



**T.C.
PAMUKKALE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANABİLİM DALI
İNGİLİZ DİLİ EĞİTİMİ BİLİM DALI
YÜKSEK LİSANS TEZİ**

**THE SECOND LANGUAGE WRITING ANXIETY:
THE PERCEIVED SOURCES AND CONSEQUENCES**

HAMDIYE ELİF GENÇ

Denizli – 2017

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Bu çalışma, Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı'nda
jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü Yönetim Kurulu'nun 01/08/2017

tarih ve 25/A... sayılı kararı ile onaylanmıştır.



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- Kullanılan verilerde herhangi bir tahrifat yapmadığımı,
- Bu tezin herhangi bir bölümünü bu üniversitede veya başka bir üniversitede başka bir tez çalışması olarak sunmadığımı beyan ederim.



Hamdiye Elif Genç

ACKNOWLEDGEMENTS

First of all, I owe my deepest gratitude to my thesis supervisor, Assoc. Prof. Dr. Demet YAYLI whose profound knowledge and experience lighted my way throughout this study. Her continuous support, encouragement, and invaluable assistance as well as her expertise in the field have made this thesis possible.

I would particularly like to thank Asst. Prof. Dr. Selami OK, Assoc. Prof. Dr. Turan PAKER, and Assoc. Prof. Dr. Recep Şahin ARSLAN for sharing their extensive knowledge with us during the MA lessons. I would also like to thank the examining committee members, Asst. Prof. Dr. Selami OK and Asst. Prof. Dr. Sabriye ŞENER, for their invaluable contribution and comments.

In addition, I also owe special thanks to all students taking part in this study and their teachers who helped me to collect the data. My heartfelt appreciation goes to my beloved cousin, Büşra DURMAZ, and my dear friends Arzu K. MUTLUOĞLU and Derya DURAN for their great help with analyzing the data. I am also grateful to all my friends for their wholehearted support and to my MA friends, Arzu and Günay for making this journey unforgettable.

Last but not least, I would like to show my greatest appreciation to my mother for her endless love, support, and patience, and to my father for his encouragement. I am also deeply grateful to my precious aunt and cousins for being always there for me.

DEDICATION

**To my family
and my dearest sister, Ayşe**



ÖZET

İkinci Dilde Yazma Kaygısı: Algılanan Sebepleri ve Sonuçları

Hamdiye Elif Genç

Duyuşsal deęişkenlerin öğrenme sürecini ve ikinci dil edinimini etkilediđi ileri sürüldüđünden beri kaygı gözde bir araştırma konusu olmuştur. Çok geçmeden, yabancı dil sınıflarının doğası araştırmacıların, eğitimcilerin ve psikologların ilgisini çekmeye başlamıştır. Dil öğrenen kişilerin, diđer derslerde hissetmedikleri bazı yoğun negatif duygular hissetmeleri muhtemeldir. Bu negatif duygular, çođu öğrenci için zor olan yabancı dil yazma derslerinde de ortaya çıkmaktadır. İlgili çalışmaların sonuçları yabancı dilde yazma kaygısının öğrencilerin tutumlarını, başarılarını ve performanslarını negatif yönde etkilediđini ve yazma ve öğrenme süreçlerine ket vurduđunu göstermektedir. Negatif etkileri düşünüldüđünde, yabancı dilde yazma kaygısının sebeplerini araştırmak son derece önemlidir. Bu nedenle, bu çalışma bir grup yabancı dil olarak İngilizce öğrenen öğrencinin yabancı dilde yazma kaygısı seviyelerini ve bu kaygılarının sebeplerini ve sonuçlarını keşfetmeye odaklanmıştır.

Bu çalışmanın katılımcıları İzmir’de bir vakıf üniversitesinde okuyan B2 seviyesi hazırlık okulu öğrencileridir. Öncelikle, 257 öğrenci Cheng’e (2004) ait İkinci Dilde Yazma Kaygı Envanterini (SLWAI) ilk ve son test olarak tamamladılar. Buna ek olarak, 89 öğrenci, sebeplere yönelik kaygı seviyelerini derecelendirerek ve nedenlerini yazarak açık uçlu sorulardan oluşan ölçeđe katıldılar. Bu ölçek öğrencilere her hafta ikinci taslađı yazdıktan hemen sonra beş hafta boyunca verildi. Aynı zamanda, modülün sonunda 9 öğrenci ile görüşlerini ve duygularını derinlemesine anlamak için mülakat yapıldı. Nicel veriler SPSS programı ile betimleyici istatistik yöntemi kullanılarak; nitel veriler ise içerik analizi yapılarak incelendi.

Sonuçlar, katılımcıların yüksek ve orta düzeyde yazma kaygısına sahip olduklarını gösterdi. Modülün başlangıcında, en çok fiziksel kaygı hissettikleri gözlemlenirken; modülün sonunda daha çok kaçma davranışı gösterdikleri belirlenmiştir. Katılımcılar sınavlarda, sınıfta ve evde yazdıklarından daha fazla kaygı hissettiklerini belirtmişlerdir. Yardımcı fikir bulma ve yazma konusu seçme en çok kaygı hissettiren adımlar olarak bulunurken bunları dilbilgisi, beyin fırtınası, fikirleri organize etme ve konu cümlesi yazma adımları takip etti. Bunun yanında, mülakat yapılan öğrencilerin eklediđi diđer yazma kaygısı sebepleri ise zaman sınırlaması, etkili geri dönüt eksikliđi, düşük

not/olumsuz deęerlendirme ve retmenler olmuřtur. Katılımcılar, kaygılarının genellikle makalelerini oluřturma, notları ve makalelerinin nitelięi ve nicelięi stnde negatif etkileri olduęunu belirtmiřlerdir. ğrenciler kaygılarını azaltmak iin kelime daęarcıklarını geliřtirmek, yazılacak konu hakkında arařtırma yapmak, alıřtırma yapmak ve retmen ve arkadaşlarından yardım almak gibi metotlara bařvurduklarını sylemiřlerdir. Katılımcılar, retmenlerin aık ve net geri dnt vermelerini, yazmaya, yazma dersine ve kelime ğretimine daha ok zaman ayırmalarını nermiřlerdir. Bu alıřmanın sonularına gre retmenler yazma kaygısının etkilerini fark etmeli ve bunu azaltmanın yollarını aramalıdırlar.

Anahtar Kelimeler: Yabancı dilde yazma kaygısı, yazma kaygısı sebepleri, yazma kaygısının sonuları, hazırlık okulu ğrencileri.

ABSTRACT

Second Language Writing Anxiety: The Perceived Sources and Consequences

Hamdiye Elif Genç

Anxiety has been a focus of interest since affective variables were first claimed to affect the learning process and second language acquisition. Shortly after, the nature of foreign language classes started to draw attention of researchers, educators, and psychologists. It is possible for language learners to experience some intense negative feelings that they do not feel in other lessons. These negative feelings become also apparent in second language (L2) writing lessons, which are challenging for many learners. The results of related studies show that second language writing anxiety negatively influences the learners' attitudes, achievement, and performance and hinders their writing and learning process. Considering its negative effects, it is essential to look into the sources of L2 writing anxiety. Thus, this study focused on capturing the anxiety levels of a group of EFL learners, and the sources and consequences of their L2 writing anxiety.

The participants in this study were B2 level preparatory school students in a foundation university in İzmir. First of all, 257 students completed the Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004) as a pre and post-test. Moreover, 89 students took part in the questionnaire with open-ended questions by rating their anxiety level with regard to the sources of writing anxiety and also by explaining their reasons. This questionnaire was given to the students weekly just after they wrote the second draft of their essays for five weeks. Besides, at the end of the module, 9 students were interviewed to deeply understand their feelings and views. The quantitative data were analysed by using descriptive statistics with the SPSS and the qualitative data were analysed through pattern-coding (Miles & Huberman, 1994) for recurrent themes.

The results showed that the participants in this study had high to moderate level of L2 writing anxiety. While in the beginning of the module, they were observed to suffer from somatic anxiety mostly, at the end of the module they experienced avoidance behaviour more. The participants reported to feel more L2 writing anxiety during exams than writing in class or at home. Finding supporting ideas and topic selection were found to be the most anxiety-provoking steps for the participants, which were followed by grammar for writing, brainstorming, idea organization, and writing topic sentence. Furthermore, the other sources of their writing anxiety, the interviewed students added time limitation, lack

of effective feedback, fear of low marks/negative evaluation, and teachers. The participants stated that anxiety had negative effects mostly on constructing essays, their grades, and the quality and quantity of the essays they wrote. In order to reduce their anxiety, they reported using some methods such as expanding their vocabulary size, making a search about the writing topic, practicing, and getting help from teachers and peers. The participants recommended that teachers should give clear feedback, allocate more time for writing and writing classes, and spend more time for teaching vocabulary. According to the results of the study, teachers should realize the impact of writing anxiety in their classes and find ways to reduce it.

Key Words: Second language writing anxiety, sources of writing anxiety, consequences of writing anxiety, preparatory school students

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CHAPTER 1

INTRODUCTION

This chapter consists of five sections, which provide information about background to the study related to writing in a second language and an overview of English language education in Turkey, purpose of the study, research questions, significance of the study, and limitations for the study.

1.1. Background to the Study

Writing in a second language is a challenging skill to acquire. Learners need to put a lot of effort into pre-writing, writing, and revision processes and practice as much as they can to improve this skill. Opposite to what many learners suppose, writing well is not an innate ability, but instead it is learnt in educational settings (Myles, 2002). L2 learners, in this vein, face several difficulties in writing because each learner takes his educational, cultural, and social background to the writing class with him. Especially in L2 academic writing, they are not only supposed to put their ideas on paper in an organized way, but they are also expected to deal with issues such as proficiency and competency in target language, differences between their own and target culture, knowledge of genres, types and voice of writing, discourse and rhetorical conventions, meta-language, and developing their own writing strategies and techniques, and etc.

Writing has always been identified as a complex process (Flower & Hayes, 1980; Warnock, 1983; Barnett, 1989; Kroll, 1990; Myles, 2002; Hyland, 2003). Byrne (1988) claims that complexity of writing stems from psychological, linguistic, and cognitive issues. Hayes (1996) proposed a cognitive model of writing process to display its complexity. The model has two components, the first of which is the task environment that includes the topic, audience, and the text written so far. The other component is the individual that consists of four subcomponents: the writer's long-term memory, writing process, working memory, and motivation/affect. The writer's long-term memory includes linguistic knowledge, topic knowledge, audience knowledge, genre knowledge, and task schemas. The cognitive activities such as planning, translating (putting ideas into language), reviewing/revising, and monitoring are identified within the writing process component. L2 learners are supposed to attend all those components concurrently during

writing process, which makes L2 writing difficult and different from L1 writing (Flower & Hayes, 1980).

Silva, Leki, and Carson (1997) claim that L2 learners are different in nature and teachers should be aware of learners' culture, beliefs, perceptions, and education. They list the differences for L2 learners that need to be taken into consideration during instruction, as cited in Grabe (2001, p. 45):

- “1. Epistemological issues (distinct cultural socialization and belief systems).
2. Functions of writing (a wider potential range of legitimate functions for L2 writing).
3. Writing topics (personal expression and humanistic individualism as North American educational preferences).
4. Knowledge storage (L1-based knowledge creates complexities for L2 writers).
5. Writing from reading (adds reading-skills complexities for L2 writers).
6. Audience awareness (English L2 audience sense may be culturally different from English L1 students).
7. Textual issues (cross-cultural discourse patterns, contrastive rhetoric).
8. Plagiarism (ownership of words vs. honoring authors and their writing).
9. Memorization, imitation, quotation (trying out the L2).
10. Students' right to their own language (whose English is right?).”

1.1.1. An Overview of English Language Education in Turkey

Although English has been taught as a foreign language in schools since 1940s, education policy has changed several times in the Republic of Turkey. After English language's being lingua franca due to globalization, English language teaching started to become widespread among private and public secondary schools. The dominant method used in English classes in Turkey has been the Grammar Translation method which became popular in the 1960s. The courses were teacher-based and focused on accuracy with grammar rules and formulas. The native language, Turkish, was the medium of instruction in classes. English was used to translate texts to practice the studied grammar rules and vocabulary.

The Ministry of National Education presented the 1997 education reform and brought major changes in English language teaching at all levels to provide an effective education throughout the country. For instance, it required English be taught from grade 4 upwards. In this way, students were aimed to be exposed to English in younger ages. Moreover, the objective of the secondary level ELT curriculum included the integration of

four skills to improve students' communication skills, which was the first time the 'communicative approach' was introduced into the curriculum (Kırkgöz, 2005). This situation directly affected the teachers who should meet the new standards and needs of the students. Thus, education faculties had to modify their curriculum accordingly and increase the quality of pre-service teacher training programs and courses (Özsevik, 2010). Following the current trends in language teaching recommending younger is better and the necessity to reshape the education system, it was decided to start English education from the grade 2 instead of 4 in 2013. Hence, the teachers and faculties had to adjust their programs for even younger ages.

Yet, despite the 1.296 hours of English lessons a student takes during 12 years of education, the level of the majority of students' English when they finish high school is still not satisfactory (Turkish Education Association, 2013). Some possible reasons are summarized here to give an insight about the education students get until attending university (Özsevik, 2010). The current ELT curriculum of schools adopts the communicative approach; nonetheless, the national standardised tests which students take to enter high quality secondary schools at the end of the grade 8 and universities at the end of the grade 12 mainly assess students' grammar and vocabulary knowledge, and reading skill with a few questions, yet without any listening, speaking, and writing parts. This mismatch between the curriculum and assessment causes teachers to feel under pressure and nervous about the possibility of their students' getting low marks from these exams. As a result of this, both teachers and students tend to ignore communicative activities such as listening, speaking, and writing skills in class. This negative backwash effect directs students to memorization. Another disadvantage of the exam-oriented education is to encourage students for individual learning styles rather than pair and group work.

Another reason may be that not all teachers are trained to teach with current methods, techniques, and technology. The fact that traditional methods, which mostly target grammar and vocabulary knowledge, continue to be used by teachers inhibits the expected English competency of four skills. The students educated in those classes focus and evaluate themselves solely on accuracy and develop traditional learning habits. Thus, they miss the opportunity to use English in class which is the only place to practice a foreign language for the majority of people in Turkey. A study conducted by Kaçar and Zengin (2009) with 227 EFL students reveals students' traditional learning habits, and reveals that the students regard writing and listening less important than speaking and

reading The other reasons for which teachers avoid using current and effective methods are defects in language planning and teacher training, teachers' heavy workload, heavily-loaded teaching programs, students' low motivation, and large classes (Işık, 2008; Özsevik, 2010; Demirel & Demirezen in Hürriyet interview, 2015). The education in Turkey is often criticized for depending on rote-learning (Epçaçan, 2014; Kızılcelik, 2015; Taşdemir, 2015; Ünal, 2016). Demirel (2015) concludes that in Turkish education system, the rules of the language are taught instead of the language itself. These reasons listed above explain why Turkey is listed 51 out of 72 countries in terms of English proficiency in the 2016 report of the Education First (EF) English Proficiency Index which is created from the results of a set of English tests taken by hundreds of thousands of adults in several countries around the world each year (EF, 2016).

It is possible to observe similar problems regarding writing skills. As mentioned above, writing is one of the skills that is ignored in class. Students do not often have to produce a piece of writing longer than a paragraph. İnal (2006) examined the problems regarding writing skills under three categories. The first category is the problems related to education and training such as traditional teaching methods of writing lessons, not encouraging students for creative writing, ignoring the pre-writing step, limited writing hours, the way of evaluation of papers, crowded classes, the teacher-centered classes, and evaluating only grammar and mechanics. The second category is related to cognitive and affective factors including students' low motivation, negative perceptions and attitudes towards writing, ignoring individual differences and psychological factors during instruction. The last category is related to social problems, which includes lack of reading habits and variety of experiences, and lack of getting help out of class for writing.

Being educated in a traditional teaching/learning environment, students face a serious challenge when they attend a university with English-medium of instruction that requires them to use the language in a communicative way. The English-medium universities demand a proficient level of English from students so that they can follow lessons. Those whose level of English is not adequate need to study at preparatory schools providing intense English courses. The students are supposed to develop their productive skills as well as receptive ones and also critical thinking skills. Thus, writing essays is perceived as a strongly challenging and anxiety-provoking task for most of them.

1.2. Purpose of the Study

This study aims to scrutinize the levels, sources, and consequences of a group of Turkish EFL students' writing anxiety. Although there have been a few studies on this issue in Turkey, studies regarding the preparatory school students are lacking. Since the number of these schools is high, and the education of them is significant because the learners' attitudes towards their English departmental courses, future studies and maybe careers are shaped there, there is a need for studies examining these students' anxiety which prevent them from successful learning. The results of this study is hoped to unveil the causes and consequences of writing anxiety from the eyes of the students to help the teachers and researchers deeply understand and assist their students.

1.3. Research Questions

This study aims to answer the following research questions:

1. What are the types and initial and final levels of foreign language writing anxiety of a group of B2 level preparatory school students?
2. What are the anxiety levels of students for different environments?
3. What are the students' views on the sources and consequences of their foreign language writing anxiety and their suggested ways of dealing with it?

1.4. Significance of the Study

In the literature, the importance of language learning anxiety is often noted due to its effect on learners' performance, success, career, language learning, and self-confidence, and etc. Foreign language learning anxiety has been a focus of interest for the last four decades in Turkey (Kunt, 1997; Aydın, 1999; Batumlu & Erden, 2007; Çubukçu, 2007; Çakar, 2009; Yaylı, 2012; Er, 2015). Following this interest, foreign language speaking, reading, and listening skills have been examined (Aydın, 1999; Balemir, 2009; Bekleyen, 2009; Öztürk, 2012; Subaşı, 2014). Foreign language writing anxiety, or L2 writing anxiety as used in this study, has recently attracted the attention of scholars, as well. Having very little writing experience in English, learners tend to suffer from writing anxiety mostly at universities where they have to produce essays. Hence, most of the research conducted so far focuses on university level learners. However, the majority of these studies have been carried out with prospective EFL teachers (Atay & Kurt, 2006; Kurt & Atay, 2007; Öztürk & Çeçen, 2007; Ateş, 2013; Kara, 2013; Susoy & Tanyer,

2013; Yastıbaş, 2015). The number of studies related to preparatory school students is inadequate and the present study aims to fill this gap by providing aforementioned students' perceptions on sources and consequences, as well as the levels of their writing anxiety. The results may help to improve the elementary and secondary school English language curriculum as well as preparatory school curriculum in higher education. Furthermore, they may take teachers' attention to the significance of creating a stress-free writing atmosphere, identifying anxious learners, and of discovering the underlying causes of learners' failure because there might be more responsibilities for teachers than they think.

1.5. Limitations of the Study

This study used both quantitative and qualitative data to elicit the feelings and opinions of a group of B2 level preparatory school students in a foundation university. The first limitation is that all data were collected from one particular university and thus it is difficult to generalize the results to the students at other universities. Another limitation is the number of the participants. In the quantitative part of the study there were 257 participants, while 89 participants took part weekly in the qualitative part of the study and 9 took part in interviews.

The third limitation is the limited time for the study. There was a modular system at the university. Each module lasted eight weeks and then the classes of the students were changed. Hence, the study had to be completed in two months.

CHAPTER 2

LITERATURE REVIEW

This chapter focuses on literature related to the topic of the current study. In the first section affective factors in language learning are reviewed. In the following sections definition of anxiety, foreign language anxiety, development and effects of foreign language anxiety, writing anxiety, and sources of writing anxiety are examined.

2.1. Affective Variables in Language Learning

It is not until the 1980s that scientists paid attention to emotions' role in language learning. Emotions had been seen as illogical and thus unimportant compared to the logical and systematic brain. Nevertheless, a study conducted by Zajonc (1984) indicated that emotion has primacy over cognition. Later in 1980s, scientists found that emotions neither had to be dependent on nor the result of cognition (Young, 1999).

With the studies that validated the effects of affective variables such as anxiety, motivation, attitudes, and empathy on language learning in the late 1970s, more studies began to examine why and how learners differ from each other. Although the psychologist Gardner was the first to claim affective variables have strong effects on language learning process, it was Krashen (1982) who posited affect in language acquisition. In his Affective Filter Hypothesis, he claims that when anxiety is high, information does not enter the processing system in brain even if they understand the message, whereas when the filter is down, - i.e. anxiety is low- the operating system can focus on processing the input, and thus more input is obtained. Following this theory, a number of teaching approaches, like the Suggestopedia (Lozanov, 1970s), the Natural Approach (Terrell, 1977), the Community Language Learning and the Counselling-Learning (Curran, 1976), and the Silent Way (Gattegno, 1973) that underscore the importance of a positive and relaxed classroom atmosphere were developed.

