

# The Effect of Teaching Text Structure on Improving Writing Composition Skills and Reducing Writing Anxiety Among Seventh Graders in Jordan

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**Abstract**—The study aimed at identifying the effectiveness of teaching text structure on improving writing composition skills and reducing writing anxiety among seventh graders in Jordan. To that aim, the one-group pretest-posttest design was adopted. The researchers developed a writing composition test according to the structures of (problem/solution, compare/contrast, description), and writing anxiety scale. The subjects of the study consisted of 29 seventh graders, taught through the text structure procedures. The findings revealed that there is a statistically significant effect of the text structure strategy on improving writing composition and reducing writing anxiety, with a large effect size. In light of the findings, the necessary recommendations were set.

**Index Terms**—text structure, writing composition, writing anxiety, seventh graders

## I. INTRODUCTION

Language is a communication tool that everyone uses daily to teach, learn and convey thoughts and emotions. Learning a language involves the ability to manage its four skills: listening, reading, speaking, and writing. Writing skill is the physical manifestation of a spoken language and is utilized to express ideas, opinions, and feelings in a form of written language. Writing also has an important role in learning and communication. It is an effective way for individuals to link what they have learned with previous knowledge. Moreover, it enables students to express their ideas and desires (Mattson, 2008).

In this modern era, teaching writing skills has a high priority; students use writing skills almost every day through e-mail, short messages, and chatting on social media. Similarly, using writing flexibly and effectively enables students to learn, generate ideas, express what they see, and influence public life (Fadlallah, 2002).

It is necessary to focus more on writing at the basic stage, in terms of improving students' essential writing knowledge, developing a supportive writing environment, addressing topics that affect their lives, providing writing materials from their cultural and social environment, and directing them to appropriate books (Ammar, 2002).

Writing composition is the goal of language skills. Acquiring writing skills is the result of language learning, in which students compose ideas, experiences, observations, and suggestions on a given subject based on real-life or imaginary characters and events (Madkour, 2000). In addition, writing composition is one of the most important aspects of language teaching, as it is a laboratory in which the acquired linguistic systems are applied (Atta, 2001).

Madkour (2000) believes that writing curriculum and instruction are concerned with developing writing composition to improve students' abilities to make clear oral and written communication, which is one of the most important reasons for language learning.

Writing composition is also defined as a complex process of using different cognitive processes to translate ideas and thoughts into a written language. The individual can transfer his ideas and feelings to others in writing, using other language skills, grammar, punctuation, and correct phrases (Al-Souirki, 2010). It is a group of ideas in the individual's mind, translated through the pronunciation device into a correct and purposeful written language (Omar, 2017). Others believe that writing composition is a process in which symbols are converted from an oral message to a printed text to reach distant readers in place and time (Tuaima, 2006).

Writing composition achieves many goals in the basic stage, the most important of which are: gaining the ability to express ideas in a sound language, employing the linguistic and cultural repertoire, and thinking in an organized manner. In terms of picking a topic, listing information to be used in sentence generation, activating the paragraph with a short

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and simple declarative topic sentence, providing supporting sentences based on items from the list, and evaluating the written work for errors in capitalization, punctuation, spelling, and appearance (Fadlallah, 2002).

Numerous problems related to the mastery and development of writing composition skills are seen through basic education levels, and writing anxiety is considered one of these problems. Anxiety is a feeling of fear that is out of proportion to any real threat and has a detrimental impact on language performance (Weinberger, 2001). It may be associated with self-doubt, resulting in poor performance (Field, 2004). Writing anxiety refers to a type of apprehension characterized by fear, stress, concern, uneasiness, and a plethora of adverse emotions that can emerge in response to being assigned a writing task (Madi, 2018).

A rock-solid piece of evidence has been concerned with writing anxiety as it affects students' options related to written tasks. Cheng (2004) stated that writing anxiety consists of three domains; **Somatic anxiety** (relates to increased physiological excitement and refers to physical actions such as tremors, sweating, and uncomfortable breathing). **Avoidance behavior** (consists of elements that indicate avoidance behavior and displays activities related to avoiding situations when a person has to write; and Cognitive anxiety refers to the individual's personal experience of excitement, specifically relating to worry or fear about receiving a negative evaluation from teachers regarding their written works.

