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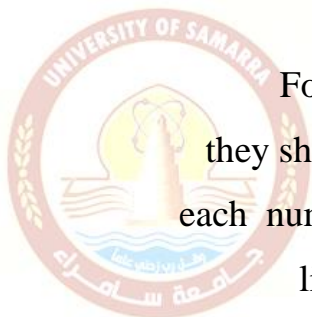
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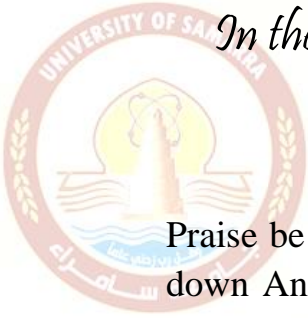
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In the name of Allah the Most Merciful and Compassionate

Issue address

Praise be to Allah, who has honored us with Quran, a book that He sent down And we are honored by the best of the Prophet sent by him, may prayers and peace be upon our master Muhammad and all his family and companions.

In a time when adherence to constants of all kinds became rare, and clinging to values became scarce

The Journal Sura man Raa continues its journey, adhering to what distinguishes it and establishing its feet in a land based on respectable controls and standards in all its aspects.

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We thank Allah for his grace and from Him in our success and payment for what is good and giving .

Allah grants success.


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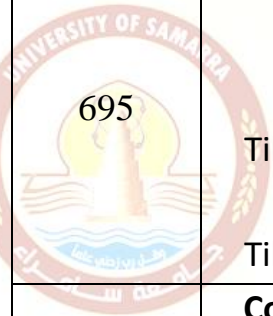
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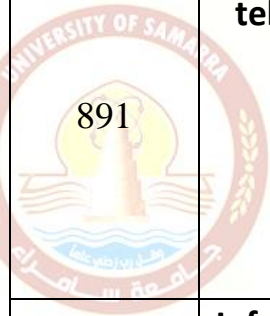
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The Effectiveness of Writing Anxiety on Postgraduate University Students' Performance

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Fouad Hussein Ali Al-Qaysi

English Department, College of Education for Humanities, Tikrit University

fhn58@yahoo.com

Ibraheem Khalaf Saleh

English Department, College of Education for Humanities, Tikrit
University.

ibraheemkhalaf417@gmail.com

Dr. Ayden Adnan Rafiq

English Department, College of Education for Humanities, Tikrit
University.

Ayden.Mtp@tu.edu.iq





Abstract

Foreign language anxiety, in terms of communicating, speaking, or writing, has a significant negative effect on the performance of students and it is related to the psychological and physiological aspects of learning. This study presents the differences in the levels and types of writing anxiety among Iraqi postgraduate students. The participants consisted of 100 Iraqi students that were divided into two groups, namely students who studied in Iraq and students who studied abroad. Two instruments were used in this study, namely the second language writing anxiety inventory (SLWAI) questionnaire and a test of writing performance. The results showed that the Iraqi students experienced moderate levels of writing anxiety. Cognitive anxiety was identified as the most common type of writing anxiety among Iraqi postgraduate students. The results of the questionnaire analysis revealed that there were no significant differences between the two student groups based on the levels and types of writing anxiety. Linguistic difficulties, fear of negative evaluation, and low self-confidence were identified as the main causes of writing anxiety. The writing test results showed a difference in anxiety levels for grammar and paragraphing rubrics. Additionally, the correlation analysis revealed a negative relationship between the degree of writing anxiety and writing performance grades.

Keywords: Effectiveness, Iraqi postgraduate students, EFL learners, writing anxiety, performance

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قسم اللغة الإنجليزية ، كلية التربية للعلوم الإنسانية ، جامعة تكريت

fhn58@yahoo.com

ابراهيم خلف صالح

قسم اللغة الإنجليزية ، كلية التربية للعلوم الإنسانية ، جامعة تكريت

Ibraheemkhalaf417@gmail.com

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Ayden.Mtp@tu.edu.iq

ملخص البحث:

ان القلق من اللغة الأجنبية من جهة التواصل، الكلام، والكتابة له تأثير سلبي بالغ على أداء الطلبة والذي يرتبط بجوانب التعلم النفسية والفسولوجية. ان هذه الدراسة تبحث في الاختلافات في مستويات وأنواع الطلبة الخريجين من جهة القلق الحاصل في مهارة الكتابة. ان عدد المشتركين كان ١٠٠ طالب عراقي والذين تم تقسيمهم الى مجموعتين وأعني بذلك الطلبة الدارسين في العراق وخارجه. لقد تم استعمال اداتين في هذه الدراسة الذي اعنيه قلق الطلبة من استعمال اللغة الثانية. لقد تم اجراء استبانة بالإضافة الى اختبار لمعرفة أداء الطلبة. ولقد بينت الدراسة ان الطلبة العراقيين قد جربوا مستويات معتدلة من القلق الكتابي وأن القلق الذهني قد تم تحديده في أكثر الأنواع من القلق الكتابي شيوعا بين الطلبة العراقيين الخريجين. لقد كشفت النتائج الخاصة بتحليل الاستبانة انه لا توجد فروقات واضحة بين المجموعتين على أساس مستويات وأنواع القلق الكتابي، الصعوبات اللغوية والخوف من التقييم السلبي ومستوى الثقة بالنفس المتدني قد تم تحديدهم بوصفهم أهم المسببات الرئيسة للقلق الكتابي. كذلك بينت نتائج الاختبار ان هناك اختلاف في مستويات القلق من جهة النحو وترتيب اشكال النصوص. بالأضافة الى ذلك فقد كشف تحليل الارتباط ان هناك علاقة سلبية بين درجة القلق الكتابي ودرجات الأداء الكتابي.

الكلمات المفتاحية: متعلمي الإنكليزية كلغة اجنبية، الطلبة العراقيين، القلق الكتابي، الأداء

الكتابي.



1.1 Introduction

Writing is one of the four main language skills and it is considered to be a productive skill. Lately, it has been regarded as an important skill among foreign English language learners as well as for those learning English as a second language. Bacha (2002, cited in Hasanah, 2017) indicate that the writing process contributes to the development of the learner's cognitive skills, particularly in attaining various strategies in the learning process such as analysis, synthesis, and inference. Besides, it is a fundamental skill that is required by everyone at some point. Al-Mudhaffari et al., (2020) states that writing does not only involve propositional content, but has been established as interactional and persuasive. Al-Zubaidi (2012) refers to writing as a factor that determined whether a student is successful at the university level.