Having placed the role of anxiety in language learning or acquisition process, it is necessary to fully understand foreign language anxiety with its definition, development, and its effects to create a good learning atmosphere, just as Krashen (1982) states “(t)he effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation” (p. 32).

2.2. What is Anxiety?

Anxiety has long been one of the most favourite affective variables for both psychologists and second language acquisition researchers. Scovel (1978) defined anxiety as "a state of apprehension, a vague fear that is only indirectly associated with an object" (p. 134). It is also defined as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Spielberger, 1983, p. 15). Thus, anxiety can be measured by observing person's behaviours, by person's reports of feelings and reactions, or by physiological tests (Scovel, 1978).

The relationship between anxiety and language learning has been a focus of a great deal of research since the 1960s. As anxiety is "a complex, multi-faceted construct" (Phillips, 1992, p. 14), it might be useful to explore the broad perspectives of anxiety in order to understand and distinguish language anxiety better. Anxiety is divided into three categories: trait, state, and specific-situation anxiety. Trait anxiety is an inborn tendency to be anxious in various situations. A person with a high level of trait anxiety is usually nervous, and emotionally unstable. It is known that trait anxiety has negative effects on cognitive functioning and memory (Eysenck, 1979, cited in MacIntyre & Gardner, 1991a). On the other hand, state anxiety refers to a response to an anxiety-provoking situation such as taking an exam or public speaking (MacIntyre, 1995; Horwitz, 2001). State anxiety is temporary and can change in intensity and time. People experiencing state anxiety tend to consider more what others are thinking of them, try to escape from these situations, and have some physical signs of anxiety like faster heartbeat or sweaty palms (MacIntyre, 1999). For the anxiety in language learning situations, the term situation-specific anxiety is used to differentiate people who are usually anxious and who are anxious only in specific situations (MacIntyre & Gardner, 1991a). A person may be nervous in a second language classroom, but not in maths or science classes or any other situations. Although all three approaches have been used in several studies, MacIntyre and Gardner (1991a) suggest the use of situation-specific research approach as it provides more consistent results.

2.3. Foreign Language Anxiety

Foreign language class is one of the most anxiety provoking classes for learners (Horwitz, Horwitz, and Cope, 1986; MacIntyre & Gardner, 1991a). Many language learners report negative feelings and reactions that they do not feel in other courses, which may result in postponing enrolment in language classes as long as possible (Young, 1991)

or even change their departments of education to avoid learning a language (Horwitz et. al., 1986). Language anxiety is defined as "the worry and negative emotional reaction aroused when learning or using a second language" (MacIntyre, 1999, p. 27).

Language anxiety was once seen as a transfer of other forms of anxiety such as test anxiety, trait or state anxiety; however, the studies based on this view showed inconsistent and confusing results. Scovel (1978), in his review of literature on anxiety and language learning, stated that while some studies found negative relationship between anxiety and language learning, and performance (Gardner, Smythe, Clement, and Glikzman, 1976; Clement, Gardner, and Smythe, 1977), some others found no (Brewster, 1975) or positive relationship (Alpert and Haber, 1960; Chastain, 1975). Thus, those studies were not able to support the assumption that anxiety influences language learning and achievement. These conflicting results stem from using various scales to measure different types of anxiety such as classroom anxiety, and facilitating or debilitating anxiety; the variables taken into account such as the skills evaluated or levels of learners; contexts of the research – foreign or second language learning; and different designs of the research (Aydın, 1999).

The other approach to language anxiety is that it is unique and specific (Scovel, 1978; Gardner, 1985; Horwitz et. al., 1986). In this regard, language anxiety is experienced when a person is required to use the second language with which s/he is not fully proficient (Gardner and MacIntyre, 1993). To support his hypothesis that "a construct of anxiety which is not general but instead is specific to the language acquisition context is related to second language achievement" (Gardner, 1985, p. 34), MacIntyre and Gardner (1989) investigated the relationship between language performance and different types of anxiety. Two main anxiety dimensions were identified: General Anxiety which was unrelated to language and learning, and Communicative Anxiety which was strongly related to learning. The results showed that language anxiety correlated with Communicative Anxiety, not with the other anxiety form. In a following similar study, MacIntyre and Gardner (1991b) collected 23 scales which form 3 clusters: *General anxiety* which includes trait anxiety, communication apprehension, interpersonal anxiety, etc., *State anxiety*, and *Language anxiety* which includes French use anxiety, French classroom anxiety, and two scales of French test anxiety. As a result, the study indicated that there was no correlation among anxiety factors. MacIntyre and Gardner (1991) state as follows:

Only in cases where the anxiety was specifically related to a second language context was there clearly a relationship between anxiety and second language performance. This distinction between

language anxiety and other forms of anxiety has been made for some time and is now being recognized as a key issue in the understanding of the role of anxiety in language learning (p. 296).

Horwitz et. al. (1986) combined these two perspectives by stating that although general communication anxiety plays a role, foreign language anxiety is “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). Since adults perceive themselves as intelligent, social, and sensitive individuals, they are threatened by the insecurity that communicative or evaluative environments of the foreign language creates. Because they feel themselves insufficient users of foreign language, communication in that language challenges their self-concept, self-esteem, and ‘true’ self indeed.

Foreign language anxiety is now accepted as separate from other anxieties; nevertheless, it is not easy to predict the learners who will experience it. A person who has not had anxiety about any subjects might experience language anxiety. On the other hand, a person with maths, science, or any other types of anxiety may not feel anxious in language classes.

2.3.1. Development of Language Anxiety

Since it is difficult to predict who will feel nervous in a foreign language class, it is significant for language teachers and researchers to understand how and when anxiety develops in learners. Tobias (1986) proposed a model to specify the points at which anxiety can affect learning. He claims interference might happen at three stages: input, processing, and output. He suggests that anxious learners have emotional concerns such as worry about failure rather than the task itself. For example, highly anxious learners divide their time and attention between task-related cognition and emotion-related cognition at input stage, which reduces the proportion of input that is registered. If the input is too complex for learners, it may arouse anxiety that can affect all three stages. To compensate it, anxious learners may need repetition for oral input, or read written input more than less anxious learners. Processing stage involves the cognitive operations such as organization, storage, and assimilation, and manipulations of the input. According to Tobias (1986), the more difficult or poor organized the tasks get, the more debilitating anxiety effect it has on processing. Therefore, a highly anxious student will have to put more effort to compensate the interference. At output stage, where learners are supposed to produce, interference may occur when retrieving previous learning. The fact that it is common to hear from students

that they have studied hard but just ‘freeze up’ on the test is a sign of the anxiety at the output stage.

Based on Tobias’ model (1986), MacIntyre and Gardner (1989) attempted to describe how anxiety develops. Learners have numerous difficulties at the early stages of language learning including grammar, pronunciation, and etc. If a student gets anxious about these challenges, s/he will have state anxiety. After repeated episodes of state anxiety about the second language or the second language contexts, then it turns into situation-specific anxiety, which is the origin of the language anxiety (MacIntyre, 1999).

In their pioneer study, Horwitz et. al. (1986), who identify foreign language anxiety as a unique and specific construct, claim that foreign language anxiety is related to three situation-specific anxieties: communication apprehension, test anxiety, and fear of negative evaluation. Although they are generally interpreted as components of foreign language anxiety by some scholars, Horwitz (2010) elucidates that they are simply related to foreign language anxiety.

Communication apprehension, which focuses on interpersonal interaction such as having difficulty in speaking in pairs, groups, or public, or in listening to a message, is “a type of shyness characterized by fear of or anxiety about communicating with people” (Horwitz, 1986, p. 127). As students feel incapable to express themselves and to understand others, they get nervous and tend to avoid communication in the foreign language class where their performance is always evaluated.

Also, since evaluation is constant in most language classes, test anxiety seems inevitable. Students who have test anxiety generally have unrealistic demands from themselves and consider it as a failure if they do not get a perfect test performance. They also have wrong ideas such as they should know absolutely everything, or no mistakes are allowed, which leads them to lower their effort, to fail, and ultimately to become test anxious (Aydın, 1999). Oral tests tend to provoke both test and communication anxiety in some students.

Similar to test anxiety but broader than that, fear of negative evaluation is defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (Horwitz et. al., 1986, p.128). It is not limited to academic situations; instead, it possibly occurs in any social or evaluative

situation such as a job interview, and etc. As for language learning situations, students feel anxious when they are not only evaluated by the teacher but also by their peers.

Having carried out several studies on students with foreign language learning problems, Sparks and Ganschow (1991 and 1993) claimed that those students have difficulty with their native language. Their model Linguistic Coding Deficit Hypothesis (LCDH) proposes that foreign language learning problems are related to deficits in phonological, syntactic, and semantic codes of the mother tongue. Contrary to other scholars (Horwitz et. al., 1986; MacIntyre and Gardner, 1989), Sparks and Ganschow allege that individuals who have difficulty learning their mother tongue in oral/written form are likely to experience difficulty in learning a foreign language. In other words, they oppose the view that anxiety interferes with language learning and causes poor performance, yet they claim that foreign language anxiety may result from linguistic coding deficits in the mother tongue use.

MacIntyre (1995) disagrees with Sparks & Ganschow's LCDH theory stating that it is incomplete to explain individual differences without affective variables such as language anxiety. He criticizes that LCDH is only based on cognitive ability and ignores social factors in language learning. Horwitz (2000), similarly, rejects LCDH theory that anxiety is a result of difficulties in cognitive processing and first language disabilities even though it may be true for some learners. She stresses that studies on anxiety have been conducted at prestigious universities which select students based on some entrance requirements (e.g. Horwitz et. al. 1986; Young, 1990; Phillips, 1992; Aida, 1994). Moreover, some successful students and even language teachers report feeling anxiety, which LCDH fails to explain. In addition, studies do not show correlation between public speaking anxiety and foreign language anxiety (Horwitz, 1986). Similarly, Onwuegbuzie, Bailey and Daley (2000) noted that their results contradict LCDH theory because "the percentage of variance in achievement explained by foreign-language anxiety in the present study remained large, even after controlling for academic achievement (i.e., an indicator of native language problems)" (p. 12). In short, people who have foreign language anxiety are not likely to have first language speaking anxiety or vice versa.

A number of researchers have investigated the potential sources of language anxiety. Young (1991) identifies six potential sources of language anxiety:

"1) personal and interpersonal anxieties

- 2) learner beliefs about language learning
- 3) instructor beliefs about language teaching
- 4) instructor-learner interaction
- 5) classroom procedures
- 6) language testing” (p. 427)

Young (1991, 1992) designates low self-esteem, competitiveness, and perceiving an attack on one's self-image or culture as significant sources under the category of personal and interpersonal anxieties. Low self-esteem provokes learners to worry about what peers think of them, and as a result they may have high anxiety (Krashen, cited in Young, 1991). Comparing themselves to others or to an idealized self-image is another reason to have anxiety. The other potential source may be the fear of being culturally assimilated or losing self-identity such as “If I learn another language, I will somehow lose myself” (Young, 1992, p.168). As noted by Cohen and Norst (cited in MacIntyre, 1999), “... language and self are so closely bound, if not identical, that an attack on one is an attack on the other” (p.33). Learners' unrealistic beliefs about language learning may cause anxiety. Some of these beliefs are the necessity of an excellent accent, language learning is mainly translation, and two years is enough to be a fluent speaker. When what learners believe does not take place, it is possible that anxiety rises. The fact that instructors believe they must intimidate learners, must be authoritative and skip pair/group work in order to always have the control of class are some other sources of language anxiety. Moreover, the manner of the teacher in error correction and the fear of being mistaken or looking dumb in class are often reported to increase anxiety. As for classroom procedures related to anxiety, Young (1991) states that the most reported anxiety provoking activities are to speak in front of a group like oral presentations and to have oral quizzes. Finally, it is indicated that testing is related to anxiety. The inconsistency between classroom activities and test items, unfamiliar and unclear tasks, and highly evaluative situations can be the seeds of language anxiety. However, it is worth noting here that MacIntyre and Gardner (1991a) assert that language anxiety occurs after attitudes and feelings about language learning are formed. Therefore, according to their theory, if we have language anxious students, it shows that the problem is not with the students but may be with our methodology. According to Price's (1991) conclusions from the interviews with highly anxious students, personal

perception of language aptitude, personality variables, difficulty level of language classes, and stressful classroom experiences are identified as possible sources of language anxiety.

Zhang and Zhong (2012) categorize sources of language anxiety as learner-induced, classroom-related, skill-specific, and society-imposed. They include learners' erroneous beliefs, poor language ability, self-perceived incompetence, unrealistic high standards, inclined competitive nature, and fear of negative evaluation in the learner-induced anxiety category. Besides learners' personalities, beliefs, and attitudes, classroom variables such as instructors, peers, and classroom practices are related to anxiety. Skills can reinforce anxiety for some learners. Although speaking has always been considered as the most anxiety-provoking skill, listening (Krashen, in Young 1992), reading (Lee, 1999), and writing (Leki, 1999) have been revealed to provoke anxiety as well. Finally, society-imposed anxiety is connected to identity formation, cultural connotation, and parental intervention. Fear of losing ethnic identity, having different cultural values, and parents' great expectations all refer to society-imposed anxiety.

To sum up, language anxiety seems to be based on the learner's personality to some extent. Furthermore, experiences in the classroom, the instructor, teaching method, cultural values, and difficulty with a specific skill may all contribute to language anxiety. It is crucial to understand the development of anxiety in order to explain its effects on learning and achievement.

2.3.2. Effects of Language Anxiety on Language Learning and Performance

As language anxiety has an extensive and important force in language learning, we must consider its effects to understand and interpret the language learning process (Horwitz & Young, 1991). The potential negative effects of language anxiety have led many researchers, teachers, and administrators to investigate it more than any other aspects of anxiety (MacIntyre, 1999). The notion that anxiety impedes language learning and results in poor performance has been the subject and also the result of several studies. However, as mentioned before, early studies showed inconsistent results due to using different measures.

A great deal of research suggests that language anxiety is a predictor of foreign language achievement (Aida, 1994; Gardner, 1985; Kim, 1998; Onwuegbuzie, Bailey, & Daley, 2000b; Rodriguez, 1995; Saito & Samimy, 1996). Horwitz et. al. (1986), who

proposed foreign language anxiety as situation specific and offered an instrument called the Foreign Language Classroom Anxiety Scale (FLCAS) to measure this anxiety, found significant negative correlation between foreign language anxiety and the grades students expected in their language class as well as their actual final grades. They concluded that students who have higher levels of foreign language anxiety expect and get lower grades than their less anxious counterparts. Since then, many studies have replicated Horwitz et. al.'s results (MacIntyre & Gardner, 1989; Von Wörde, 1998; Young, 1986), and attracted our attention to the significance of the issue in language classes.

MacIntyre and Gardner (1991b, 1994a, and 1994b) investigated the effects of anxiety on learning process. They concluded that when anxiety rises, the use of short-term and long-term memory can be limited (1991b). Moreover, anxiety had a negative effect on the performance of repetition, listening, comprehension, reading, and learning (1994b). These studies show that the effect of anxiety influences the entire learning (MacIntyre, 1995).

Some other research revealed that the negative effect of anxiety does not pertain to one target language. Aida (1994), and Saito and Samimy (1996) with American students learning Japanese; Coulombe (2000), and Gardner and MacIntyre (1993) with French learners; and Saito, Horwitz, and Garza (1999) with the Spanish, Japanese, and Russian learners found similar results that language anxiety impairs achievement and performance.

On the other hand, a certain degree of anxiety is considered to be necessary for learners to keep them alert. If anxiety enhances performance, and facilitates and motivates learners, it is called as 'facilitating' (Scovel, 1978; Ellis, 2008) or 'helpful' (Oxford, 1999) anxiety. However, MacIntyre (1995) claims that language anxiety can only be facilitating when the task is simple. Demanding tasks cause learners to escape from the task or learning environment, which results in debilitating anxiety. Even if facilitating anxiety is related to task difficulty, many researchers have come up with results with debilitating anxiety.

Besides investigating general foreign language anxiety in terms of its relationship with language learning process, achievement, and performance, there has been a tendency to examine specific skills anxiety recently. Although most of the studies have focused on speaking skills (Young, 1986; Steinberg & Horwitz, 1986; Koch & Terrell, 1991; Price, 1991; Phillips, 1992), more research has started to be conducted on reading (Vande Berg,

1993; Saito, et al. 1999; Sellers, 2000), listening (Kim, 2000; Elkhafaifi, 2005) and writing skills (Daly & Wilson, 1983; Aydın, 1999; Cheng, Horwitz & Schallert, 1999; Cheng, 2002; Öztürk & Çeçen, 2007).

In Turkish context, studies on foreign language anxiety seem limited. Kunt (1997) examined 882 Turkish-speaking university students' beliefs about language learning and foreign language anxiety in North Cyprus. It was found that Turkish learners gave importance to grammar and vocabulary and that their foreign language anxiety was low. The researcher stated that the reason for their low foreign language anxiety might be the learners' opportunities to interact with native English speakers and the effect of British occupation on the educational system in North Cyprus. Moreover, the relationship between the learners' beliefs about confidence in speaking and their foreign language anxiety was found to be negative. In other words, the learners who were more confident about their English speaking skills had low foreign language anxiety. Aydın (1999) investigated sources of anxiety in productive skills – speaking and writing, discovering three main sources such as personal reasons, teacher's manner, and teaching procedures. Çubukçu (2007) conducted a study to examine the relationship between anxiety and second language learning with 120 university students. The results revealed the main sources of anxiety as presenting before class, making mistakes, losing face, inability to express oneself, fear of failure, teachers, and fear of living up to the standards. Dalkılıç (2001) investigated the relationship between achievement and foreign language anxiety of the Turkish EFL students. The study showed that foreign language anxiety affects students' achievement significantly. Şener (2015) examined the degree of language anxiety and the relationship between foreign language speaking anxiety and achievement with 77 prospective EFL teachers. The results showed a considerable level of anxiety in the foreign language classes. Moreover, a significant negative relationship was found between the participants' anxiety level and success. Those who felt more anxious got lower scores in speaking.

Aiming to find out the relationship between language anxiety and past language learning experiences, Çakar (2009) conducted a study with 285 preparatory school students from three levels. The results showed that past experiences have an impact on anxiety of learners. In a different study, Bekleyen (2009) investigated listening anxiety of candidate teachers using quantitative and qualitative instruments, and found high levels of foreign language listening anxiety as well as two main sources of the anxiety as the low priority on foreign language listening skills in their previous education and the subjects' failure to

recognize the spoken form of a word or weak forms of words. Kuru-Gönen (2009) aimed to investigate the sources of foreign language reading anxiety with fifty freshman students. The analysis of quantitative findings released the personal factors, reading text, and reading course as the main sources. Yaylı (2012) carried out a study with 103 university summer school students taking compulsory English course to explore the level and causes of their foreign language anxiety. The results showed that the students had a moderate level of anxiety and they mostly criticised their previous English education for their failure.

As most of the studies in Turkey are conducted with freshman or higher level students, a study (Batumlu & Erden, 2007) administered with the foreign languages preparatory school students becomes more of an issue due to the similar sample subjects of the present study. The researchers investigated the relation between foreign language anxiety and English achievement of students from A, B, and C levels. According to the FLCAS and average of the students' midterm grades, there was a significant negative relationship between students' language anxiety and achievement for all levels, but no relationship was found between gender and language anxiety. Moreover, it was found that foreign language anxiety of successful students was lower than that of unsuccessful students. Thus, it is clear that poor performance on tests and low course grades are the effects of language anxiety (MacIntyre, 1999).

2.4. Second Language Writing Anxiety

Most researchers and teachers have predominantly focused on oral performance of learners until recently, probably because speaking is seen as the most anxiety provoking skill (Horwitz, et. al., 1986). It has been only a few decades that attention shifted to other skills of language including writing. Writing may seem less anxiety provoking for some people than other skills, as it provides more time to consider the content, to find and decide on words and structures to be used and to correct the mistakes after writing down; however, for many people writing is quite difficult even in their first language (Leki, 1999).

The phenomenon that individuals get stuck before and/or during writing has been termed differently in literature such as writing block, fear, apprehension, and anxiety, but apprehension and anxiety are the most common ones found in literature (Shawish & Atea, 2010). Writing anxiety is stated as "language-skill specific anxiety" firstly by Cheng, et. al. (1999, p.417), which differentiates it from foreign language classroom anxiety. Daly

(1978, p.10), one of the first scholars to use the term “writing apprehension” with Miller (1975a), defined it as a “situation and subject-specific individual difference concerned with people's general tendencies to approach or avoid situations perceived to demand writing accompanied by some amount of evaluation”. As Cheng (2002) pointed out, the most commonly documented effects of writing anxiety are “distress associated with writing and a profound distaste for the process” (p.648), and they apparently play a significant role in individuals’ academic and career decisions.