Generally, students at the basic stage become more anxious when they are given a writing task. They fear making numerous spelling and grammatical errors, writing loose and incoherent sentences, having no desire to write, and refusing to complete assignments, in addition to the anxiety and frustration that leads to breaking pens and tearing papers (Sweif, 2014). Moreover, cognitive factors and linguistic features, such as limited vocabulary, content, and structure, and deficiencies in teaching and evaluation methods might raise students' anxiety (Abdulazim, 2009).

Wiltse (2001) believes that writing anxiety can start at an early age and become a lifelong problem, and determining its reasons will help students to develop a positive attitude toward writing. Psychological literature stated that anxiety leads to students' inability to organize and review the information obtained in building knowledge, and results in a defect in their scientific performance.

The modern trend in teaching writing composition lies in shifting focus on process rather than product (Abdulbari, 2010). From a learning theories perspective, teachers must know that writing is not just a product, but a complex process that requires a series of procedures before, during, and after writing. Students should spend a lot of time brainstorming, drafting, revising, and editing (Yunus, 2005; Papiilaya, 2018). The mastery of the writing skill is also based on the writing process approach, in which planning, construction, and review is greatly needed to produce a good piece of writing (Al-Hashemi & Fakhri, 2011).

The importance of the writing process approach is deeply highlighted because it gives writing full attention, rather than just judging the final product. Moreover, improving students' writing skills helps them develop basic cognitive capabilities, such as reasoning, planning, and abstract thinking. Conversely, the lack of these capabilities makes writing tasks surrounded by fear and anxiety (Bacha, 2002).

To overcome such concerns and anxiety, studies have demonstrated the effectiveness of teaching text structure for students at primary, middle, and secondary schools (Kurudayglu & Yilmaz, 2014; Ray & Meyer, 2011). Others studies reported that text structure is used to organize information to suit the text type and its purpose. They emphasized that students need clear instructions about the text structure, especially the less skilled ones (Ray & Meyer, 2011); while intermediate school students can determine the text structure at the age of twelve (Broer et al., 2002).

Text structure enables students to create clarity through appropriately sequenced ideas and information, express ideas clearly in written forms, use headings and paragraphs from inappropriate texts, and sequence their information and ideas (Akhondi et al., 2011). In addition, teaching text structure can help students understand the anticipated content of each text section, locating specific information, and comprehending the connections between different parts of the text (Ray & Meyer, 2011).

Common text structures include five main patterns: description, sequence, compare and contrast, cause and effect, and problem and solution. Description (the writer describes a topic and focuses on the differences between it and other things). Sequence (writing in a logical or chronological order) Compare and contrast (writing in a comparison or contrast between two or more similar events, cases, or objects) Cause and effect (writing in a cause and effect form) Problem and solution (writing in a problem or question form, followed by a solution and answers) (Akhondi et al., 2011).

Based on the foregoing, the researchers believe that there is an urgent need to teach text structure, which enables students to obtain organized thinking skills and provides them with sufficient knowledge of the ways the writers use to organize their various texts. More specifically, if writing composition skills are the desired goal, teaching text structure will be the most effective way to achieve it. A strong body of research (see for example Al-Khatibeh, 2016; Al-Hinnawi, 2011; Mosheer, 2013; Al-Waely et al., 2020) reveals that teaching writing through text structures helps in measuring and ranking students' achievement and leading to a permanent improvement in writing levels.

A plethora of research has investigated the effectiveness of teaching text structure on improving writing composition skills and yielded effective results. Al-Hinnawi (2011) investigated the effect of the text structure method on the English reading comprehension and writing performance of postgraduate students in Jordan. The study sample consisted of 93 university students divided into control and experimental groups. The results of the study indicated that

the text structure method was more effective in teaching both reading and writing to Jordanian EFL university students than the conventional method.

Mosheer (2013) examined the relationship between explicit instruction in the organizational patterns of compare/contrast texts and EFL writing performance. 22 Palestinian EFL postgraduate students enrolled in an academic writing course participated in the study, divided into an experimental group taught through compare/contrast texts and a control group taught conventionally. The findings revealed statistically significant difference in students' writing on the side of experimental group.

Al-Khatibeh (2016) investigated the effect of teaching text structure on improving tenth-grade female graders' argumentative and expository writing in Jordan. The study sample consisted of 91 female students, divided into an experimental group (n=46) taught by text structure and a control group (n=45) taught conventionally. The results showed that there were statistically significant differences in the study sample's performance in argumentative and expository writing in favor of the experimental group.