Anxiety, on the other hand, is an affective state which defined as an uncomfortable emotional state, in which one perceives danger, feels powerless, and experiences tension in the face of unexpected danger (Blau, 1955). Horwitz and Cope (1986, p. 128) describe the foreign language anxiety (FLA) as a distinct complex of self-perception, beliefs, feelings, and behaviours related to classroom language learning due to the uniqueness of the foreign language learning process. In addition, Young (1991, p. 27) defines the anxiety of foreign language as the feeling of worry and negative emotional reactions when learning or using a second language. Moreover, McLeod (1987, p. 427) defines anxiety in writing as negative, anxious feelings that disrupt some parts of the writing process. Likewise, Thompson (1980, p. 121) defines it as "the fear of the writing process that outweighs the projected gain from the ability to write".

The most important study investigating foreign language anxiety was performed by Horwitz, Horwitz, and Cope in 1986. In this study, three

components of foreign language anxiety were mentioned which include communication anxiety, test anxiety, and fear of negative evaluation. Communication apprehension is a type of shyness associated with the fear of or anxiety in communicating with others. According to Horwitz et al., (1986 cited in Mitchell et al. 2019), communication apprehension has a fundamental role compared to the other three components of foreign language anxiety. Test anxiety, however, is related to the tension or emotional interruption caused by fear of failure. For instance, students with test anxiety tend to set high-performance goals that can be difficult to achieve, thereby putting pressure on themselves to perform. Lastly, the fear of negative evaluation refers to the uneasiness and tension regarding other people's evaluations, especially criticism, and has a broader scope than the concept of test anxiety.

However, according to Abdel Latif (2007) and Gibriel (2019), writing anxiety refers to the “feeling of uneasiness that writers experience while performing the task”. Cheng (2004) as well as Wahyuni and Umam (2017) mention that writing anxiety is divided into three types, namely cognitive anxiety, somatic anxiety, and avoidance anxiety. The first type, cognitive anxiety, refers to the cognitive aspect of anxiety experience. Cognitive anxiety includes negative expectations, preoccupation with performance, and concern about the perception of others. Somatic anxiety refers to the perception of the psychological effects of the anxiety experience, whereby some examples of these effects are nervousness and tension. The last type of writing anxiety is avoidance anxiety which represents a type of anxiety shown in students who avoid writing.

Previous studies on English as a foreign language (EFL) among Arab students, such as those by Al-Zubaidi, (2012), Altukruni (2019), Asmaa, (2015), Latif, (2007), Gibriel (2019), and Salem, (2007), noted that Arab students faced



many difficulties and problems in writing in a foreign language due to anxiety. Some of these problems were associated with their cultural background, self-confidence, and lack of motivation. Likewise, educational experts revealed that Iraqi students faced the same problems and additionally feared making mistakes in their writing such as spelling, grammar, and writing mechanisms. It was observed that these students were mainly worried about the accuracy but not fluency. Nevertheless, limited studies have been performed on Iraqi postgraduate students concerning this issue. Therefore, this study aims to unravel the differences in writing anxiety between the Iraqi students who studied abroad and those who studied in Iraq and thus, fill the existing gap in the literature regarding this field of study. The specific aims of this study are to:

- 1- Explore the differences in anxiety levels among the Iraqi students who studied abroad and those who studied in Iraq.
- 2- Identify the differences in anxiety types among the Iraqi students who studied abroad and those who studied in Iraq.
- 3- Determine the differences in the main factors that cause writing anxiety among Iraqi students.

Based on these objectives outlined in this study, the following research questions are proposed:

- 1- What are the differences in anxiety levels among the students who studied in Iraq and students who studied abroad?
- 2- What types of anxiety differences exist among the Iraqi students who studied abroad and those who studied in Iraq?

3- What are the differences in the main factors that cause writing anxiety among Iraqi students?

2. Studies on anxiety in the EFL context

Bloom (1979) asserts that writing anxiety is highly situation-specific, self-limiting, relatively visible, and more importantly, appears to be easily overcome by rational instruction. It was observed that the EFL/ESL students who were anxious usually shake their hands and have a fast-paced heartbeat due to the fear of making mistakes while communicating in English. Therefore, many students choose to avoid using new words or complex sentences and never fully express themselves when asked to write in class or in front of others. Studies involving writing anxiety were previously initiated on the native speakers and some of the studies by Dally (1978), Dally & Miller (1975a), and Matthews (2001) found that a non-threatening teaching approach helped to reduce writing anxiety among students. According to Al-Ahmed (2003), writing anxiety is a challenging experience for both native speakers and learners of second languages. In the context of EFL, various studies were conducted to explore the levels and types of anxiety in different countries using EFL. For instance, Woodrow (2006) found that learners of the English language from Confucian heritage cultures (China, Korea, and Japan) were the most anxious compared to other groups in his study. On the other hand, Huang (2009) and Elkhafafaifi (2005) investigated the anxiety among university students in Taiwan and Arab, respectively. In both studies, anxiety differences in gender were observed and the authors concluded that female students showed higher anxiety compared to male students. In contrast, Jabreil, Azizafar, and Gowhary (2015) investigated the anxiety levels among male and female Iranian university students and the data was analysed using a T-test. The results showed that the male participants had a higher level of anxiety, in



which the cognitive anxiety level was also shown to be higher in males. On the other hand, other researchers such as Li (2010), Casado and Dereshiwsy (2001) reported that the length of exposure to the target language greatly reduced the students' anxiety level.

A previous study by Aydin (2008, cited in Cooper & Brownell, 2020) was conducted in Turkey to investigate the levels of fear of negative evaluation and language anxiety among Turkish EFL learners using descriptive and correlational analysis. The author showed that the students suffered from language anxiety, in which the fear of negative evaluation was a strong reason for language anxiety. Moreover, Zhang (2011) performed a study in China to identify differences in the level of writing anxiety between freshmen and sophomore students learning the English language. In this study, questionnaires were used as the main data collection method and the results indicated that the sophomore students had significantly higher levels of writing anxiety as compared to the freshmen. In a study by Wahyuni and Umam (2017), the anxiety levels, dominant anxiety types, and main factors of writing anxiety of English students were investigated in Indonesia. In their study, 50 English university students who were in their fourth semester were evaluated using two closed-ended questionnaires, namely the Second Language Writing Anxiety Inventory (SLWAI) proposed by Cheng (2004) and Causes of Writing Anxiety Inventory (CWAI) proposed by Rezaei and Jafari (2014). The findings indicated that 54% of the students experienced a high level of writing anxiety and the dominant type of writing anxiety based on the highest mean among two other types of writing anxiety investigated was cognitive writing anxiety.