At this juncture, Daly and Wilson (1983) describe highly anxious people regarding their behaviours, attitudes, and written products (cited in Reeves, 1997). Those individuals tend to choose careers that require not much writing, thus they tend to avoid courses and majors with a writing demand. Since they don’t have role models for writing, they do not practice much out of class. Nevertheless, they don’t always have lack of motivation. As for attitudes, highly anxious individuals report low success and negative teacher feedback in their prior experiences so their self-confidence may be low. Moreover, they feel more anxious when writing personal narratives than argumentative persuasive essays in which they are not required to write about their own feelings, experiences, and beliefs. For written products, it is difficult for them to generate ideas and their ideas are not well developed. They write shorter pieces of writing and get lower scores on syntactic maturity scales than their less anxious counterparts. Lastly, they do not use various sentence patterns and they experience difficulty with usage and mechanics. Similarly, Holladay (1981) identifies four characteristics of learners with high second language writing anxiety: a) being afraid of demand for writing competency, b) being afraid of negative evaluation, c) avoiding writing d) behaving destructively when forced to write.

To identify anxious learners and to measure their L2 writing anxiety, Daly and Miller (1975) developed an instrument called Writing Apprehension Test (WAT). This Likert-type scale includes items about “writing in general, teacher evaluation of writing, peer evaluation of writing, as well as professional (e.g., publishers and magazine editors) evaluations, ... letter writing, environments for writing (e.g., at home or in the classroom), writing in tests (e.g., success on objective tests compared to success on essay type tests), and self-evaluation” (p. 245). It has been one of the most commonly used writing anxiety measurements in literature (Hadaway, 1987; Cheng et al., 1999; Lee, 2001a; Masny & Foxall, 1992; Wu, 1992).

Cheng (2004b), on the other hand, claiming WAT was initially designed for L1 writing anxiety, developed an instrument called Second Language Writing Anxiety Instrument (SLWAI). In this L2 writing anxiety scale, he offered three dimensions of anxiety: somatic anxiety, cognitive anxiety, and avoidance behavior. Somatic anxiety refers to the physiological effects of anxiety such as tension and nervousness. Cognitive anxiety refers to the cognitive aspect of anxiety such as concern about others' perception and negative expectations. Avoidance behavior refers to the behavioral aspect of anxiety, one's tendency to avoid writing (Cheng, 2004b). Since then, this instrument has been used widely in ESL and EFL contexts and adapted in different countries (Atay & Kurt, 2006; Rodriguez et al., 2009; Zhang, 2011; Negari & Rezaabadi, 2012).

Considering the characteristics of highly anxious writers, researchers and teachers have started to scrutinize the effects of writing anxiety on writing performance and writing processes of learners in different contexts. Even though the related studies in literature have showed inconsistent results, the effects of writing anxiety have been known to be profound. For example, Faigley, Daly, and Witte (1981) investigated the relationship between writing anxiety and writing competency, and writing performance of 110 undergraduate students in the USA. They used standardized tests of writing-related skills and two essays of different genres to test their hypothesis that highly anxious students perform differently than less anxious ones. Their findings showed that highly anxious students wrote shorter essays which were less fluent, had less command on usage and written conventions, included less information in every communicative unit and had more difficulty developing ideas than the less anxious students. Moreover, the study interestingly found that essay type had an effect on anxiety. Among the essay types written by the students, argumentative essay arouse less anxiety than personal narrative essay for the students probably because they were not supposed to write about their own feelings and experiences. The researchers concluded that despite these results, as no causality was assumed, the relationship between writing anxiety and writing competence and performance was bidirectional.

Despite plenty of studies on writing anxiety in the first language (Bloom, 1980; Daly, 1978; Daly & Miller, 1975; Faigley et al., 1981; Selfe, 1981), related studies in ESL/EFL contexts have been recent and fewer in number. In one of these few studies, Hassan (2001) examined the relationship between writing anxiety and self-esteem, and if they were related to the 'quality' and 'quantity' of the students' writing. The participants

were 182 university students studying at the English Department in Egypt. After an English Writing Apprehension Questionnaire and a Foreign Language Self-Esteem Scale were administered, the students wrote a 40-minute composition. He found two significant results. The students with low self-esteem had higher anxiety; in other words, less anxious students got higher scores in self-esteem questionnaire. The other result is that the compositions of the students with low anxiety were better quality than of those with high anxiety, which indicates that anxiety affects the performance and quality of writing negatively.

Daud, Daud, and Kassim (2005) conducted a study to analyse the relationship between students' anxiety and writing performance using the deficit model, which claims that low performing students are more anxious because of their cognitive-linguistic disability. Their subjects were 186 undergraduate students with different proficiency levels. They used Daly and Miller's (1975) Writing Apprehension Test to measure writing anxiety, the results obtained from an exam of Malaysian Certificate of Education, the previous semester's English grades, and written test of the final exam to evaluate the students' writing performance. Their findings supported the model as the students with higher proficiency felt less anxious than low performers. They also found that the causes of their anxiety were students' lack of writing skills, limited vocabulary knowledge and experience of language use.

In the study Zhang (2011) conducted with 49 freshmen and 47 sophomores majoring in English in China, he examined the effect of second language writing anxiety on second language writing performance of the students. He used the grades of a timed writing (a 30-minute composition) and English writing course grades to evaluate the students' writing performance, and Cheng's (2004b) SLWAI to measure their second language writing anxiety. The results showed that there were significant negative correlations between the students' writing anxiety and writing performance in both timed writing grade and course grade.

Unlike these studies that indicate a negative relationship between writing anxiety and writing performance, there are some studies which show the facilitating effects of writing anxiety on writing performance. For instance, in their study Negari and Rezaabadi (2012) aimed to investigate the facilitating effects of writing anxiety in essay writing on the students' writing performance. The subjects were 27 intermediate students majoring in

English at a university in Iran. They used Cheng's (2004b) SLWAI and an open-ended questionnaire to measure the level of writing anxiety in two different writing environments: writing in class without grades or evaluation (low anxiety environment), and writing in the final exam. The researchers found that students experienced more anxiety during the final exam than in the low anxiety environment. Moreover, as expected, they felt more physiological and psychological changes in their bodies during the final exam where their papers would be evaluated.

A number of scholars, moreover, claimed that anxiety was not a predictive of writing performance as a result of their research. For instance, Pajares and Johnson (1994) conducted a study with 30 undergraduate pre-service teachers at a US university to investigate the relationship between writing performance and three key variables: writing self-efficacy, outcome expectations, and writing apprehension. They administered the instruments twice over six months. The results showed no correspondence between writing anxiety and writing performance of the students, but anxiety was negatively related to self-efficacy beliefs. Another interesting finding of this study was that although the students' confidence to accomplish more writing tasks increased, their writing anxiety remained unchanged. In other words, students' confidence to accomplish more writing tasks increased, but their confidence in composition skills did not change. Thus, perceptions about these abilities could be a stronger source of writing anxiety. Likewise, Lee (2005) attempted to explore the relationship between L2 writing and a variety of factors including writing anxiety with Taiwanese university students. The students' writing scores and anxiety levels were compared and no significant relationship was found between the two. In other words, slightly anxious students did not do better than highly anxious students.

Moreover, in her correlational study, DeDeyn (2011) aimed to explore the relationship between student identity, writing anxiety, and writing performance. The participants were 33 international undergraduate students with advanced level of English in an introductory writing course in an American university. Students' identity was measured through participants' journals about their educational experiences in their own country and in the United States. SLWAI (Cheng, 2004b) was used to measure their writing anxiety, and students' papers submitted for writing class were used to measure their performance. The results showed no significant relationships between students' writing performance and their writing anxiety levels.

In a Turkish EFL setting, Erkan and Saban (2011) attempted to identify whether writing performance is related to writing apprehension, writing self-efficacy, and attitudes towards writing. Their subjects were 188 Turkish students studying English at the Center for Foreign Languages of a state university before these students started their majors. The researchers used the Writing Apprehension Test (Daly & Miller, 1975), a self-efficacy in writing scale, and a questionnaire on attitudes towards writing. Writing performance was measured through a composition on a given topic students wrote in 45 minutes. The results showed that writing apprehension and writing performance were negatively correlated, that is, deeply apprehensive students got lower scores in compositions than less apprehensive ones. The results also indicated that writing apprehension and writing self-efficacy were negatively correlated. Thus, very apprehensive students had low self-efficacy in writing. In sum, as the studies show above, the results related to the effects of writing anxiety on writing performance seem inconsistent and require more research.

The effects of writing anxiety could also be seen in the composing process. However, firstly we, as teachers, should be aware of this process in order to create a learner-friendly writing atmosphere. According to Lee (2003), for an efficient composing process, a thinking process involving planning, prefiguring, and brainstorming is essential. Wallas (1970; cited in Lee, 2003) proposed a three-step thinking process: preparation, incubation, and illumination. Firstly, learners need to prepare their mind with the problem, i.e. a writing task. They can do this by discussing or by writing, which is a powerful stimulus. In the next stage, incubation, subconscious mind comes up with a new idea. This stage requires a relaxed mind; a break is usually useful for this. Timed writing in schools debar students from this stage for producing new ideas. The last stage, illumination, is the emergence of a new idea. Since new ideas are very easy to forget in this stage, it is suggested that we write our ideas down immediately. The emerging ideas need to be evaluated, for they may not always be right. All these stages need awareness and cycling so that learners can be good writers; though they are mostly ignored in classes.

In terms of the thinking processes mentioned above, highly anxious students have been found to do less prewriting and to be less engaged in planning. They do not spend time composing individual sentences and were not worried about overall structure as much as less anxious students do (Selfe, 1981; cited in Lee, 2003). Selfe (1984) also concluded the following from her study on the predrafting processes of highly and a little anxious writers. A little anxious students were observed to be more confident and to expect success

before starting to write essay. Both groups spent almost the same amount of time for pre-drafting for reading the assignment. However, highly anxious students paid very little attention to the information about the audience and to the organization of the assigned essay in their pre-drafting time. They did not use the information about the audience and did not react to the organizational implications of the essay during composing, either. On the other hand, less anxious students consistently took their audience into consideration and used complex strategies for organizing the points during composing. The researcher also found differences in local and general planning processes of the two groups. A little anxious students preferred to plan their essays generally, while highly anxious students started planning locally, to be more precise, with the first sentence of the essay. The last difference is using organizational notes. A little anxious students used a number of written prefiguring strategies such as diagramming and brainstorming to help themselves generate and develop ideas and organize essay; however, very few of the highly anxious students used figures.

Another study (Masny & Foxall, 1992) that examined links between writing anxiety and preferred writing processes was conducted with 28 adult learners of ESL. The results showed that low achievers were more concerned about form than high achievers, and surprisingly, a little anxious students were more concerned about form than highly anxious students, unlike some other studies (Cheng et al. 1999; Hertz-Lazarowitz & Bar-Natan, 2002). Moreover, both high and low achievers and highly and a little anxious students were more concerned about form than content while writing.

Investigating writing processes of 60 English language and literature students in Jordan, Al-Sawalha and Foo (2012) used a writing strategy questionnaire (developed by Petric & Czarl, 2003) and the students' written essays. The findings showed that students use strategies in the revising stage more than the planning and writing stages. However, the overall scores revealed that the students do not show "a satisfactory level of awareness of the mechanics of the writing processes", such as organizing and linking ideas, use of appropriate vocabulary, and correct grammar (Al-Sawalha & Foo, 2012, p.385). Moreover, the students in the study could not generally write complex sentences due to their inadequate vocabulary, general and technical knowledge, as they expressed. Especially low proficient students were found not to plan, edit or revise their essays. Hence, teachers should clearly be aware of what goes on in students' minds before they start writing so that some steps could be taken to help them deal with their anxiety.

Apart from composing processes, Lee (2001a) studied the revision processes of university students in a writing course. He asked "What changes do you make the most when revising your writing?" Out of four categories, grammar, word choice, content, and organization, the participants could circle one or more. The results indicated that while the students with low anxiety did more revision on content and organization, those with high anxiety revised grammar and word choice more, which is consistent with the study of Gunge and Taylor (1989). This study also supported that highly anxious learners mainly focused on form rather than content, as suggested by Krashen (1982) "apprehension produces monitor over-users" (cited in Lee, 2001a, p.116).

Time constraint has also been a factor that triggers the negative effects of writing anxiety more than unlimited time situations. Cheng (2004b) assigned a timed essay to the students in his study to develop the writing anxiety scale. The participants were asked to write an essay comparing English classes in their high school with the ones in college. He aimed to examine the relationship between writing anxiety and performance. The results indicated a significant negative relationship between the two under time constraint. When there was a time limit, the participants' anxiety increased and their performance got lower.

In Turkish educational contexts, there are a few studies on writing anxiety with different variables such as the effect of peer feedback or portfolio keeping. Kurt and Atay (2007) investigated the effects of peer feedback on the writing anxiety of 86 prospective teachers (PTs) of EFL. It was an eight-week study including an experimental group that received peer feedback and a control group that had only teacher feedback. The experimental group worked in pairs, gave feedback on each other's essays and discussed their feedback before submitting their essays to the teacher. Both groups were given SLWAI at the beginning and end of the study. Finally, 20 students from the experimental group were interviewed at the end of the term. The results showed that the experimental group experienced less anxiety than the control group. Although there was not a significant difference between the SLWAI scores of the experimental group ($M= 74.6$) and the control group ($M= 76$) in the beginning, in the post-test the difference between the scores of the experimental group ($M=65.5$) and those of the control group (73.3) was significant. The interviewed PTs pointed out they became more aware of their mistakes through the peer feedback and started to look at their essays from different perspectives.

Similarly, Çınar (2014) conducted a study to explore the effects of peer feedback on writing anxiety. The participants were 16 intermediate level English preparatory school students. It was an eight-week study. Two interviews were carried out in the beginning and end of the study to find out the students' perceptions about peer feedback. Besides, SLWAI was used as a pre- and post-test, and the researcher wrote down her observations during the research. After the first interview and SLWAI as a pre-test, the students were trained on how to give peer feedback and provided with a checklist. The results of SLWAI revealed that peer feedback helped students experience less anxiety. In the pre-test 70% of the students were anxious, while in the post-test it decreased to 57%. Moreover, the means of three sub-categories of the inventory decreased as well. The results of interviews and narration of teacher diary indicated that the students had positive perceptions towards the use of peer feedback in writing classes. Also, the students believed that using peer feedback in writing classes reduced their anxiety, increased their self-confidence, and improved their writing by collaboration.

Öztürk and Çeçen (2007) conducted an action research to scrutinize the effects of portfolio keeping on the writing anxiety on 15 EFL students in a foundation university. The participants who were prospective EFL teachers were studying in the preparatory school. The researchers used SLWAI to measure the students' level of anxiety, a background questionnaire to find out the students' previous experiences and knowledge on portfolios, and two reflective sessions to get feedback from the students. The findings showed that 40% of the students were highly anxious, 33% were average anxious, while 27% were lowly anxious. It was also found that keeping portfolio is beneficial to overcome writing anxiety and for the future teaching practices of the participants.

2.4.1. Sources of Writing Anxiety

Even though it is essential to examine the effects of writing anxiety, it may be of more priority to explore and understand why and when writing anxiety develops to avoid its negative effects on learners, learning and composing processes, and performance. Some well-known authors are even known to be anxious while writing in their native language; thus, it is predictable how anxiety provoking L2 writing can be. Second language writing is a system that consists of individual, social, cultural and contextual factors such as self-confidence, motivation, L2 proficiency, social expectations, teaching methods, and evaluation procedures (Cheng, 2002). There might be various and multiple different

sources for an L2 learner to feel anxious, but the related literature provides us some general ones.

According to Lee (2003), writing anxiety is developed via learners' traumatic past experiences in writing, lower expectations and negative feedback from teachers, and lack of writing competence. Traumatic past writing experiences and teachers' negative responses could be a result of grammar correction. As said by Truscott (1996), learning requires a relaxing atmosphere for students, but grammar correction causes just the opposite situation and it is another cause of writing anxiety. Students mostly feel discouraged and disappointed once they see red marks over their papers. As a result, they avoid writing long and complex pieces. Truscott (1996) also claimed that corrected students were not found to learn better than uncorrected ones.

Leki and Carson (1997) investigated EAP writing courses through the eyes of a group of ESL students who were from different countries and studying in the U.S. The data were collected through interviews to inquire their perceptions and experiences. The first concern reported by students to hinder their writing was time limit. Out of 27, 19 students stated that due to time limit they could not find ideas that satisfied them and appropriate vocabulary to express themselves. Another important concern was familiarity with the topic, lack of information, and how long they had been thinking about the topic. A student explained it in these words: "There are sometimes subjects you never think to write about those. For example, they say write some about a custom or an important value. I never thought about writing about them" (p. 50). The study also revealed that the perceived dominant concerns of students were rhetorical and linguistic. The common concerns among the rhetorical ones were organization, use of topic sentences, stylistic issues such as using synonyms rather than using the same words, and using long, flashy sentences. The linguistic concerns were mainly grammar and punctuation. On the other hand, the students were found not to have these concerns while writing essays in departmental courses. Since they perceive them as only a way to express their knowledge, they free themselves from strict rules of essay such as a topic sentence and related supporting sentences (Cheng, 2004a). Thus, they reported that they tried to consider all and write better in EAP classes.

The pressure to write better, correspondingly, may increase learners' anxiety. As most students believe that it is enough to write grammatically correct sentences with appropriate vocabulary, they tend to ignore the importance of content and organization.

However, they are also evaluated by the sophistication of their ideas, cleverness of the arguments, aesthetic quality of the texts they produce, and accuracy in mechanics and spelling as well as range of vocabulary and correct use of grammar (Leki, 1999). On the other hand, students in language classes are sometimes told it is their ideas about the assigned topic that are important, yet their papers are given back with lots of linguistic comments. These mixed messages learners get from teachers are found to be a source of writing anxiety as well (Leki, 1999). Moreover, comments like ‘it is vague or disorganized’ may be confusing for students. It is common for teachers to think that their students and they have similar points of views about a topic.

Zhang (2011) scrutinized main reasons of second language writing anxiety in his study. He stated that fear of tests, time, topic, and language are significant factors for writing anxiety and poor writing. The results of the questionnaire he administered to find out the causes of ESL writing anxiety among Chinese English majors showed that the most common cause was linguistic difficulties such as inadequate vocabulary and grammar knowledge (83%). That learners cannot explain what they want to because they do not know necessary forms or appropriate vocabulary items results in frustration (Leki, 1999). Second language learners seldom feel satisfied with their work since they almost never reflect the complexity and sophistication of their ideas into their writing and hence end up playing it safe and avoiding taking risks. As one student admitted, “I have to give up some good ideas for I cannot find available words” (Silvia, 1993; cited in Leki, 1999, p.67). The second cause that participants stated was insufficient writing practice, namely they do not practice much. Lack of topical knowledge is another factor known to influence learners’ attitude to writing. When learners are familiar with the assigned topic and have sufficient knowledge about it, they feel less nervous. Therefore, highly anxious learners tend to select familiar topics to them, whereas less anxious ones are eager to challenge themselves (Lee, 2001a). The other causes specified by the participants were low self-confidence, fear of negative evaluation, insufficient writing techniques, and lack of effective feedback. He also noted that writing anxiety is heavily influenced by time pressure which affects even the best students.

Holladay (1981; cited in Hassan, 2001) mentioned some linguistic and cognitive causes of writing anxiety, such as poor skill development, inadequate role models, lack of an understanding of the composing process and an authoritative, teacher-centered, product-based model of teaching. Another significant factor stressed in literature is self-confidence.

Previous research shows that how one perceives himself in writing determines his L2 anxiety no matter how capable or skilled he is in writing. Even some highly competent or skilled student writers suffer from writing anxiety because they do not perceive themselves so (Cheng, 2002). Thus, low self-confidence can be stated as another source of writing anxiety.

