the standardized format of the exam provided by the Ministry of Education in designing exam questions?
14. Do you think that the exam format may affect the pupils' grades? If so, please explain how?
15. Do you think that the pupils' answers in the other (reading comprehension and mastery of language) sections of the exam would help them in the written expression section? If so, would you please explain the effect of the former on the latter?
16. What is required from pupils in the written expression section of the exam?
17. What are the evaluation criteria that you use in grading the latter (written expression section of the exam)?
18. Are you satisfied about your pupils' grades in written expression? Would you, please, explain?
19. What are the problems, if any, do learners with lower grades face in writing?
20. Have you come across incomplete answers or blank spaces in the pupils' written expression section of the exam? If so, how can you explain this?
21. With regards to your experiences in correcting the Brevet exam, if you compare the pupils' writing (written expression) scores in the Brevet Exam and those of the ordinary term exams, have you noticed any differences? If so, how would you explain it?
22. Does their writing achievement in exams differ from that in their classroom writing tasks? Where do the differences/ similarities lie?

23. Do pupils focus on particular aspects (e.g. grammar, punctuation, coherence, cohesion, and form) of writing rather than others (e.g. content and vocabulary) in the written expression section of the exam?
24. Would you please provide an explanation of what would direct pupils towards giving more emphasis on certain aspects of writing rather than others?
25. What are the decisions you may take in order to enhance the pupils' writing achievement in the exams?
26. What would you suggest so as to promote the pupils' success in the writing section in the exams of the English subject?

Appendix VII: Exam and Writing Grades.

4.A.M.3

EXAM	SITUATION OF INTEGRATION
13,75	3,75
8,75	3,5
5	2,5
16,25	4,75
5	0,5
17	4,75
15,5	4,5
3	0
7	1,75
14,75	5
8,5	2
11,75	3,5
3	0
2,5	0
3,75	0
11	4,5
4	0
10	2,5
5,25	0,5
4	0,5
10,75	2,5
5	0,5
9,75	1,5
12,75	4,25
7,75	2
2,5	0
6,25	2
9,50	3,5
3,25	0
8,75	3
6,75	2,5

4.A.M.1

EXAM	SITUATION OF INTEGRATION
14,5	4,75
6,25	0
11,5	4,75
8	1,25
18,75	5,75
17,5	5,75
4,75	0
16,25	5,75
6,5	1,25
13,5	4,25
9,5	1,25
7	1,25
4	0
6,5	1,25
6	1,25
10	4,25
8,5	1,25
8	2
17	5,25
2,75	0
6,5	1,75
6	0
5,5	2
5,5	0
10,5	3
9,5	2,5
14,5	4,5
1	0
7,5	1,5
9,5	2,25
5,5	0
11	2
9	0
12	2,5

Appendix VIII: Total of the responses in the questionnaire.

Dear Participants,

I am Zaouak Bilal, second year Master student in teaching English as a Foreign Language, conducting a research on the relationship between writing TA and writing performance.

The following is a questionnaire that aims at identifying correlations between your writing achievement in the English language and the different aspects of writing test anxiety. This questionnaire will not last more than 20 minutes. You may be aware that when you fill-in this questionnaire, the information included will be confidential and will not be disclosed under any circumstances.

I would be very grateful if you collaborate by filling-in this questionnaire attentively and carefully.

The Questionnaire

Student' level and group: Fourth year.....

Section One

- Please, read the following statements and express your degree of agreement or disagreement by putting a cross (X) in the appropriate column.

