



APPREHENSION TOWARDS WRITING IN URDU AMONG STUDENTS TEACHER OF MANUU

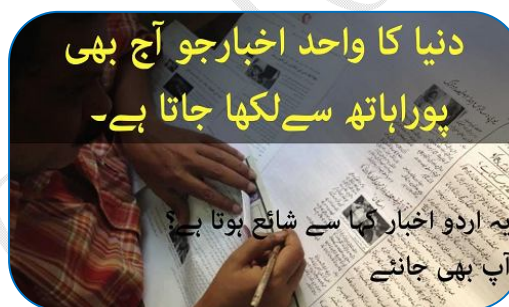
Jarrar Ahamad¹ and Dr. Vanaja M.²

¹Ph.D. Scholar , Dept. of Education and Training , Maulana Azad National Urdu University
Gachibowli, Hyderabad, T.S.

²Associate Professor , Dept. of Education and Training , Maulana Azad National Urdu University
Gachibowli, Hyderabad, T.S.

ABSTRACT :

Writing plays key role in a literate society. This study mainly seeks to discover the First year D. El. Ed. students level of apprehension towards Urdu writing on the basis of different variables i.e., i) Gender, ii) Type of Institution , iii) Medium of Instruction, iv) Highest Educational Qualification and v) The Stream of Study. An adopted version of Daly Miller Writing Apprehension test (in Urdu) was used to collect the data. The result of the study indicates that majority of the students are moderately apprehensive towards Urdu writing and more than half the students have a high / moderate apprehension towards writing in Urdu. All the chosen variables Gender, Type of Institution, Medium of Instruction, Highest Educational Qualification and Stream of study do not significantly influence the D.El.Ed. students Apprehension towards Writing in Urdu.



KEYWORDS : literate society , Medium of Instruction , moderately apprehensive.

❖ INTRODUCTION

In its broadest and most general sense, language may be said to be any means of expression or mental concepts by any living beings whatsoever and of communicating them to, or receiving them from, other living beings. Derived from Latin *Lingua*, which means tongue and the French term *langue*, language is the entire complex of phenomena associated with human vocal and auditory communication of emotions and ideas. According to Robert Henry Robins and David Crystal (2019), Language, a system of conventional spoken, manual, or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release.

Language undergoes a continuous, though unnoticed, process of growth and change. It becomes sharp, crisp, refined and versatile with the passage of time. Tracing the historical background of any language; one will be astonished to notice the major changes in spellings, meaning, pronunciation and its connotation and denotation. Language is called a social phenomenon, because it has relevance only in a social setting. Hence, language is a living phenomenon.

The four abilities of language (otherwise called the four aptitudes of language learning) are a lot of four capacities that enable a person to fathom and create spoken language for legitimate and powerful relational correspondence. These abilities are Listening, Speaking, Reading, and Writing. With regards to

first-language obtaining, the four aptitudes are frequently gained in the request of listening first, at that point talking, at that point perhaps perusing and composing. Thus, these abilities are regularly called LSRW aptitudes.

1) Listening is the main language aptitude, which we gain in our local language, while is known as an open ability, or a uninvolved expertise, as it expects us to utilize our ears and our minds to understand language as it is being addressed us. It is the first of two characteristic language aptitudes, which are required by all common verbally expressed dialects.

2) Speaking is the second language expertise, which we obtain in our local language, while is known as a profitable ability, or a functioning aptitude, as it expects us to utilize our vocal tract and our cerebrums to accurately create language through sound. It is the second of two characteristic language abilities.

3) Reading is the third language expertise, which we may get in our local language. Similarly as with tuning in, it is an open or detached ability, as it expects us to utilize our eyes and our minds to fathom what could be compared to spoken language. It is one of the two counterfeit language aptitudes, as not all regular verbally expressed dialects have a composition framework.

4) Writing is the fourth language expertise, which we may obtain in our local language. Similarly as with talking, it is a gainful or dynamic ability, as it expects us to utilize our hands and our minds to create the composed images that speak to our verbally expressed language. Alongside understanding, it is one of the two counterfeit language abilities, as not all common expressed dialects have a composition framework.