With an attempt to identify the sources of writing anxiety from the EFL students' perspectives and to help teachers to create a less stressful learning atmosphere, Cheng (2004a) carried out a study with 67 (29 graduate and 38 undergraduate) students in China. He collected the data through an open-ended questionnaire, an optional written assignment given to graduate English majors with an aim of reflection on their anxiety experiences during the process of writing term papers, and a semi-structured interview with another 27 (3 graduate and 24 undergraduate) English majors about their opinions and feelings toward English writing. The results of his study revealed four categories of sources of writing anxiety:

- 1) Instructional practices: the sources in this category are related to the teachers and their instructions such as assigned topics, unreasonable time constraint, imposing strict rules of composition, and etc. When the students did not have enough knowledge or ideas about the assigned topics, they reported feeling anxious and writing something irrelevant or uninteresting. The researcher, herein, draws attention that not only do less skilled writers experience anxiety due to challenging topics but skilled and sufficiently confident EFL writers also do. The students mentioned some disadvantages of writing under time constraints including using only simple language and words and writing up illogical ideas. One student wrote: "I felt greater anxiety when writing compositions in class because under that kind of testing situation I often forget how to spell certain words that I ordinarily have no problems with... I would use simple words instead" (Cheng, 2004a, p. 47). As can be seen from this quote, the students were of the opinion that teachers generally focused on accuracy of mechanics and language, and did not care about their ideas. They complained about teachers' correcting each and every mistake in their paper, causing them to lose their self-confidence and motivation. This exaggerated their concerns which resulted in students' need for reference books such as dictionaries while writing. In a test environment where they cannot use any reference materials students feel more nervous. Apart from accuracy, it was also stated by the students that inflexible and strict rules imposed by teachers are another factor that causes anxiety. Using appropriate and a variety of

transitions, writing a good topic sentence, finding enough number of supporting ideas all require adequate time for a student writer.

2) Personal beliefs about writing and learning to write: The sources in this category revealed that students believed writing is the most difficult skill, composing is extremely complicated and hard, and its outcomes are uncontrollable for them. They also believed that a good writing is the one without errors; so many students identified their fear of making mistakes as a source of anxiety. As a result, when they made errors they felt unsatisfied with their work and ended up losing their self-confidence, which refers to the third category in Cheng's study.

3) Low self-confidence in second language or writing competences: The students' responses disclosed that the undergraduates' low self-confidence mainly resulted from their insufficient English proficiency, especially in vocabulary and language knowledge, whereas that of the graduate ones resulted from a lack of experience and knowledge of academic English writing. The graduate students expressed that academic writing was completely different from what they had learnt and written in terms of style, creativity and critical thinking. Despite all these responses, in a different study, Feng (2001, cited in Cheng, 2004) noted that self-confident students also reported that they felt anxious while writing.

4) Interpersonal threats: the sources in the last category are related to fear of making mistakes and negative evaluation, competitiveness, and teacher's harsh attitudes. These threats of social reaction such as the possibility of peers seeing their mistakes and of teacher's getting angry or making fun of the paper are related to the fear of losing their face and social recognition. To decrease anxiety, the researcher recommends that teachers give more freedom to students to choose the topics and approaches; a chance for a more relaxed and authentic communication environment should be given to lessen the over-nervousness for accuracy; timed writing tasks should be avoided when possible to allow students to work on content, organization, and language; students should be encouraged to work together in planning stages and trained to avoid critical comments to each other; and teachers should give corrective feedback with the awareness that errors contribute to learning.

In another study, Lin and Ho (2009) conducted a qualitative study with 16 Taiwanese university students to explore the sources of their writing anxiety. The subjects

were English majors taking Advanced Writing course in the Department of Foreign Languages and Literature. Analysing responses of the subjects, the researchers came up with five themes. First of all, the students stated their anxiety mostly would appear while writing under time constraints. They believed they could not fully show their ability when there was a time limit, especially in exams. One student expressed this in her words: “The more nervous you are about the limitation, the more your brain gets blank. Thus, you will fail in finishing the writing” (p. 313). The second theme is teacher’s evaluations and negative comments. The students mentioned negative past experiences with a writing teacher, the relationship between teacher’s evaluation and their confidence and motivation, being afraid of making the same mistakes, and teacher’s high expectations as factors that increase their anxiety. Another theme that arose from students’ responses was peer competition. Peer pressure, peer’s comments and attitudes towards one’s writing, and comparison with peers result in writing anxiety. The other theme is topical knowledge. As one student pointed out, the fact that they do not know much about or have limited experience with the topic assigned causes anxiety for them. The last theme is the required writing format. Writing in a recently learnt form is an anxiety provoking factor for some students. One of the students in this study suggested her own way to deal with this issue which is practicing the new format a lot to become familiar with it.

The results of Rankin-Brown’s (2006) study are consistent with the above mentioned studies. The researcher conducted the study with advanced level English language learners in the U.S. English as a Second Language Writing Apprehension Test (Adapted from the DM-WAT) was used to assess anxiety level of the students, and then ten students with highest degrees of anxiety were selected for interviews. Four main reasons emerged from the interviews: 1) anxiety arising from self-evaluation and self-expectations of how well one should write; 2) fear of the teacher’s evaluation of the writing; 3) fear of their peers’ evaluation; and 4) fear of losing one’s identity when using new rhetorical styles and patterns in writing. The students also admitted they had difficulty organizing their writing due to the fact that they did not have comprehensive knowledge of academic expectations and guidelines in U.S. Moreover, teachers being unsupportive or their disinterest, and/or lack of knowledge or training was stated as the other sources of anxiety by the students, which draws attention to the importance of teacher education and training.

Different from the studies whose participants were university or college students, Al-Shboul and Huwari (2015) carried out a study with PhD students to find out the causes of their writing anxiety. The subjects were 21 Jordanian EFL learners who were writing their PhD thesis in a university in Malaysia. The results of the interviews revealed four themes. The first theme was lack of knowledge in English structure with three sub-themes: problems with coherence, problems in mechanism of writing, and limited vocabulary. The participants stated problems in coherence such as writing flow, conjunctions, unrelated sentences, repetition, and sentence length as the main cause of their writing anxiety. Problems in mechanism such as grammar, reporting verbs, punctuation, spelling, paraphrasing, and capital letters ranked second in this theme. The second theme was negative attitudes toward writing. The reasons may be various such as lack of motivation to write in English, and fear of evaluation. These participants were afraid of negative evaluation from their supervisors and examiners. The third theme was negative writing experiences in the past with two sub-themes: less practice in writing in their previous education life, and thinking in Arabic, then translating into English. Some students said that they had never written in English until they started PhD. Thus, most of them first thought in their native language and then translated it into English. The last theme that emerged from the study was inadequate knowledge in academic writing. Half of the participants admitted that they had problems with writing their proposal such as writing introduction, writing literature review, and writing the methodology, for they completed their master degree in Arabic. A few participants expressed a problem with the writing format, APA style, which they were not familiar with earlier.

Similarly, Latif (2012) investigated the sources of writing anxiety of Egyptian university students. The participants were 57 prospective English teachers whose mother tongue was Arabic. The researcher used an adapted instrument, English Writing Apprehension Scale (EWAS) to assess writing anxiety, semi-structured interviews to find out factors influencing their anxiety, and three standardized linguistic tests to scrutinize a correlation between the students' linguistic knowledge, grammar and vocabulary, and their English writing anxiety. The results revealed six sources of writing anxiety. The first source that emerged in the study was linguistic knowledge level. The students who got higher in the three linguistic tests scored lower in the EWAS. Thus, the students with lower linguistic knowledge felt more anxious while writing. Related to the first one, the second source was perceived language competence, namely how one perceives his linguistic

competence. Lack of confidence about their grammar and vocabulary knowledge was commonly stated by the students. Furthermore, highly anxious students selected improving their language-related writing skills as their main need more than less anxious students. There were also negative significant correlations between the students' writing anxiety scores and their writing performance level, specifically text content, organization, vocabulary, language use, and mechanics scores. This result also supports that learners have more "concerns about linguistic errors than ideational and organizational ones" (Latif, 2012, p. 8). The other source of writing anxiety was perceived writing competence, which shows that more anxious students have lower self-efficacy about their writing. Three factors were found to shape the students' perceived writing competence: writing achievement, history of writing performance improvement, and feedback from others. The fifth source stated by the students was instructional practices. The students mentioned about a lack of writing practice and adequate feedback, and teachers' overuse of criticism. Lastly, fear of criticism is another source for writing anxiety. The students reported worrying about not only teacher criticism but also peer criticism. Moreover, it was also found that non-anxious students did not mention about their fear of peer criticism, yet only two of them mentioned their fear of teacher criticism. The researcher suggests improving students' linguistic knowledge and writing ability to create positive attitudes towards writing and a positive change in their self-perceived beliefs.

In spite of the increasing number in the recent years, the studies on the sources of second language writing anxiety are still scant in Turkey. Besides, the majority of these studies have focused on the views of prospective teachers (PTs) of EFL. Atay and Kurt (2006) investigated the levels of and factors associated with the second language writing anxiety of 85 fourth year students whose majors were English Language Teaching. They used Cheng's (2004b) SLWAI to measure the degree of anxiety and an open-ended questionnaire to collect in-depth information about the PTs' writing anxiety experiences. The means of anxiety of the PTs in this study were 32% high anxious, 49% average anxious, and 19% low anxious. The analysis of the qualitative data showed that the major perceived difficulties during writing were inability to organize their thoughts and to produce any ideas, poor vocabulary and grammar knowledge, and thinking in L1. Next, the students stated teachers, past experiences, time limit, exams, classroom setting, peer effect, and topic as factors generating anxiety. Most of the students related their anxiety to fear of

getting low marks and inability to concentrate. The researchers suggest establishing a confidence boosting, fair, and encouraging classroom atmosphere.

Ateş (2013) in her master thesis scrutinized foreign language writing anxiety of prospective teachers thoroughly. The participants were 170 ELT students including freshmen, sophomores, juniors and seniors. The data were collected from both prospective teachers and ELT instructors who wrote down the reasons of the students' anxiety from their points of view. The researcher used SLWAI to measure the level of anxiety, Questionnaire of the ESL Writing Anxiety (QCEWA) by Zhang (2011) to find out the causes of their writing anxiety, and a questionnaire with an open-ended question to discover any other sources they would like to add. It was found that the students generally experienced average levels of L2 writing anxiety. It was also noticed that the freshmen (M= 63%) and the sophomores (M= 64%) demonstrated higher levels of writing anxiety than the juniors (M= 58%) and the seniors (M= 47%), showing that language instruction can be a factor to reduce anxiety over time. When looking into the sub-scales of the SLWAI, the participants in this study experienced cognitive anxiety (M= 21%) the most, which was followed by avoidance behaviour (M= 19, 5%) and somatic anxiety (M= 17%). The four common sources of writing anxiety identified from the QCEWA were (1) lack of topical knowledge, (2) linguistic difficulties, (3) insufficient writing practice, and (4) insufficient writing techniques relatively. The results from the open-ended question revealed limited writing time, dislike of writing classes, having to obey the rules of writing, thinking in L1, physical atmosphere of the classroom, advanced linguistic structures, different types of essays, and lack of topical terminology as sources of L2 writing anxiety. The ELT instructors argued linguistic factors, namely inadequate proficiency in grammar and vocabulary, as the first source of L2 writing anxiety of the prospective teachers. They then listed cognitive factors such as lack of coping strategies with linguistic difficulties, lack of adequate writing experience/instruction in L1, and negative previous writing experiences either in L1 or in the target language. Lack of interest in writing and in social and cultural issues, or negative attitude towards target culture were some of the affective factors stated by the instructors. Teaching procedures like limited time, classroom setting, and type of feedback; and lastly, student behaviours like lack of reading habits were also provided as sources of L2 writing anxiety by the instructors.

In her study, Kara (2013) investigated 150 prospective EFL teachers' reasons of writing anxiety and failure in writing classes. The participants wrote two paragraphs explaining their reasons. The researcher categorized the results into four: (1) writing itself, (2) writing as a skill, (3) teacher, and (4) coursebook. Lack of writing habit and lack of writing practices in their past education experiences were stated as reasons related to writing itself. For writing as a skill, the students stated that they lacked sufficient language proficiency and strategies such as organizing and combining ideas, and gathering information. The students grumbled about the teacher's not encouraging behaviours, not giving feedback, not being interested in their writing problems, and teaching style. Lastly, especially when the coursebook did not explain clearly or provide enough examples, the students expressed being anxious.

Susoy and Tanyer (2013) examined L2 writing anxiety levels and possible sources, as well as perceptions and attitudes towards writing anxiety of Turkish prospective teachers of EFL in a state university. The participants were 48 freshman students taking a writing course. They used SLWAI and an open-ended questionnaire as the instruments of the study, and also the participants' first midterm exam scores as an index of their performance. The results showed that 19% of the participants were highly anxious, 60% were moderately anxious while 21% were categorized as low anxious. A significant negative relationship was found between writing anxiety and writing performance. The participants listed the difficulties they had while writing like choosing appropriate vocabulary items, fixed patterns and rules of writing, inability to express their ideas in L2, and etc. As sources of their writing anxiety, fear of exams and negative evaluation, lack of previous writing practice and vocabulary, time pressure, academic writing rules, and writing topics were among the most common ones. Majority of the students argued that they would avoid teaching writing in the future due to their writing anxiety. Therefore, the researchers recommended replacing the teacher-centered classroom atmosphere with other evaluation methods like peer or self-evaluation in writing classes of pre-service teachers.

Another study conducted by Kırmızı and Kırmızı (2015) investigated writing efficacy, writing anxiety, and causes of writing anxiety of high education L2 learners. The participants were 172 English Language and Literature students from second, third and fourth grades in a state university. The utilized instruments were SLWAI, Writing Efficacy Scale (Yavuz-Erkan, 2004, cited in Kırmızı & Kırmızı, 2015), and Causes of Writing Anxiety Inventory. The results showed that the participants had a moderate to high level of

writing anxiety, and there was a negative correlation between writing self-efficacy and writing anxiety. The major causes were specified as time pressure, negative evaluation of the teacher, lack of sufficient English writing practice.

Lastly, Öztürk and Çeçen (2014) carried out a study to examine L2 writing anxiety and writing self-efficacy with preparatory school students, which is a similar context to the one in the present study. The participants were 240 students with elementary, pre-intermediate, and intermediate levels of English from eight different universities. The universities were selected randomly from each region of Turkey (two from Aegean region for instance). The researchers used SLWAI, English Writing Self-efficacy Scale (Cheng, 2004), and semi-structured interviews with 240 students. It was found that the students in the study had moderate level of anxiety. Moreover, there was a negative correlation between writing anxiety and writing self-efficacy of the students. In other words, when the students' anxiety level got high, their level of self-efficacy got low, or vice versa. When asked about the causes of their writing anxiety in the interviews, the students frequently mentioned lack of vocabulary knowledge, inability to generate ideas, idea organization, and fear of negative evaluation. Some other causes stated were topic unfamiliarity and wishing to write perfectly. The study emphasizes that learners' being more confident and less anxious is as vital as teachers' ways of giving feedback.

CHAPTER 3

METHODOLOGY

In this chapter, research design, setting and participants of the study, data collection instruments, data collection process, and data analysis are presented.

3.1. Research Design

This study is a mixed methods design study as it utilized both quantitative and qualitative research methods. Quantitative method was used to gather numerical information to answer the first research question that focused on a comparison between the initial and final levels of foreign language writing anxiety of a group of B2 (intermediate) level preparatory school students. As for the second research question, qualitative methods were used to gather details about the students' views and feelings on the sources and consequences of their foreign language writing anxiety through semi-structured interviews and a questionnaire with open-ended questions. The reason and the need to use mixed methods design is defined by Creswell (2003) as:

Recognizing that all methods have limitations, researchers felt that biases inherent in any single method could neutralize or cancel the biases of other methods. (...) From the original concept of triangulation emerged additional reasons for mixing different types of data. For example, the results from one method can help develop or inform the other method (Greene, Caracelli, & Graham, 1989). Alternatively, one method can be nested within another method to provide insight into different levels or units of analysis (Tashakkori & Teddlie, 1998)(p.15).

Similarly, Bryman (2006) provided several reasons for mixed methods research, one of which is “the suggestion that quantitative and qualitative research can be fruitfully combined when one generates surprising results that can be understood by employing the other” (p. 106).

The type of mixed methods design that the current study used is the embedded design. In this type, both quantitative and qualitative data are collected simultaneously or sequentially. The second form of data, which may be quantitative or qualitative, is aimed to support or add up to the first form of data. Combining the advantages of both data forms is the strength of the embedded design (Creswell, 2014). The embedded design is used when “a single data set is not sufficient, that different questions need to be answered, and that each type of question requires different types of data” (Creswell & Plano Clark, 2006, p.69). In that sense, the current study used quantitative method to find out the foreign language writing anxiety level of a group of B2 level preparatory school students, whereas

it also employed qualitative methods to find out students' views on the sources and consequences of their foreign language writing anxiety in-depth.

3.2. Setting and Participants of the Study

The study was conducted in the preparatory school of a foundation university in Izmir, Turkey. The participants were all native speakers of Turkish. Before starting their departments, the students in this university take a placement test so that their level of English is assessed. The students who get over 70 on the placement test have the chance to take the proficiency exam in which they also need 70 to pass the prep class and directly start their undergraduate courses. If they cannot, they are placed into a level according to their placement test results. There is a modular system at the preparatory education at the university in question, which means students need to pass each level in eight weeks' period. The levels are designed in compatible with the CEFR: A1, A2, B1, and B2. The students have to complete B2 to be able to pass the prep class and start undergraduate courses.

The participants of the study were the B2 students that started the preparatory school in A1 and passed each level successfully even though some students were less successful than the others were. For this study, B2 level students were chosen because they wrote full essays and they are thought to be proficient users of English. Two hundred and eighty six students from 20 B2 classes participated in the pre-test and 280 students participated in the post-test of the SLWAI. As some students did not participate in either the pre or post-test, and some marked the same option for all items, 29 students were excluded and the study consisted of 257 students. Besides, a group of B2 students of six classes were chosen for the qualitative dimension of the study. In other words, these students participated in the questionnaire and interview sessions. The participants of the qualitative parts of the study were two classes with the highest general academic averages (GAA), two with average GAA, and two with the lowest GAA. They were given the questionnaire just after writing the second drafts of their essays throughout five weeks. A hundred and twenty students from these six classes participated in the questionnaires; however, 31 of them were excluded due to the fact that they did not write the reasons, did not complete all the questions in the questionnaire or did not want to participate in the study. Thus, 89 students took part in the questionnaire with open ended questions, and also 9 students participated in the interviews.

The students had 12 hours of reading and writing class, six hours of grammar, and eight hours of listening and speaking class. 30% of their assessment was based on classroom performances, 30% on achievement exams, and 40% on the final exam. They were given three achievement exams, weekly writing, reading, and speaking assessments, and finally a final exam in the module. The achievement exams included listening, reading, and writing skills as well as the use of English and vocabulary.

In terms of their class activities in writing, the students were taught and assessed on five different essay types in the module. The writing instruction is the same throughout the school. First, the students are given two or three topics related to the unit and essay type they have studied throughout the week. They choose a topic and individually write an essay in class after brainstorming and outlining process. The teacher checks the first drafts and gives feedback using error codes. Having received the essays from the teacher, the students correct their essays accordingly and hand in their second drafts to the teacher for grading.

3.3. Data Collection Instruments

The study made use of the Second Language Writing Anxiety Inventory (SLWAI) at the beginning and end of the module, a questionnaire with open-ended questions for five weeks the participants answered right after writing their second drafts, and semi-structured interviews at the end of the module.

3.3.1. The Adapted Version of the Second Language Writing Anxiety Inventory (SLWAI)

The Second Language Writing Anxiety Inventory (SLWAI), developed by Cheng (2004), was conducted in order to collect data about the students' level of anxiety in writing English as a foreign language. It was carried out at the beginning and end of the module to see if there would be a difference in students' anxiety levels between when they did not start to write essays and after they wrote essays. The SLWAI is a 5-point Likert-scale ranging from 1 (strongly disagree) to 5 (strongly agree). In the inventory there are 22 items, seven of which (1, 4, 7, 17, 18, 21, and 22) are negatively worded; thus, they were scored reversely to have the total score. For instance, if a student strongly disagreed with the item "Whenever possible, I would use English to write compositions", this answer was given one point instead of five points to indicate low anxiety.

The SLWAI has three sub categories: cognitive, somatic, and avoidance behavior. Cognitive anxiety refers to “the mental aspect of anxiety experience, including negative expectations, preoccupation with performance, and concern about others’ perceptions” (Cheng, 2004b, p. 316). The items that represent cognitive anxiety are 1, 3, 7, 9, 14, 17, 20, and 21. Somatic anxiety refers to “one’s perception of the physiological effects of the anxiety experience, as reflected in increased autonomic arousal and unpleasant feeling states such as nervousness and tension” (Cheng, 2004, p. 316). The related items are 2, 6, 8, 11, 13, 15, and 19. Lastly, avoidance behavior refers to “the behavioral aspect of the anxiety experience, avoidance of writing” (Zhang, 2011, p.10). The related items are 4, 5, 10, 12, 16, 18, and 22 (See Appendix A). Cheng (2004b) categorized the anxiety levels as low, moderate, and high. A total score of SLWAI which is above 65 is named as high anxiety, a score between 50 and 65 as moderate anxiety, and a score under 50 as low anxiety.