Bracchi and Grandpre (2018) conducted a study aimed at knowing the impact of the real text structure and reading/thinking strategies on the writing of sixth-grade students in the United States of America. To achieve the goals of the study, the writing quality test was developed. The study sample consisted of 48 male and female students, divided into an experimental group taught by the realistic text and reading/thinking strategies, and a control group taught conventionally. The results showed that there were statistically significant differences in writing quality in favor of the experimental group.

Strong (2019) investigated the effects of a text structure intervention on reading and writing in 4-5 grades. The sample of the study consisted of 351 students in three primary schools in the United States, divided into two groups; an experimental group (n=160) taught by text structure, and a control group (n=191) taught by conventional way. The results revealed that the text structure group's performance outperformed the control group in both reading and writing.

Al-Basiouni (2019) conducted a study aimed at identifying the effectiveness of a suggested program in writing composition based on a web-enhanced writing process approach on developing writing performance and reducing writing anxiety of first-year secondary school students in Egypt. To that aim, a writing performance skills and writing anxiety scale were developed. The study sample consisted of 70 students, divided into an experimental group taught by a suggested program and a control group taught conventionally. The results of the study showed that there were statistically significant differences between the control and experimental group students in the post-anxiety scale and statistically significant differences between the two groups in the post-writing performance skills in favor of the experimental group.

Kurniasih et al. (2020) conducted a study aimed at investigating the effect of the writing processes approach on student writing anxiety and performance. 15 students who participated in this study were assigned to write an argumentative essay. A questionnaire was distributed before and after the treatment. The findings indicated that students' writing anxiety level went down from high to moderate. The writing intervention processes had a significant effect on students writing anxiety and performance.

Al-Waely et al. (2020) conducted a study to determine the impact of teaching the text structure on the development of persuasive writing abilities in eighth-grade female students in Abu Dhabi schools. The sample of the study consisted of 64 students divided into an experimental group taught reading texts through text structure, and a control group taught by a conventional way. The findings revealed that there was a statistically significant difference between the means of the study sample performance in persuasive writing in favor of the experimental group.

The previous research discussed the impact of teaching text structure on students' writing skills in different countries (Jordan, Palestine, United States, Egypt, Indonesia, and the United Arab of Emirates), which reflects the importance of the current study that seeks to instill the writing composition skills in its subjects.

The present study used previous research to present and enrich the theoretical literature, develop research instruments, define methodology and process results. This is the first study of its kind, to the best of the researchers' knowledge, to identify the effectiveness of teaching text structure on improving writing composition skills and is concerned with discussing the following text structures domains (description, compare/contrast, problem/solution), and reducing writing anxiety among seventh graders in Jordan.

#### *A. Problem and Questions of the Study*

Exploring literature related to the reality of teaching writing composition in schools justifies that it does not contain an educational approach, goals, content, activities, teaching, and evaluation methods. Teachers are unaware of the various approaches to teaching writing and this is not surprising, as many of them are trained as language teachers instead of writing teachers (Al-Nakah & Hafez, 2006).

Besides, numerous students have an aversion to sentence writing, they are not ready or willing to write and avoid anything to do with writing altogether. It is common for students in today's teaching system to dislike the writing process. Many of them feel that writing is a very laborious task and takes too long because there are so numerous subcomponents, which need to be pulled together (Madkour, 2008). Therefore, teachers must enhance students' positive beliefs about the writing process and motivate them to generate ideas.

Several factors create hurdles in developing students' writing skills, such as traditional practices, spelling and grammatical errors, interconnection, filling, poor presentation, and legibility issues. In addition, students do not like

writing much and their tendencies to write are not strong because of their low level of writing performance (Al-Khawaldeh, 2001). Furthermore, students' inability to write grammatically correct paragraphs is also caused by their poor command of tenses, limited vocabulary, lack of original ideas, writing anxiety, and poorly organized sentences (Conley, 2008). Therefore, teachers must employ new teaching strategies to help students improve their writing skills.

