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Apprehension and Strategy Use in Writing Two Types of Genres in a College EFL Context

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This study explores the aspects that EFL students worry about most and the strategies they predominantly rely on when writing two distinct genres. It also examines whether their apprehension and strategies differ between the two genres. Regarding these issues, I conducted two questionnaire-based studies. A total of 28 students in an EFL writing course participated in composing two essays representing different writing genres: Expository Writing (EW) and Narrative Writing (NW). After completing each activity, they responded to survey questionnaires addressing their EFL writing apprehension as well as their use of writing strategies. In terms of writing apprehension, the results indicate that 'Fear of Evaluation' received the highest score among the three categories of apprehension for both EW and NW, with no statistically significant differences observed between the two genres except 'Negative Perception of Writing'. For the use of strategies, 'Evaluating Product' was the most frequently utilized among the three metacognitive strategies, while 'Comprehending Processes' was the most employed of the two cognitive strategies. Furthermore, I found no statistically significant differences in strategy use between EW and NW. I contend that EFL teachers should focus on reducing students' fear of evaluation and incorporate strategy-based writing instruction to enhance student's writing skills.

[writing apprehension/writing strategy/genre/EFL writing]

I. INTRODUCTION

Writing proficiency refers to the ability of a learner to express ideas, thoughts, and information effectively in written form in a language, and it encompasses several key skills and competences such as correctly applying the rules of grammar, using words in appropriate

contexts, adjusting writing style and tone to suit different contexts, and so on. English writing proficiency has emerged as a critical component of learning English in a sense that the process of writing helps students not only improve their general English proficiency but also build productive knowledge of grammar and vocabulary in English as a Foreign Language (EFL) contexts. Furthermore, learners can engage in logical thinking during English writing activities (Bhowmik, 2021; Cumming, 2009; Flower & Hayes, 1981).

As EFL learners navigate the complexities of writing in a second language, they often encounter various forms of apprehension, which can significantly impact their overall performance and learning experience. Writing apprehension, which is a broader, more ingrained feeling of discomfort or fear associated with writing in general than writing anxiety, refers to the anxiety or fear that individuals may feel when faced with the task of writing, which can stem from concerns about evaluation, self-doubt, or a lack of confidence in one's writing abilities (Kim, 2006). This phenomenon is particularly relevant in the context of EFL learners, who must contend with the psychological barriers that may hinder their expression and creativity (Cheng et al., 1999; Daly, 1978; Lee, 2005).

Few studies have explored the potential relationship among apprehension, the use of learning strategies, and genre types in EFL writing although some research (Lee & Han, 2016) had addressed this issue in the context of EFL reading. The present study aims to investigate the nuances of writing apprehension among college EFL students and their use of writing strategies, specifically focusing on how such apprehension and strategy use vary across different writing genres. Writing genres possess distinct characteristics and demands that may influence students' psychological responses and strategic approaches to writing. By examining these differences, the study seeks to illuminate the relationship between genre-specific writing tasks and the apprehension experienced by EFL learners.

To explore these issues, I conducted two questionnaire-based studies that include statistical analyses of the survey results. A sample of 28 college students enrolled in an EFL writing course was tasked with writing two essays representing different writing genres: Expository Writing (EW) and Narrative Writing (NW). Following each writing activity, participants provided responses to questionnaires that assessed their levels of writing apprehension, as well as their utilization of metacognitive and cognitive writing strategies. This dual approach allows for a comprehensive examination of not only what EFL students fear most in the context of writing but also which strategies they rely on to navigate these challenges. The following research questions cover the main research concern:

1. Which type of writing apprehension most affects Korean college EFL learners?
2. Are their levels of apprehension different between EW and NW?
3. Which type of writing strategies do they rely on most?
4. Are their use of strategies different between EW and NW?

II. LITERATURE REVIEW

1. Writing Apprehension

Language learning, particularly in the context of foreign language acquisition, is a multifaceted process that encompasses various cognitive, emotional, and social dimensions. Among the numerous factors influencing this process, apprehension plays a pivotal role. Apprehension can significantly impact learners' willingness to engage in language-related activities, their performance, and ultimately, their overall success in learning a language.