As Cheng (2004b) aimed to encompass both English as a second language and also foreign language contexts with his inventory, the SLWAI has been used in many studies in Turkish EFL context and other ESL or EFL contexts in other cultures (Atay & Kurt, 2006; Öztürk & Çeçen, 2007; Kurt & Atay, 2007; Rodriguez et al., 2009; Zhang, 2011; Negari & Rezaabadi, 2012; Rezaei & Jafari, 2014; Qashoa, 2014). The adopted version of SLWAI used in this study was taken from the study of Ateş (2013) who found the Turkish version valid and reliable as a result of an adaptation process which was based on translating the items into Turkish by using back-translation technique, piloting the original and translated version among 70 ELT students, and finally analyzing the results by using the Independent t-test. Cheng (2004) found the reliability of the SLWAI 0.91, and a temporal stability of 0.85 test-retest reliability. The estimated reliability (Cronbach’s alpha) of the pre-test for the SLWAI in this study was 0.89.

3.3.2. The Questionnaire with Open-Ended Questions

In order to determine the sources of the foreign language writing anxiety of the participants, a questionnaire with open-ended questions was administered to the participating students. Throughout the module, the students were taught and assessed on five essay types, which respectively were compare and contrast, for and against, opinion, process, and, problem solution essays. Having written the second drafts, they were given the questionnaire so that I could evaluate the rate of their anxiety level in terms of the

sources of anxiety on the Likert scale from one (low anxiety) to five (high anxiety) and read their reasons (See Appendix B). In other words, the participating students both rated their anxiety level with regard to the sources and also explained the reasons of their anxiety after writing their second drafts of these five essay types. Therefore, the underlying causes of their writing anxiety could be ascertained. The questionnaire consisted of 16 items and two parts. The first three items aimed to find out if the environment where students write essays could be a source of writing anxiety. Thus, the first part was called ‘writing environment’ whose items relatively were writing in class (item 1), at home (item 2), and in the exam (item 3). The second part looked into the sources of anxiety in the process of writing an essay including planning, composing, and revision stages; so this part is called ‘process’. The items from 4 to 16 were topic selection (item 4), grammar for writing (item 5), word choice (item 6), punctuation and spelling (item 7), brainstorming (item 8), finding supporting ideas (item 9), organizing ideas (item 10), writing topic sentence (item 11), writing supporting sentences (item 12), writing concluding sentence (item 13), proofreading (item 14), re-writing after receiving teacher’s feedback (item 15), and finally re-writing after receiving peer feedback (item 16).

The items in this part were specified by carefully examining academic writing course books as well as my experience in teaching writing classes for seven years. After that, it was piloted among 20 students to be sure if all the items were clear and if the students had more ideas to add. From the piloting students’ answers, a couple of items such as ‘punctuation and spelling’ were added to the questionnaire. Ten experienced writing teachers, then, analyzed the questionnaire and gave their consent to its content. Lastly, it was piloted in two classes again for a final check of any misunderstandings.

3.3.3. Interviews

At the end of the module, having completed all the essay tasks and questionnaires, I interviewed nine, five females and four males, students in order to understand their views and feelings in-depth. I chose the students from those who completed the questionnaires and gave more detailed information about their feelings and opinions. Two of the interview questions were taken from Atay and Kurt’s study (2006) and some more questions were added specifically related to the study. The participants, in simple terms, were asked to a) name the difficulties they had while writing an essay, b) name the people and situations that cause anxiety, c) explain how anxiety influences their writing performance, d) explain

their ways of reducing writing anxiety, and e) suggest ways to reduce writing anxiety in class.

3.4. Data Collection Process

I collected the data in the spring semester of the 2014-2015 academic year at the Foreign Language Preparatory School of a foundation university in Izmir, Turkey. For the administration of the SLWAI, I informed all the instructors of B2 classes about the aims of the study and they all allowed me to administer the questionnaire during their class time. The students were also given detailed information about the aim of the study. Almost all students in each class agreed to complete the questionnaire. The students used either their names or a nickname so that they would feel more comfortable while providing information. At the end of the module, I administered the SLWAI again in order to see if there were any changes in the students' writing anxiety levels, in what ways (i.e., positive or negative), and how strong (i.e., high, moderate, and low).

I administered the questionnaires, which questioned the sources of foreign language writing anxiety to six classes during five weeks. The writing instructors of those classes, who eagerly agreed to take part in the study, gave the questionnaires just after the students handed in their second drafts of the essays. The students were encouraged to write the reasons for their answers as well as rating their anxiety level for each item. Lastly, I carried out interviews with nine students in the last week of the module. The data collection process was completed in two months.

3.5. Data Analysis

The present study focused on finding out B2 students' foreign language writing anxiety level, its strength and anxiety sources by using the embedded design, a type of mixed methods research. Creswell (2014, p.582) suggests that the analyses of the quantitative and qualitative data are kept separate as the two data forms often reflect different research questions in the embedded design analysis. Thus, in the present study, the quantitative data – the SLWAI and the Likert scale part of the questionnaire - were analyzed with the SPSS software for Windows 22.0. As methods of the descriptive statistics, numbers, percentages, means, and standard deviation were used to analyze the data. The SLWAI was administered to twenty classes. Since the program SPSS is not able to analyze the details of that large group, each successive five classes were considered as

one group. Thereby, in order to get more significant and detailed findings, four separate groups were obtained. A one way ANOVA was used to compare the quantitative continuous data between these four independent groups. After the ANOVA test, to determine the differences between the groups, Scheffe test was utilized as complementary post-hoc analysis. To find out the difference between repetitive measurements of quantitative questionnaires, paired groups t-test was applied. The findings of both instruments were evaluated at a 95% confidence interval and 5% level of significance.

The qualitative data were organized and prepared for analysis after the data collection procedure had been completed. I transcribed the interviews and translated it into English. Then, I analyzed the transcribed data and open-ended questions in the questionnaire through pattern-coding process (Miles & Huberman, 1994) for the recurrent themes. Pattern-coding is a method of “grouping large number of texts into small numbers of sets or themes” (Miles & Huberman, 1994, p. 69). The steps suggested by Creswell (2014) were followed for coding process and the open-ended questions in the questionnaire and in the interview were accepted as main categories. The responses were carefully read for several times in order to identify consistent and contradictory patterns. Then, the texts were divided into segments which were labeled as codes in a following step. Having coded the whole texts, similar codes were grouped, and overlapping and/or redundant codes were reduced. Thus, the data were reduced into a smaller number of units for the specified categories. For instance, the first interview question was if the students experience any difficulty while writing an essay in English, so the first category was ‘difficulties about writing in L2’. The responses of the students like “*Also we have serious problems with the difficulty of topics*” or “*The biggest problem is we are given a topic but we should have enough information about it before*” was coded in the “lack of topical knowledge” category. Lastly, the frequencies and percentages were calculated through the number of responses with the same codes in each category. To establish the reliability of the analysis of the qualitative data, a colleague also analyzed the data as supported by Creswell (2007, p.210), and thus, a high level of inter-rater reliability was obtained.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter presents the results obtained via data collection tools used in the current study in order to answer the research questions. Furthermore, it will also present discussions referring to the related previous studies' results with the purpose of indicating similarities and differences.

4.1. Levels and Types of Second Language Writing Anxiety

In order to answer the first research question, the levels of second language writing anxiety of B2 level preparatory school students were measured by the questionnaire SLWAI (Cheng, 2004). The SLWAI was administered to 20 B2 level classes twice as the pre and post-test. The students were placed into the classes according to their general average scores of the previous module, B1. However, since the SPSS cannot give a detailed analysis for each of the classes, each subsequent five classes, in which the students' levels were close to each other's, were considered as one group. Therefore, four groups were obtained (see Table 4.1) out of 20 classes in the following way: the classes 1-5, including students with the highest general academic average, were named as group 1, the classes 6-10 were named as group 2, the classes 11-15 as group 3, and the classes 16-20, including students with the lowest general academic average, were named as group 4. Out of 286 collected questionnaires in the pre-test and of 280 in the post-test, 257 were found to be acceptable for analysis.

Table 4.1

Distribution of Students in Groups

Groups	Number (n)	Percentage (%)
Group 1	69	26.8
Group 2	64	24.9
Group 3	67	26.1
Group 4	57	22.2
Total	257	100.0

Firstly, the mean scores of the pre-test and post-test were presented as high, moderate, and low level of anxiety in Table 4.2 and Table 4.3. Secondly, the mean scores of the sub-categories (cognitive, somatic, and avoidance behavior) of the SLWAI in the pre-test were shown in Figure 4.1, which was followed by the means of sub-categories of the SLWAI for each group in the pre-test in Figure 4.2. Next, the means of sub-categories

of the SLWAI for each group in the post-test were given in Figure 4.3. Lastly, the comparison of the pre- and post-test was given in Figure 4.4.

The mean scores were categorized as stated by Cheng (2004b): a mean score above 65 is considered as high level, a mean score lower than 50 as low level, and a mean score between 50 and 65 is considered as moderate level of anxiety. The results of pre-test in Table 4.2 show that 126 students out of 257 had a high level of second language writing anxiety, 89 students had moderate level, and 42 students had low level of second language writing anxiety.

Table 4.2

The Results of the SLWAI in the Pre-test

	Number (n)	Percentage
Low anxiety	42	16.3
Moderate anxiety	89	34.6
High anxiety	126	49.0
Total	257	100.0

The SLWAI was administered to the same groups again at the end of the module. As seen from the Table 4.3, 35 students were found to have low level of writing anxiety as their mean score was below 50. 101 students had moderate anxiety, their mean score being between 50 and 65, while the mean of 121 students was higher than 60.

Table 4.3

The Results of the SLWAI in the Post-test

	Number (n)	Percentage
Low anxiety	35	13.6
Moderate anxiety	101	39.3
High anxiety	121	47.1
Total	257	100.0

The results show that the majority of the B2 level preparatory school students had high and moderate level of second language writing anxiety. This result is consistent with the results of the studies by Cheng (2002), Atay and Kurt (2007), Öztürk and Çeçen (2007), Zhang (2011), Çınar (2014), Jebreil, Azizifar, and Gowhary, (2014), and Rezaei and Jafari (2014). According to MacIntyre and Gardner (1989), language anxiety decreases when the learners' English level gets higher. However, it is seen that the most of the participants in this study experienced high anxiety despite their high level of English. This may be relevant to Cheng's (2002) assertion that it is more important how learners perceive their writing competence rather than their actual competence. Thus, having accurate judgments about themselves is as significant as their competence in writing and in the language. Cheng (2002) concludes that proficiency is just one of the factors that

increases or declines language anxiety like the other factors such as “institutional requirements, parental or societal expectations, teaching and evaluation procedures, motivation, personality, self-confidence, learners’ beliefs, and even gender, to name only a few” (p. 653). It should also be noted that although the students’ level was B2, writing essays was almost totally a new skill for them and one module was not enough for the learners to digest it.

The SLWAI consists of three sub-categories which are cognitive anxiety, somatic anxiety, and avoidance anxiety (Cheng, 2004). As shown in Figure 4.1, somatic anxiety was the most common type of anxiety among students ($M=2.97$) in the pre-test. It was followed by avoidance anxiety ($M=2.92$), and then cognitive anxiety ($M=2.85$).

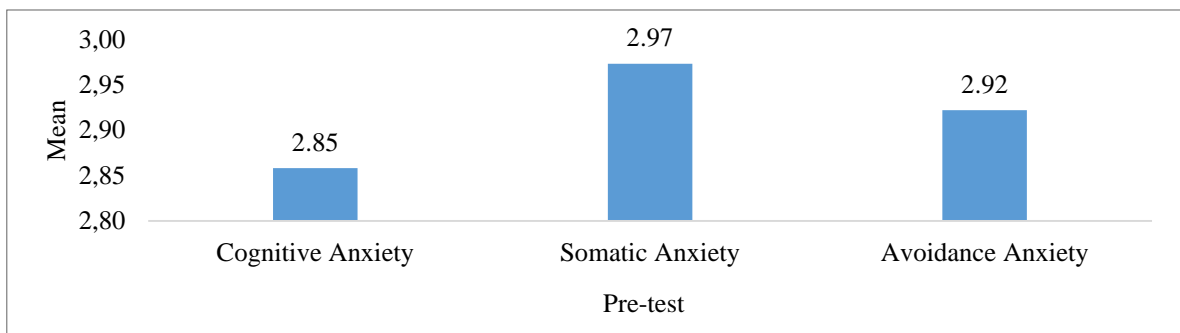


Figure 4. 1: The mean scores of the sub-categories of the SLWAI in the pre-test

When the mean scores of the sub categories for each group were analyzed in Figure 4.2, it is seen that all students except the last group suffer most from the somatic anxiety. The first group’s mean scores for three types of anxiety were very close to each other (cognitive $M=2.815$, somatic $M=2.816$, avoidance $M=2.81$). In group 2, the most common type of anxiety was somatic anxiety ($M=2.97$), and it was followed by avoidance anxiety ($M=2.95$), and cognitive anxiety ($M=2.80$). The students in group 3 were observed to have more anxiety than the other groups. They suffered most from the somatic anxiety ($M=3.22$), then avoidance anxiety ($M=3.05$), and cognitive anxiety ($M=2.92$). Lastly, the last group had cognitive anxiety ($M=2.89$) most. The means of their somatic and avoidance anxieties were the same ($M=2.86$). The result of one-way ANOVA analysis shows that the difference between group means was found statistically significant ($F=2.950$; $p=0.033<0.05$). In order to find the causes of differences, post-hoc analysis was applied and the results indicate that the mean scores of somatic anxiety of the group 3 in the pre-test (3.228 ± 0.840) were higher than the mean scores of somatic anxiety of the group 1 (2.816 ± 0.900), and those of the group 2 in the pre-test (2.867 ± 0.978).

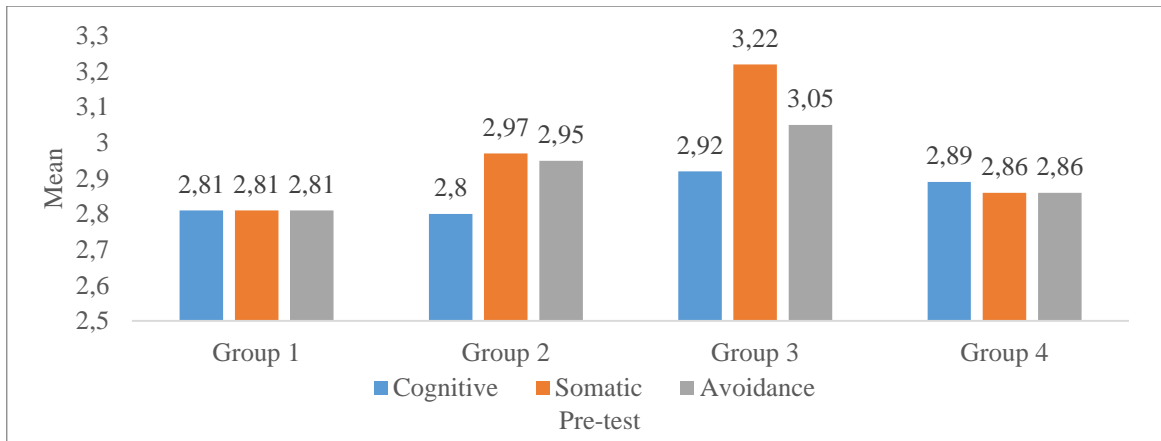


Figure 4.2: The means of sub-categories of the SLWAI for each group in the pre-test

When the SLWAI was administered again at the end of the module as a post-test, the analysis of the sub-categories of the SLWAI shows that avoidance anxiety was the most common type of second language writing anxiety among students ($M=3$). It was respectively followed by somatic anxiety ($M=2.94$), and cognitive anxiety ($M=2.81$).

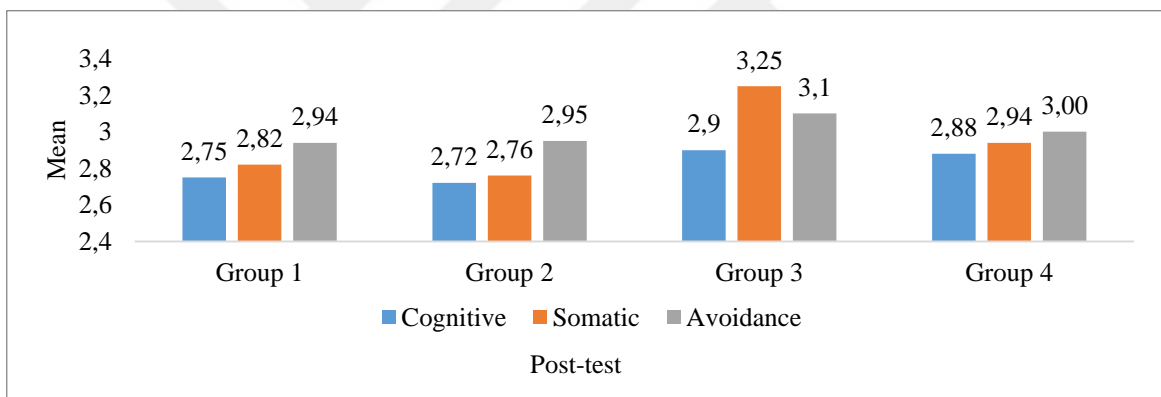


Figure 4.3: The means of sub-categories of the SLWAI for each group in the post-test

As can be seen from the Figure 4.3, avoidance anxiety was the most common type of writing anxiety among the students in group 1 ($M=2.94$), Group 2 ($M=2.95$), and Group 4 ($M=3$). This was all followed by somatic anxiety, and then cognitive anxiety. The students in Group 3 were observed to suffer most from the somatic anxiety ($M=3.25$), and then avoidance anxiety ($M=3.1$), and cognitive anxiety ($M=2.9$). The result of one-way ANOVA analysis shows that the difference between group means was found statistically significant ($F=3.816$; $p=0.011 < 0.05$). As a result of the post-hoc analysis, the mean scores of somatic anxiety of the group 3 in the post-test (3.252 ± 0.856) were higher than the mean scores of somatic anxiety of the Group 1 in the post-test (2.826 ± 0.924), and those of the Group 2 in the post-test (2.766 ± 0.874).

The comparison of the mean scores in the pre-test and post-test is given in Figure 4.4. The paired samples t-test analysis was applied to find whether there was a significant difference between pre- and post-test of the SLWAI. No significant difference was found between the pre-test and post-test of the cognitive anxiety, somatic anxiety, and general second language writing anxiety ($p>0.05$).

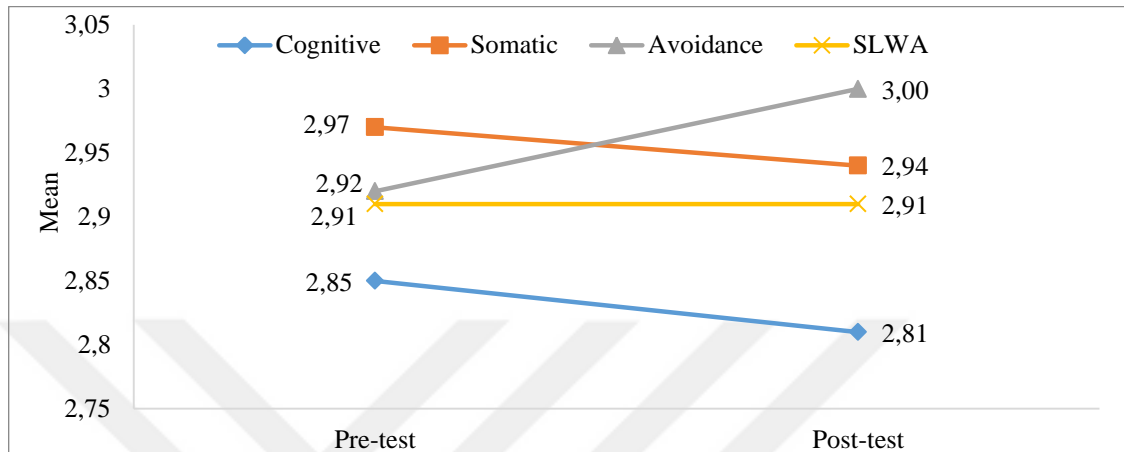


Figure 4.4: The comparison of means of sub-categories and general second language writing anxiety in the pre-test and post-test

Nonetheless, the paired samples t-test analysis indicates that there was a statistically significant difference between arithmetic means of the pre-test and post-test of avoidance anxiety as shown in Table 4.4 ($t=-2.091$; $p=0.038<0.05$). The mean of the pre-test of avoidance ($\bar{x}=2.922$) was found to be lower than the mean of post-test of avoidance ($\bar{x}=3.003$). Thus, we can say that the students' avoidance anxiety increased at the end of the module.