1. Test Anxiety.

Items	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
1. I feel confident and relaxed when I take the exam of the English subject.	7	30	18	6	4
2. When the exam of English is finished, I realize that I could answer the questions I did not answer.	3	12	10	35	5
3. During the exam of English, I feel anxious from the administration of the questions until I submit my answer sheet.	15	14	7	18	11
4. When I take the exam of English in a noisy and a crowded classroom, I feel anxious and tense.	3	11	3	27	21
5. If my friends submit their papers before I do and leave the class, I feel panic	13	19	2	18	13
6. During the exam of English, I feel tense and my mind seems to be blank.	13	23	14	8	7
7. The teacher's method of correcting the exam is a real trouble for me because I think I am doing well.	15	27	7	10	6
8. During the exam of English, my body perspires and I have a dry-mouth.	18	24	5	9	9
9. Obtaining a better mark than my peers is an obligation for me.	4	11	9	15	26

2. Writing Anxiety.

Items	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
1. I do not like English exams especially when they contain the written expression.	20	16	8	15	6
2. When I write in the written expression, I feel worried about the mark.	4	14	4	31	12
3. Because of time, I feel anxious when solving the written expression.	6	14	9	24	12
4. I always compare the grades I obtained in the written expression with those of my peers.	11	10	8	27	9
5. When I write the written expression in the exam of English, I feel nervous and tense.	7	13	13	21	11
6. I do not write more than a draft in the written expression.	15	18	8	21	3
7. My hand writing becomes worse and my heart pounds when I write in the written expression.	19	13	9	17	7
8. I do not bother myself to write the written expression since I used to obtain low grades in it.	23	15	10	12	5
9. I have many ideas, but I cannot write them in the written expression.	9	7	8	22	19
10. My writing in English is good, but the teacher does not correct fairly my written expression.	26	20	8	9	2
11. When I have to write the situation of integration in an annoying and disturbing environment, I cannot write.	3	12	12	17	21

3. Deficit Study-Skills.

Items	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
1. I cannot manage time in the exam so that I can leave sufficient time for the written expression.	12	14	11	21	7
2. I do not write much in English.	9	19	7	20	10
3. I have a low level in English.	8	17	16	15	9

4. Examination Procedure.

Items	Strongly disagree	Disagree	Uncertain	Agree	Strongly agree
1. Answering the questions in the English exam does not help me in the written expression.	12	21	20	9	3
2. The failure in solving the written expression is a result of the wrong answers in the part one of the exam.	11	13	16	20	5
3. The instructions and elements that I have to follow in the written expression make me constrained and unable to write effectively.	11	10	21	12	11

Section Two: Translated Responses

Section Two :

Question (1):

b- Write half of a paragraph?

1. I don't have a good written expression
2. I don't have enough ideas+ afraid of making spelling mistakes.
3. I don't know some words in this subject.
4. I don't think well+ I don't know some words+ time also may affect my composition.
5. I have a lot of ideas but I can't write them in English+ I don't know how to make a written expression.
6. Time is not enough
7. Time is not enough.
8. Time is not enough.
9. My thoughts are disturbed from the other questions+ I have words and expressions, but I can't write them in English.
10. I don't know what to write+ I feel much worried and tense that's why time will be over therefore I can't finish.
11. Time is not enough+ lack of attention+ tense and worry.
12. I can't write my thoughts in English.
13. I don't have enough. Information.
14. I have a lot of ideas and expressions in Arabic, but I can't write them in English.
15. Time is not enough+ I don't have much information to use them in the paragraph+ sometimes I don't know how to write the words in the paragraph.
16. Lack of revision+ I don't understand the words in English well.
17. I don't master the English language.
18. Worry and tension about the answer+ uncertain about the answer.
19. There are some words i don't understand in English.
20. Time is not enough.
21. I don't have enough ideas.
22. I don't have enough ideas in that time.
23. Time is not enough+ I don't have enough ideas.
24. My thoughts disperse + I always rely on the text and I change only some aspects of the latter.
25. I don't find the appropriate words.
26. Time is over+ I don't understand the instruction.
27. I am not good at written expression + I know few words in English.
28. I can't express myself in English.
29. I don't write what is required exactly in the written expression.
30. Time is not enough.

c- leave the section empty?