In Arab, many studies were conducted to investigate speaking and writing anxieties among Arab students. For instance, Aljafen (2013) investigated

the writing anxiety and sources of anxiety among Saudi students who were in their preparatory years in engineering and pharmacy. It was shown that both groups shared almost identical feelings of moderate English writing anxiety, whereby weaknesses in their past English language education was the major reason for their writing anxiety. Another study was performed by Latif (2007) to measure the provoking factors of writing anxiety and the writing self-efficacy in English composition among 67 prospective Egyptian teachers. The results indicated that English writing was identified as anxiety-provoking among ESL learners, thereby creating high writing apprehension. In a previous study by Ismail et al., (2010), the authors focused on the different levels of writing anxiety and attitudes in academic writing from the perspective of the instructor. In this study, the writing apprehension scale proposed by Daly and Miller (1975a) and a series of interview questions were used as tools for data collection. The results indicated that students were apprehensive about writing and disliked it. In a separate study by Ucgun (2011), the writing anxiety of Year 6 to 8 primary school students was examined using different variables. The writing anxiety of 1407 participants was evaluated using the writing anxiety scale proposed by Yamen (2010), in which the results showed that their writing anxiety level in their mother tongue was lower when compared to writing in the English language. Another study by Altukruni (2019) addressed the phenomenon of English writing anxiety in female Saudi undergraduate students in the preparatory year of the English language programme. The author collected the data quantitatively via an online self-reporting survey and the results indicated that no significant relationship was observed between writing anxiety and the students' second language proficiency. The study also revealed that writing anxiety had a negative effect on the subjects' writing performance. In the Iraqi context, Sabti et al., (2019) conducted a study to examine the individual differences in Iraqi EFL writing anxiety, writing self-



efficacy, and writing achievement motivation. The study adopted a quantitative approach and 100 Iraqi undergraduate students majoring in the English language from two Iraqi public universities were evaluated. The findings of the study indicated that the relationships between writing self-efficacy and writing anxiety, and writing anxiety and writing achievement motivation were negatively correlated, whereas writing self-efficacy and writing achievement motivation were significantly and positively correlated.

Based on the information available from previous studies, it is evident that further research on language anxiety and how it differs among various participants is warranted. Besides, it is also important to identify differences between the types and levels of foreign language anxiety to determine the relationship between these factors as well as understand the nature of foreign language anxiety in relation to its participants. To date, most of the writing anxiety research has been conducted on school students or undergraduate learners of EFL/ESL within the classroom setting, with limited research on EFL/ESL users outside of the classroom and from different backgrounds such as Iraqi postgraduates. Therefore, the significant gap within this area of investigation is justified based on the research objectives proposed in this study.

3. Methodology

3.1 Study Participants

In this study, 100 Iraqi male and female postgraduate students were selected and divided into two groups. The first group consisted of 50 Iraqi students who were studying in the country (in Tikrit university). The second group, however, consisted of 50 students who were studying abroad. Both the student groups comprised students who were either pursuing their PhD or Master's program, with majors in English as well as other scientific fields. The postgraduate students were

selected from different fields of study to identify the relationship between the academic experience and EFL writing anxiety. Table 1 shows the types of participants selected in this study.

Table 1: Types of participants selected in this study

Students studying in the country		Students studying abroad
Male	30	38
Female	20	12
PhD	20	28
Master	30	32
	50	50
Sum= 100		

3.2 Instruments

For data collection, a second language writing anxiety inventory (SLWAI) questionnaire consisting of 22 items (refer to Appendix A) was employed based on the SLWAI model proposed by Cheng (2004). This model was designed to assess the writing anxiety among EFL learners and scored based on a five-point Likert response scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The purpose of using this type of questionnaire was to measure the different levels of writing anxiety among Iraqi EFL learners. In addition, the second type of questionnaire known as the causes of ESL writing anxiety (refer to Appendix B) was adopted from Zhang (2011) and used in this study. This questionnaire consisted of 8 items which include lack of topical knowledge, linguistic difficulties, fear of negative evaluation, low self-confidence, insufficient writing practice, insufficient writing technique, lack of effective feedback, and fear of tests. This questionnaire was employed to identify the most common problems faced by Iraqi postgraduate EFL learners when writing in a foreign language. According to Nunan (1992), a questionnaire is an instrument used for the



collection of data in written form which consists of open- and/or closed-ended questions and other probes that require a response from subjects. Moreover, Siriwan (2007) indicated that the questionnaire can easily be administered to a large number of subjects for data compilation, is relatively simple, and more notably, relevant to obtain accurate quantitative measurement.

The second method used in this study involved writing an English composition. Participants were asked to write an English composition within 30 minutes and these compositions were administrated and evaluated by the researchers of this study. Each composition was graded on a 15-point scale based on the grading rubric used for the evaluation of compositions and essays by the instructor. The rubric grading system is composed of five aspects which include content, paragraphing, spelling, vocabulary, and grammar. This method was used to determine if there was a negative correlation between ESL writing anxiety and writing performance among participants.

3.3 Data Collection and Analysis

Based on the methods employed in this study to collect the data, a pilot study was initially conducted to revise the questionnaire, in which some minor revisions and necessary modifications were performed with the inclusion of some factors to ensure that the items were clear and understandable. Besides, prior consent by Tikrit university was obtained in January 2020 before proceeding with the questionnaire assessment. In general, the questionnaire took approximately four weeks for distribution and data collection. The time allocated for completing the questionnaire was approximately 15 minutes. As for the writing performance, participants were asked to write an English composition within 35 minutes which was administrated and evaluated by the instructors. Finally, the data obtained were

analysed using SPSS, in which descriptive statistics and independent samples T-tests were performed.

4. Results

Upon data collection using the questionnaires, the data were analysed using SPSS, while the students writing compositions were evaluated based on the specific rubric criteria for grading.

4.1 Level of writing anxiety among Iraqi students

Table 2 shows the descriptive statistics results obtained based on Questionnaire I which incorporated the SLWAI model. The results were based on a total score above 65 points which indicated a high level of anxiety, while a total score below 50 points indicated a low level of anxiety. On the other hand, total scores obtained between these two values indicated a moderate level of writing anxiety.