Table 4.4

Paired Samples t-test analysis of pre-test and post-test avoidance anxiety

	Pre-test		Post-test		N	T	P
	Mean	Std. Deviation	Mean	Std. Deviation			
Avoidance Anxiety	2.922	0.690	3.003	0.670	257	-2.091	0.038*

* $p<0.05$

As for the types of second language writing anxiety, in the pre-test, the students experienced somatic anxiety most, similar to the results in studies by Atay and Kurt (2007), Min and Rahmat (2014), Rezaei and Jafari (2014), and Golda (2015). At the beginning of the module, they experienced more unpleasant physical symptoms such as rapid heart rate, feeling tense, and perspiring. The anxiety type that students experienced least was cognitive anxiety unlike many other studies conducted in Turkey and some other

countries (Zhang, 2011; Çınar, 2013; Ateş, 2013; Jebreil et. al, 2014; Golda, 2015; Rahim, Jaganathan & Mahadi, 2016). It is seen that the students in this study did not experience fear of negative evaluation, high expectations, and peer pressure as much as some physical symptoms and avoidance behaviour. On the other hand, in the post-test, their avoidance anxiety significantly increased, while the other two types of anxieties decreased slightly. At the end of the module, the students tried to avoid situations to write, to excuse themselves when asked to write in English, and preferred not to use English unless they had no choice, which is consistent with the study of KIRMIZI and KIRMIZI (2015). As Daly (1978) stated, highly anxious students tend to avoid situations requiring writing. Thus, it is predictable that the students in the present study showed avoidance behavior, as many of them experienced high to average writing anxiety. This finding might also be a result of institutional policy that the students had to write two drafts of an essay each week. It was a common belief of both teachers and students that writing one essay weekly was inefficient and discouraging. Contrary to expectations, the students with higher general academic averages in the first group do not have significantly less second language writing anxiety than the other students. High achievers were found to be as anxious as low achievers, and achievement is not always negatively correlated with writing anxiety in literature (Lee, 2005; Hartono, 2006; Shawish & Atea, 2010; Singh & Rajalingam, 2012; D'souza, 2015). Anxiety may have a facilitating effect for students as it helps them to be successful and motivated (Scovel, 1978; Ellis, 2008). However, there are also contradictory results to this by Hassan (2001), Daud, et. al (2005), Zhang, (2011), Erkan and Saban (2011).

In both pre- and post-test, the students in group 3 had the highest anxiety level. The reason for this could be related to the teachers and teaching methods as well as the personalities of the students, and/or their motivation, confidence, and attitudes towards writing, and etc. Another reason could be that the students in this group might have thought that their success heavily depended on their own efforts as their grades were not too high or low. To be more precise, the first two groups had higher writing and exam grades and so mostly tended to think they would pass this module, while the last group mostly had too low scores to pass. Therefore, the Group 3 had to study hard to be successful and pass. Thus, this pressure might have increased their anxiety level.

4.2 Sources of Second Language Writing Anxiety

The second research question asked the students' views on the sources and consequences of foreign language writing anxiety and their suggested ways of dealing with it. In order to scrutinize the anxiety level of B2 level students, six classes of B2 level students were given the same questionnaire through five weeks. The classes were selected according to their general academic average (GAA) of the previous module, B1. The two classes included students with highest GAA (hereinafter class 1 and 2), the two with average GAA (hereinafter class 3 and 4), and the two with lowest GAA (hereinafter class 5 and 6). The number of students in these classes is shown in Table 4.5. As the participants completed the questionnaire for five times, we obtained at least 445 responses for each item.

Table 4.5

Number of Students in Classes

Classes	Number (n)
Class 1	16
Class 2	16
Class 3	17
Class 4	15
Class 5	12
Class 6	13
Total	89

As for the writing environment, which was the first part of the questionnaire, the students predictably felt more anxious in the exams ($M=3.7$), then in class and finally at home ($M=2.5$). ($M=3.4$) as shown in Figure 4.5. This may have stemmed from the fact that exams create anxiety-provoking situations.

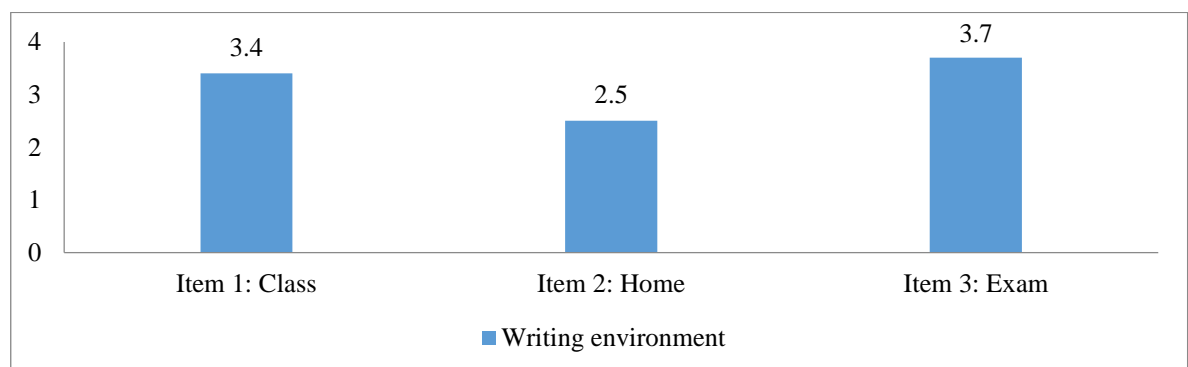


Figure 4.5: The means of students' anxiety levels with regard to writing environment

The students explained their reasons for feeling anxious in these different settings in their own words. As Table 4.6 shows, the main reasons for students' high anxiety during

writing in classroom were time limitation, classroom atmosphere and concentration in class, and their emotional states. Because they had to write a full essay in 50 minutes for which they would be evaluated, they stated that they felt panicked and anxious while writing in class. The students clearly needed more time for planning, composing, and revising stages to successfully produce an essay. Time constraint has been identified in many different studies as an anxiety-provoking factor which negatively affects learners' performance (Leki & Carson, 1997; Cheng, 2004; Atay & Kurt, 2006; Lin & Ho, 2009; Zhang, 2011; Ateş, 2013; Susoy & Tanyer, 2013; Kırmızı & Kırmızı, 2015). Besides time pressure, when there was noise, nervous peers and other distractors in the class, their anxiety level increased. The participants reported that they could not remember words and produce ideas due to their emotional states. On the other hand, a number of students explained that writing in class was not anxiety-provoking for them because they could get help from teachers.

Table 4.6
The Sources of Writing Anxiety during Writing in Class (N=89)

	Frequency (f)	Percentage (%)
High anxiety due to		
Time limitation	184	41
Classroom atmosphere/concentration	51	11
Emotional state	43	10
Poor grammar and vocabulary knowledge	26	6
Essay type	16	4
Writing topic	15	3
No/low anxiety due to		
Teacher support	30	7
Other	83	18

The following are some quotes from students regarding writing in class:

“I feel anxious because I have to finish writing on time.”

“I have difficulty in producing ideas about topics.”

“I don't feel so anxious because I can ask the teacher and get help.”

“Everyone in class is nervous.”

“I train my mind to write in a limited time, it is a practice for exams.”

For the second item, writing at home, the majority of the students reported not feeling anxious in contrast to writing in class and during an exam. As seen in Table 4.7, only 19% had high anxiety due to lack of teacher support and low self-efficacy. They did not get feedback at home from a teacher so they did not feel confident about what they wrote. On the other hand, almost half of the participants stated they felt relaxed as there was no time limitation. A quiet and comfortable writing environment and being able to

make a search and use a dictionary were the other observed factors decreasing students' anxiety.

Table 4.7

The Sources of Writing Anxiety during Writing at Home (N= 89)

	Frequency (f)	Percentage (%)
High anxiety due to		
Lack of teacher support	44	10
Low self-efficacy	40	9
No/low anxiety due to		
No time limitation	208	45
No distractors in writing environment	80	17
Able to make a search	65	14
Other	25	5

Some quotations related to writing at home can be found below:

“I feel relaxed as I have more time.”

“I write longer at home.”

“No time limitation, but as there is no teacher, I cannot ask for words or sentences. This causes a problem for me.”

“I cannot be sure if I am on the right lines while writing at home.”

The participants had the highest anxiety level during an exam as predicted. The most stated reasons were time limitation, their emotional states, the writing topic and fear of low grades as shown in Table 4.8. The exams included all four skills, vocabulary and use of English sections. Thus, the students might have a fear of not having enough time to write a well-organized essay. Due to feeling too nervous, the students' affective filter gets high and this may prevent them from showing their real performance. Moreover, they may forget words and grammatical rules, go blank, make a lot of mistakes, and misunderstand the assigned topics because of anxiety. The participants had a number of concerns about the writing topics given in the exams. They were afraid of not understanding or misunderstanding the topics or had difficulty selecting one to write about, and consecutively producing ideas.

Table 4.8

The Sources of Writing Anxiety during Writing in an Exam (N= 89)

	Frequency (f)	Percentage (%)
High anxiety due to		
Time limitation	220	48
Exam/test anxiety	105	23
Writing topic	30	7
Fear of low grades	21	5
Other	79	17

The following are some statements from the students' responses:

"Even the best students can make mistakes because of exam anxiety."

"It is difficult to find ideas in five minutes."

"I can't remember even the basic words in the exam."

"Selecting a topic and thinking about it takes 20-25 minutes. Not much time is left for writing."

"I cannot translate my ideas into English. My mind goes blank."

As stated above, the students felt more nervous during exams. The atmosphere, grading, and time limitation caused them to be anxious and this resulted in not showing their real performance. Moreover, they felt comfortable when they took their time at home and were able to reach various sources. This result is consistent with the results of the study by Negari and Rezaabadi (2012), who also found students' anxiety is less common in low anxiety environment. They also found that anxiety had facilitating effects in a test environment. This was not the case in the present study as the participants stated they wrote longer and more complicated sentences, used various words instead of repeating themselves, and wrote longer essays in low anxiety environment. Thus, writing anxiety seems not to have facilitating effects for this group of students.

The second part of the questionnaire looked into the sources of anxiety during writing process. The students ranked their anxiety level for each source and explained if those sources caused anxiety while writing an essay and their reasons for that. There were 13 items in this part, which are topic selection (item 4), grammar for writing (item 5), word choice (item 6), punctuation and spelling (item 7), brainstorming (item 8), finding supporting ideas (item 9), organizing ideas (item 10), writing topic sentence (item 11), writing supporting sentences (item 12), writing concluding sentence (item 13), proofreading (item 14), re-writing after receiving teacher's feedback (item 15), and finally re-writing after receiving peer feedback (item 16).

As Figure 4.6 shows, the item students ranked as the most anxiety provoking source was finding supporting ideas ($M=3.2$) followed by topic selection ($M=3.1$). Grammar for writing, brainstorming, organizing ideas, and writing topic sentence had the same mean score ($M=3$). On the other hand, the least anxiety provoking sources ranked by students were re-writing after receiving peer feedback ($M=2.5$), punctuation and spelling ($M=2.6$), re-writing after receiving teacher's feedback ($M=2.7$), and proofreading ($M=2.7$).

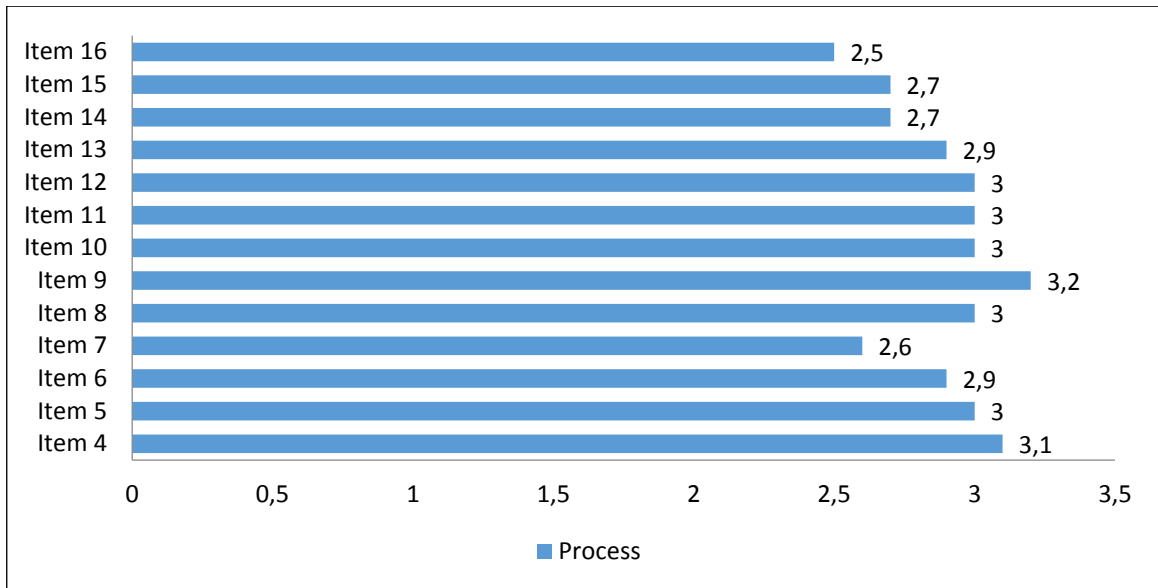


Figure 4.6: The means of students' anxiety levels with regard to process of writing

Topic selection process (item 4) ranked as the second most anxiety provoking item in the present study. In the assignments and exams, the students were given two or three topics to write about. They did not have a chance to select their own topic. As it is shown in Table 4.9, almost half of the participants had difficulty finding three supporting ideas, which was one of the rigid rules of essay writing given in the institution. The next reason was unfamiliarity of topics. The participants stated that they did not have information about some of the assigned topics, thus they could not generate ideas. The other reasons for feeling anxious in this stage were the participants' worry about writing a good content and deciding on a topic. On the other hand, a number of students uttered that topics were related to the ones they studied in the course book and so they did not feel much anxiety.

Table 4.9

The Sources of Writing Anxiety in Topic Selection Process (N=89)

	Frequency (f)	Percentage (%)
High anxiety due to		
Finding three supporting ideas	200	45
Unfamiliarity of topics	99	22
Emotional state	61	14
Striving to write a good content		
Unable to decide on a topic		
No/less anxiety due to		
Coursebook related topics	36	8
Other	53	11

Below are some statements of the participants regarding topic selection:

“Ideas don't come into my head easily if I don't know the topic.”

“I can't find three supporting ideas even in Turkish for some topics in the exam.”

“The topics are getting harder. I have difficulty thinking in Turkish, so translating into English is very difficult.”

“Trying to select a topic which I can write about is hard.”

“There is enough number of topics. I select one about which I have more ideas to write.”

“I am familiar with the topics from the coursebook.”

The assigned topics play an important role for the learners while writing. In order to write effectively, a person needs to have appropriate cognitive schemata and relevant vocabulary knowledge (Hyland, 2003). Thus, while familiar topics may help to create positive attitudes towards the writing task, unfamiliar topics can be disadvantageous for the students. As Leki and Carson (1997) state, the learners can write about the topics about which they have been thinking for a while. In the institution, the test makers aimed to assign topics related to the units in the coursebook; however, it seems there was a mismatch between the learners' and test makers' perceptions in this issue. It is an expected result that the students cannot generate ideas and have high anxiety level when they know little about or are not interested in a subject. Considering the fact that the assigned topics were about general knowledge and popular subjects around the world, one student admitted that “It is related to how much you read books, newspaper, and etc. Those who don't like reading have more difficulty while writing.” As Cheng (2004) discussed, challenging topics may increase not only less skilled writers' but also highly skilled writers' anxiety. Writing topics have also been found as one of the major sources of second language writing anxiety in studies by Leki and Carson (1997), Hyland (2003), Cheng (2004), Atay and Kurt (2006), Lin and Ho (2009), Zhang (2011) and Ateş (2013).

The next item, grammar, was one of the factors that increased the participants' anxiety. Although English language education in Turkey mostly depends on teaching grammar, the majority of the students still did not feel competent about their grammar knowledge (see Table 4.10). Those students had problems expressing their ideas due to their lack of grammatical knowledge. 18% of the participants did not focus on accuracy while writing owing to time limitation and placed more importance to organization and content. Having many grammar lessons so far and considering their level, surprisingly the participants were still nervous about making mistakes. Oppositely, only 13% of the participants were confident about their grammar competency and 10% said that they would correct their mistakes in the second draft after the teacher showed them.

Table 4.10

The Sources of Writing Anxiety in terms of Grammar (N=89)

	Frequency (f)	Percentage (%)
High anxiety due to		
Poor grammar knowledge	158	36
Focusing on content/organization rather than grammar	79	18
Fear of low grades	69	15
No/less anxiety due to		
Confident about grammar	61	13
A chance to correct in second draft	43	10
Other	40	8

There are some statements from the participants' responses in the following:

“If I pay a lot of attention to grammar, I run out of time.”

“I am afraid to lose points if I write wrong and meaningless sentences after all these grammar lessons.”

“I can't form the sentences that I want to write in English.”

“As I use the forms I have learnt, I'm not so nervous.”

“I mostly think of the content and organization. Grammar seems less important and hard.”

The learners were observed to fail to express their ideas because of their limited knowledge in English. Many students mentioned that they gave up writing some ideas because they could not translate them into English. They thought that when they tried to write, the sentences had a lot of mistakes, which brought them low grades. Here mixed messages the learners get about the evaluation of essays from teachers could be seen (Leki, 1999). While some of them thought that having grammatical mistakes caused them to lose points and get low grades and so they focused on accuracy, some others subordinated grammar and focused more on organization and content. Although accuracy determined only 20% of the evaluation criteria, each and every grammar mistake underlined may have given the impression to the students that accuracy was a priority. In addition, past language learning experiences may have played a role in students' anxiety level. The students in Turkey are used to learning and practicing grammar rules in their English classes, as revealed in their statements. Thus, this habit still might have had an influence on their writing process, which could be seen in other Turkish studies (Atay & Kurt, 2006; Ateş, 2013; Kara, 2013; Susoy & Tanyer, 2013) and in other countries where there is too much focus on accuracy (Al-Shawish & Atea, 2010; Choi, 2013). Another reason could be the learners' limited exposure to the language. Adopting different approaches such as task-based and problem-based may help the learners to acquire the second language (Daud, et.

al., 2005). This result is also consistent with many studies around the world (Leki & Carson, 1997; Leki, 1998; Cheng, 2004; Zhang, 2011; Latif, 2012; Rezaei & Jafari, 2014; Al-Shboul & Huwari, 2015).

There is a variety of sources under the item 6, word choice, as it is shown in Table 4.11. The majority of the participants believed their vocabulary knowledge was insufficient. Following this, they uttered that they had difficulty finding correct words for their sentences and selecting suitable words from a dictionary. The reason for this seems to be that the learners lacked semantic knowledge for lexical items. In other words, they could know the meanings of words but did not know in which context to use them, which indicates a problem with their vocabulary learning and using strategies.

Table 4.11

The Sources of Writing Anxiety in terms of Word Choice (N=89)

	Frequency (f)	Percentage (%)
High anxiety due to		
Poor vocabulary knowledge	181	41
Unable to find suitable/correct words	68	15
Forget words due to emotional state	39	9
Unable to select words from dictionary	29	6
Fear of making mistakes	25	6
No/less anxiety due to		
Good vocabulary knowledge	73	16
Other	34	7

The following are some statements of the participants:

“When there’s an unknown word, I feel anxious.”

“I am anxious about using wrong words.”

“I cannot be sure about word forms.”

“My vocabulary knowledge isn’t so good.”

“I can’t remember words, so I can’t write the sentences I want in the exam.”

Perceived poor vocabulary knowledge was one of the major sources of the second language writing anxiety for this group of students. A large group of students had low self-confidence about their vocabulary size. As Choi (2013) pointed out, there may be a gap between the students’ current vocabulary size and the size they felt necessary for the writing tasks. Similarly, they had considerable problems about word forms, using suitable words in the right contexts, and forgetting words owing to high anxiety, which all indicate an over-emphasis on accuracy. Hence, this concern gave rise to a need for a dictionary at hand (Cheng, 2004). Otherwise, they thought they would fail to remember words, make mistakes and finally get a low grade. In order to avoid this, they tended to use only simple

and most familiar words and so they keep away from using ‘newly learnt and complicated’ words for them. This student’s statement is a good example for this result: “I know I should not repeat the same and simple words, but they are safe for me. When I use new and complicated words I may make mistakes and lose points.” This reminds us of the study by Al-Sawalha and Foo (2012), who found that due to the learners’ inadequate general and technical vocabulary knowledge they could not write complex sentences. The students may have realized that their limited vocabulary knowledge while writing without a resource because they had larger receptive vocabulary size than productive one. Their common statements implied that they did not have serious problems with knowing a word’s meaning, but instead with using a word, word forms, collocations, and etc. Perceived poor vocabulary knowledge and problems with vocabulary items have been among the most common sources of second language writing anxiety in literature (Leki & Carson, 1997; Leki, 1999; Daud et. al 2005; Atay & Kurt, 2006; Öztürk & Çeçen, 2007; Al-Shawish & Atea, 2010; Zhang, 2011; Latif, 2012; Ateş, 2013; Kara, 2013; Susoy & Tanyer, 2013; Choi, 2013; Al-Shboul & Huwari, 2015). The students who were confident about word choice and their vocabulary knowledge felt less anxious, which is consistent with Latif’s (2012) study that found that students with lower linguistic knowledge experienced more anxiety.