Research has consistently shown that language apprehension is a common phenomenon among learners of foreign languages. Horwitz et al. (1986) pioneered the exploration of this construct by developing the Foreign Language Classroom Anxiety Scale (FLCAS), which identifies specific sources of anxiety in the language learning context. Their work highlighted that apprehension can arise from various factors, including fear of negative evaluation, communication apprehension, and test anxiety. These dimensions of anxiety can hinder learners' ability to participate actively in classroom discussions, engage in speaking activities, and perform well on assessments, ultimately impeding their foreign language learning.

Subsequent studies have reinforced the significance of apprehension in foreign language learning. Gregersen and MacIntyre (2014) contended that understanding learners' individual traits, such as personality, motivation, and anxiety levels, can inform effective instructional strategies. Çagatay (2015) examined EFL students' speaking anxiety, and found that female students show higher speaking anxiety than male students and speaking anxiety increases much more in communicating with native speakers than with classmates.

As noted above, apprehension is evident in all areas of language skills. Among them, EFL writing apprehension refers to the anxiety and fear that learners experience when engaging in writing tasks in a foreign language. This form of anxiety can stem from various sources, including fear of negative evaluation, self-doubt about language proficiency, and concerns about making mistakes. MacIntyre and Gardner (1991) provided insight into how emotional factors can affect learners' cognitive processes and overall performance, arguing that anxiety can create a barrier to effective communication, impairing learners' ability to organize their thoughts and articulate them coherently in writing.

Previous studies have consistently reported the negative impact of writing anxiety on EFL learners' performance. For instance, Kim (2006) examined the relationship between writing apprehension and English writing achievement among 136 college students, and the findings revealed three key factors influencing writing apprehension: negative perception of writing ability, fear of evaluation, and avoidance of writing in English. Overall, Korean college students exhibited high levels of writing apprehension, with negative self-perception

identified as the most significant factor. Zhang (2019) demonstrated that students with high levels of writing anxiety tend to produce lower-quality texts, characterized by poor organization, grammatical errors, and a lack of clarity. Khelalfa (2018) argues that writing anxiety negatively correlates with self-efficacy in writing, but it does not affect writing efforts and achievement.

To address EFL writing anxiety, researchers have explored various pedagogical approaches aimed at creating a supportive environment that encourages risk-taking and reduces fear of evaluation. Techniques such as peer collaboration, formative feedback, and process-oriented instruction have been recommended to alleviate anxiety (Qashoa, 2014).

2. Writing Strategies

Foreign language learning strategies are what learners employ to enhance their understanding and proficiency in a new language. These strategies can be broadly categorized into cognitive, metacognitive, affective, and social strategies. Cognitive strategies involve direct interaction with the language, such as practicing vocabulary through repetition, summarizing texts, or employing mnemonic devices to aid memory retention. Metacognitive strategies, on the other hand, encompass planning, monitoring, and evaluating one's own learning processes. For instance, a learner might set specific goals for language practice, assess their progress regularly, and adjust their study methods accordingly. Affective strategies address the emotional aspects of language learning, helping learners manage anxiety and maintain motivation, while social strategies involve interaction with others to enhance language skills, such as engaging in conversation with native speakers or participating in language exchange programs (Brown, 2016; Oxford, 1990).

Writing in a foreign language presents unique challenges, including the need for mastery of grammar, vocabulary, and stylistic conventions, which can lead to anxiety and frustration among learners. Thus EFL students must employ a range of writing strategies, which can enhance their writing performance and facilitate the writing process (Lee & Yoon, 2022).

Studies have identified the role of metacognitive and cognitive strategies in EFL writing. Alfaifi (2021) investigated the impact of using metacognitive strategies in writing. The students in the experimental group who received metacognitive instruction showed greater improvement in the post-writing test compared to those in the control group who received traditional instruction. This aligns with the findings of Sun and Zhang (2023), who argued that metacognitive awareness is essential for successful language learning and writing proficiency. Lee and Kim (2023) investigated the writing strategies used by Korean EFL college students and found that the more aware the participants were of metacognitive and cognitive writing strategies, the better their language proficiency, showing metacognitive strategies are more influential. Fan and Wang (2024) reported that Fuzzy-set qualitative

comparative analysis (fsQCA) revealed several configurations associated with EFL writing performance, and these configurations show the complex causal relationship between students' use of self-regulated writing strategies and their writing performance, taking into account their writing anxiety and perceived writing difficulty.

