

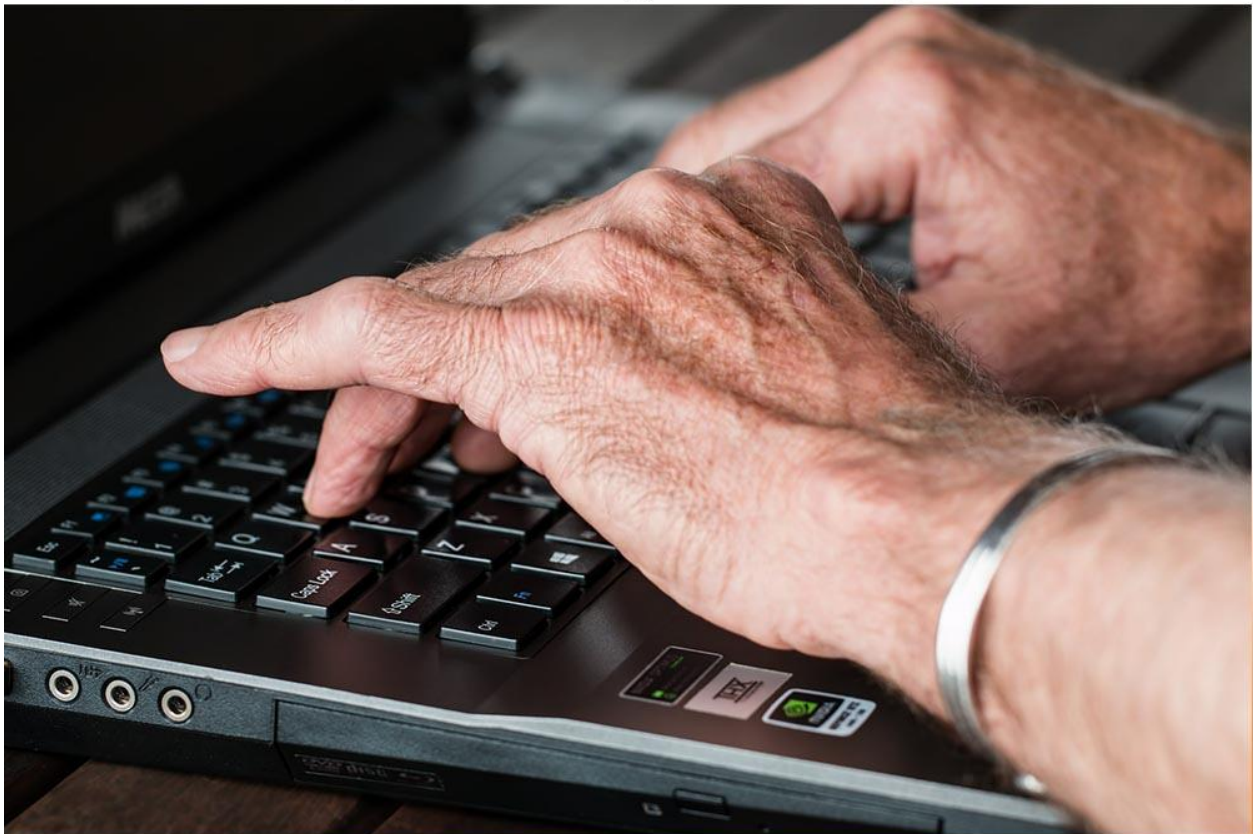
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## The Effect of Plan-Do-Review Strategy on Iraqi EFL Preparatory School Students' Writing Anxiety

### Abstract

Writing is a productive skill that demands special attention in English language teaching. There is a significant need for students at all levels not only to be good written communicators, but also to understand the importance of good writing skills. However, students may experience some difficulties while writing in English. Anxiety, is considered a main source of these difficulties . Thus, this study aims at finding out the effect of Plan-Do-Review strategy on Iraqi EFL preparatory school students' writing anxiety .

The sample of the study includes seventy one fourth grade preparatory school female students in Baghdad during the academic year 2018-2019. The subjects of the two groups are equated according to their age, parents' education , Intelligence , Motivation , and their scores in the writing anxiety .

Second Language Writing Anxiety Inventory (henceforth SLWAI) has been employed on the sample at the end of the experiment to measure the participants' writing anxiety. It has been found that the Plan-Do-Review strategy has positive effects in alleviating students' writing anxiety.