Table 2 Descriptive statistics of the second language writing anxiety (general) among students

	Number of Students	Minimum	Maximum	Mean
High anxiety	34	66	106	78.18
Moderate anxiety	55	51	64	52.27
Low anxiety	11	29	49	35.45
Total	100	29	106	61.36

Based on the SLWAI model, the possible scores for this study ranged from 22 to 110, while the participants' scores ranged from 29 to 106. According to the descriptive statistics in Table 2, 56 students (56%) were found to have a



moderate level of anxiety with a mean value of 52.27, thereby reinforcing the conclusion that Iraqi postgraduate students had a moderate level of second language writing anxiety.

Table 3 Descriptive statistics of the second language writing anxiety (students studying in Iraq)

	Number of Students	Minimum	Maximum	Mean
High anxiety	19	65	81	66.63
Moderate anxiety	25	50	62	50.90
Low anxiety	6	36	44	36.36
Total	50	36	81	53.18

Table 4 Descriptive statistics of the second language writing anxiety (students studying abroad)

	Number of Students	Minimum	Maximum	Mean
High anxiety	17	66	106	78.18
Moderate anxiety	28	50	64	51.81
Low anxiety	5	29	48	35.00
Total	50	29	106	61.36

Tables 3 and 4 depict the results of the descriptive statistics of the two student groups which consisted of students who were studying in the country and students who were studying abroad. In general, the first group (students studying in Iraq) had moderate levels of English writing anxiety ($M=50.90$, >50) and was almost similar to the second group (students who studied abroad), which also showed moderate levels of English writing anxiety ($M=51.81$, >50).

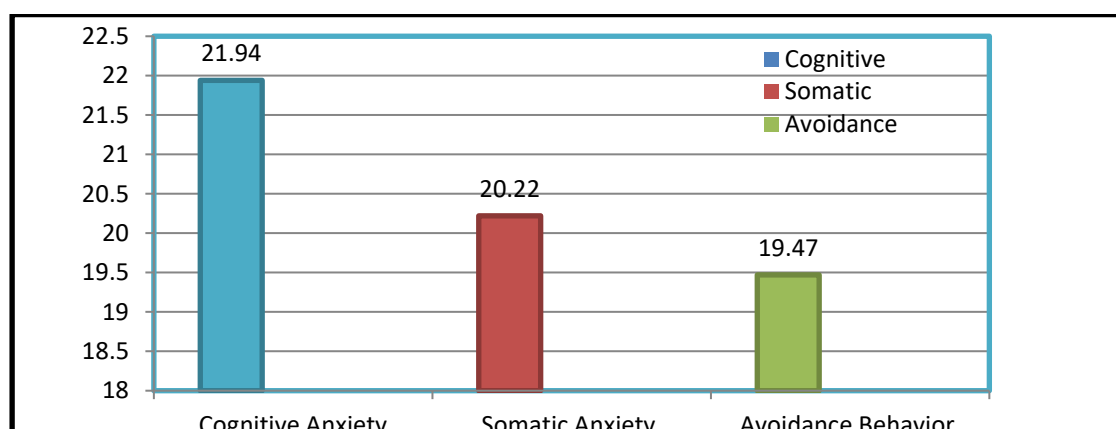
Hence, it was observed that both groups of Iraqi students were found to have moderate levels of second language writing anxiety. Specifically, the

results indicated that approximately 50% and 56% of students who studied in Iraq and abroad, respectively, experienced moderate levels of English writing anxiety.

4.2 Types of writing anxiety among Iraqi students

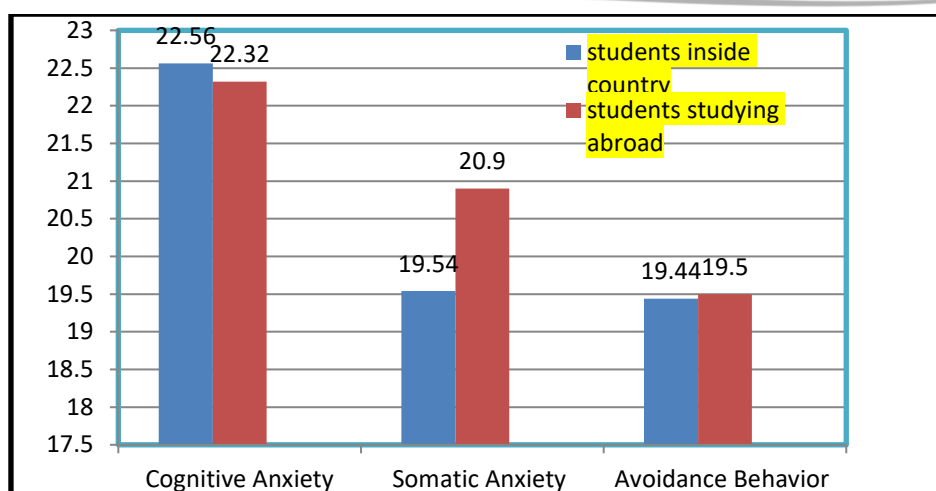
The second language writing anxiety model offers a three-dimensional conceptualisation of anxiety which includes somatic anxiety, cognitive anxiety, and avoidance anxiety (Cheng, 2004). The distribution of scores for the three types of SLWAI factors is shown in Figure 1, in which cognitive anxiety was the most common type of SLWAI experienced by both groups of Iraqi students.

Figure 1 Types of writing anxiety



The differences in the SLWAI factors observed between the two groups of Iraqi students are shown in Figure 2. According to the results, Iraqi students who studied in Iraq suffered higher levels of writing anxiety in relation to cognitive anxiety compared to Iraqi students who studied abroad. In contrast, it was observed that Iraqi students studying abroad suffered higher anxiety levels than the students studying in Iraq based on factors such as somatic anxiety and avoidance anxiety.

Figure 2 SLWAI factors affecting writing anxiety (comparison between students studying in Iraq and students studying abroad)



4.3 Causes of writing anxiety

Figure 3 shows the results of Questionnaire II, in which the main causes of writing anxiety is ranked based on the number of students who agreed or strongly agreed with the statements of the items.