1. I don't know how to organize the ideas+ I don't know much of the terms related to the content of the paragraph.
2. I forget the information+ I don't know how to write.
3. I don't know how to write in English+ I feel afraid.
4. I don't like the English subject.
5. I don't understand English+ it is one of the difficult subjects for me.
6. I always get 2 / 20.
7. I have the ideas but I can't write them.
8. I don't know how to write a paragraph in English.
9. It is difficult to be understood + the teacher does not read the instruction.

Question (2):

1. I don't understand written expression+ I don't have enough competencies for written expression+ I don't have enough ideas.
2. I am not enough competent in English.
3. I don't know the words in English + I don't know how to employ what is required in the instruction.
4. I don't know how to write the words in English.+ I cannot explain words from English to Arabic.
5. I don't write well in English+ I can't express myself in English+ sometimes I don't know what the instruction means and even the text.
6. Lack of concentration+ fear from being unable to answer the previous questions.
7. I find difficulty in selecting the appropriate words+ I find difficulties in making a written expression in a correct way.+ I find difficulties in time restraints.
8. There are some words which I can't write in English+ I feel tense.
9. I can't understand the written expression well+ I don't have enough vocabulary+ time restraints and I spent most of the time in the previous questions.
10. I have a lot of ideas in my mind but I can't translate them into English.
11. Following the instructions is a big trouble for me+ translation of the words from Arabic into English.
12. I have enough ideas but I can't write them in English+ I am very anxious and tense in writing the paragraph.
13. I don't know how to write some words+ my memory betrays me.
14. I can't understand written expression+ I can't concentrate in it+ I haven't words to say in English+ time is not enough+ I feel tense and stressed.
15. I don't have enough information+ time is not enough+ I can't concentrate when there is noise.
16. Inability to translate form Arabic to English+ lack of revision and understanding the words.
17. Difficulty in grammar+ understanding the instruction.
18. Difficulty of the instruction+ being anxious when writing in English+ my hand writing get worse.
19. I made a lot of mistakes in English.

20. I find difficulty in putting the appropriate concepts.
21. I have a poor level in English+ I cannot write the words correctly.
22. I don't have a lot of ideas.
23. Ideas+ time+ language.
24. Dispersion of the ideas+ I can't concentrate+ I feel destroyed+ I feel that is a noise but no noise.
25. I feel anxious+ I am not good at English written expression.
26. I can't understand the instruction+ I can't answer the difficult questions+ time is not enough.
27. Difficulty in understanding the instruction+ feeling of fear and anxiety.+ I am not good at written expression and linking the words.
28. I hate talking about my future profession+ I don't like writing much in English.+ I hate when they ask me to describe a lot of things.
29. I don't understand the instruction.
30. I made a lot of mistakes in writing the words+ I have a lot of ideas but I can't write them.

-
1. I don't understand what is the content of the paragraph+ I don't know the terms related to the content and how to link and to accommodate between them.
 2. I don't know how to write in English.
 3. I feel tense and anxious+ I am not good in English.
 4. Difficulty in finding appropriate, relevant, and nice ideas.
 5. English is very difficult.
 6. I don't understand+ I hate the English subject.
 7. I don't understand the topic or the subject in which the paragraph is talking about.
 8. I can't read in English.
 9. I made a lot of spelling mistakes+ the sentences structures and the ideas come to my mind, but I can't write them in English.

-
1. Time is not enough+ I don't find enough words to find them+ time restraints make me unable to write in a good way.
 2. Nope
 3. I have a lot of ideas, but I can't translate them+ fear of making mistakes.
 4. Nope
 5. I find difficulties in writing some words.
 6. I can't translate my ideas+ I can't follow the instructions.
 7. My thoughts disperse+ I can't translate my ideas+ teacher limits for me the number of lines+ time is not enough to fulfill what is required in the instruction.
 8. How to begin and to finish+ forget the words in English.
 9. I don't understand the topic of written expression+ lack of the ideas as well as the organization of them+ stress and tension because of time.
 10. I don't understand the English language+ I can't write it in a good way+ a considerable stress due to insufficient time.