## **Introduction**

Naturally, writing and instruction of writing is changing. Many forms of electronic communication such as word processing play progressively vital role in the way the students learn and practise writing in various learning environments. Understanding, evaluating, and synthesizing text, ideas, and concepts are considered writing difficulties for the students. Writing regulates English language arts classrooms. Furthermore, approaching writing tasks strategically plays an important role in facilitating the sound arguments development which are supported by true reason (Graham et al., 2016:1). Efficient writing is a skill that is well balanced in the cognitive domain. Learning comprehension, application, and synthesis of new knowledge result in effective writing (Defazio et al., 2010: 34).

Gaad (2017:38) believes that being proficient at writing is essential for students' gaining through their study at school. He also claims that the lack of effective teacher instruction may result in low proficient students at writing.

Since students are able to convey thoughts and opinions, describe ideas and events, and analyze information through communication in writing (Graham et al., 2016:1), so they need to be skillful enough to master writing successfully (Negari & Rezaabadi, 2012: 2578). students need to have repeated opportunities to discuss among themselves what ideas mean and how these ideas can be placed in their writing, Jackson (2009:43)

believes that students' skills and abilities across the whole curriculum can be promoted through writing

Ekmekci (2018 : 159) argues that Writing is known as a skill that demands proficiency even in student's native language . Thus , it becomes more difficult and complex in the foreign language context that may affect students' performance in writing and makes them experience anxiety in it.

writing in a foreign language , as compared with other skills , affects students' performance negatively because it is product –oriented in most classes that demands a great deal on the part of students regarding to their own thinking and ideas . Moreover , students may not be encouraged and directed correctly by teachers. And this makes writing stressful for students (Tsui ,1996 cited in Yastibas & Yastibas , 2015 : 531).

Many studies report that writing is difficult and complicated skill , and anxiety in writing is one of the problems that affects students negatively and causes them to form negative attitudes towards it ( Rivers 1981 ;Hassan 2001 ;Yastıbaş & Yastıbaş 2015 ; and Jameel & Mohamood 2017 ).

The researcher has noticed that Iraqi English as a Foreign Language (henceforth EFL) students are weak writers , they still have difficulty in composing , even, short paragraphs . Accordingly , there is a real need to seek for new effective strategies in teaching writing.

Therefore , the researcher assumes that the ' Plan-Do-Review strategy' may help to improve the students' skill of writing and may reduce their anxiety in writing tasks as Ellis( 2006:11-16) argues that this strategy will develop the metacognitive awareness as it

requires “doing an activity to practise the language” , and this activity , to the best of the researcher’s knowledge , is writing.

### **Aim**

This study aims at finding out the effect of Plan-Do-Review strategy on Iraqi EFL preparatory school students' writing anxiety .

### **Hypothesis**

It is hypothesized that there is no statistically significant difference between the mean score of the experimental group which is taught by ( Plan-Do-Review) strategy and that of the control group taught by the conventional way in writing anxiety scale .

### **Limits**

This study is limited to the fourth preparatory school students in Baghdad , teaching writing , writing anxiety , and the writing activities in the textbook "English for Iraq" 4<sup>th</sup> preparatory during the academic year 2018-2019.

### **Literature Review**

#### **Writing Anxiety**

Writing as a skill has been attracted a great level of interest in recent years than it did in the past . It is the skill which is mostly emphasized in learning a language and given a great attention by both the teacher and the student . Communication among students can be facilitated through writing . Writing has been identified as being a starting skill for implementation and incorporation (Schnee , 2010 :10).

Graham & Perin (2007) , cited in Schnee (2010 :17) believe that students are required to have the ability to write repeatedly inside classrooms so as not to struggle in school . Thus , there is a real need for teachers to create suitable situations in which students can be intrinsically motivated and encouraged to write .

Writing is a good way to convey thoughts , ideas , and feelings into written language and incorporate different interrelated components (Erkan & Saban, 2011:164).

Archibald ( 2001: 153-160) states that writing is a skill that needs knowledgeable and skillful students in many areas . Its complexity and multi-dimensional nature can result from the interaction of the student's knowledge , experience , skills and the cognitive requirements of the task . Students need much more time to think about a particular theme and to resolve and classify background knowledge when they are required to write (Chakraverty & Gautum , 2000: 1). Thinking in the second language while writing makes writing task more challenging and difficult (Wu ,2015 : 35).