The current study came in response to previous research (e.g., Al-Sarayrah & Al-Botoush, 2022; Al-Shawabkeh & Al-Haddad, 2017; Al-Haddad, 2005; Al-Khawaldeh, 2001) that emphasized the weakness of higher students' understanding of writing composition in Jordan. On the other hand, text structure represents the base of each text, but students' awareness of text in the basic stage is superficial or incomplete, they have insufficient linguistic vocabulary or tools that enable them to deal with the text, and they find it difficult to write a topic that contains description, compare/contrast, or a problem/solution patterns. Al-Haddad (2005) concurs that the greatest weaknesses of students' writing ability are due to the unproductive teaching methods; teachers do not practice the written skills constantly and their traditional methods of teaching writing focus on the product rather than the process, so students exert their effort to perform a difficult task they did not learn.

Through their work as Arabic language teachers in the Jordanian Ministry of Education, the researchers noticed that the students' weakness in writing performance has significantly impacted their productivity and led to a high level of anxiety, which is worth giving more attention to, especially to the basic stage students. Therefore, the current study seeks to examine the effectiveness of teaching text structure on improving writing composition skills and reducing writing anxiety among seventh graders in Jordan. More specifically, the study seeks to answer the following questions:

- 1- Are there statistically significant effects of teaching text structure on improving writing composition skills?
- 2- Are there statistically significant effects of teaching text structure on reducing Arabic writing anxiety?

### *B. Significance of the Study*

After reviewing the research on text structure, it is found that it is very important in the teaching and learning processes. The results of the present study are expected to contribute to the educational literature as they may provide important information and new insights on the importance of teaching text structure in improving writing composition skills and reducing writing anxiety, in addition to expanding the future vision in this research and achieving integration and intellectual consistency.

Practically, the study presents a new teaching method for Arabic language teachers to improve students' writing skills, which may benefit curricula designers and students at all educational levels. This is attributed to the importance of writing in improving their learning, increasing their ability to think and understand the way the authors organize ideas in their text.

This study is a new addition and opens future horizons in the Arab world to play a pivotal role in changing the reality of writing among the new generations and encourage researchers to conduct further research in the field of language learning to include writing composition skills in the textbooks' content.

### *C. Operational Definitions*

**Writing composition:** The individual's ability to translate ideas and thoughts into a written language clearly and in a logical sequence (Mujawer, 2000). In the study, it is the degree that the seventh-grade student obtained in the writing composition test that prepared for this purpose.

**Text structure:** That is the way authors organize information in text, focus attention on key concepts, and relationships and monitor their comprehension as they read (Pilonieta, 2011). In the study, it is determined by description, compare/contrast, and problem/ solution patterns.

**Writing anxiety:** Students' feeling of apprehension, tension, and fear occurs when they are about to write, followed by certain physiological symptoms (Cheng, 2004). In the study, it is the degree obtained by the subjects on the writing anxiety scale.

### *D. Limitations of the Study*

The generalizability of the findings may be limited to the patterns of the text structure: Description, problem/solution, compare/contrast proposed by the researchers and included in the teacher's guide for implementing the procedures of text structure, writing composition skills, and writing anxiety scale. The study is also limited to the seventh-grade students at one of the schools in Deir Alla Directorate of Education, the first semester of the academic year 2022/2023.

## II. METHODOLOGY

The one-group pretest-posttest design as a quasi-experimental approach was adopted. The one-group design was chosen as the Arabic language textbook for the seventh grade lacks the texts that simulate the text structure, consequently, there is no conventional way to teach the control group that can be compared to the experimental one.

### *Subjects of the Study*

The subjects of the study consisted of 29 students from the seventh grade purposively selected from Deir Alla secondary school in the first semester of the academic year (2022/2023) taught by text structure procedures.

### *A. Instruments of the Study*

### (a). *Writing Composition Skills Test*

To achieve the first objective of the study, the researchers developed a writing composition skills test that included writing three paragraphs about problem/solution, compare/contrast, and description. The test was developed based on an extensive review of the literature (e.g., Al-Waely et al., 2020; Strong, 2019; Bracchi & Grandpre, 2018; Mosheer, 2013; Al-Hinnawi, 2011; Gaddy, 2008).

A panel of educational experts reviewed the instruments to determine their validity. The jury was asked to validate the test's content in terms of its items, relevance to the current study, and language clarity. The comments and recommendations of the teams were carefully considered and incorporated into the final version of the test.