11. I can't remember the translated words in English+ I feel tense and worried+ I am afraid I don't get a good mark in the written expression.
12. I don't understand the instruction.+ I can't explain the words.
13. I finding difficulties in conjugating the verbs+ finding the appropriate words+ psychological and environmental stress+ I don't find what to talk about in the topic.
14. Find difficulties in writing some words.
15. Difficulty in understanding the instruction fully+ difficulty in finding appropriate words for the paragraph+ difficulty in organizing the ideas if I get them in a perfectly correct way.
16. Difficulty of the instruction+ tension and fear from wasting time+ fear from the teacher's correction.
17. I have a lot of ideas, but I can't translate them into English+ some words are difficult to be written though I can pronounce them.
18. I feel anxious+ I am worried from the lack of the words in English+ fear from time restraints.
19. I don't find the words that I want+ I can't translate them into English.
20. Nope
21. Nope
22. I think I feel I can do more.
23. The considerable number of the elements to follow in the instruction+ I don't revise the classroom paragraphs.
24. I can't describe my thoughts+ difficulties in some words+
25. Difficulties in finding good idea+ difficulties in arranging them in the paragraph.
26. I have a lot of ideas but I can't employ them+ difficulty in some words.

Question (3):

b) Average grades: They write a complete paragraph.

1. Lack of ideas+ bad hand writing.
2. I don't understand English.+ I don't know how to write the words.
3. instructions are difficult+ I don't revise before the exams.
4. the difficulties in question(2)+ the teachers' correction does not make me satisfied.
5. the writing difficultties.
6. I don't follow the rules of English.
7. half my answers is correct or vice versa.
8. Lack of concentration+ lack of good revision.
9. Because the ideas come in Arabic and I can't translate all of them.
10. I don't conjugate the verbs in a correct way+ I don't find the appropriate words+ I think about the mark+ some psychic stress.
11. The paragraph is not accumulated+ it is difficult to satisfy the teacher.
12. I am not good a lot in written expression.
13. I am not good at English+ I have difficulties in writing+ I know little.
14. The paragraph is average in the ideas.
15. I do not spent all my efforts in using ideas of high level / quality.

16. I find difficulty in explaining the words and concepts.

b) average grades: they write half of a paragraph.

1. I have a lack in written expression.
2. Marks are mostly spent in conjugating the verbs.
3. Lack of a good revision+ lack of good attention in class+ I don't spend enough time for revision.
4. I don't finish+ I write wrong things+ my ideas are not organized.
5. I don't finish the written expression+ my hand writing is not clear+ ideas are not organized and confused.
6. I have ideas in my mind, but I don't know how to use them because of scare and fear.
7. I am unable to answer it in a good way +I feel worried and tense.
8. I don't know how to write the paragraph in English.
9. Lack of revision+ lack of attention in class.
10. I made mistakes in the situation of integration.
11. I am somehow weak in the written expression.
12. I made mistakes+ a lot of repetitions+ my written expression is bad.
13. I feel worried and tense towards written expression+ I rely on the text+ I don't consider conjugating+ I repeat sentences for many times.
14. I don't understand written expression.
15. I don't know written expression.

c) low grades: they write a complete paragraph.

1. I have difficulties in some words and concepts.
2. lack of concentration and perseverance in the English language+ I find in difficult because I don't want to study it and to understand it hard.

c) low grades: they write half a paragraph.

1. I don't master the English language in a correct way.
2. I have many writing difficulties.
3. I made a lot of spelling mistakes+ I can't organize my information.
4. I can't express my ideas in English+ I don't know what the paragraph is talking about+ I can't write good paragraph in English.
5. I can't concentrate because of my fear.
6. I don't know some words in English, I know them in Arabic, but I don't in English.
7. It is impossible to get a good mark, I can't answer all the question except the writing section.
8. My marks are always low, but I study well in class and I understand all the lessons and everything.
9. I don't understand the instruction.
10. I don't write well+ I have no idea about writing in English.