Writing is a form of human communication by means of a set of visible marks that are related, by convention, to some particular structural level of language. Composing is a vehicle of human correspondence that speaks to language and feeling with signs and images. In many dialects, composing is a supplement to discourse or spoken language. Composing isn't a language, yet an apparatus used to make dialects be perused. Inside a language framework, composing depends on a significant number of indistinguishable structures from discourse, for example, vocabulary, sentence structure, and semantics, with the additional reliance of an arrangement of signs or images. The consequence of composing is called content, and the beneficiary of content is known as a peruser. Inspirations for composing incorporate production, narrating, correspondence, record keeping and journal. Composing has been instrumental in keeping history, looking after culture, dispersal of learning through the media and the arrangement of legitimate frameworks.

Writing apprehension is a term that has been introduced by Daly and Miller (1975). They defined writing apprehension as "A subjective complex of attitudinal, emotional, and behavioral interaction which reinforces each other". Researchers have used many terms to refer to writing apprehension such as anxiety and blocking (Al-Ahmad, 2003; Gungle & Taylor, 1989; Rose, 1980, 1983). They consider writing apprehension as a complex term because of the complexity of writing. Writing apprehension is a serious problem that can hinder the performance of both native and non-native learners (Al-Sobh & Al-Abed Al-Haq, 2012). Writing apprehension is associated with many kinds of experiences. First, it refers to a behavior of resistance by an individual writer in a situation, when he/she cannot begin to write or is being interrupted in the writing process owing largely to writing avoidance. Second, it is used to describe a writer, who negatively judges a particular writing project's value or any writing project's value. In other words, the avoidance stems from the writer's negative attitude. It is also used to refer to a general anxiety and agitation during the writing process in cases, whereby the writer is blocked or otherwise (Hettich, 1994). In addition, writers generally experience one or more elements of writing apprehension including negative attitudes, emotional agitation or blocking. In some cases, the writer manages to finish the project but in others he/she fails to. Writers suffer from writing apprehension owing to feelings of anxiety or negative attitudes towards writing but there is no clear cut solution for their problem (Hettich, 1994).

In the research study conducted on Jordanian students at Yarmouk University, who were at the third year of English language and literature major. The results of this study showed that majority of the Jordanian EFL students at Yarmouk University experienced a high level of writing apprehension. A

study done by Salem (2007) explored the views of 50 male undergraduate students majoring in English concerning writing in English at the University of Al-Azhar. Most of the students felt overwhelmed when they were required to write on a certain topic. They did not know how to start, how to develop their ideas or how to conclude the essay. They also lacked the technical skills of writing acceptable for compositions in English. They often repeated their ideas, reported few if any valid points, made serious mistakes in grammar and punctuation, and included irrelevant information. The sampling for the present study was the same as the previous study done by Huwari and Noor Hashima (2011) i.e., on Jordanian postgraduate students. Both studies focused on the same context i.e., UUM. Huwari and Noor Hashima (2011) investigated the writing apprehension among one hundred and three Jordanian postgraduate students in University Utara Malaysia. The instrument used in this study was Writing Apprehension Test (WAT) developed by Daly and Miller (1975) to measure writing apprehension. The results of this study showed that majority of the Jordanian postgraduate students experienced high level of writing apprehension. There was a significant relationship between age, socio-economic status and writing apprehension. The researchers also included open-ended question in the survey. Majority of the respondents said that they experienced apprehension in writing a thesis more than writing assignments, or writing journals. It is important for the supervisors of the Jordanian postgraduate students in UUM specifically to be aware of their students' problems in writing in English. In summary, researchers consider writing apprehension to be a complex term and a critical problem, which may be faced by both native and non-native English learners. It will eventually impact the student's learning process. Researchers have also considered writing apprehension as synonymous with writing anxiety or blocks, while others have categorized it into two main levels called high apprehensive writers and low apprehensive writers.

Generally, writing apprehensive are frightened by a demand of writing; they fear evaluation of their writing; they usually avoid writing; their writing tasks or assignments are late or non-existent and their anxiety of writing is often reflected in their written products and their behaviors and attitudes about writing situations. In this respect, literature has also suggested ways or strategies to reduce or minimize writing apprehension among students as (Clark, 2005; Kara, 2013; Öztürk & Çeçen, 2007; Rankin-Brown, 2006; Reeves, 1997). In essence, it seems that there is a general agreement among many researchers that writing apprehension or anxiety affects writing performance negatively, and hinders students' academic achievement.

