

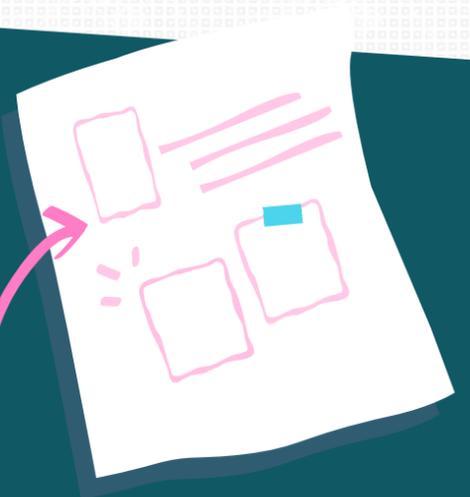
Pre-Service Teachers' Apprehension and Attitudes about Writing

*IT IS CRUCIAL FOR TEACHERS TO HAVE GOOD WRITING SKILLS AND BE CONFIDENT IN TEACHING WRITING ACROSS DISCIPLINES.

*TEACHERS NEED TO BE WRITERS THEMSELVES SO THAT THEY CAN SHARE THEIR WRITING EXPERIENCES AND JUSTIFY WHY WRITING IS WORTH THE EFFORT (AUGSBURGER, 1998).

1. The Study

THE PURPOSE OF THE STUDY IS TO EXAMINE ELEMENTARY AND SECONDARY PRE-SERVICE TEACHERS' APPREHENSION TOWARDS WRITING AND HOW THE LEVEL OF APPREHENSION IS RELATED TO THEIR CONFIDENCE TO TEACH WRITING.



2. Findings

- ONLY A SMALL NUMBER OF TEACHERS INDICATED THEY HAVE A HIGH LEVEL OF APPREHENSION TOWARDS WRITING.
- TEACHERS WITH APPREHENSION TOWARDS WRITING ARE LESS COMFORTABLE ABOUT TEACHING WRITING. THESE TEACHERS ALSO TEND TO WRITE LESS AND AVOID WRITING THAN TEACHERS WITH A LOW LEVEL OF APPREHENSION TOWARDS WRITING.



3. Writing Apprehension

HIGH WRITING APPREHENSIVE INDIVIDUALS ATTEMPT TO AVOID WRITING AND THE SITUATION THAT REQUIRES WRITING (DALY & WILSON, 1983).



4. Tips

- ★ WRITERS SHOULD BE ENCOURAGED TO CONTINUE TO WRITE DESPITE THEIR DOUBTS AND BELIEVE THE HARD PART OF WRITING IS TO GET STARTED ON IT.
- ★ TEACHER EDUCATION PROGRAMS SHOULD HELP TEACHERS IDENTIFY THE REASONS FOR THEIR APPREHENSION AND ADDRESS THEM.
- ★ TEACHER EDUCATORS CAN INTERVENE TO HELP PRE-SERVICE TEACHERS MAKE WRITING MORE MEANINGFUL, DOABLE, AND ENJOYABLE.
- ★ TEACHER EDUCATORS CAN HELP EXAMINE ASSUMPTIONS OF WRITING OF WRITING APPREHENSIVE PRE-SERVICE TEACHERS.
- ★ MULTIPLE DRAFT WRITING AND SETTING DAILY GOALS HELPS TO BREAK DOWN A TASK INTO MANAGEABLE PARTS.
- ★ WHEN DISCOURAGED, WRITERS CAN TRY TO DEDICATE THEIR WRITING TO SOMEONE OR A CAUSE (DAVIS, 2004).
- ★ WRITERS SHOULD SURROUND THEMSELVES WITH OTHER WRITERS TO FORM A SUPPORTIVE COMMUNITY.



Reference: [Burks, B. A., Haley, E., & Kraska, M. F. \(2020\) Pre-Service Teachers' Apprehension and Attitudes about Writing. International Journal of Social Policy and Education, 2\(4\), 34-38.](#)