3. Writing Genre

A writing genre refers to a category of writing that shares specific characteristics, structures, and purposes. Understanding different genres helps writers tailor their work to meet the expectations of their audience and effectively communicate their message. Here are some common types of writing genres (Hyland, 2002, 2007a, 2007b; Paltridge, 2001):

TABLE 1
Types of Genre

Genre	Purpose	Examples
Narrative	Narrative writing tells a story or recounts events. It typically includes characters, a setting, a plot, and a conflict.	• Short stories • Novels • Personal anecdotes
Descriptive	Descriptive writing aims to create a vivid picture in the reader's mind by using sensory details. It focuses on describing people, places, objects, or experiences.	• Descriptive essays • Poetry • Character sketches
Expository	Expository writing is used to explain, inform, or describe a topic clearly and concisely. It often includes facts, statistics, and examples.	• Research papers • News articles • Reports • Summaries
Persuasive	Persuasive writing aims to convince the reader to adopt a particular viewpoint or take a specific action. It uses arguments, reasoning, and emotional appeals.	• Opinion pieces • Advertisements • Cover letters
Technical	Technical writing focuses on conveying complex information in a clear and straightforward manner. It is often used in professional and academic contexts.	• User manuals • Technical reports • Standard operating procedures
Academic	Academic writing is characterized by a formal tone and structured format. It is used in scholarly contexts and often requires research and citations.	• Essays • Dissertations • Journal articles
Creative	Creative writing encompasses a wide range of imaginative and artistic expressions. It allows for personal style and creativity.	• Fiction • Poetry • Screenplays

Recognizing and understanding different writing genres is essential for effective communication. Each genre serves a distinct purpose and requires specific techniques, making it important for writers to choose the appropriate genre based on their audience and

intent. By mastering various genres, writers can enhance their skills and adapt their writing to meet diverse needs (Bae, 2012; Cho, 2022; Hermansson et al., 2019). Among the genres, I selected 'Narrative' and 'Expository' for comparison since they are distinct styles with very different purposes. NW tells a story, often incorporating personal experiences, emotions, and descriptive language to engage and entertain the reader. In contrast, EW aims to inform or explain a topic using facts and logical reasoning, focusing on objective information without personal experiences or emotions. I thus expected them to show clear differences in writing apprehension and the use of writing strategies.

III. RESEARCH DESIGN

1. Participants

The participants in this study were 28 college students majoring in English Language and Literature. Among them, 22 students are native Koreans, while six students come from different countries other than South Korea, of whom three students are from Vietnam, two from Central Asian countries, and one from China. Most participants are juniors or seniors enrolled in the course 'English Rhetoric and Essay Writing for EFL Teachers,' which is taught by the researcher of this study and is a required course for those pursuing the English teacher training track. The main activities in this course involve analyzing the structure of essays written in English and writing essays in various genres. The students possess varying levels of English proficiency, with non-native Korean students generally at a lower level, according to their performance in English grammar practice, mock classes, and writing. Note that out of 28 students, 21 students completed all the survey questions about writing apprehension, and 24 students did the same for questions about writing strategy use.

2. Instruments

Two survey questionnaires were used in this study. One is the writing apprehension test adopted from Kim (2006), which consists of twenty-six statements with 5-point Likert scales as shown in Appendix A. The statements were labeled in three categories as shown in Table 2. Notice that positively written statements were scored reversely before the apprehension level was calculated.

TABLE 2
Apprehension Categories and Questionnaire Numbers

Apprehension Category	Questionnaire Number
Negative perception about writing ability	5, 7, 11, 12, 13, 16, 18, 21, 22, 23, 24, and 26
Fear of evaluation	2, 4, 6, 9, 14, 20, and 25
Avoidance of writing in English	1, 3, 8, 10, 15, 17, and 19

The other is a questionnaire of writing strategy use adapted from Oh's (2007), which includes twenty statements with 5-point Likert scales as shown in Appendix B. The statements were classified according to the types of writing strategies as shown in Table 3.

Statistical analyses were performed using SPSS Version 27, including a standard *t*-test to measure correlation. Additionally, a normality test was conducted to assess the distribution's normality due to the small sample size.