11. I don't care sufficiently in the subject.
12. I hate English.
13. Always 1.5 and 2 out of six.
14. I don't have the abilities in sentence structures.

c) low grades: they don't write the paragraph.

1. I am weak in English+ I face difficulties in understanding the words.
2. I don't know how to write a paragraph.
3. I don't know to write+ I don't understand.
4. I don't know to write in English + I don't understand.
5. I don't give this subject any care.
6. I don't understand English.+ I don't only leave the writing section, but also the whole paper.
7. I really hate the subject.
8. I feel anxious during the exam so that I lose all what I know and what I revised.
9. I am not good in sentence structure+ and the teachers talks about everything in English.

Appendix IX: Scripts of the interviews.

Script 01 :

1. It is the “C.A.P.E.F 1” AND “C.A.P.E.F 2” after having the baccalaureate. [CAPEF stands for “ Certificatd’ Aptitude Professionnal d’Enseignement Fundamental” / “ Professional Certificate for Fundamental Teaching Aptitude.”]
2. I graduated in 1994 in Setif.
3. I ‘ve been teaching it for 20 years in Bougaa. **You mean in the middle school.**

Of course.

4. I’ ve been teaching them for seven years.
5. I think it is richer and more effective and valuable than the previous one but it needs more efforts to be furnished by both teachers and pupils.
6. I think that writing is less proficient than the other skills.
7. The pupils lexis is very rich and vocabulary and they can use many words correctly and proficiently, but we can notice that pupils suffer from many weaknesses especially in their writing such as mother tongue interference, tense shift... and so on.
8. No [short pause] the writing in the previous program was better but it was limited. [short pause] in that syllabus there was a great emphasis on the three forms in the interrogative negative and the affirmative and also they focus on oral and written.
9. Well we can say that the results differ from a teacher to another or a school to another and this is due to the method dealt by the teachers in their work [long breath] some of them concentrate on the “oral” I mean speaking and listening and this is what is given in the syllabus but other graduate from listening to speaking to reading to writing.
10. In section three written expression [for low grades] they obtain higher ones in section one and section three.
11. This is due to many factors and causes the concentration on oral in teaching [um] lack of graduation in the four skills and the written expression is left just to the output of the file whereas it should be taught at the end of each lesson. [pause] and mother tongue interference.
12. No I don’t think so because sometimes we find that there are pupils who are very good talkers in English but in the exam they obtain very bad marks.
13. Yes I do.
14. I noticed that just good pupils who obtain very good marks who don’t have any problems in the written expression.
15. No I don’t think so because in section one the answers are in the text and [um] it’s just comprehension and section two is just grammar[short pause] and in the written expression they are asked to produce paragraphs or dialogues and they are not guided to use a specific tense example which is given in section two.
16. They are required to write mostly a paragraph or a dialogue.
17. They are relevance cohesion coherence and at last mechanics of writing..

18. No I'm not// I hope to have pupils who write better paragraphs without mistakes done or problems faced by the pupils.
19. The pupils understand what they are asked to do but they find it difficult to translate their ideas into writing
20. Of course [**how can you explain this**] they sometimes leave gaps or write in Arabic[pause] even though they learnt words before and this is due sometimes to TAor lack of revision or their thinking focus on Arabic i.e they think in Arabic and write in English.
21. Yes, I noticed differences and I find that those of my pupils in ordinary exams are lower than those of the brevet exam [short pause] and I think it is due to revision.
22. Yes it does [**where do the differences lie**] the pupils find it easy in the class because I use graduation or questions they answer to help them to construct or to build their paragraphs i.e I ask questions and when they answer they just link them to produce their paragraph.
23. They focus on content and cohesion.
24. I think that the aspect of reading what would solve [hesitation] [long pause]. **Shall I repeat the question.**yes // this problem because the pupils do not read a lot or analyse what they read and then use patterns to write their own productions.
25. If I had more time location with my pupils I would devote more time to reading and writing.
26. Yes I think that the problem of writing is not just due to one problem or factor or cause I think that there all this problem of writing is is due to lack of time location in teaching English so because there is enough location to teach efficiently in middle school because three hours a week are insufficient really there are six file on each level the time devoted in the week is just three hours and we are asked as teachers to focus on the pronunciation to focus on listening and speaking and we don't work at ease it's really what I said in the beginning that the program is very rich and valuable but it needs more efforts so three hours are insufficient to realize really the objectives of this program I think it is very good program if we find more time location.