Figure 3 Causes of writing anxiety

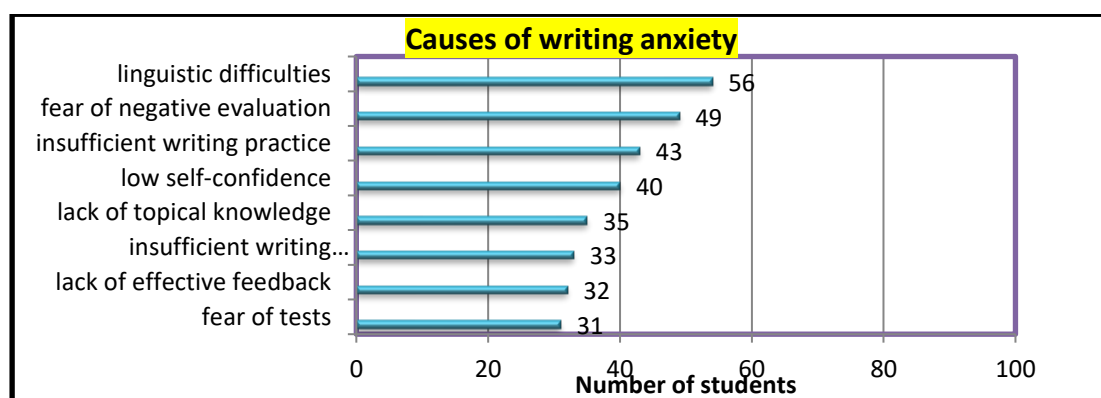


Figure 3 illustrates the results obtained for the specific causes of writing anxiety. A large majority of students (56%) believed that their English writing anxiety stemmed from linguistic difficulties such as vocabulary, sentence structures, and grammatical errors. This observation was consistent with a previous study by Zhang (2011) who showed that linguistic difficulties were the major cause of anxiety among Chinese students. The second cause of writing

anxiety was the fear of negative evaluation, as shown in 49% of the students. The main reason for this observation was due to the students not being aware of the purpose of writing, in which they wrote for the sake of getting good marks and passing their exams rather than reflecting their own opinions or voice. In addition, 43% of students, particularly students studying in Iraq, reported that insufficient writing practices made them anxious when they wrote in a foreign language. Another reason for writing anxiety was low self-confidence, in which 40 students (40%) thought that the poor linguistic knowledge affected their self-confidence and discouraged them from writing. Consequently, the lack of confidence in their writing achievement also made them feel upset. Moreover, 35% of students attributed their writing anxiety to the lack of ideas about a particular topic and not knowing what to write for English compositions under a time constraint. The last three reasons for writing anxiety were closely related such as insufficient writing techniques (33%), lack of effective feedback (32%), and fear of tests (31%), in which the students felt worried about writing compositions in exams.

Figure 4 Causes of writing anxiety (students studying in Iraq)

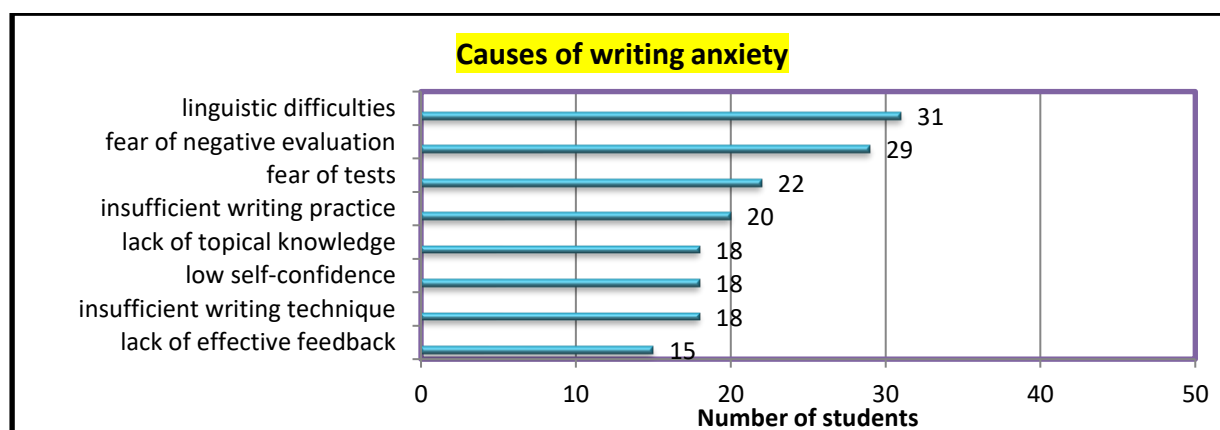
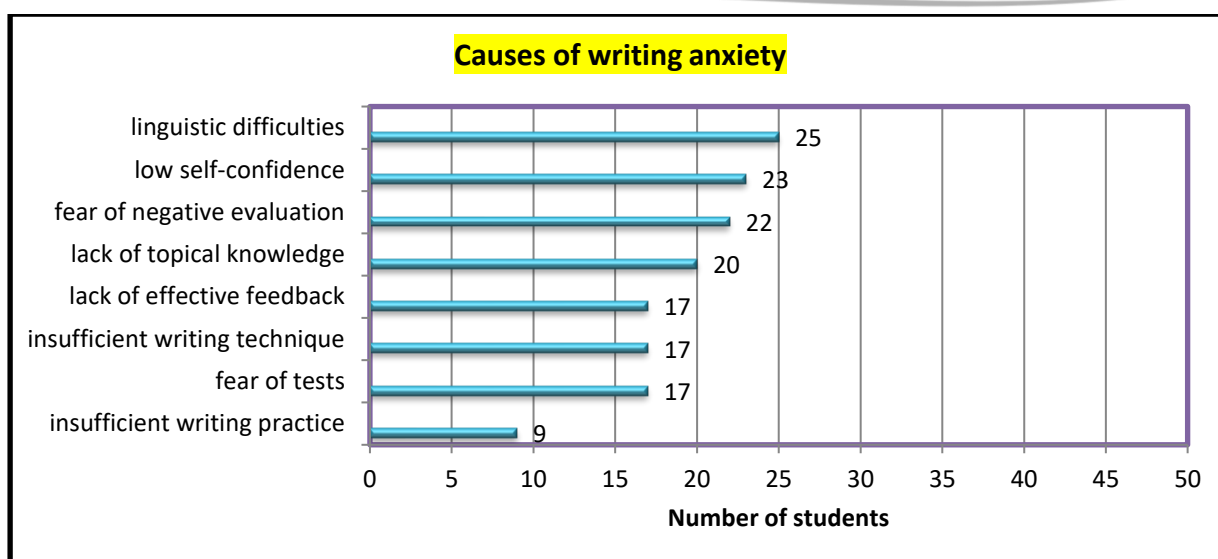


Figure 5 Causes of writing anxiety (students studying abroad)



The causes of writing anxiety among Iraqi students from both groups are represented in Figures 4 and 5. The major cause of English writing anxiety was shown to be associated with linguistic difficulties in both groups, as represented by 31 and 25 students studying inside Iraq and abroad, respectively. On the other hand, the second cause of writing anxiety showed some differences in both student groups, in which the fear of negative evaluation was represented by 23 students in the first group, while 29 students in the second group showed low self-confidence. Likewise, the lowest cause of writing anxiety was the lack of effective feedback for students studying in Iraq (15 students) and insufficient writing practice for students studying abroad (9 students).