TABLE 3
Types of Writing Strategies and Questionnaire Numbers

Types of Writing Strategies			Questionnaire Number
Meta-cognitive	Planning		1
	Monitoring		2, 3, and 4
	Evaluating product		5 and 6
Cognitive	Comprehending process	Clarifying	7
	Memory retrieval process	Invoking prior knowledge	8, 9, and 10
		Organizing information	11
		Composing	12, 13, 14, 15, 16, 17, and 18
		Revising	19 and 20

3. Procedures

The participants were required to write two essays in English over a two-week period. The first assignment was to write an EW essay, in which they had to analyze a graph showing population change. Appendix C includes the statistical data represented in the graph. Immediately after submitting the first assignment, they responded to a questionnaire about writing apprehension and strategy use.

Two weeks later, they wrote an NW essay as their second assignment. For this essay, they read a model essay written in less than 100 words and then wrote a true story based on their own memories with family members or objects related to their family such as a car, furniture, and house. I asked them to refer to the model essay to guide the length of their writing and help them understand the topic.

The assignment with the model essay is provided in Appendix D. They were asked to mark

their answers in the survey questions as they did after the first assignment. In both EW and NW activities, 21 students answered all the survey questions about writing apprehension, and so did 24 students regarding writing strategy use.

IV. FINDINGS AND DISCUSSION

To answer the four research questions, I conduct statistical analyses but one problem is that the sample size is less than 30. If the sample size exceeds 30, there is no need to rigorously test the normality of the data distribution. However, if the sample size does not exceed 30, it is necessary to conduct a normality test. In this study, the Shapiro-Wilk test, which is commonly used for normality testing, is utilized. Also note that it is commonly accepted that if skewness is less than 2 and kurtosis is less than 7 (both based on absolute values), the distribution does not significantly deviate from normality and exhibits normality (West et al., 1995).

1. Writing Apprehension

With respect to writing apprehension, the research questions are the following:

1) Which type of writing apprehension most affects Korean college EFL learners?
2) Are their levels of apprehension different between EW and NW?

Table 4 below demonstrates the level of writing apprehension in EW and NW.

TABLE 4
Paired Sample Statistics: Writing Apprehension

Category	Genre	*N*	*M*	*SD*	Min	Max	Skewness	Kurtosis
Negative Perception of Writing Ability	EW	21	2.68	.70	1.55	4.18	.198	-.401
	NW		2.45	.57	1.45	3.64	.331	-.508
Fear of Evaluation	EW		2.79	.78	1.57	4.71	.729	.536
	NW		2.62	.61	1.43	3.57	-.148	-.797
Avoidance of Writing in English	EW		2.51	.71	1.00	3.67	-.452	-.016
	NW		2.29	.71	1.00	3.83	.089	-.036

Table 5 below shows the results of normality test regarding the results of the survey on writing apprehension. It reveals the data distribution does not significantly deviate in all three categories even though the sample size is less than 30.

TABLE 5
Normality Test: Writing Apprehension

Category	Genre	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistics	*df*	*p*	Statistics	*df*	*p*
Negative Perception of Writing Ability	EW	.100	21	>.200	.970	21	.744
	NW	.135		>.200	.972		.787
Fear of Evaluation	EW	.134		>.200	.959		.494
	NW	.114		>.200	.967		.664
Avoidance of Writing in English	EW	.115		>.200	.961		.530
	NW	.105		>.200	.979		.913

*$p < .05$

According to the descriptive statistics presented in Table 4 above we can see differences in mean scores on the surface although the differences in 'Fear of Evaluation' and 'Avoidance of Writing' in English are not statistically significant as we see in Table 6. Considering the categories presented in Table 4, 'Fear of Evaluation' received the highest score in both types of writing genres. This may be attributed to the fact that the two assignments were explicitly stated to be graded. In contrast, 'Avoidance of Writing in English' received the lowest score in both types, likely because the students are majoring in English Language and Literature, with many aspiring to become English teachers. Consequently, it is probable that they feel they cannot avoid writing in English.

Such a rank order can be more specifically discussed in several aspects regarding their impact on student behavior. Firstly, the high score in 'Fear of Evaluation' indicates that students experience anxiety about being assessed. This fear may lead to stress during the writing process, as students worry about the quality of their work. Such anxiety can suppress creativity and diminish the enjoyment of writing, which may negatively affect their motivation to learn. Secondly, the low score in 'Avoidance of Writing in English' indicates that they have confidence in their English skills and view writing in English as an essential skill related to their major. Such a positive attitude may encourage students to practice more, ultimately contributing to the improvement of their writing abilities.

Table 6 below offers an answer to the research question (2).