❖ OBJECTIVES OF THE STUDY

1. To find out the Apprehension towards Writing in Urdu of D.El.Ed students.
2. To find out the Apprehension towards Writing in Urdu of D.El.Ed students on the basis of their Gender.
3. To find out the Apprehension towards Writing of D.El.Ed students on the basis of their type of institution they studied in at +2 level i.e., i) Government and ii) Private.
4. To find out the Apprehension towards Writing of D.El.Ed students on the basis of the medium of instruction they had studied in at +2 level i.e., i) English , ii) Hindi, and iii) Urdu.
5. To find out the Apprehension towards Writing in Urdu of D.El.Ed students on the basis of their highest educational qualification i.e., i) +2 and ii) UG.
6. To find out the Apprehension towards Writing in Urdu of D.El.Ed students on the basis of their stream of study at +2 level i.e., i) Arts / Humanities, ii) Commerce and iii) Science.

❖ HYPOTHESES OF THE STUDY

1. There is no significant difference between male and female D.El.Ed. students in their Apprehension towards Writing in Urdu.
2. There is no significant difference between D.El.Ed. students in their Apprehension towards Writing in Urdu with respect to type of institution they studied in at +2 level.
3. There is no significant variance among D.El.Ed. students in their Apprehension towards Writing in Urdu with respect to medium of instruction they had studied in at +2 level.

4. There is no significant difference between D.El.Ed. students in their Apprehension towards Writing in Urdu with respect to their educational qualification at +2 level.
5. There is no significant variance among D.El.Ed. students in their Apprehension towards Writing in Urdu with respect to stream of study at +2 level.

❖ METHODOLOGY OF THE STUDY

Descriptive survey method was employed in this study for data collection. 75 D.El.Ed first year students of 2018-20 batch enrolled in Department of Education and Training, MANUU, Hyderabad, were selected for data collection. The tool used was an adapted version of the Daly - Miller Writing Apprehension test. The original test had 26 Items and the tool used in this study has 20 items and was translated into Urdu language. The Validity and reliability were ensured by getting it scored by a panel of experts and calculating the inter-rater reliability.

❖ OPERATIONAL DEFINITIONS OF KEY TERMS :

- **Student teachers:** In this study student teacher means students pursuing D.El.Ed. course.
- **Writing apprehension:** In this study writing apprehension is refers to anxiety or fear of writing in Urdu.
- **Type of institution:** In this study type of institution refers to school / college D.El.Ed. students pursued their +2 level education i.e., i) Government and ii) Private institution.
- **Medium of instruction:** In this study it refers to D.El.Ed students' Medium of instruction at +2 level i.e., i) English, ii) Hindi and iii) Urdu.
- **Stream of Study:** In this study it refers to D.El.Ed students' stream of study at +2 level they pursued i.e., i) Arts/Humanities , ii) Commerce and iii) Science.

❖ DATA PRESENTATION AND ANALYSIS

The major objective of this study was to find out the Apprehension towards Writing in Urdu of Student teachers and Descriptive statistics related to data collected is presented in Table 1 and Table 2.

Table-1
Overall D. El. Ed Students Apprehension towards Writing in Urdu

| N | Mean | Mean Percent | SD | Skewness | Kurtosis |
|----|-------|--------------|------|----------|----------|
| 75 | 32.17 | 53% | 6.31 | 0.14 | 0.25 |

Table-1 reveals that the D.El.Ed. students mean of Apprehension towards Writing in Urdu is 32.17 and mean percent is 53, which indicates that the Apprehension towards Writing in Urdu of D.El.Ed Students is average which is not a cause of great concern. The Kurtosis and Skewness values indicate that the curve is slightly positively skewed and mesokurtic.

This type of data could have been probably due to the fact that Urdu is the native or indigenous language of the students, which can be referred to as "natural language", or the "mother tongue" and this has resulted in moderate apprehension.