To evaluate the construct validity of the test, it was piloted on a sample of 20 students, and correlation analysis was conducted. The person Correlation coefficient between the item score and the total score of the test ranged between (0.45-0.91). Person correlation coefficients between the item score and its domain (problem/solution, compare/contrast, description) ranged between (0.83-0.95) (0.65-0.84) (0.59-0.92), respectively, while corrected item-total correlation coefficients ranged between (0.79-0.93) (0.56-0.79) (0.51-0.89) for the same domains. Furthermore, the Pearson correlation coefficient between the domain total score and the test total score ranged from (0.81-0.94).- total correlation between the total score of the domain and the total score of the test ranged between (0.64-0.86), which all indicates that the test is characterized by a high degree of validity.

To verify the homogeneity of the study subjects' performance on the test, internal consistency using Cronbach alpha was conducted and ranged between (0.91-0.97) for the three domains and (0.97) for the entire test. The inter-rater reliability coefficients analysis was conducted and ranged between (0.81-0.87) for the three domains and (0.84) for the entire test, which is all considered acceptable. As such, the test is reliable and applicable to assess students' writing skills.

To correct the writing composition skills test, the following procedures were followed:

- Determining the correction criteria for the writing skills test according to the skills and performance indicators, 40 marks were allocated for each domain.
- To verify the reliability of the correction, an Arabic language teacher participated in correcting students' answers.
- Entering students' grades on a special form to perform the statistical analysis.

### (b). *Writing Anxiety Scale*

To achieve the second objective of the study, the researchers developed a 17-item writing anxiety scale over three domains: somatic anxiety, avoidance behavior, and cognitive anxiety, based on an extensive review of the literature (e.g., Abu Ghazal et al., 2019; Elif & Yayli, 2019; Kurniasih, 2020; Zhang, 2011). The responses of the students were analyzed using a five-point Likert scale; (strongly agree, agree, undecided, disagree, and strongly disagree with numerical values of (five, four, three, two, and one) respectively.

To examine the validity of the instrument, a panel of educational experts (Specialists in Arabic language curricula and teaching methods, educational psychology, educational supervisors, and in-service teachers) made a review of the scale. The jury was asked to validate the instrument's content in terms of its items, suitability for the purposes of the present study, and language clarity. The comments and recommendations of the team were carefully considered and incorporated into the final version of the instrument.

To test the scale's construct validity, it was piloted on a sample of 20 students, and correlation analysis was conducted. Person Correlation coefficient between the item score and the total score of the scale ranged between (0.47-0.81). Person correlation coefficients between the item score and its domain (cognitive anxiety, somatic anxiety, avoidance behavior) ranged between (0.73-0.86) (0.63-0.78) (0.66-0.81) while corrected item-total correlation ranged between (0.61-0.80) (0.44-0.64) (0.53-0.71) respectively, which all indicate that the scale is characterized by a high degree of validity.

To verify the homogeneity of the subjects' performance on the scale, internal consistency using Cronbach alpha for the scale domains was conducted and ranged between (0.78-0.89) and (0.91) for the entire scale. Furthermore, the test-retest reliability coefficient for the three domains ranged between (.78-0.83) and (0.85) for the entire scale, which all considered high and applicable to measure students' writing anxiety.

### B. *Teacher's Guide for Teaching Text Structure*

The procedures of teaching text structure are summarized as follows:

- Defining the concept of writing composition skills.
- Paving the way for writing composition skills and their behavioral indicators.
- Clarifying the behavioral indicators that indicate each text structure with representation for each of them.
- Presenting the training text and reading it.
- Developing self-evaluation forms.
- Choosing the texts established in the Arabic language curricula in the UAE, for the seventh-grade of the first semester and teaching them to the subjects, according to problem/solution, description, and compare/contrast structures as follows:

- 1- Providing students with theoretical and practical knowledge related to text structure, in terms of its concept, sections, skills, the importance of teaching it, (its indicators), and the phrases and words indicating it.
- 2- Presenting the prescribed reading texts, and teaching them according to problem/solution, description, and compare/contrast structures.
- 3- Analyzing the prescribed reading texts, namely: (when do you plan for your future? And how, Ancient Markets and Modern Markets, Gory Rose) and providing theoretical and performance knowledge in the form of drawings and organizational charts on how to organize and build the text structures: (problem/solution, description, compare/contrast) to organize them within the reading texts.
- 4- Providing individual and within-group training opportunities to analyze the prescribed texts and improve students' performance in mastering text structure skills.
- 5- Providing training and activities in the form of work cards for each text structure: problem/solution, description, compare/contrast.
- 6- Practicing text structure skills: problem/solution, description, compare/contrast through stages, which represent the analytical processes of the text structures of the prescribed reading texts as follows:
  - Teaching students the phrases and words indicating the text structures by displaying examples in lists, and then training them to identify the structures in each text, and attract students' attention to the fact that texts authors use phrases and expressions that are specific to each structure, and these phrases and expressions differ from one structure to another.
  - Assigning students after they have been trained on the indicating words and expressions to extract clues from the text, and determine the structure of each text, by knowing the phrases and words indicating that structure, and extracting them from the text.
  - Training students after mastering the text structures to identify them in different texts, put an organizational graphic chart, and set the supportive details of writing a paragraph about each structure.
  - The teacher provides the students with incomplete organizational drawings, related to the structure of the prescribed texts, and asks them to complete these drawings individually.
  - Practicing the summative assessment of students' work on worksheets, including activities and organizational charts, and involving them in the evaluation process, by using the directed self-assessment method or peer assessment.

### C. Procedures of the Study

The study involved the following procedures being conducted:

- 1- The researchers looked through related literature to focus the subject and compile relevant theoretical and empirical research.
- 2- The study's instruments were created and a teacher guide that includes procedures for applying text structure in developing writing composition skills was prepared.
- 3- A panel of experts determined the instruments' validity.
- 4- The instruments' reliability was verified on a pilot group of 20 students.
- 5- The subjects of the study were identified.
- 6- The educational content for text structure training was selected.
- 7- The study instruments were distributed to the study subjects.
- 8- Data was collected.
- 9- The findings of the research were obtained through appropriate statistical analyses.
- 10- The results of the research were analyzed and discussed in light of the study's questions.
- 11- The recommendations were made based on the study's findings.

### D. Variables of the Study

To determine the potential effect of teaching text structure in improving writing composition skills and reducing writing anxiety among seventh graders in Jordan, the current study used teaching text structure as the independent variable to determine its impact on students' writing composition skills and writing anxiety as the dependent variables.

#### Statistical Analyses

The means and standard deviations of the study subjects were calculated to answer the study's questions in addition to Paired Samples t-test for dependent samples.

## III. RESULTS AND DISCUSSION

### A. Results Pertinent to the First Research Question

A paired sample t-test was conducted to investigate the effects of teaching text structure on the three and the overall writing sub-skills. Table 1 illustrates the results.

TABLE 1  
RESULTS OF A PAIRED SAMPLES T-TEST TO TEST THE SIGNIFICANT EFFECT OF TEACHING TEXT STRUCTURE ON THE THREE AND OVERALL WRITING SUB-SKILLS

Sub-skill	Pre-/post- test	Mean	SD	T-test	df	Siq	Effect size
Problem/solution	Pre	20.50	4.43	-8.255	28	.001	1.560
	Post	29.32	4.92				
Compare/contrast	Pre	19.28	4.02	-11.626	28	.001	2.197
	Post	30.29	5.46				
Description	Pre	18.62	3.97	-5.870	28	.001	1.109
	Post	28.44	8.42				
Overall	Pre	58.40	11.18	-9.228	28	.001	1.744
	Post	88.06	16.95				

As shown in Table 1, students' post-performance was statistically and significantly higher than their pre-performance in problem/solution sub-skill ( $t(28) = -8.255, p < .01$ ;  $d$ , was 1.560), compare/contrast ( $t(28) = -11.626, p < .01$ ;  $d$ , was 2.197), description ( $t(28) = -5.870, p < .01$ ;  $d$ , was 1.109), and the overall writing composition skills ( $t(28) = -9.228, p < .01$ ;  $d$ , was 1.744). As such, teaching text structure enhanced students' writing skills with a large effect size,  $d > 0.80$ .

The result might be attributed to the procedures adopted in teaching text structure in the current study. The procedures are based on planned actions and training sessions that began with a theoretical explanation of the text structures and a review of the behavioral indicators that refer to each structure, then moving on to the applied side of text structures.

