

# **The Relationship of Linguistic Knowledge and Affect with Egyptian EFL Student Teachers' Writing Process and Product**

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Effective teaching of L2/FL writing requires knowing the factors that influence both its process and product. This research aims at exploring the relationship of two types of linguistic knowledge (grammar knowledge and vocabulary knowledge) and two affective traits (writing apprehension and writing self-efficacy) with Egyptian EFL university students' writing process and product. The research has drawn its data from different sources: a) the linguistic tests: Allan's (1992) Oxford Placement Test 2 (the Grammar Test), Laufer and Nation's (1999) Productive Vocabulary Levels Test and Schmitt's (2001) Receptive Vocabulary Levels Test; b) the writing affect instruments: the English Writing Apprehension Scale, the English Writing Self-Efficacy Scale and the writing background interview; c) the writing process instruments: the think-aloud method and the retrospective interview; and d) the argumentative writing tasks. These instruments were administered to the participants who were student teachers majoring in English. The participants' scores on the linguistic and affective measures were compared to their composing process (writing strategies, switching to L1, temporal aspects, and writing fluency) and their written product aspects (text quality and text length characteristics). In addition, the writing background interview protocols were analyzed to determine the factors accounting for the differences in writing affect levels, i.e. different levels of writing apprehension and writing self-efficacy. Based on the results reached, the study will present pedagogical implications of how Egyptian/Arab students' English writing difficulties and problems resulted from their lack of linguistic knowledge and/or negative writing affect can be dealt with in writing classes, and recommendations for further research.