Script 02:

1. My diplomat is the license degree.
2. I graduate in 2000 from Algiers 2 university.
3. I've been teaching English for 14 years in the middle school.
4. I've been teaching fourth year middle school classes four to five years.
5. Concerning the syllabus designed for fourth year middle school pupils I think that it is acceptable somehow it is just a revision of what they have learnt in three years before.
6. Regarding the four skills I think that this program concentrate on listening and speaking rather than on reading and writing.
7. Listen about the strengths and weaknesses it depends on the exam itself sometimes they work in section one sometimes section two but about section three [laughs] they have low low grades
8. Yes yes the same remark.

9. [long pause] here the level of pupils is average or under the average sometimes when we speak in general since [um] the coefficient of English is too low so the pupils they are not interested in revising English **Even in the brevet exam.** in the brevet exam maybe they make some effort but they are not sufficient to have good marks at the end
10. They obtain low grades in section three in the written expression and the other grades are high.
11. Because they cannot express themselves in a correct way they don't make any efforts to ameliorate their writing and because of the length of the syllabus we cannot cover all.
12. I don't think so **why?** They concentrate on simple grammar points and they don't um here when we teach English we teach so many things but at the end in the brevet exam they cannot cover all the things that we have learnt before and the marks also I think that they don't reflect the pupils level at all.
13. Yes we do.
14. I don't think so. Yes yes the format affects the pupils exam grades. Here when they have for example the written expression it is out of six points and they don't work hard in the written expression so the whole mark it depends [pause] the excellent pupils have good marks [laughs] even in the other sections.
15. Normally normally but they don't work they don't make any relation between section one section two and section three they take each section alone.
16. The pupils are required to write to express themselves in a correct way to write correct sentences using correct tenses that's it.
17. I look at the form and the content.
18. I am not. **Would you please explain why?** [laughs] because many of them cannot express themselves in a right way.
19. They have problems in vocabulary problems in grammar punctuation capitalization many problems.
20. Yes yes I have. **How can you explain this?** Because they don't read they don't revise they don't try they don't make efforts that's it they don't have any willingness or desire to write they don't care about English.
21. Yes there are in the brevet exam they try to write even one sentence two sentences no problem for them they must answer but here in our ordinary exams here they don't care.
22. Yes [short pause] when I ask them to write in the classroom when I give them tasks to write so they may work together in pairs they share their information they ask each other to write how to write any word it's ok so we have less mistakes but in the exam everyone works alone so he or she has not the opportunity to correct the mistakes
23. When they write their paragraphs they concentrate on the ideas only on the words they don't know how to link them or to join their ideas together.
24. I think they must here in writing we must direct them to read more to write more that's it is practice through practice the pupil can write correct sentences I don't know he can express himself in a correct way.
25. [long pause] it is through encouraging them.

26. The problem in English is that the syllabus is very long and timing of English is short here we have only three sessions three to four for the fourth year so it is not sufficient yes for them to deal with all grammar points here in writing we must have many sessions to give them the task to try to write then to correct together so we should have extra sessions to write and to correct this is what we need.