4.4 Effect of writing anxiety on students' writing performance

A total of 13 writing compositions were randomly chosen from 15 students studying in Iraq and abroad, respectively, and the effect of writing anxiety on their achievement and performance were evaluated. The results are shown in tables 5 and 6. Table 5 depicts the writing scores of the compositions according to the five main rubrics criteria selected by the researchers of this study, whereby each rubric score was equivalent to 3 marks. The results indicate that there were high levels

of writing anxiety for the students studying in Iraq, especially in paragraphing and grammar with scores of 19 and 19, respectively from a total score of 45, while moderate levels of writing anxiety were found for writing mechanism, vocabulary, and content with scores of 24, 23, and 21, respectively from a total score of 45. In contrast, students studying abroad showed moderate levels for most of the rubric criteria, such as content, paragraphing, and grammar with scores of 25, 29, and 27, respectively. In addition, for writing mechanism and vocabulary, students studying abroad showed low levels of writing anxiety with scores of 30 and 31, respectively.

Table 5 Writing composition analysis

Type of students	Criteria for rubric evaluation of writing composition				
	Content	paragraphing	Writing mechanism	Vocabulary	Grammar
Students studying in Iraq	21	19	24	23	19
Students studying abroad	25	29	30	31	27
Total	46	48	54	54	46

The data in Table 5 indicate that students studying in Iraq showed higher levels of writing anxiety than those studying abroad for all the rubric criteria. Based on the writing compositions, Iraqi postgraduate students showed moderate levels of writing anxiety in most rubrics with a total score of 90 for all the students. These findings are consistent with the results obtained from questionnaire II. Nevertheless, although the Iraqi students showed moderate levels of writing anxiety, a negative effect was observed based on their writing performance and achievements as indicated by the correlation analysis between writing anxiety and writing performance (Table 6).



Table 6 Correlation between writing anxiety and writing performance

Correlations			Writing grade	Anxiety degree
Kendall's tau b	Writing grade	Correlation Coefficient	1.000	-.828
		Sig. (2-tailed)		.000
		N	30	30
	Anxiety degree	Correlation Coefficient	-.828	1.000
		Sig. (2-tailed)	.000	
		N	30	30

*correlation is significant at the 0.01 level (2-tailed)

Based on the results in Table 6, a significant and negative correlation was observed between writing anxiety and the students' achievements, thereby indicating that writing anxiety negatively affected the students' writing performance. Additionally, there was a significant and negative correlation between the degree of anxiety and writing grade which was represented by $r = -0.879$, thus indicating that students who experienced writing anxiety attained lower grades in their writing composition.

5. Discussion and Conclusion

This study aimed to identify the differences in the types and levels of writing anxiety between two groups of Iraqi postgraduate students which comprised students studying in Iraq and those studying abroad. The results of this study indicate that the Iraqi students showed moderate levels of writing anxiety, as opposed to the initial assumption that foreign language learners experienced a high level of anxiety when writing in English.

The findings of this study revealed that there was no major significant difference in the writing anxiety levels between Iraqi postgraduate students who studied in Iraq and those who studied abroad. Both student groups showed moderate levels of writing anxiety, although a higher number of students in the

second group (studied abroad) showed a moderate level of anxiety compared to students in the first group (studied in Iraq), as represented by 28 and 25 students, respectively. These results, however, were in contrast with previous results obtained by Rezaei and Jafari (2014), Jebreil, Azizifar, and Gowhary (2015) as well as Ali and Fei (2016) who investigated language anxiety and its relationship with gender and achievement among Iraqi students. In these studies, the authors reported that females showed more anxiety compared to males and that the Iraqi students experienced high levels of anxiety. However, the results in this study are consistent with the study by Aljafen (2013) who reported that all three groups of Saudi students experienced moderate feelings of English writing anxiety.

There are several reasons underlying the moderate levels of anxiety experienced by Iraqi students. One of the reasons may be attributed to the efforts by the Iraqi ministry of higher education in developing the students' English language skills. For instance, students are required to choose one of the Cambridge English book series (Headways academic skills) as a subject in their Master's and PhD dissertations. Besides, another reason was due to the Iraqi instructors who were aware of their students' level of English and therefore, did not expect them to show excellence in writing. The instructors' evaluations were based on the ideas expressed in the writing rather than the quality of writing. Hence, it is thought that the students' anxiety levels shifted from English writing to other courses such as scientific subjects. On the other hand, most Iraqi students who studied abroad chose different study programmes in the English language to develop their English proficiency and thus, had the opportunity to practice their English language skills and reduce their anxiety levels.

Regarding the different types of writing anxiety, cognitive anxiety was identified as the most common type of anxiety experienced by Iraqi postgraduate



students. Moreover, it was observed that the cognitive anxiety level for students studying in Iraq was higher than that of students studying abroad. These findings were consistent with the results of a previous study by Cheng, (2004), in which it was noted that cognitive anxiety had a great influence on the performance of writing in a second language. Likewise, studies by Zhang (2011) and Rezaei and Jafari (2014) found that cognitive anxiety was the main type of writing anxiety among Iranian university students. Nevertheless, in this study, it was shown that the Iraqi students studying in Iraq displayed high levels of cognitive anxiety compared to the Iraqi students studying abroad. This observation was particularly due to the lack of opportunity to practice writing in the English language. In addition, students found the writing process challenging as they were fearful of making mistakes and had limited knowledge of the English language. Besides, these students faced writing difficulties such as being able to fully develop their ideas in the target language. Several causes of writing anxiety in Iraqi students were also identified in this study, in which linguistics difficulties, fear of negative evaluation, and low self-confidence were identified as the main causes. It is thought that these causes of writing anxiety, together with cognitive anxiety among EFL learners, could potentially affect the students' writing achievement and performance. These results were also consistent with the results by Hyland (2003), in which the author noted that most ESL writers had difficulties in adequately expressing themselves in English because of grammatical errors, sentence structure, and inadequate use of vocabulary (linguistics difficulties). Similarly, Latif (2007) also showed that the poor knowledge of the English language was the main source of anxiety and this finding was consistent with a previous study by Rabab'ah (2005) which focused on the communication problems faced by Arab college students in learning the English language. In this

study, the author noted that one of the most important factors of anxiety among Arab students was their weakness in the English language.

