

Current Issues and Themes in Education

A Handbook for Practitioners

**Edited By:
Suhailah Hussien**



IIUM PRESS
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA

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IIUM Press

Published by:
IIUM Press
International Islamic University Malaysia

First Edition, 2011
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Perpustakaan Negara Malaysia Cataloguing-in-Publication Data

Suhailah Hussien
Current Issues And Themes in Education: A Handbook For Practitioners
Suhailah Hussien
Include Index
ISBN 978-967-418-125-3

ISBN 978-967-418-125-3

Member of Majlis Penerbitan Ilmiah Malaysia - MAPIM
(Malaysian Scholarly Publishing Council)

Printed by:
IIUM PRINTING SDN. BHD.
No. 1, Jalan Industri Batu Caves 1/3,
Taman Perindustrian Batu Caves,
Batu Caves Centre Point,
68100 Batu Caves,
Selangor Darul Ehsan

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

Noor Lide Abu Kassim

Nuraihan Mat Daud

Nor Shidrah Mat Daud

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 & MacIntyre 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.