The item 7, punctuation and spelling, was one of the least-anxiety provoking factors while writing an essay for the participants. 29% of the participants felt neutral toward punctuation and spelling as seen in Table 4.12. A number of them (14%) argued they did not know punctuation rules in English, and 11% reported they were afraid of misspelling long and newly learnt words. The number of students who were confident about punctuation and spelling was more than those who reported being anxious about it. Although mechanics determined 20% of the assessment rubric, some of the students placed little or no importance to it by saying “They aren’t of highly importance.”. This result is inconsistent with some studies whose participants felt more anxious due to the problems with mechanics (Daly & Wilson, 1983; Leki & Carson, 1997; Al-Sawalha & Foo, 2012; Latif, 2012; Al-Shboul & Huwari, 2015).

Table 4.12

The Sources of Writing Anxiety in terms of Punctuation and Spelling (N=89)

	Frequency (f)	Percentage (%)
High anxiety due to		
Insufficient knowledge of punctuation	63	14
Misspelling long and newly learnt words	49	11
Teacher's pressure	30	7
No/less anxiety due to		
Self-confidence	154	35
Other	149	33
Feeling neutral toward	131	29

The following statements exemplify the participants' responses:

"I'm afraid to hear 'You're B2, how could you make this mistake?'"

"I don't know punctuation rules even in Turkish."

"I can't pay attention to them as I focus on other things."

"I'm good at this."

Brainstorming, item 8, had a high mean score ($M=3$) in the questionnaire. When we look at the reasons in Table 4.13, it is seen that the participants started to experience the difficulty of producing and organizing ideas in this stage. Several students admitted omitting brainstorming step by finding it time-consuming, showing that they were not aware of the importance of the planning stage. Those students might have spent more time for accuracy and mechanics rather than content and organization while writing. Related to the studies that found that highly anxious learners spend less time on the planning stage (Selfe, 1981; Lee, 2003), a few students stated that when they were stressed or nervous, they omitted brainstorming. Thus, the reasons the participants gave may not be the sources of their anxiety, but instead the results of their anxiety during brainstorming. In other words, they might not generate and organize ideas as a result of their high anxious states. Another reason for seeing brainstorming as challenging and time-consuming could be that highly anxious learners were found to attempt planning very locally, almost each sentence of their essay (Selfe, 1984). This finding supports Selfe (1984) who claimed only few of the highly anxious learners used planning strategies such as brainstorming and diagramming. On the other hand, a good number of students in the present study were conscious of the benefits of brainstorming, saying that it helped them produce a good essay because they could think of ideas, organization, thesis statement, and even key words related to the topic. Teaching how to plan and brainstorm and allocating special time for planning before writing can help students use this stage effectively. It is seen that the

students who were successful at brainstorming stage reported less anxiety in the other items such as finding and organizing ideas, and writing topic sentence.

Table 4.13

The Sources of Writing Anxiety during Brainstorming (N=89)

	Frequency (f)	Percentage (%)
High anxiety due to		
Unable to generate ideas	63	14
Unable to organize ideas	61	14
Time consuming	51	11
Lack of topical knowledge	49	11
No/less anxiety		
Help me write better essays	180	39
Other	51	11

The statements below exemplify their responses:

“I don’t know what to write where.”

“I feel anxious when I think introduction-body-conclusion, and combining examples and explanations all together.”

“I try to select a topic about which I can write well and fast.”

“I feel nervous if I can’t think of any ideas.”

“This is very important as I shape my essay here.”

“It reduces my anxiety. After this part sentences are formed easily.”

“The most difficult part. After this, I can write the essay.”

The item that the participants felt most anxious was finding supporting ideas. Having difficulty to produce ideas or producing less well-developed ideas has been listed as a feature of highly anxious learners in the literature (Faigley, et. al., 1981; Daly & Wilson, 1983; Selfe, 1984). Lack of topical knowledge and being unable to generate ideas were the most common reasons under this item as can be seen in Table 4.14. The problems that lack of knowledge or ideas about a topic creates were mentioned above. Similarly, several students claimed that they could not generate ideas because of time limitation and stress. It could be implied that the relationship between anxiety and creativity, such as producing ideas, is bidirectional. The learners fail to create ideas due to their high anxiety and they experience high anxiety when they cannot create ideas. It can also be understood that students may not show their real performance under time constraints and stress, thus it is questionable that we assess them and decide their success under these situations. Some other students argued that they could not find ideas when they thought in English. As they stated, having to obey the strict rules of essay writing, such as writing three supporting paragraphs for most of the essay types, had a restricting effect on the students. Thus, one of

the ideas, even if it was found, would not be of ‘high quality’. As one student expressed it, “I feel anxious because I want to find great ideas and support them with examples. My essay must be perfect”, a sense of perfection was another reason for being anxious. Finding ideas has been found as a major source of writing anxiety in several studies (Leki & Carson, 1997; Cheng, 2004; Atay & Kurt, 2006; Öztürk & Çeçen, 2014). It is interesting to see that the interviewed participants did not mention about generating ideas as a reason of their anxiety, so it again showed the need for this kind of questionnaire with open-ended items (See Appendix B).

Table 4.14

The Sources of Writing Anxiety in terms of Finding Supporting Ideas (N=89)

	Frequency (f)	Percentage (%)
High anxiety due to		
Lack of topical knowledge	111	24
Unable to generate ideas	108	24
Unable to find three supporting ideas	56	12
Having a sense of perfection	29	6
Unable to find examples	27	6
No/less anxiety due to		
Successfully generating ideas	79	17
Other	45	11

Some statements from students’ responses related to finding supporting ideas are below:

“If I don’t know much about the topic, I feel so anxious.”

“Generally I can’t find the third supporting idea.”

“I just can’t find many ideas.”

“Finding ideas in the brainstorming stage avoids me getting anxious.”

The next item, organizing ideas, was another highly ranked source of second language writing anxiety for the participants. Similar to creating ideas, organizing ideas is another step that highly anxious learners have been found to be less successful and less attentive (Selfe, 1984; Lee, 2001a). As seen in Table 4.15, most of the participants in this study reported feeling unconfident about the organization of their essays. Lack of previous writing experience in both L1 and L2 may be a reason for the students to have low self-confidence in organizing and linking the ideas. Time limitation was given as another common reason for being anxious. It is understood that, on the other hand, the students who organized the ideas during brainstorming did not feel so anxious in this stage. This result is consistent with the results of some studies by Leki and Carson (1997), Rankin-

Brown (2006), Atay and Kurt (2006), Al-Sawalha and Foo (2012), Latif (2012), Kara (2013), Öztürk and Çeçen (2014).

Table 4.15

The Sources of Writing Anxiety in terms of Organizing Ideas (N=89)

	Frequency (f)	Percentage (%)
High anxiety due to		
Low self-confidence	181	40
Lack of previous experience	70	16
Time limitation	50	11
No/Less anxiety due to		
Organize during brainstorming	83	19
Other	65	14

“I have difficulty in this while writing even in Turkish.”

“I waste time thinking which idea to use first and how.”

“I just cannot be sure if I am doing right.”

“I organize before I start to write.”

Writing a topic sentence or thesis statement could be difficult to learn for most of the students. The most common reasons below this item were, as shown in Table 4.16, the difficulty the participants experienced to start, working hard to make an attractive start, and spending too much time for it. Writing from general to specific, finding a satisfying hook sentence, and writing appropriately for the essay type are the technical requirements that made the students feel nervous. This result supported Cheng (2004) who identified that strict rules imposed by teachers such as writing a topic sentence increased the learners' anxiety. The participants of Leki and Carson (1997) argued the difficulty of writing a good topic sentence as one of their concerns. On the other hand, the responses of the other students in this study who felt less anxious varied from “After brainstorming and word choice, this isn't too difficult for me” to “I feel freer in this part.”

Table 4.16

The Sources of Writing Anxiety in terms of Writing a Topic Sentence (N=89)

	Frequency (f)	Percentage (%)
High anxiety due to		
Difficult to start	147	33
Having a sense of perfection	80	18
Taking too much time	78	18
Technical requirements of topic sentence	65	15
Other	75	17

Some other responses of the participants are the following:

“As I need to write something general, I feel anxious.”

“Because I need to write a sentence that explains the whole essay, I feel anxious.”

“My biggest fear is not writing a good and appropriate topic sentence.”

The item 12, writing supporting sentences, was added to the questionnaire in order to understand whether there was a difference between the anxiety students experienced in finding supporting ideas and in writing them down. The results showed that the participants felt more anxious while finding ideas than writing them down although there was not a big difference between the two. While writing supporting ideas, as shown in Table 4.17, the participants still felt unsure about the quality of their ideas. Two students explained this in their own words:

“I am nervous because my supporting ideas are sometimes similar to each other.”

“My essay must be fluent and this makes me anxious while writing.”

Supporting the ideas with good examples was included in this category as well. Thinking of what to write and how to write require sufficient time for each writer (Cheng, 2004), but the participants mentioned that time limitation prevented them from writing a good essay. Also, insufficient vocabulary and linguistic knowledge prevented them from producing the sentences they wanted. As a student expressed, “Even if I find the ideas, I cannot find the right words”. As mentioned in the earlier items, once they created the ideas, they then faced the challenge of translating those ideas accurately and fluently in L2. In contrast to this, 17% of the participants reported no or a little anxiety while writing their ideas down. The assigned topics and self-confidence were mentioned by a few students, which were listed under the other category.

Table 4.17

The Sources of Writing Anxiety in terms of Writing Supporting Sentences (N=89)

	Frequency (f)	Percentage (%)
High anxiety due to		
Unsure of quality of ideas	94	21
Time limitation	91	20
Poor vocabulary knowledge	65	14
Lack of cohesion	39	9
Poor linguistic competency	30	7
No/less anxiety	76	17
Other	56	12

Some of the statements of the students who felt less anxious are below:

“It is long and tiring, but I can do it.”

“Once I start writing, the rest is easy.”

“After finding the ideas, this is not hard for me.”

The last item of composing process, writing a concluding sentence, seemed to be easier for the participants. As shown in Table 4.18, 76% of them reported having less anxiety while writing a concluding sentence because to them it was similar to introduction and summary of the ideas. Hence, the participants seemed to find paraphrasing and summarizing manageable. The students who felt anxious generally wanted to make a difference in their writing and had a sense of perfection. Some other reasons for being anxious were being tired, time pressure, having low self-confidence, and writing an unfamiliar essay type. This result is also in line with the previous studies in that no study has found writing the conclusion part difficult or anxiety-provoking.

Table 4.18

The Sources of Writing Anxiety during Writing a Concluding Sentence (N=89)

	Frequency (f)	Percentage (%)
High anxiety due to		
Having a sense of perfection	40	9
No/Less anxiety	340	76
Summary of ideas	120	27
Similar to introduction	80	18
Other	65	15

The following statements exemplify some of the participants' responses:

"I change the words in the topic sentence and write the concluding sentence."

"Although I write whole essay well, the conclusion may not be so good."

"I try to find an attractive word to end the essay."

After completing the essay, the participants' anxiety slightly decreased in the revision stages as given in Table 4.19 above. Almost half of the participants reported not being anxious because they had a chance to see and correct their mistakes. They also found it beneficial and easy. Nevertheless, 22% of the students reported low self-confidence because they were hesitant about their sentences and they could not spot their mistakes. 13% of the participants admitted not proofreading due to time restrictions. It is also understood from their reasons, such as being unable to see their mistakes or seeing a lot of mistakes that the learners mostly focused on accuracy while revising. Similarly, Gunge and Taylor (1989) and Lee (2001a) found that highly anxious learners tended to revise grammar and vocabulary more than content and organization.

Table 4.19

The Sources of Writing Anxiety during Proofreading (N=89)

	Frequency (f)	Percentage (%)
High anxiety due to		
Low self-confidence	100	22
No time left for proofreading	58	13
Seeing too many mistakes	37	8
No anxiety due to		
A chance for self-correction	193	43
Other	67	14

The learners participating in this study wrote the final draft after teacher's feedback on the first draft. The teachers were supposed to use error correction codes. Thus, the majority of the participants experienced less anxiety at this stage, as Table 4.20 shows. They mentioned that getting feedback and rewriting were motivational factors for them to get high grades. Teacher's support and eagerness to help was another factor to relieve students. On the other hand, some of them were still afraid of making mistakes and did not understand the given feedback, as these students expressed:

“I understand the errors but don't always know how to correct them”.

“Sometimes I don't understand what the teacher wants from me”.

It may be understood that the learners who got ineffective feedback from the teachers experienced more anxiety with a fear of getting low grades. Lack of effective feedback is to be discussed in the interview part.

Table 4.20

The Sources of Writing Anxiety after Teacher Feedback (N=89)

	Frequency (f)	Percentage (%)
High anxiety due to		
Fear of making mistakes	83	19
Not knowing how to correct errors	32	7
No/less anxiety due to		
Correcting mistakes	154	34
Teacher's support	75	17
Learning from mistakes	44	10
Other	57	13

The following statements exemplify the participants' responses:

“The teacher explains in detail so it's so easy.”

“It is a very good opportunity. I can correct my errors and get a good grade.”

“As I will be graded, I feel more anxious compared to the first draft.”

“I am afraid of not correcting my errors.”

The last item, rewriting after peer feedback, did not make the students feel much nervous, as Table 4.21 shows. Most of the students found it helpful and stated they were open to ask for help from their peers. However, a number of students admitted that they never asked for and got feedback from a peer. They preferred asking a teacher to make sure to asking a peer. The following opinions reveal that they did not trust the peers' feedback:

“I don't think they give correct information.”

“Their English isn't better than mine, so they can't find many mistakes.”

Peer feedback was not a part of the evaluation system in the institution, thus the majority of the students had no idea of what it really was. Asking for a word or translation of a sentence may be perceived as peer feedback for some of them. No separate time was allocated for peer feedback in classes. Though, in some classes the teacher encouraged peer feedback, and the students reported not trusting their peers' knowledge as their levels were so close. This item was not mentioned as anxiety-provoking in the other studies, either. However, the studies that trained learners for giving and getting peer feedback found that it had positive effects on learners' anxiety levels (Kurt & Atay, 2007; Çınar, 2014).

Table 4.21

The Sources of Writing Anxiety after Peer Feedback (N=89)

	Frequency (f)	Percentage (%)
High anxiety due to		
Not asking peers	105	24
Insufficient feedback	35	8
Not trusting peers' knowledge	33	7
No/less anxiety due to		
Helpful	202	45
Other	67	16

Some of the statements of the participants are below:

“I get feedback from them, but I write with my own knowledge.”

“I don't need this, the teacher helps me.”

“I don't feel nervous because I am not responsible for my friends' writing.”

“There should be students with a better level of English in class.”

The students were asked to add anything that made them feel anxious other than the items in the questionnaire if there were. The most commonly written sources were as follow:

Time,
 Fear of failure,
 The teacher,
 Feeling inadequate.

In order to further explore a group of B2 level preparatory school students' sources and consequences of second language writing anxiety and their suggested ways of dealing with it, nine students were interviewed at the end of the module. The first question asked them to state the difficulties they faced while writing an essay in English. As Table 4.22 shows, the most commonly stated difficulties were writing topic itself, time for writing, and unfamiliarity of the genre and type. Only one student reported that he had experienced no difficulty thanks to his daily studying habit. Two students explained that they used to face some difficulties when they first started to write essays in the previous module, yet they overcame them thanks to the teachers and by being more competent in English language over time.

Table 4.22

The Students' Perceived Difficulties about L2 Writing (N=9)

	Frequency (f)	Percentage (%)
Writing topic	3	19
Time for writing	3	19
Unfamiliarity of genre/type	3	19
Unfamiliarity of target language	1	6
High self-expectations	1	6
Low self-confidence	1	6
Poor vocabulary knowledge	1	6
Poor grammar knowledge	1	6
Cognitive load for students	1	6
No difficulty	1	6

The following are some statements from the students' responses:

"The biggest problem is we are given a topic but we should have enough information about it before, so that we can divide it into headings and find three examples. We have great difficulty in that and waste so much time."

"As I don't know many words, I get anxious."

"In the beginning, I did feel anxious because I learnt that the writing in A1 and A2 has nothing to do with essays."

"I wrote in Turkish before, but English is a language we don't know and we have also started to write essay types that we didn't know."

“Generally, I have difficulty while finding supporting (ideas)... because I think they should be good. If they are good, I consider them to be more qualified and worth reading.”

In the second question, the students were asked to name the people and situations that caused writing anxiety for them to find out the sources of their writing anxiety. As can be seen from the Table 4.23, they mostly emphasized time restriction, their poor vocabulary knowledge and poor grammar knowledge as the main sources of their L2 writing anxiety. Due to their perceived incompetency in the language and ineffective feedback from teachers, they had a fear of getting low grades and negative evaluation. These were followed by teachers and their low self-confidence. One participant stated no situations or people that generate anxiety; instead he claimed the teachers removed his anxiety by saying:

“They (*the teachers*), in contrast, made us feel comfortable. This made me overcome my anxiety.”

Table 4.23

Situations and People Generating Writing Anxiety (N=9)

	Frequency (f)	Percentage (%)
Time limitation	7	17
Poor vocabulary knowledge	6	15
Poor linguistic competency	4	10
Lack of effective feedback	4	10
Fear of low marks/negative evaluation	4	10
Teachers	3	8
Low self-confidence	3	8
High self-expectations	2	5
Lack of theoretical knowledge about writing	2	5
Writing topics	1	2
Classroom environment	1	2
Negative attitudes towards writing	1	2
Structural and mechanical differences between L1 and L2	1	2
Insufficient time and practice for teaching essay structures	1	2
None stated	1	2

The sources of second language writing anxiety found in the present study are mostly in line with the literature. Most of the difficulties and sources regarding pre-writing, writing, and post-writing stages were discovered through the qualitative questionnaire. The interviews generally accorded with those findings. For example poor vocabulary and grammar knowledge, writing topic, and classroom environment were determined as the reasons that made the students anxious in the questionnaire and also in the interview.

As mentioned several times by the participants, writing under time restriction was the number one source of their writing anxiety. Considering that the students in this study were found to be highly anxious, this result supports Tobias' (1986) claim that students divide their attention and time between task-related and emotion-related cognition. This situation increases learners' anxiety and so they may not understand the input, have problems with processing the input, and/or 'freeze up' while writing. Hence, students spend more time and energy compensating the intervention. Similarly, timed writing was found to prevent students from going through an efficient thinking process which is necessary for writing (Lee, 2003). Many things need to be taken into consideration while writing such as the content, organization, correct and various use of structures and words, mechanics, and etc. They all require enough time for all writers, but especially for student writers. When there is a time limit, they feel nervous about not thinking long enough and so not performing well. Proving this, participants from different studies reported that time limit has debilitating effects on finding satisfying ideas (Leki & Carson, 1997; Atay & Kurt, 2006; Zhang, 2011), organizing ideas, selecting words carefully (Cheng, 2004), and finishing writing on time, and showing their highest potential (Lin & Ho, 2009). Similar to this, the participants in my study mentioned that time limit affected their word choice, creating ideas and searching about the topic, finishing on time, writing a good essay, and the quality of the sentences they formed negatively. To them these negative effects of time limit all resulted in low grades and failure. Some of their sentences about time restriction were:

"Time is the biggest issue for me. When we can't finish it on time, some body paragraphs get to be incomplete and we lose points because of that."

"I am anxious about not writing something good due to lack of my vocabulary knowledge and time restriction. If I don't write well, I don't get a good grade."

"Fear of lacking time, of not being able to finish on time and writing in panic affect me badly."

Test and time pressure is known to make learners more anxious (Zhang, 2011), but all the essays that the students in this study wrote were in a test environment, timed, assessed and graded. Thus, it seems that we should not be sure that they were able to show their real performance. As Cheng (2004) suggests, teachers should avoid timed writing as much as possible, so that the learners can have lower levels of anxiety. In this vein,

portfolio keeping might help students to have positive attitudes and also decrease their anxiety (Ok, 2012).