TABLE 6
Paired Sample Differences and *t*-test (EW-NW): Writing Apprehension

Category	*M*	*SD*	Std. Error Mean	95% Confidence Interval		Paired *t*-test			
				Lower	Upper	*t*	*df*	*p*	Sig. Level
Negative Perception of Writing Ability	.229	.377	.082	.06	.40	2.792		.011*	
Fear of Evaluation	.170	.534	.116	-.07	.41	1.460	20	.160	.05
Avoidance of Writing in English	.222	.515	.112	-.01	.46	1.979		.062	

*$p < .05$

Only 'Negative Perception of Writing Ability' demonstrates statistically significant difference. It can be argued that the students felt slightly more comfortable writing about personal experiences with emotion than when explaining the statistics in the graph in a clear and formal manner.

2. Writing Strategy Use

Regarding the use of writing strategies, two research questions were posited as follows:

3) Which type of writing strategies do they rely on most?
4) Are their use of strategies different between EW and NW?

First, I analyze the data for the two main types of writing strategies: metacognitive and cognitive strategies. Table 7 below presents the results of the descriptive statistics, which indicate that metacognitive strategies are utilized more frequently than cognitive strategies in both genres. Table 8 provides the results of the normality test, confirming that the data follows a normal distribution. Furthermore, Table 9 compares the two writing genres in terms of writing strategy use, and demonstrates that there are no significant differences between them. The results indicate that learners do not distinctively apply writing strategies based on the different writing genres. In the tables below from 7 to 11, 'Meta' stands for metacognitive, and 'Cog' for cognitive.

TABLE 7
Paired Sample Statistics (Main Type): Writing Strategy Use

Main Type	Genre	*N*	*M*	*SD*	Min	Max	Skewness	Kurtosis
Meta	EW	24	4.17	.60	2.83	5.00	-.484	-.267
	NW		4.13	.65	3.00	5.00	-.417	-.813
Cog	EW		3.70	.47	2.57	4.50	-.454	.002
	NW		3.70	.45	2.86	4.50	-.297	-.600

TABLE 8
Normality Test (Main Type): Writing Strategy Use

Main Type	Genre	Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistics	*df*	*p*	Statistics	*df*	*p*
Meta	EW	.109	24	>.200	.952	24	.300
	NW	.126		>.200	.928		.089
Cog	EW	.100		>.200	.971		.687
	NW	.094		>.200	.972		.708

*$p < .05$

TABLE 9
Paired Sample Differences and *t*-test (NW-EW) (Main Type): Writing Strategy Use

Main Type	*M*	*SD*	Std. Error Mean	95% Confidence Interval		Paired *t*-test			
				Lower	Upper	*t*	*df*	*p*	Sig. Level
Meta	.042	.548	.112	-.19	.27	.373	23	.713	.05
Cog	.000	.344	.070	-.15	.15	.000	23	1.00	

*$p < .05$

Now, let us delve into the analysis of the use of writing strategies in subtypes. Table 10 presents the descriptive statistics of the results, while Table 11 addresses the genre differences in writing strategy use. Both tables indicate that there are no significant differences between EW and NW.

TABLE 10
Paired Sample Statistics (Subtype): Writing Strategy Use

Main Type	Subtype	Genre	*N*	*M*	*SD*	Min	Max	Skewness	Kurtosis
Meta	Planning	EW	24	3.54	1.18	1.00	5.00	-.369	-.736
		NW		3.83	.92	2.00	5.00	-.383	-.509

	Monitoring	EW	4.24	.62	3.00	5.00	-.472	-.548
		NW	4.18	.69	2.67	5.00	-.615	-.641
	Evaluating Product	EW	4.38	.58	3.00	5.00	-.582	-.297
		NW	4.19	.66	3.00	5.00	-.269	-.613
Cog	Comprehending Processes	EW	4.17	.64	3.00	5.00	-.143	-.368
		NW	4.08	.93	2.00	5.00	-.887	.222
	Memory Retrieval Processes	EW	3.67	.48	2.54	4.46	-.427	-.101
		NW	3.67	.44	2.77	4.46	-.246	-.486