Numerous periods of instructional time are needed when teaching writing as well as expanded student practice , feedback , and review. It is important for teachers to vary their instructional methods and techniques so that they can elicit effective production , taking into consideration different instructional contexts that exist in schools and the individual differences when grade school students (Allenger ,2015 : 36)

Teachers and instructors must consider the available methods and approaches and try to take the best of each and consider what fits their classrooms . According to Hyland (2008 :1) , the main approaches to teaching and researching writing are the product-oriented approach , the process approach , and genre-based approach.

Hyland (2008 :2) refers to product approach as text-oriented research and teaching , it focuses on texts as the products of writing . In the process approaches , the student is an independent producer of texts and the teacher is a facilitator who accompanies the process and provides help and guidance whenever necessary (Esma ,2016 : 103 ). Process writing techniques are emphasized and used by most teachers . They can make use of these techniques like brainstorming , peer and teacher feedback , multiple drafts , and so on . Writing is seen as a process through which students reformulate their ideas as they attempt to create meaning (Hyland , 2008: 9). So, the essential focus of the process based on the linguistic skills of students more than their linguistic knowledge that is widely adopted in the product approach .

Genre-based approach is said to facilitate clear links to students' purposes for writing outside the classroom . This view of writing is more of a functionalistic approach 'genre –based approaches to writing are based on functional model of language , that is , a theoretical perspective that emphasizes the social construct of language' (Knapp &Watkins , 2005 : 9).

Salem (2007 ) , cited in Huwari et al. (2011: 190) , states that restricted number of vocabulary , idioms , cultural knowledge , less experience with second language rhetorical strategies , and the apprehension of writing are some of the difficulties that students face to write effectively. As Abraham (2015 : 115 ) states , a heavy load is placed on students through these difficulties , that causes them lose interest in writing . Students are unable to use their own ideas to write a composition because they are afraid of making mistakes in grammar , usage , vocabulary etc.

Foreign Language Anxiety exists in many students in different situations when learning foreign or second language . Debilitative anxiety is the harmful anxiety

that influences the student's performance in a bad way . This kind of anxiety may stop EFL students from trying to express themselves in both writing and speaking (Negari et al. ,2012 : 2580).

Bloom (1985) , cited in Zerey (2013 : 45) defines writing anxiety as ‘ a label for one or combination of feelings , beliefs or behaviors that interfere with a student's ability to start , work on , or finish a given writing task that he is intellectually capable of doing.’ These negative feelings and uneasiness affect students' capability to write in a debilitating way creating an avoidance behavior towards writing .

Anxiety plays an important role in the writing ability of EFL students and too much of it has been one of the main problems in language teaching (Negari et al. ,2012 : 2578).

Writing anxiety is viewed as the negative feeling of students associated with the practice of writing . It is reflected in students' tendency to avoid writing practices or develop negative feelings or attitudes to associate writing such as nervousness (Atay & Kurt ,2006: 110 cited in Abbas & Al Bakri ,2018 : 27) .

Fear of negative evaluation and communication apprehension are significant types of writing anxiety in a second or foreign language . Being unable to express the self clearly in the writing and unease about how teachers can understand students after reading their writing , make second and foreign language students experience anxiety and fear in their writing (DeDeyn , 2011: 7).

Ozturk & Cecen (2007: 220) state that different sources of writing anxiety may include the students writing competence , efficiency of preparation for the writing practice , the worry of being evaluated and judged by the teacher and classmates , and



the nature of feedback given by the teacher. Heaton & Pray (1982), cited in Rezaei et al. (2014 : 1546-1547), identify several reasons of writing anxiety as follows : (1) Having a restricted time to plan, write and review ;(2) non-attendance of good writing skills including writing instruction and training, brainstorming ideas, arrangements of ideas and mechanics of writing such as penmanship, punctuation and vocabulary ; and (3) teachers' negative judgments .

According to Wu (2015 : 5), students' negative reaction to English writing is realized because they do not have copious opportunities to practice writing in English classes, and they are learning to compose in the second language instead of their first language. The loss of practice and the use of second language to compose can indicate why the students are fearful of writing a composition in English.

Shukri (2014: 193) argues that meta language and the pragmatic values of grammar, vocabulary, rhetorical patterns, and mechanics which can raise levels of writing fright and anxiety must be considered by students.

### **Plan Do Review Strategy (The Reflective Cycle)**

Based on Ellis (1999 : 113), most classroom lessons to some extent include stages of revision and presentation of language items, doing an activity or a task to practice the language items and to develop skills areas, and then there is further practice sometimes in another context to review and consolidate students' knowledge. Therefore, the three steps reflective cycle can be easily adapted to these stages and it

can be adapted to any activities or subjects that are being represented in the classroom.