Table-2
Classification of D.El.Ed pupils
on the basis of their Apprehension towards Writing in Urdu

| S. No. | Classification | Range | N | % of N |
|--------|-----------------------|-------------|----|--------|
| 1 | Less Apprehension | <=30 | 29 | 39 |
| 2 | Moderate Apprehension | >30 to <=32 | 11 | 15 |
| 3 | High Apprehension | >=33 | 35 | 46 |

Table-2 reveals that 46 % of D. El. Ed students are having High Apprehension 14%, are having Moderate Apprehension, while 39% are having Low Apprehension towards Writing in Urdu. The data does present a worrisome picture that nearly half of the students have reported that they have high apprehension towards writing in Urdu.

The second objective of the study was to find out the Apprehension towards Writing in Urdu of D.El.Ed students on the basis of their Gender.

Hypothesis 1 : There is no significant difference between male and female D.El.Ed. students in their Apprehension towards Writing in Urdu.

Table-3
D.El.Ed. students Apprehension towards Writing in Urdu – Gender wise.

| Variable | N | Mean | Variance | df | t-value |
|----------|----|-------|----------|----|--------------------|
| Boys | 39 | 33.23 | 36.39 | 73 | 1.52 ^{NS} |
| Girls | 36 | 31.03 | 42.14 | | |

*NS: Not Significant at 0.05 level.

The table shows that the mean apprehension towards writing in Urdu of boys is 33.23 whereas that of Girls is 31.03 respectively. The observed 't' value is 1.52, which indicates that the mean difference in Apprehension towards Writing in Urdu of D.El.Ed girls and boys students is not significant at 0.05 level. Hence, the null hypothesis is accepted, which means there is no significant difference between girls and boys Apprehension towards Writing in Urdu.

The third objective of the study was to find out the Apprehension towards Writing of D.El.Ed students on the basis of their type of institution they studied in at +2 level i.e. i) Government and ii) Private.

Hypothesis 2: There is no significant difference between D.El.Ed. students Apprehension towards Writing in Urdu with respect to Type of Institution they studied at +2 level.

Table-4
D.El.Ed. students Apprehension towards Writing in Urdu
with respect to Type of Institution they studied in at +2 level.

| Variable | N | Mean | Variance | df | t-value |
|------------|----|-------|----------|----|--------------------|
| Government | 72 | 32.40 | 39.85 | 73 | 1.56 ^{NS} |
| Private | 3 | 26.67 | 12.33 | | |

*NS: Not Significant at 0.05 level.

Table 4 reveals that mean Apprehension towards Writing in Urdu of D.El.Ed. Students who have completed schooling in Government schools is 32.40 while that of their private school counter parts is 26.67.

The observed 't' value 1.56 is less than "t" critical value at 0.05 level , which is not significant Level. Hence, the null hypothesis is accepted, which means there is no significant difference between D.El.Ed. students Apprehension towards Writing in Urdu with respect to type of institution they studied at +2 level.

The fourth objective of the study was to find out the Apprehension towards Writing of D.El.Ed students on the basis of their medium of instruction at +2 level i.e., i) English, ii) Hindi and iii) Urdu.

Hypothesis 3 : There is no significant variance among D.El.Ed. Students Apprehension towards Writing in Urdu with respect to Medium of Instruction at +2 level.

Table-5
D.El.Ed. students Apprehension towards Writing in Urdu with respect to Medium of Instruction at +2 level.

| Groups | N | Mean | Variance |
|---|---------|-------|----------|
| English | 3 | 30 | 49 |
| Hindi | 43 | 33.51 | 34.97 |
| Urdu | 29 | 30.41 | 42.89 |
| Source of Variation | SS | df | MS |
| Between Groups | 180.97 | 2 | 90.48 |
| Within Groups | 2767.78 | 72 | 38.44 |
| F=2.35 ^{NS} *Not Significant at 0.05 level. | | | |

Table 5 reveals that the mean apprehension towards writing in Urdu of D.El.Ed students, who completed schooling in English medium is 30. While that of Hindi medium peers is 33.51 and that of Urdu medium peers is 30.41. The calculated F value to find out significance in variance among three groups is 2.35, which is not significant at 0.05. which means there is no significant variance among D.El.Ed. students Apprehension towards Writing in Urdu with respect to medium of instruction at +2 level.

