Current Issues and Themes in Education
A Handbook for Practitioners

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INTERACTION BETWEEN WRITING APPREHENSION, MOTIVATION, ATTITUDE, AND WRITING PERFORMANCE

Noor Lide Abu Kassim
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INTRODUCTION

The influence of affective variables on language learning and achievement has been extensively investigated and it has been found that these variables exert a significant influence on language learning and achievement (Gardner, 1985; Gardner & Maclntyre 1992; Horwitz, 2001; Cochran, McCallum, & Bell, 2010). Among the most widely investigated variables are language anxiety, language aptitude, attitudes and motivation, learning strategies, and self-confidence (Gardner, Tremblay, & Masgoret, 1997; Horwitz, 2010; Cochran et. al, 2010). Of these, anxiety and motivation has been in the forefront as evidenced by the considerable amount of research interest directed in understanding the relationship between these two affective variables and language achievement.