These phases supply teachers with a scope within which they can include 'reflection, experimentation and further reflection', performing the outstanding regular process of planning, doing and reviewing (ibid).

Pinter (2006 : 105 ) considers the " reflective cycle or metacognitive cycle" to be a three step process of planning, doing and reviewing. These steps refer to thinking in advance or planning, thinking while doing an activating or monitoring, and thinking how the activity went and why it went the way it did, and finally evaluating the students own performances.

The Plan-Do-Review strategy (henceforth PDR) could be considered a method to improve learning to learn (Ellis & Brewster, 2002 : 61). Such strategy provides a framework for teachers within which they can incorporate opportunities for students through reflection to plan, do and review with very little disruption to their actual lesson plans.

Reflection represents the idea of students thinking about a task or an activity they are going to do and planning ahead to meet the requirements of the task or activity. They experiment with the activities or tasks by engaging with them. This experimentation stimulates further reflection on their part, which makes them enquire about how they do that particular task and it also gets them involved in self-evaluation (ibid).

A consistent, expected routine is provided within this strategy, which constructs the learning progression and enables students to hold what happens next, it

participates to a balanced and safe emotional setting within which students are free to make choices and begin activities (Hohmann , Epstein and Weikart ,2008 cited in Ellis ,2016 : 31) .

Massari et al. (2016: 67) states that the sequence ‘plan-do-review’ is a key element for the active learning . It includes all the fundamental aspects of that activity ; the materials , the handling , the choice , the language , the communication and thinking . In planning time , students are able to make choices and decide actions . The time to do , in PDR strategy refers to the moment when students put in action their intentions and solve problems . Remembering the original plan developed during the working time is the time to reflect , which goes beyond the mere description of the work (ibid).

In order for students to train how to develop a situation or learn from an experience , they can review their work . It is important to revise work because it promotes conscious knowledge and maximizes and enhancing learning period . In this way , learning can be more active and influential and students’ comprehension of their own learning processes can be developed so they can become better learners (Ellis ,2016 : 35).

Ellis (2007 : 26 ) claims that reflective cycle is a flexible strategy that fits in with different approaches to teaching a language . It can be applied to a whole lesson or even just to an activity . This strategy can also cater for individual teacher preferences and educational and cultural expectations.

PDR strategy has many benefits for students (Brewster et al. , 1992 cited in Hazari , 2014 : 16) , It develops the curiosity and the interest of students in learning a foreign language , provides a positive learning experience , and equips students with

lifelong learning tools especially when they need to prepare themselves for formal and exam-oriented courses .

Brewster et al. (2002, : 240) states that PDR strategy can be applied to the overall lesson structure and individual activity cycles within the lesson . This provides clearly defined stages and combines the development of metacognitive and cognitive strategies. The concept of metacognition is composed of two main components or categories (Schraw ,1998 : 114) :

**1. Metacognitive awareness ( Knowledge of cognition):** It refers to what students know regarding their own mental processing and includes declarative , procedural and conditional awareness , that is , knowing about things , knowing the way to do things , and knowing about the reason why and the opportunity to do things . It is the students' information about their learning .

**2. Metacognitive strategies (Organization of cognition ) :** These are students' arrangement and running of their learning which comprises all the activities students require in order to organize their learning , and includes skills in planning , observing , and evaluating their own development in learning (Schraw ,1998 : 115).

Teachers can guide students by modeling questions and making them aware of certain strategies , by discussing the learning stages with students , and encouraging them to reflect on what they do , and how they do it . This guidance provided by teachers can help students to evaluate their own progress and can also gradually develop their problem-solving skills (Ellis ,1999 cited in Hazari ,2014 : 14).

Good learners are those who can reflect better , are aware of their learning , and are able to identify their strengths and weaknesses (Robnson ,2010 cited in Hazari

,2014 : 15 ). The student as well as the language teacher must have knowledge of different kinds of awareness .

Ellis (2000 : 71) recognizes the following types of awareness : Language awareness , cognitive awareness , social awareness , and cultural awareness. As O'Malley et al. (1985: 24) state , 'Students without metacognitive approaches are essentially learners without direction and ability to review their progress , accomplishments and future learning directions.' Activities which integrate reflection (considering what the students can do and why) , experimentation ( performing a task and treating the language to attain a goal) , and further reflection (asking questions like : What ? Why ? and How?) are needed for the students to have awareness of what they do and why , i.e , to become more explicit in their learning (ibid :13).