The analysis of the Iraqi students' writing compositions showed that there was a significant difference in the writing performance between the two groups of Iraqi students. For instance, it was shown that the Iraqi students who studied in the country had higher anxiety levels based on the grammar and paragraphing rubrics as compared to the Iraqi students who studied abroad. Similarly, Jebreil, Azizifar, and Gowhary (2015) showed that anxiety affected both grammar and spelling components in the writing performance among Iranian students. Some of the reasons attributed to this anxiety were the lack of writing practices in English, apart from their limited knowledge in English grammar and building sentence structures. For example, these Iraqi students had difficulties expressing and generating new ideas when writing simple essays or compositions in a foreign language due to the inappropriate methods used in Iraq for teaching the English language.

The findings of this study are significant to the Iraqi postgraduate students, lecturers of higher education, and universities. It highlights the impact of writing anxiety on the Iraqi students' performance and achievements as well as identifies the causes of anxiety that should be avoided. Iraqi students need to be aware of the impact of anxiety on their performance and educational achievement. Although many studies illustrate the positive role of adequate anxiety in motivating students to maintain their efforts on learning, the moderate levels of anxiety showed by the Iraqi students substantiate the need to further develop their language skills in their writing performance due to its importance in their academic studies. A study by Zughouli (1987, cited in Aljafen, 2013) asserted that the most effective way for students to learn the English language is by practice. It



was also noted that the lecturer's or teacher's role was to provide students with sufficient information, materials, and adequate opportunities for guided practice. Hence, various successful strategies should be taught to students to help them transition smoothly from writing in their first language to a second language and thus, reduce their anxiety level. According to Mesri (2012), teachers should focus on the students' anxiety level and help them to maintain an adequate level of anxiety as avoiding anxiety completely is not considered helpful for students.

Nevertheless, this study has several limitations that are worth noting. For instance, the first limiting factor is related to the size of the participants selected, in which the results obtained in this study should not be generalised for both students groups as the participants consisted of Tikrit university students in Iraq and Iraqi students who studied in foreign countries such as Malaysia and Turkey. Besides, the second limiting factor is associated with the data collection method used in this study which consisted of only the SLWAI-based questionnaire. The use of other data collection methods would be beneficial in future studies such as classroom observations and semi-structured interviews. Additionally, studies on writing anxiety issues should be performed using qualitative and quantitative analysis methods to confirm the findings of this study as well as contribute essential and useful information to the growing body of literature studies on writing anxiety among EFL learners.

In conclusion, writing anxiety is a common phenomenon among EFL students, particularly in writing compositions or assignments. In this study, the writing anxiety levels of Iraqi students were investigated, in which moderate levels of anxiety were observed. Furthermore, the results indicated that there were no significant differences between the Iraqi students who studied in Iraq and Iraqi students who studied abroad for both types and levels of writing anxiety. It is also

important for lecturers to be aware of the anxiety causes and help students to develop their writing skills by providing students with opportunities to practice their writing, and thereby reduce anxiety levels among the Iraqi students. Despite the limitations of this study, the empirical evaluation of the Iraqi students' writing anxiety as EFL learners was successfully carried out in this study. It is hoped that the findings of this study, particularly in the context of academic writing, would be beneficial to both the Iraqi as well as the Arab students.



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APPENDIX A

ESL Writing Anxiety Questionnaire I--
- based on Second Language Writing Anxiety Inventory
(SLWAI) (Cheng, 2004)

Name:

Gender:

Age :

Study :

Instruction:

Statement	SA	A	U	D	SD
1. While writing in English, I'm not nervous at all.					
2. I feel my heart pounding when I write English compositions under time constraint.					
3. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.					
4. I often choose to write down my thoughts in English.					
5. I usually do my best to avoid writing English compositions.					
6. My mind often goes blank when I start to work on an English composition.					
7. I don't worry that my English compositions are a lot worse than others'.					
8. I tremble or perspire when I write English compositions under time pressure.					
9. If my English composition is to be evaluated, I would worry about getting a very poor grade.					
10. I do my best to avoid situations in which I have to write in English.					
11. My thoughts become jumbled when I write English compositions under time constraint.					
12. Unless I have no choice, I would not use English to write composition.					

APPENDIX B

ESL Writing Anxiety Questionnaire II —by Zhang Hongxia

Instruction:

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

(√) the appropriate column.

2. Note that SA=Strongly Agree, A=Agree, U=Uncertain, D=Disagree, SD=Strongly Disagree.

Statement	SA	A	U	D	SD
When I write English compositions,					
1. I usually have no idea about the topic and what to write, in particular when I write English compositions under time constraint.					
2. While writing English compositions, I often encounter some linguistic difficulties, such as inadequate mastery of vocabulary, simple sentence structures, and grammatical errors.					
3. I'm afraid of negative evaluation of my English compositions from teacher and fellow students.					
4. My English writing skill stands still which makes me feel upset.					
5. I'm lack of writing practice inside and outside classroom.					
6. I don't think I have a good command of composition techniques. For instance, I'm too much concerned about the forms and formats.					
7. I don't think the teacher's feedback on my English writing is sufficient and effective.					
8. I'm much worried about writing English compositions.					

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

كلمة العدد

الحمد لله الذي أكرمنا بخير كتاب أنزله، وشرفنا بخير نبي أرسله، والصلاة، والسلام على سيدنا محمد وعلى آله وصحبه أجمعين.
وبعد

ففي زمان صار التمسك بالثواب بأنواعها نادرا والتشبث بالقيم بات نذرا تمضي مجلة سر من رأى في مسيرتها متمسكة بما يميزها ويرسخ اقدامها في أرض أساسها الضوابط والمعايير المحترمة في كل جوانبها سواء أكان ذلك في نوعية البحوث العلمية او مكانة المحكمين ونزاهتهم أو في إدارة ينماز افرادها بالالتزام والمهنية والاحترافية في عملهم والرائد لا يكذب اهله نحمد الله على فضله ومنه في توفيقنا وتسديدنا لما فيه الخير والعطاء .