ملخص

تهدف هذه الدراسة إلى تقصي موضوع التحصيل الكتابي باللغة الإنجليزية كلغة أجنبية لأقسام السنة الرابعة من التعليم المتوسط لمتوسطة عزويو 2 الدويرة، الجزائر، وتحاول أن تربطها بعدة متغيرات منها الخوف أثناء الاختبار، القلق من الكتابة، النقص في مهارات الدراسة، و صيغة الامتحان. تم عرض المتعلمين لاختبار الكتابة أثناء أداء امتحاناتهم التعبيرية العادية والتي تضمنت متغيرا أو أكثر من المتغيرات المذكورة. في هذا المنحى طرحت أربعة أسئلة من أجل أن تتحرى ما إذا كان التحصيل الكتابي للمتعلمين سلبيا أو إيجابيا وربط ذلك بالمتغيرات الأربعة المطروحة العينة التي أخضعت لفحواها هذه الدراسة شملت صنفين: 65 متعلما بمن فيهم أساتذا مادة اللغة الإنجليزية بمتوسطة عزويو2 الدويرة الجزائر، تم اعتماد عدة مناهج للبحث من خلال إجراء هذا الاستبيان مع 65 متعلما، كما أجريت مقابلة مع الأساتذيين، وأدرج أيضا امتحان الفصل الثاني للعام الدراسي 2025/2024. جمعت المعطيات الكمية من الاستبيان وكذا من علامات الامتحان. وجاء تحليل المعطيات من خلال الرزمة الإحصائية للعلوم الاجتماعية (إس بي إس إس 22.0) بينما أخذت المعطيات النوعية من المقابلات التي صنفنا إلى مجموعات. تبين من خلال النتائج أن هناك علاقة إيجابية بين قلق المتعلمين أثناء الاختبار وبين نتائج الكتابة، ومن جهة أخرى هناك ارتباط سلبي جدا بين القلق من الكتابة وبين نتائج الكتابة المسجلة. بالإضافة إلى ذلك تظهر النتائج أن هناك علاقة سلبية ثابتة بين المقدرة على الكتابة وبين مهارات الدراسة عند المتعلمين كما ونوعا. في الأخير لا توجد أية علاقة بين المقدرة على الكتابة وبين و صيغة الامتحان. إجمالاً نقول أن ضعف مستوى الكتابة عند المتعلمين أثناء الامتحان يرجع أساسا إلى ضعف مهارات الدراسة.

Résumé

Le but de cette étude était d'enquêter sur la réalisation écrite de l'anglais comme une langue étrangère par les apprenants de quatrième année moyenne au collège de Abziou2 Douira Alger (Algérie), par rapport à plusieurs variables, à savoir, test anxiété, angoisse de l'écriture, déficits des compétences d'étude, et procédure d'examen. Ces apprenants ont démontré une faible réalisation écrite durant leurs examens ordinaires de l'anglais qui peut être due à une ou plusieurs variables susmentionnées. À cet égard, les quatre questions de recherche ont été formulées afin d'enquêter sur la réalisation écrite des apprenants pour voir si elle est positivement ou négativement corrélée avec les autres variables (quatre). L'échantillon choisi pour cette étude se composait de deux catégories : 65 élèves et leurs deux enseignants de la matière anglais au collège de Abziou2 Douira Alger. Une méthode de recherche par triangulation a été adoptée par l'utilisation d'un questionnaire pour les 65 apprenants, une interview pour les deux enseignants et des notes d'examen d'anglais des apprenants pendant la deuxième partie de cette année universitaire (2024-2025). Les données quantitatives, prélevées dans le questionnaire et les notes de l'examen, ont été analysées à travers le paquet statistique des sciences sociales (SPSS 26,0), tandis que les données qualitatives, prélevées dans l'interview, ont été codées en catégories. Les résultats ont révélé qu'il y a une corrélation/relation très positive entre le test d'anxiété et de scores d'écriture des apprenants. En revanche, une corrélation assez négative entre l'écriture d'anxiété et les scores d'écriture des apprenants a été signalée. En outre, les résultats ont démontré une relation négative entre les scores d'écriture des apprenants et les déficits de leurs compétences d'étude dans les données quantitatives et qualitatives. Enfin, il n'y a pas de relation entre les scores d'écriture des

apprenants et la procédure d'examen. Pour résumer, la faible réalisation écrite des apprenants dans les examens était principalement en raison des déficits de leurs compétences d'étude.