The various aspects of metacognition need to be considered by teachers , so they can be incorporated into lessons and enhanced naturally as if setting up an umbrella when it rains. (Ellis ,2006 : 16).

Students are engaged in the learning process through metacognitive activity and their critical thinking , reasoning , and problem-solving skills are developed also. When using metacognitive strategies appropriately , students gain the ability to move beyond the text , save basic facts , and learn lower level skills . This method which creates cognitive restructuring , produces a growing understanding of students ( Ellis ,1999 ; Ozsoy , 2008 cited in Jayapraba et al. ,2013 : 49-50) .

## **Method**

The non-randomized control group pretest/posttest experimental design is used in this study . In this design , the experimental and the control groups are selected randomly.

At the beginning of the experiment , both groups are given the same pretest. During the experiment , only the experimental group receives the independent variable(PDR strategy), and at the end of the experimental period, both groups are to be post tested in the dependent variable(writing anxiety scale).

### **Population and Sample**

The population of the current study consists of Iraqi EFL preparatory school female students in Baghdad who are distributed into six General Directorates of Education: (three in Al-Karkh and three in Al-Risafa ).

In order to select the sample , Al-Risafa sector has been randomly selected which includes three General Directorates of Education. Then the first General Directorate of Education in Al-Risafa , which includes (24) preparatory school for girls , has also been chosen randomly . Al-Intisar preparatory school for girls has been randomly selected to be the sample of the study.

Section A has been selected randomly as an Experimental Group which includes 38 students and section B which has been also selected randomly as a Control Group which includes 39 students . Six repeaters have been excluded from the two groups because of their past experience . The total number of the sample subjects after the exclusion is 71 ,35 is for the Experimental Group and 36 is for the Control Group.

### **Equalization**

In order to achieve accurate and indicative results of the study , certain variables should be considered that may cause a variance in the performance of the test takers. Therefore, the researcher has equated the subjects according to the following variables: the

age of the students , parents' education , intelligence , motivation , and the pretest( writing anxiety ).

The data required for equalization checking is collected by employing writing anxiety scale, Raven's progressive matrices intelligence test (RPM), and the Academic Motivation Questionnaire (AMQ). Using the t-test for two independent samples, it is found out that the subjects of the experimental and control groups are matched in all the above mentioned variables since there are no statistically significant differences between the two groups at 0.05 level of significance and under 69 degree of freedom , as shown in Table 1.

**Table 1**

**Data of Equalization Variables for the Experimental and Control Groups**

Experimental Group					Control Group				
No .	Age in Months	Intelligence Test	Writing Anxiety Scale	Academic Motivation Ques.	No .	Age in Months	Intelligence Test	Writing Anxiety Scale	Academic Motivation Ques.
1	186	35	65	88	1	186	35	74	88
2	192	28	81	84	2	194	33	72	88
3	215	30	66	98	3	188	34	77	85
4	185	32	81	84	4	191	33	70	97
5	179	34	57	87	5	178	22	92	90
6	181	30	55	92	6	179	28	72	91

7	194	39	75	102	7	185	24	65	98
8	181	37	70	84	8	177	35	68	95
9	220	29	80	89	9	200	34	49	95
10	199	27	60	96	10	184	27	61	80
11	199	35	79	91	11	179	26	68	92
12	177	35	69	89	12	182	30	66	93
13	186	33	79	100	13	190	34	65	88
14	180	34	75	92	14	182	33	68	94
15	188	31	82	94	15	183	46	78	84
16	217	34	76	91	16	181	43	79	92
17	195	34	51	85	17	194	48	84	82
18	216	35	68	96	18	185	27	74	100
19	200	39	85	96	19	184	52	81	87
20	190	29	56	100	20	186	35	77	95
21	185	41	86	73	21	188	35	73	93
22	179	20	54	94	22	177	25	73	99
23	187	41	80	91	23	187	26	75	98
24	183	38	86	91	24	191	27	70	81
25	179	36	69	85	25	183	29	68	106
26	184	26	79	88	26	185	31	65	83
27	182	36	81	99	27	216	25	70	94
28	213	32	70	93	28	200	32	80	75
29	181	38	79	102	29	223	34	56	103
30	199	46	83	98	30	216	35	83	84



31	192	35	71	76	31	223	34	75	102
32	189	17	81	104	32	177	31	83	75
33	193	42	64	83	33	181	35	82	82
34	214	17	83	97	34	213	34	63	88
35	217	37	94	98	35	203	33	80	100
					36	186	28	68	85

## **Instrument of the Study**

### **Second Language Writing Anxiety Inventory (SLWAI)**

Second Language Writing Anxiety Inventory (SLWAI) has been employed to measure the participants' writing anxiety. This scale is adopted from Cheng, Y.S. (2004). It consists of 22 items to be answered according to a five-point Likert scale (strongly agree, agree, uncertain, disagree, and strongly disagree). The five points are scored 5, 4, 3, 2, and 1 respectively (see Appendix A).