والله ولي التوفيق

الأستاذ المساعد الدكتور

قيس علاوي خلف السامرائي

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تصدر عن كلية التربية / جامعة سامراء

الاشتراك في المجلة



تدفع المؤسسات الحكومية والجامعات ومراكز البحث بدل اشتراك قدره (٢٥٠٠٠) دينار داخل القطر للعدد الواحد وتخاطب سكرتارية المجلة على العنوان المدرج في أدناه لغرض الاشتراك أو التبادل.

المراسلات

د. قيس علاوي خلف

مدير تحرير مجلة سر من رأى

جمهورية العراق / سامراء

ص.ب/١٦٥

البريد الإلكتروني للمجلة

E-mail: srmraj@uosamarra.edu.iq

مجلة سر من رأى

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الأسس الطباعية للبحث



- ❖ يطبع البحث على الآلة الحاسبة، وعلى ورق حجم (A4) وبوجه واحد.
- ❖ لا يتجاوز عدد صفحاته (٢٠) صفحة بما فيها: البيانات، والخرائط، والمصورات، وإذا زاد البحث على ذلك يتحمل الباحث دفع مبلغ (٢٠٠٠) دينار عن كل صفحة إضافية، على أن تقدم النسخ الأصلية الخاصة بالأشكال والخرائط على ورق (تريست)، وبواسطة برنامج (Microsoft Word).
- ❖ بعد الأخذ بملحوظات المقيمين يرفق قرص (CD) مع البحث المصحح.
- ❖ تكون الطباعة بحرف (Simplified Arabic)، وبحجم (١٤).
- ❖ تكتب الهوامش في آخر البحث بنفس خط المتن، وبحجم (١٢)، على أن تذكر معلومات المصدر كاملة عند وروده أول مرة، لتغني عن كتابة قائمة للمصادر.
- ❖ يقسم البحث على مقدمة وعناوين مناسبة تدل عليه، لتغني عن قائمة المحتويات.
- ❖ لا تلزم المجلة بإعادة البحث إلى صاحبه، إذا اعترض على نشره الخبراء، ويكتفى بالاعتذار.
- ❖ منهج البحث العلمي والتوثيق من سمات المجلة المحكمة.
- ❖ تعنون المراسلات باسم (رئيس التحرير) أو مدير التحرير.
- ❖ إذا كان البحث يحتوي على آيات قرآنية، يكون نمط الآيات وفق برنامج مصحف المدينة ولا يتم نشر البحث خلاف ذلك.

مجلة سر من رأى

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البريد الإلكتروني للمجلة:

مجلة للدراسات الانسانية محكمة متخصصة

E-mail: srmraj@uosamarra.edu.iq

تصدر عن كلية التربية / جامعة سامراء

تعليمات النشر في مجلة (سر من رأى)



ترحب مجلة (سر من رأى) العلمية المحكمة بإسهام الباحثين في القطر وسواه من الأقطار، فتخطو بهم ومعهم خطوات واثقة نحو مستقبل مشرق في نواحي الحياة، وفيما يأتي بعض ضوابط النشر فيها:

الأسس الفنية والتنظيمية

- ❖ تستقبل المجلة البحوث العلمية في مجالات العلوم الانسانية كافة.
- ❖ تقوم هيئة التحرير بالبحوث علميًا مع خبراء مشهود لهم بالكفاية العلمية في اختصاصهم الدقيق.
- ❖ ترفض المجلة نشر البحوث التي لا تطابق منهج البحث العلمي المعروف.
- ❖ يلزم الباحث بالأخذ بما يرد من ملحوظات حول بحثه، من خلال ما يحدده الخبراء المقومون.
- ❖ ألا يكون البحث مقدمًا إلى مجلة أخرى، ولم ينشر سابقًا، وعلى الباحث أن يتعهد خطيًا بذلك.
- ❖ يشترط أن يقوم الباحث ببحثه المقدم.
- ❖ يثبت على الصفحة الأولى ما يأتي: (عنوان البحث، والاختصاص الدقيق للبحث، واسم الباحث، ولقبه العلمي، ومكان عمله، وبريده الإلكتروني، ورقم هاتفه، وكلمات مفتاحيه باللغتين العربية والانكليزية)، وفي حالة وجود أكثر من باحث تذكر أسمائهم وعناوينهم، لتسهيل عملية الاتصال بهم.
- ❖ يطبع موجزا للبحث في صفحة مستقلة، وباللغتين العربية والإنكليزية، على أن لا يزيد عن صفحة واحدة.
- ❖ يعتمد أسلوب البحث العلمي في كتابة هوامش البحث ومصادره، ويعتمد الباحث المنهج البحثي الخاص باختصاصه، وتذكر الكتب المستعملة في البحث على النحو الآتي: اسم الكتاب، واسم المؤلف، ورقم الطبعة، ومكان النشر، وجهة النشر، وسنة النشر، والجزء (إن وجد)، والصفحة. أما الدوريات فتكتب على النحو الآتي: اسم الدورية، وعددها، وتاريخ صدورها، وجهة الإصدار، والصفحة.

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- ❖ لا يعد قبول النشر ملزما للمجلة بنشر البحث العلمي ضمن الاعداد إلا ما يليق بسمعتها الدولية.

مجلة للدراسات الانسانية محكمة متخصصة

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أعضاء هيئة التحرير



أ.د. اسماعيل يوسف اسماعيل

أ.د. عمر محمد علي

أ.د. كمال بن صحراوي

أ.م.د. أشواق سالم إبراهيم

أ.م.د. أنوار محمود مسعود

أ.م.د. خالد شكر محمود

أ.م.د. رعد سرحان إبراهيم

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أ.م.د. سيف حبيب حسن

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أ.م.د. عفاف حافظ شاكر

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أ.م.د. مراد احمد خلف

أ.م.د. منذر كامل اسماعيل

أ.م.د. ميسم بهاء صالح

أ.م.د. يوسف مظهر احمد

أ.م.د. رياض خليل حسين

أ.م.د. هشام مهدي ستار

أ.م.د. هشام مهدي ستار

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تصدر عن كلية التربية / جامعة سامراء

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الهيئة الادارية

رئيس هيئة التحرير:	أ. ياسر محمد صالح	جامعة سامراء / كلية التربية
مدير التحرير:	أ. م. د. قيس علاوي خلف	جامعة سامراء / كلية التربية
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البريد الالكتروني: srmraj@uosamarra.edu.iq E-mail:

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