The fifth objective of the study was to find out the Apprehension towards Writing in Urdu of D.El.Ed students on the basis of their highest educational qualification i.e., i) +2 and ii) UG or above.

Hypothesis 4: There is no significant difference between D.El.Ed. students Apprehension towards Writing in Urdu with respect to their Highest Educational Qualification .

Table-6
D.El.Ed. students Apprehension towards Writing in Urdu with respect to their Highest Educational Qualification

| Variable | N | Mean | Variance | df | t-value |
|----------|----|-------|----------|----|--------------------|
| +2 | 62 | 31.81 | 38.03 | 73 | 1.10 ^{NS} |
| UG | 13 | 33.92 | 48.41 | | |

*Not Significant at 0.05 level.

The table 6 shows that the mean apprehension towards writing in Urdu of those students who +2 students is 31.81 whereas that of UG is 33.92 respectively. The observed 't' value is 1.10, which indicates that the mean difference in Apprehension towards Writing in Urdu of D.El.Ed whose qualification is +2 and UG is not significant at 0.05 level. Hence, the null hypothesis is accepted, which means there is no significant difference between +2 and UG students Apprehension towards Writing in Urdu.

The sixth objective of the study was to find out the Apprehension towards Writing in Urdu of D.El.Ed students on the basis of their stream of study at +2 level i.e. i) Arts / Humanities ii) Commerce iii) Science.

Hypothesis5: There is no significant variance among D.El.Ed. students Apprehension towards Writing in Urdu with respect to stream of study at +2 level.

Table-7
Showing Mean Difference of D.El.Ed. students Apprehension towards Writing in Urdu with respect to Stream of Study at +2 level.

| Groups | N | Average | Variance |
|--|-----------|----------------|-----------------|
| Arts / Humanities | 20 | 33.5 | 48.05 |
| Commerce | 5 | 36.2 | 10.7 |
| Science | 50 | 31.24 | 37.41 |
| <i>Source of Variation</i> | <i>SS</i> | <i>df</i> | <i>MS</i> |
| Between Groups | 159.83 | 2 | 79.91 |
| Within Groups | 2788.92 | 72 | 38.74 |
| F= 2.06 ^{NS} *Not Significant at 0.05 level. | | | |

Table 7 reveals that the mean Apprehension towards Writing in Urdu of D. EL. Ed students, who completed +2 in Arts / Humanities, Science, Commerce as stream of study is 33.5, 36.2 and 31.24 respectively. The calculated F value to find out significance in variance among three groups is 2.06, which is not significant at 0.05, which means there is no significant variance among D.El.Ed. students Apprehension towards Writing in Urdu with respect to stream of study at +2 level.

CONCLUSIONS AND DISCUSSION

1. The study shows that students have on the overall a moderate Apprehension towards Writing in Urdu. The students chosen in the study have Urdu as their mother tongue and they have been pursuing their Education in either Urdu / Hindi and maybe the reason which has led to this type of finding.
2. All the chosen variables Gender, Type of Institution, Medium of Instruction, Highest Educational Qualification and Stream of study do not significantly influence the D.El.Ed. students Apprehension towards Writing in Urdu.

The study also suggests that Teaching of Urdu writing / Urdu Language Teaching (ULT) method should be changed as more effective, interesting and the need of the students, such as process approach, blended / group writing activities to be include in Urdu writing course / syllabus for the D.El.Ed. Students

It was observed from a long time that D.El.Ed. students are facing problems and feeling insecure when they are asked to write in Urdu, by this they became more apprehensive, hence they are unable to write on given topic after thinking the topic. Even, when they asked to write on their own favorite topic they don't undertake it. They must be instructed to first start to write about anything without caring about the usage of correct grammar punctuating, spelling or anything else. But most of the students are unable to write anything even after trying it for hours. The above result of this study is unexpected in this perspective, that they do not have an apprehension towards Writing in Urdu. May be they have not responded honestly,

or they are feeling that they are better and responded in this type.

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Jarrar Ahamad

Ph.D. Scholar , Dept. of Education and Training , Maulana Azad National Urdu University
Gachibowli, Hyderabad, T.S.