### **Face Validity**

To ensure face validity of the writing anxiety posttest, it has been exposed to the juries of experts in the field of English Language Teaching at the Iraqi universities. The jury members agree on the writing anxiety scale as being valid for measuring what it is supposed to measure.

### **Pilot Administration**

Writing anxiety scale has been given to 100 fourth preparatory class students who are randomly assigned from AL- Adhamiya preparatory school for girls at the first General Directorate of Education in Al-Risafa . The main purposes behind this administration are: time estimation, i.e. time that the students need to respond to the test items and questions ; checking the clarity of the items ; and computing the reliability coefficient of the writing anxiety scale. Accordingly, no serious ambiguity is found with the instrument. The time needed is (20 minutes).

### **Reliability**

The researcher has utilized Alpha Cronbach method, which is considered one of the most common procedures to check test reliability. Writing anxiety scale reliability has been computed from the scores of the sample forms (100) according to this method. Using Cronbach formula, it is found that Alpha coefficient is 0.85 which is considered an acceptable reliability coefficient.

### **Statistical Analysis of Writing Anxiety Scale**

The judgments of the experts are important to ensure construct validity of each item of the scale. The statistical analysis includes computing the discrimination power and item-correlation of ( SLWAI ). The scale that its items are to be selected in terms of these two indicators has construct validity ( AL- Zawbaay& Others ,1981:43). The statistical analysis sample consists of 100 4<sup>th</sup> preparatory grade students who are randomly selected from AL- Adhamiya preparatory school for girls .

### **Item Discrimination Power**

Computing the item discrimination power helps to determine the necessary power of each item to discriminate between individuals who have the trait indicated by the item, and

those who do not have it (Abbas & Al- Bakri , 2018:30). In order to check item discrimination , (DP) of writing anxiety scale has been computed by finding out the standard deviation and the means for each item in the upper and lower groups.

The researcher has used t-test formula for two independent samples to check the significance in differences between the mean scores in each group, note that the total number of the scale items is 22. It is found that all the items of the scale are discriminated at 0.05 level of significance, under 52 degree of freedom, and all the t-values are found to be higher than the critical t-value 2,000 (see Table 2).

**Table 2**

**The Discrimination Power of the Second Language Writing Anxiety Inventory  
(SLWAI)**

Items	Groups	No.	M	SD	t-value	Sig. 0.05
1	Upper	27	3.11	1.121	3.292	Significant
	Lower	27	2.15	1.027		
2	Upper	27	4.07	0.997	3.084	Significant
	Lower	27	3.15	1.199		
3	Upper	27	4.15	0.949	5.076	Significant

	Lower	27	2.59	1.279		
4	Upper	27	3.41	1.248	2.908	Significant
	Lower	27	2.41	1.279		
5	Upper	27	3.19	1.415	5.095	Significant
	Lower	27	1.59	0.797		
6	Upper	27	3.67	1.271	3.901	Significant
	Lower	27	2.33	1.240		
7	Upper	27	3.33	1.209	4.328	Significant
	Lower	27	2.04	0.980		
8	Upper	27	3.89	1.396	3.320	Significant
	Lower	27	2.63	1.391		
9	Upper	27	4.33	0.679	3.684	Significant
	Lower	27	3.30	1.295		
10	Upper	27	3.70	1.325	6.367	Significant
	Lower	27	1.70	0.953		
11	Upper	27	4.22	1.050	4.118	Significant
	Lower	27	2.96	1.192		
12	Upper	27	3.85	1.486	3.491	Significant
	Lower	27	2.48	1.397		
13	Upper	27	4.59	0.572	8.769	Significant
	Lower	27	2.26	1.259		
14	Upper	27	4.00	1.441	4.779	Significant
	Lower	27	2.15	1.406		
15	Upper	27	3.81	1.210	6.180	Significant