In addition, the group and individual activities enabled the students to form the sub-skills necessary for each structure. They were asked to analyze the prescribed reading texts, and provide theoretical and performance knowledge in the form of drawings and organizational charts on how to organize and build the text structures: (problem/solution, description, compare/contrast) to organize them within the reading texts.

The result seems to be consistent with Akhondi et al. (2011) who maintained that the students are reaping the fruits of learning writing through text structure. They show what they have written to the rest of the students to discuss, refute and determine the strengths and weaknesses, in addition, to evaluating and purifying it from errors.

The results may also be attributed to the role of teaching text structure in developing writing composition skills. A strong body of research (e.g., Al-Waely et al., 2020; Strong, 2019) emphasized the need to invest text structure to address aspects of writing weakness that lead to creative writing and called for guiding students to improve the quality of their writing.

The result goes in line with Al-Waely et al. (2020), Strong (2019), Al-Khataibeh (2019) and Mosheer (2013), who attributed the development of students' writing skills in the experimental group to teaching text structure.

### B. Results Pertinent to the Second Research Question

A paired sample t-test was conducted to investigate the effects of teaching text structure on the three and the overall domains of writing anxiety. Table 2 illustrates the results.

TABLE 2  
RESULTS OF A PAIRED SAMPLES T-TEST TO TEST THE SIGNIFICANT EFFECT OF TEACHING TEXT STRUCTURE ON THE THREE AND OVERALL DOMAINS OF WRITING ANXIETY

Domain	Pre-/ post-test	Mean	SD	T-test	df	Siq	Effect size (d)
Cognitive	Pre	3.73	.70	6.770	28	.001	1.279
	Post	2.41	.72				
Somatic	Pre	3.64	.65	7.230	28	.001	1.366
	Post	2.05	.85				
Avoidance behavior	Pre	3.61	.83	6.781	28	.001	1.281
	Post	2.14	.65				
Overall	Pre	3.66	.55	8.371	20	.001	1.582
	Post	2.24	.58				

As shown in Table 1, students' post-estimation was statistically and significantly lower than their pre-estimation in the cognitive domain ( $t(28) = 6.770, p < .01$ ;  $d$ , was 1.279), somatic domain ( $t(28) = 7.230, p < .01$ ;  $d$ , was 1.366), avoidance domain ( $t(28) = 6.781, p < .01$ ;  $d$ , was 1.281), and overall writing anxiety ( $t(28) = 8.371, p < .01$ ;  $d$ , was 1.582). As such, teaching text structure reduced students' writing anxiety with a large effect size,  $d > 0.80$ .

The result may be attributed to the fact that the students, after utilizing the teaching text structure, became more aware to bolster and correct weaknesses while remaining conscious of strengths and how to use them effectively to ensure not just academic success, but personal fulfillment. Thus, the students who used the text structure strategy became less likely to be anxious.

The result may also be explained by the fact that the process of teaching text structure provides an encouraging environment for students to write and express their ideas, which raised students' self-confidence and enabled them to handle setbacks with ease and learn from their mistakes. Papilaya (2018) indicated that teaching text structure develops students' writing and helps them manage the levels of stress and anxiety that accompany writing.

Furthermore, teaching text structure made it easier for students to understand texts and identify the way authors organize their ideas, which led to improving their ability to write texts and increased their ability to describe, compare, contrast, and solve problems, which, in turn, led to reducing their writing anxiety.

Besides, improving students' writing skills helps them to develop basic cognitive abilities, such as analysis, inference, and synthesis, on the contrary, lacking these abilities makes writing tasks surrounded by a lot of fear and anxiety.

The result goes in line with a plethora of research (e.g. Bacha, 2002; Ray & Meyer, 2011; Al-Basiouni, 2019) which indicated that there is a correlation between developing writing composition skills and reducing students' writing anxiety.

#### IV. CONCLUSION

Based on the results and discussion, it can be concluded that there is a statistically significant effect of teaching text structure strategy on improving writing composition skills and reducing writing anxiety.

#### V. RECOMMENDATIONS

Based on the findings of the current study, the researchers recommend the following:

- Encouraging decision-makers and curricula designers of Arabic language curricula in general and the main stage curricula in particular to increase interest in teaching the text structure, instead of being satisfied with only writing skills in general.
- Conducting further researches on the effect of teaching text structure on improving the writing composition in various academic stages.

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