*$p < .05$

TABLE 11

Paired Sample Difference and *t*-test (Subtype) (EW-NW): Writing Strategy Use

Main Type	Subtype	*M*	*SD*	Std. Error Mean	95% Confidence Interval		Paired *t*-test		
					Lower	Upper	*t*	*df*	*p*
Meta	Planning	-.292	1.083	.221	-.749	.165	-1.320	23	.200
	Monitoring	.056	.611	.125	-.203	.314	.445		.660
	Evaluating Product	.188	.622	.127	-.075	.450	1.476		.153
Cog	Comprehending Process	.083	.776	.158	-.244	.411	.526		.604
	Memory Retrieval Processes	-.006	.35	.071	-.154	.141	-.090		.929

*$p < .05$

According to the descriptive statistics in Table 10, among the metacognitive strategies, 'Evaluating product' was identified as the most frequently used, indicating that students were inclined to assess their written work critically. Similarly, between the two subtypes of cognitive strategies, 'Comprehending processes' was more utilized, suggesting that students focused on understanding the writing process itself.

Considering the results presented in Table 7 to 11, the students appear to utilize metacognitive strategies more frequently than cognitive strategies; however, the differences are not statistically significant. Additionally, no significant differences are observed between EW and NW in the use of writing strategies.

V. CONCLUSION: PEDAGOGICAL IMPLICATIONS

This study has explored the intricate relationship between writing apprehension or strategy use and types of writing genre (EW and NW) among college students majoring in English Language and Literature. By examining the experiences of 28 college students enrolled in the 'English Rhetoric and Essay Writing' course, the research aimed to uncover most influential type of apprehension and most utilized type of strategy and to examine how differing writing genres impact the level of apprehension that learners experience.

The findings reveal that 'Fear of Evaluation' emerges as the predominant source of apprehension for students, consistently ranking highest among the three categories assessed in both writing genres. This underlines a significant area of concern for EFL contexts, as the fear of being judged can have detrimental effects on students' willingness to engage with writing tasks. Furthermore, our analysis indicates that there are statistically significant differences only in one category 'Negative Perception of Writing Ability' among three categories, in the levels of apprehension between EW and NW. This may suggest that the underlying psychological factors influencing EFL students may be more pervasive than initially anticipated, transcending the specific demands of individual writing genres.

In addition to apprehension, the study also investigates the strategic approaches employed by EFL students in their writing. The most commonly used metacognitive strategy among students is 'Evaluating Product,' showing their tendency to critically assess their writing. Additionally, the cognitive strategy 'Comprehending Processes' is also frequently utilized, indicating a focus on understanding the writing process. Notably, our results indicate that there are no statistically significant differences in the utilization of writing strategies between the two genres, further emphasizing the need for a holistic understanding of EFL students' writing experiences.

While this study provided some insights, some limitations must be acknowledged. First, with only 28 participants, the findings may not be generalizable to a broader population. A more extensive sample size would enhance the reliability of the results and allow for more nuanced analyses. Second, the participants comprised primarily native Korean students, which limits the applicability of the findings to other cultural or linguistic groups. Third, the data was collected from students enrolled in a specific course taught by the researcher. This could introduce bias, as students might behave differently in different teaching contexts.

Therefore, to extend the insights gleaned from this study, several suggestions for further research are recommended. First, future studies should incorporate larger populations and diverse backgrounds to validate and possibly expand on these findings. Second, implementing longitudinal designs can help assess changes in writing apprehension and strategy use over time, providing a more dynamic view of how students adapt and develop their writing skills. Third, qualitative research methods, such as interviews or case studies,

could deepen the understanding of students' subjective experiences with writing apprehension, offering richer context to the quantitative data collected.

For pedagogical implications, this study underscores the importance of addressing students' fears and psychological barriers in order to foster a more supportive and effective writing environment. I advocate for EFL teachers to implement strategies aimed at reducing students' fear of evaluation and to design writing courses that promote the appropriate use of diverse writing strategies. By doing so, they can enhance students' confidence and competence in writing.

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APPENDIX A

English Writing Apprehension Questionnaire

1-Strongly disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly agree

1. I avoid writing in English.
2. I have no fear of my English writing being evaluated.
3. I look forward to writing down my ideas in English.
4. I am afraid of writing essays in English when I know they will be evaluated.
5. Taking an English composition course is a very frightening experience.
6. Turning in a composition written in English to an instructor makes me feel good.
7. My mind seems to go blank when I start to work on a composition in English.
8. Expressing ideas through writing in English seems to be a waste of time.
9. I would enjoy submitting my English writing to magazines for evaluation and publication.