	Lower	27	1.96	0.980		
16	Upper	27	3.70	1.031	6.192	Significant
	Lower	27	1.89	1.121		
17	Upper	27	3.96	1.255	6.239	Significant
	Lower	27	1.85	1.231		
18	Upper	27	3.19	1.145	2.734	Significant
	Lower	27	2.37	1.043		
19	Upper	27	4.15	1.350	5.519	Significant
	Lower	27	2.30	1.103		
20	Upper	27	3.88	1.219	6.578	Significant
	Lower	27	1.92	0.957		
21	Upper	27	4.04	1.192	5.664	Significant
	Lower	27	2.19	1.210		
22	Upper	27	4.22	0.751	8.673	Significant
	Lower	27	2.22	0.934		

### Item –Total Correlation

This procedure is done to check the items' homogeneity and their likelihood to measure what they are intended to measure (Anastasia ,1976 : 209 ). Construct validity is checked in the SLWAI by finding out the correlation between the score of each item in the scale and its total score. Pearson Correlation Coefficient formula has been used to compute this relation.

The result reveals that all the correlation coefficients are higher than the critical value which is 0.196 under 98 degree of freedom, and all the items in this scale are found to have statistical significance (see Table 3).

**Table 3**

**The Correlation Coefficients of the Items in the SLWAI with the Total Score of the scale**

Item No.	Correlation Coefficient	Item No.	Correlation Coefficient
1	0.481	12	0.444
2	0.377	13	0.727
3	0.491	14	0.511
4	0.410	15	0.514
5	0.543	16	0.582
6	0.389	17	0.633
7	0.418	18	0.405
8	0.359	19	0.442
9	0.336	20	0.563
10	0.579	21	0.488
11	0.440	22	0.688

### **The Experiment**

The experiment is started on the 11<sup>th</sup> of Oct. 2018 and lasted for 12 weeks during the academic year 2018/ 2019 , that to end up on the 10<sup>th</sup> of Jan. 2019. The equalization of the experimental and the control groups has been achieved during the first week. A number of

lesson plans have been prepared for the two groups . Before starting the experiment, the lesson plans are exposed to the jury members who have mostly agreed on them.

Four units (1, 2, 3, and 4) from the prescribed text book **English for Iraq 4<sup>th</sup> preparatory** ,have been taught during the period of the experiment. All the activities and the skills in each unit have been taught beside writing.

### **The Experimental Group**

The experimental group has been taught writing according to PDR strategy. The first day has been allocated to explain the strategy, the researcher has directed the students' attention to use this strategy successfully in their writing. The procedures followed in implementing the PDR strategy include the following :

#### ***-Warm up***

The researcher has allocated ten-minutes time for discussion and giving opinions about the topic . In this stage a set of questions has been introduced to be answered by the students, in order to engage them with the topic .

#### ***-PDR strategy***

##### *Stage One ( Plan – reflection )*

In this stage , the students are organized in groups so that they can share opinions about the general idea of the topic( choosing a title, dividing the tasks among them, constructing the content of their topic, and so on). By the end of this stage ,the students have planned what they are going to write.

##### *Stage Two ( Do – experimentation )*

It is the stage of experimentation , the students start writing their first drafts including features and information gathered in (plan) stage, and they develop writing full paragraphs.

*Stage Three ( Review – further reflection )*

In this stage , suggestions are tried out, evaluated, selected or rejected , and modified and corrected as necessary. The students revise their work and ask questions to get feedback. Finally, the students produce the final version of their work.

### **The Control Group**

The control group has been taught writing using the conventional strategies as suggested in the teacher's book. The procedures used in teaching the control group are as follows:

*Stage One :Warm up (revising topic)*

It is the stage of discussion and answering the teacher's questions, in order to give opinions and engaging with the topic.

*Stage Two :*

In this stage , the teacher directed the students' attention to read and answer the questions ,and then to work in pairs to discuss their answers .

*Stage Three :*

In this stage, the students are asked to work in pairs and list as many ideas as they can that they think are important for the topic. The teacher directs the students to write their topics and not necessarily to include all the information they have listed.

*Stage Four :*



It is the stage of presenting the work to the class . The students explain the reasons of selecting their topics.

### **Final Administration ( The Post-test)**

At the end of the experiment period, the students in both groups are post tested on the 10<sup>th</sup> of Jan. 2019 in the writing anxiety scale .

The same testing procedures have been followed in conducting the instrument of the study. At the end of the test , the students' answers have been collected by the researcher , scored , and statistically analyzed.