10. I like to write my ideas down in English.
11. I feel confident in my ability to express clearly my ideas in writing in English.
12. I like to have my friends read what I have written in English.
13. I'm nervous about writing in English.
14. People seem to enjoy what I write in English.
15. I enjoy writing in English.
16. I never seem to be able to write my ideas clearly in English.
17. Writing in English is a lot of fun.
18. I expect to do poorly in English composition classes even before I enter them.
19. I like seeing my thoughts on paper in English.
20. Discussing my English writing with others is an enjoyable experience.
21. I have a terrible time organizing my ideas in an English composition course.
22. When I hand in an English composition I know I'm going to do poorly.
23. It's easy for me to write good compositions in English.
24. I don't think I write as well in English as most other people.
25. I don't like my English compositions to be evaluated.
26. I'm not good at writing in English.

APPENDIX B

English Writing Strategy Use Questionnaire

1-Strongly disagree 2-Disagree 3-Neutral 4-Agree 5-Strongly agree

Before I start writing,

1. I plan how I am going to do it so I can use my time well.

When I am writing, I try to think about

2. how much time I have remaining.
3. whether I am spelling some words correctly.
4. whether I am using the correct grammar.

After writing, I reread my essay and

5. make sure all the topic sentences are well-supported.
6. make sure the organization is easy to follow.

When I am writing in English, I ask myself,

7. if what I am writing expresses my ideas on the topic.

When I write in English,

8. I use information that I know about the topic to help me think of the right tenses to use.
9. I use information that I know about the topic to help me think of suitable words to use.

10. I use information that I know about the topic to help me find suitable content.

To remind myself of what I must do in my writing,

11. I write down or note the main ideas and the important points or key words.

When I am writing,

12. I think about a word to myself before writing it down.
13. I think about a phrase to myself before writing it down.
14. I think about a sentence to myself before writing it down.
15. if the expression or word I need to write doesn't come up, I give up and forget about it.
16. I write the whole essay in Korean first and then translate it into English.
17. I write in English and use Korean when I can't think of the expression in English.
18 I start to write in English from the beginning.

After writing, I reread my essay and

19. change words that don't express/say what I mean.
20. change new points, if necessary.

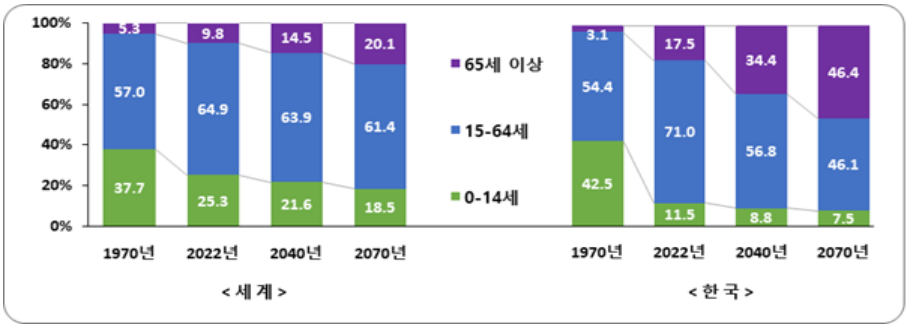
APPENDIX C

Expository Writing Assignment

Referring to the section 'STATISTICS AS SUPPORT in Chapter 8, write a brief report on the issue of the change in the population structure in Korea. You need to raise the issue, and then explain the statistics below. Present your own answer to how Korea should cope with such a change?

* The essay must be 1-1.5 pages long, typed in 10-point Time New Roman.

** Do not use any AI tools since you will work on your essay again with using AI tools later and compare your version and the version improved by an AI tool.



APPENDIX D

Narrative Writing Assignment

Read the following story by Dustin Hodge from https://100wordstory.org/ tell-me-a-story/ and write a half-page story about a memorable moment with your mother or any other family members, which was mediated by a car or other objects.

Tell Me a Story

Mom drove a faded blue AMC Pacer. The fabric seats were torn, and all the vinyl had huge cracks from the Texas heat. Over the years, other people's lives had spilled down into every rip and crevice in the car. The car wouldn't start. Again. So, we sat and waited. She put her hands on top of mine, her slender fingers warm and comforting, and said, "Tell me a story." She closed her eyes slowly. Sweat from my body seeped into the fabric seats, and my legs stuck to the vinyl parts. I kept talking as the car heated up.



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