### **Results, Conclusions, Recommendations**

#### **Results**

Through the statistical manipulation of the collected data , t-test for two independent samples has been used to find out the significance of the differences between the mean score of the experimental and the control groups.

To verify the null hypothesis which indicates that there is no statistically significant difference between the mean score of the experimental group which is taught by Plan-Do-Review strategy and that of the control group taught by the conventional way in writing anxiety scale, the mean score of the experimental and control groups in the Second Language Writing Anxiety Inventory is computed .

In order to compute the significance of the difference between the mean scores of the experimental and the control groups , t-test formula for two independent samples is used. The result shows that the computed t-value 3.915 is higher than the critical one 2.000 under 0.05 level of significance and 69 degree of freedom (see Table 4).

**Table 4**

**The Mean , Standard Deviation and T-Value for the Experimental and Control Groups'  
Scores in SLWAI Posttest**

Groups	No.	M	SD	Df	t-Value		Sig. 0.05
					computed	critical	
Experimental	35	66.91	7.582	69	3.915	2.000	Significant
Control	36	73.78	7.188				

Table 5 shows that there is a statistically significant difference between the mean scores of the experimental and the control groups , and this difference is in favor of the control group. This means that the control group students' writing anxiety is higher than that of the experimental group students' .

So, this result indicates that PDR strategy has a good effect in lowering the experimental students' writing anxiety .Accordingly , the null hypothesis is rejected.

### **Effect Size**

The effect size is the difference between the means of both the experimental and control groups' writing performance and anxiety divided by the standard deviation of the control group, the effect size helps in determining the relative amount of effect of specific educational treatment.

To measure the level of the effect, the following criteria has been employed :

1.Low effect = between 0.20 and 0.40

2.Average effect= between 0.41 and 0.60

3.High effect = between 0.61 and more

(Allam ,1989: 155)

It is found that the effect size of the writing anxiety scale is -0.95. So , it is obvious that PDR strategy has high effect size in lowering writing anxiety.

### **Conclusions**

On the basis of the results obtained , it is concluded that PDR strategy can be used effectively in lowering EFL students' writing anxiety , that may enable them to develop writing skill. The effect size of PDR strategy in the writing anxiety is high , and this ensures the significance of this strategy. This study shows that PDR strategy can be used to increase the students' motivation towards language learning in general and writing in particular . Through using PDR strategy in writing , the students develop a great understanding of themselves as language learners and become more actively involved in the process of writing . This strategy enables students to reflect on their writing process and developed stronger learning skills. In addition to develop writing skill , students indirectly develop speaking and communication.

Introducing students constantly to this new methodology in writing enables teachers to identify students' strengths and weaknesses . Anxious performers in writing tasks can be recognized and encouraged to improve their writing by further training.

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### Appendix A

Statements	SA	A	U	D	SD
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#### Writing Anxiety Scale

Note that / **SA**: Strongly Agree **A**: Agree **U**: Uncertain **D**:Disagree **SD**: Strongly Disagree

<p>1- While writing in English, I'm not nervous at all.</p> <p>2- I feel my heart pounding when I write English compositions under time constraint.</p> <p>3-While writing English compositions, I feel worried and uneasy if I know they will be evaluated.</p> <p>4- I often choose to write down my thoughts in English.</p> <p>5- I usually do my best to avoid writing English compositions</p> <p>6-My mind often goes blank when I start to work on an English composition.</p> <p>7-I don't worry that my English compositions are a lot worse than others'.</p> <p>8-I tremble or perspire when I write English compositions under time pressure. .</p> <p>9- If my English composition is to be evaluated, I would worry about getting a very poor grade.</p> <p>10-I do my best to avoid situations in which I have to write in English.</p> <p>11-My thoughts become jumbled when I write English compositions under time constraint.</p> <p>12-Unless I have no choice, I would not use English to write composition.</p> <p>13-I often feel panic when I write English compositions under time constraint.</p> <p>14-I'm afraid that other students would deride my English composition if they read it.</p> <p>15-I freeze up when unexpectedly asked to write English compositions.</p>				
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16-I would do my best to excuse myself if asked to write English compositions.					
17-I don't worry at all about what other people would think of my English compositions. .					
18-I usually seek every possible chance to write English compositions outside of class.					
19-I usually feel my whole body rigid and tense when I write English compositions					
20-I'm afraid of my English composition being chosen as a sample to be discussed in class.					
21-I'm not afraid at all that my English compositions would be rated as very poor.					
22-Whenever possible, I would use English to write compositions. .					