One of the sources discovered in the interviews was teacher's ways of giving feedback. Feedback is significant in learning a language. Especially corrective, constructive, and appropriate feedback contributes to students' learning process by lighting up their way. Lack of this kind of feedback can increase learners' anxiety just like some students in this study stated. The participants claimed that they did not understand the teachers' feedback regarding on their writing because they gave holistic feedback, used some English words that they did not know and because of teacher's fast talk while giving feedback. One of them expressed it as follows:

"I can't always understand her (*the teacher's*) feedback. Or she gives feedback regarding the whole essay. I can get confused or forget it mostly."

The students missed or forgot most of the oral feedback provided by the teacher, which shows that it did not serve the purpose of giving useful feedback. Daly and Wilson (1983) argued that learners could be unsuccessful and have low self-confidence due to negative feedback in their prior writing experiences. Lee (2003) also suggested that negative feedback from teachers is one of the major factors that contributes to writing anxiety. Not only negative feedback but also ineffective or inadequate feedback has been found as significant causes of writing anxiety (Cheng, 2004; Zhang, 2011; Latif, 2012; Ateş, 2013; Kara, 2013; Öztürk & Çeçen, 2014). Another student mentioned that the teacher had a limited time to give feedback to each student in class. This result may show that learners prefer detailed and clear written feedback so as not to forget or misunderstand it (Tom, Momi, Metom, & Joe, 2013). Another option could be conferencing with each student to discuss the strengths and weaknesses of their essays.

Another discovered source was fear of low marks and negative evaluation. Horwitz (1986) emphasizes the fact that foreign language anxiety is related to fear of negative evaluation. Many scholars have also found it as a source of language and writing anxiety in their studies in different contexts and with various participant profiles (Cheng, 2004; Atay & Kurt, 2006; Rankin-Brown, 2006; Çubukçu, 2007; Zhang, 2011; Latif, 2012; Zhang & Zhong, 2012; Susoy & Tanyer, 2013; Al-Shboul & Huwari, 2015). As the students in this study were used to an exam-based system in their whole educational life, it might be natural for them to focus on grades and to be afraid of failure. Grades have always been

significant for determining their academic success, and the grades had a huge role in their success or failure in the preparatory school. Thus, it may not be wrong to say that they wrote for the sake of high grades not of learning or of just writing. Negative evaluation is not limited to academic situations. It is also anxiety about “others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (Horwitz, 1986, p.128). One of the students expressed this as follows:

“I’m anxious that the teacher won’t like what I’ve written, or will utter in class that she does not like it or that it is bad. She has done it to some others. While writing I always think whether I will experience this.”

This student was not only afraid of teacher’s negative evaluation but was also afraid of being criticized in front of her friends, just as the participants in Lin and Ho’s (2009) study. They also complained about teachers’ harshly criticizing their piece of writing and even regarding it as trash. This point brings us to the teacher factor. As one student in Latif’s (2012) study mentioned, when teachers overuse criticism especially while giving oral feedback in class, students start to hate writing. Teachers’ negative responses, over-criticizing, and harsh attitudes towards students have been found a source of anxiety in the literature (Lee, 2003; Cheng, 2004; Atay & Kurt, 2006; Çubukçu, 2007; Lin & Ho, 2009). Similarly to Rankin-Brown’s (2006), the participants in this study complained about the uncooperative teachers and their disinterest. They mentioned about the teachers who did not help them during writing, meet their expectancies and who spoke English above their level while teaching. One student said “Asking the teacher a question but not getting an answer causes anxiety for me”. These questions varied from about topic sentence to asking for a word. It is understood that these learners expected to get answers for each kind of their questions. On the other hand, some other students stated how helpful and motivating their teachers were, so that they felt less anxious than they expected. We understand the important role teachers have to increase or decrease anxiety level of their students. With the help of a teacher, learners can start to like and enjoy writing, have positive attitudes, gain self-confidence and be successful.

Self-confidence is a crucial factor in language learning. How one perceives himself is of more importance than how he really performs. Some very skilled students have writing anxiety because they do not perceive themselves so (Cheng, 2004). Some participants reported that low self-confidence was a source of their writing anxiety both in the interview and the questionnaire. Their low self-confidence could stem from their prior

writing experiences or a lack of writing experience, teachers' harsh criticisms, over-emphasis on grammar rules and mistakes, lack of linguistic competence and knowledge, lack of a knowledge of writing genre or type and so on. Low self-confidence of some participants in this study was observed to result in a fear of not finding, organizing, or writing ideas, limited proofreading, and perceived poor vocabulary and grammar knowledge. A student expressed this as follows:

“One trusts himself as long as he knows. When I don't have enough knowledge and think I am not so confident, I feel nervous.”

She may have meant the crucial role of topical, theoretical, and linguistic knowledge to feel competent to produce an essay. Despite these anxiety provoking features of writing classes, two participants expressed that writing is a good way to practice and improve their English.

As another concern of the present study, I asked the participants to indicate the effects of anxiety on their performance. All the students but one reported that the writing anxiety had negative effects on their performance, as can be seen from Table 4.24. Only one student indicated that he felt an urge to study more under stress; thus, anxiety had a facilitating effect on his performance. Four participants reported that they had a great difficulty in constructing essays such as thinking of a thesis statement, finding at least three supporting ideas, or linking the sentences and ideas. Three participants believed that their grades decreased due to their writing anxiety. Some participants brought up the quality and quantity issue of their essays by claiming that they wrote simpler and shorter sentences than they usually did.

Table 4.24

The Effects of Writing Anxiety on Students' Performance (N=9)

	Frequency (f)	Percentage (%)
Negative Effect	16	94
Constructing essays (technically)	4	23
Grades	3	17
Quality of writing	2	12
Quantity of writing (shorter sentences/essays)	2	12
Timing	2	12
Initiation	1	6
Recalling words	1	6
Grammar usage	1	6
Positive Effect	1	6

Writing anxiety is known to influence the writing process and the product as mentioned earlier. Highly anxious students have been found to get lower scores (Daly & Wilson, 1983; Daud, et. al, 2005), write fewer words per paragraph and sentences, shorter essays and paragraphs (Book, 1975; Daly & Wilson, 1983, Hassan, 2001), include less information, and need more time (Cheng, 2004) than their less anxious counterparts do (Faigley, et. al, 1981). Thus, the results of this study are consistent with the literature. It is noteworthy that the participants themselves noticed the difference in their writing in terms of quality and the length of their sentences, paragraphs and essays while writing under stress. They reported that they wrote longer and of better quality when their anxiety was lower.

The following quotations demonstrate the students' views on the effects of their writing anxiety:

“My anxiety causes me to run out of time. Once I started with a good hook sentence, and if the supporting ideas are good, I don't feel so anxious.”

“My performance decreases...in terms of grades. I forget words as I'm nervous. I cannot know what to write. I cannot gather my ideas and cannot link sentences from the thesis statement to the concluding sentences.”

“I use shorter sentences as time is limited, so this lowers my grade.”

“The essays I write at home are of better quality, my sentences are longer compared to those I write in class where I write simpler sentences.”

In the fourth question, I asked the participants to state whether there were any strategies they used to reduce their writing anxiety. As can be understood from Table 4.25, the participants mostly used strategies in the planning stage of writing. As the most commonly used strategy, they tried to expand their vocabulary knowledge, yet with different reasons. A participant with higher writing grades stated that she searched for the synonyms of transitions and linkers such as ‘but’ and ‘therefore’. On the other hand, three participants mentioned that they studied vocabulary to get help while writing. The other methods are doing search on the topic to be written. Although they did not know what topic they were going to write exactly, they studied the writing tasks and looked at the topics and titles of the reading texts in the book to become familiar with the essay types, topics, related vocabulary and structures.

Table 4.25

Strategies the Students Use to Reduce Their Writing Anxiety (N=9)

	Frequency (f)	Percentage (%)
Expanding their vocabulary knowledge	5	23
To enrich the essay lexically	1	
To prepare topic-related words	1	
Learn commonly used words	3	
Doing research on the topic	3	13
Practice	3	13
Asking for help from teachers & peers	3	13
Preparing sentences in mind during brainstorming	2	9
Studying sample essays	2	9
Preparing for the writing tasks in book	1	5
Concentrating on writing and layout	1	5
Thinking only in English	1	5
Studying structures related to essay type	1	5

The following quotations exemplify the participants' responses:

"I try to practice as much as I can. The more I write, the more I get used to it and I know how to gather the ideas."

"I look at the writing tasks in the book at home, try to make an outline. But if the teacher doesn't give that topic, I start to have problems."

"I find some structures related to the essay type from the book or learn from the teacher, such as 'there are 3 ways...' in compare and contrast essay."

"I use new words, look the synonyms of transitions up, for example, I use 'however' instead of 'but', 'that's why' instead of 'therefore'."

"I try to concentrate on my paper and topic. I also pay attention to my handwriting because I think it's important."

In the last question, I asked the participants to mention about their recommendations for teachers to reduce the students' writing anxiety. As Table 4.26 reveals, the participants mostly reported that giving clear feedback, allocating more time for writing courses and for writing process may reduce their anxiety in class. They also reported that they would appreciate separate vocabulary lessons in which vocabulary is taught extensively and in an isolated way. Two participants asked for teacher's more involvement in their composing process by helping them with grammar and vocabulary and in rewriting process.

Table 4.26

The Students' Recommendations for Low-Anxiety Writing Classes (N=9)

	Frequency (f)	Percentage (%)
Giving clear feedback	3	15
More time for writing courses	3	15
More time for writing	2	10
Vocabulary teaching hours	2	10
Teacher's help in composing process	2	10
Suitable classroom atmosphere for writing	1	5
Careful topic selection	1	5
Motivating teachers	1	5
Chance to look at sample essays	1	5
Brainstorming with peers	1	5
Access to online dictionaries	1	5
Fewer essay types to be covered	1	5
No grading for outlines	1	5

In the following quotations, some examples from the participants' responses could be seen:

“Writing course hours should be increased. We should get longer feedback.”

“Teachers show our mistakes in the first draft and want me to correct them, but I don't understand all the mistakes I made. If I had enough knowledge, I wouldn't make those mistakes.”

“Learners should have a look at sample essays – but shouldn't copy them of course.”

“Teachers should be more helpful in terms of grammar and vocabulary.”

“They should help to create an environment for students to concentrate. Topics to be written should be chosen well.”

To sum up, the present study attempted to find out the levels, sources, and consequences of L2 writing anxiety of a group of B2 level Preparatory School students through the qualitative and quantitative instruments. The results showed that the participants had high to moderate levels of writing anxiety. At the beginning of the module, they were observed to feel more somatic anxiety while at the end of the module they suffered from the avoidance behavior more than the other types of anxieties. The learners in this study reported that their anxiety got higher during the exams rather than writing in class and at home. As for the sources of their L2 writing anxiety, finding supporting ideas and topic selection were found to be the most anxiety-provoking steps for the participants. They were followed by grammar for writing, brainstorming, idea organization, and writing topic sentence. Moreover, the students whom I interviewed with added time limitation, lack of effective feedback, fear of low marks/negative evaluation,

and teachers as the other sources of their writing anxiety. Almost all of the interviewed participants stated that anxiety affected their performance negatively. In order to reduce their anxiety, they tried to expand their vocabulary size, made a search about the writing topic, practiced, and got help from teachers and peers.



CHAPTER 5

CONCLUSION AND IMPLICATIONS

5.1. Overview of the Study

Anxiety, as one of the affective factors, has been a popular research topic for decades. Besides psychologists, second language acquisition researchers and teachers have found it worth studying because of its huge effects on language learning. It is common for learners to have negative feelings such as anxiety, fear, and low motivation in foreign language classes. These feelings can be so serious that learners may skip language classes and even avoid language learning situations. Although language anxiety used to be seen a component of some forms of anxiety such as test anxiety, communication anxiety, and state or trait anxiety, now it is accepted to be specific and unique in the situations that require a person to use a language at which (s)he is not competent enough (Gardner, 1985; Horwitz et. al., 1986; Gardner & MacIntyre, 1993).

The potential negative effects of language anxiety on achievement and language learning process have attracted many researchers to study the relationship between them. However, as they used different measures, they came up with inconsistent results in the early studies. While several researchers have found that language anxiety negatively affects the achievement of learners in different languages and in different contexts (Aida, 1994; Gardner, 1985; Kim, 1998; Onwuegbuzie, Bailey, & Daley, 2000b; Rodriguez, 1995; Saito & Samimy, 1996); some others believe that anxiety can be facilitating or helpful to motivate the learners (Scovel, 1978; Oxford, 1999). On the other hand, some other researchers draw attention to the difficulty of tasks which can discourage learners and cause debilitating anxiety (Tobias, 1986; MacIntyre, 1995).

It has also been common to study specific skills anxiety for a few decades. A great deal of studies have focused on speaking anxiety (Young, 1986; Steinberg & Horwitz, 1986; Koch & Terrell, 1991; Price, 1991; Phillips, 1992), but recently more research have been carried out on reading, listening, and writing anxiety (Sellers, 2000; Kim, 2000; Cheng, 2004).

Although one has time to think of ideas and form and correct his sentences while writing, it is still quite challenging for many people (Leki, 1999). The nervousness that people feel before or during writing has been named as writing fear, block, apprehension, and writing anxiety. According to Daly (1978, p.10), writing apprehension is a “situation

and subject-specific individual difference concerned with people's general tendencies to approach or avoid situations perceived to demand writing accompanied by some amount of evaluation.” Writing anxiety is accepted as “language-skill specific anxiety” (Cheng, et. al., 1999, p.417). The levels of individuals’ anxiety can be so high that they tend to choose majors, courses, and even careers without a writing demand (Daly &Wilson, 1983). Moreover, highly anxious learners have been found to write shorter essays (Faigley, et. al.,1981), have lower self-confidence (Hassan, 2001), get lower scores (Zhang, 2011), and spend less time for planning and organization (Selfe, 1984). To be able to avoid these negative effects of writing anxiety, the sources have also started to be examined. Some of the most common sources in literature are traumatic past experiences, negative feedback from teachers, lack of writing competence, time limit, fear of negative evaluation, topical knowledge, and linguistic concerns including grammar and vocabulary knowledge.

The present study aimed to find out the levels, sources and consequences of the foreign language writing anxiety of a group of B2 level preparatory school students in a foundation university in Turkey. Cheng’s (2004) SLWAI was utilized with 257 participants as a pre- and post-test to assess their foreign language writing anxiety level. In order to discover the sources of the participants’ writing anxiety during composing process, a questionnaire with open-ended questions was administered weekly for five weeks. The questionnaire consisted of some items with the help of which the students expressed at what stages they might feel anxious while writing. The participants were supposed to both rank their anxiety level on the Likert scale of the questionnaire and also explain their reasons for each item. 89 students participated in this part of the study for five weeks. At the end of the module, nine students were interviewed to explore more sources, consequences and their ways of dealing with writing anxiety. The quantitative data were analyzed by using the SPSS program for Windows 22.0 and the qualitative data were analyzed through pattern-coding (Miles & Huberman, 1994) for recurrent themes. To establish inter-rater reliability, one of my colleagues also analyzed the data.

The results of the SLWAI showed that the students had moderate to high anxiety. In the pre-test they mostly had somatic anxiety, while in the post-test their avoidance anxiety increased significantly. In both tests, their cognitive anxiety was the lowest one. As for the sources of writing anxiety, the findings of the qualitative questionnaire showed that the students felt anxious during an exam and while finding supporting ideas and topic selection most. These were followed by grammar for writing, brainstorming, organizing ideas, and writing the topic sentence. The least anxiety provoking sources for the students

were re-writing after receiving peer feedback, punctuation and spelling. Besides, analysis of the interviews revealed more sources such as time limitation, lack of effective feedback, fear of low marks, teachers, and low self-confidence. The participants reported that their anxiety had negative impacts on constructing essays, their grades, and the quality and quantity of the essays they wrote. Some of the methods that they used to reduce their anxiety were expanding their vocabulary size, making a search about the writing topic, practicing, and getting help from teachers and peers. The participants recommended that teachers should give clear feedback, allocate more time for writing and writing classes, and spend more time for teaching vocabulary. The results were all consistent with the previous studies in literature.

5.2. Implications of the Study

It was found that the B2 level preparatory school students in this study had high to moderate levels of anxiety, which is consistent with some other studies conducted in Turkey (Atay & Kurt, 2007; Öztürk & Çeçen, 2007; Çınar, 2014). As many students mentioned, they lacked writing experience even in their native language. In their previous education, they wrote a paragraph or two at most in English. However, when they came to the preparatory school, they were expected to learn how to write academic essays only in a few months. It is predictable that they felt low self-confidence as a result. Thus, starting to teach writing in early years can be very beneficial for all learners.

Another method to decrease anxiety could be strategy-training for second language learners. I believe that all EFL learners need to learn how to study writing. Memorizing words and grammar rules, as a traditional way of studying, are not quite sufficient to learn how to write an essay. Learners should practice a lot and teachers should offer them more opportunities to write. Using technology such as blogs can help learners to be motivated to write. In this way, learners can transfer what they have learnt in class to their lives. In short, learners should be aware of cognitive, metacognitive, affective, and social strategies so that they can get help from them through their learning process and be independent learners.

Students' over concern about grammar may stem from teachers' way of evaluation and giving feedback to their writing. When analyzing the writing lessons in primary and secondary education in Turkey, İnal (2006) mentioned that writing is seen as only a practice or assessment for accuracy and mechanics while the message, content, and

organization are mostly ignored. Similarly, it is discouraging for learners to see their paper full of red marks. Moreover, students tend to develop negative attitudes and have low self-confidence because of negative evaluation and ineffective and insufficient feedback. Thus, first of all, the aim of writing classes should be made clear to both teachers and learners, and a rubric should be used for assessment. In other words, students also need to be informed about the criteria over which they will be evaluated. Teachers should be motivating and encouraging to help learners overcome their anxiety and get more self-confidence. Moreover, attention should be shifted from product-based writing more to process-based writing which stimulates creativity and motivation (Dalak, 2000, cited in İnal, 2006).

Another finding of the study was that finding supporting ideas, topic selection, and time were the most common sources of the students' writing anxiety. Familiarity with the topic is a significant factor while writing. Hence, reading texts about the topic before writing and reading in general will help learners feel less anxious. Learners had better choose their own topics. If this is not possible, it is important to assign topics which learners are familiar with and interested in. Writing is a process, so sufficient time should be given to learners for both writing and learning to write. It can be helpful to start teaching with free writing and there should be a smooth transition to timed-writing. To help them write better, writing stages should be emphasized. Learners should be well aware of the pre-, during, and post-writing stages and should know how to apply them. Lastly, they should be trained for peer evaluation and self-evaluation techniques.

5.3. Suggestions for Further Studies

This study attempted to investigate the levels, sources and consequences of second language writing anxiety of a group of B2 level preparatory school students. It was aimed to discover the learners' views on the sources and consequences of their writing anxiety, so I collected the data from the students. In a further study instructors can also take part in the study.

This study aimed to focus on the learners' views in order to explore their own perceptions about the factors that made them feel anxious while writing. It does not look at the relationship between anxiety and achievement. Thus, this relationship may be investigated in a further study.

The participants of the present study were B2 level preparatory school students who were learning to write academic essay. The results would be different with another level of students and with a different genre. This can also be suggested for further research.

5.4. Limitations of the Study

This study used both quantitative and qualitative data to elicit the feelings and opinions of a group of B2 level preparatory school students in a foundation university. The first limitation is that all data were collected from one particular university and thus it is difficult to generalize the results to the students at other universities. Another limitation is the number of the participants. In the quantitative part of the study there were 257 participants, while 89 participants took part weekly in the qualitative part of the study and only 9 took part in interviews. The third limitation is the limited time for the study. There was a modular system at the university. Each module lasted eight weeks and then the classes of the students were changed. Hence, the study had to be completed in two months. In sum, the current study had three limitations namely a) the school where the data were collected, b) the number of students, and c) the limited time of the study. It is not possible to generalize the results due to these limitations, but the aim is to have a deeper understanding of students' views and feelings.

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APPENDICES

APPENDIX A: The Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004)

AD SOYAD:

SINIF:

Bu ölçek yabancı dilde yazma kaygınızı ölçmek amacıyla hazırlanmıştır. Bu ölçeğin sonuçları araştırma için kullanılacaktır ve eğer bu araştırmaya katılmak istiyorsanız sorulara dikkatli ve samimi cevaplar vermenizi rica ediyoruz. Katılımınız için teşekkür ederiz. HER BİR İFADEYİ OKUDUKTAN SONRA SİZE EN UYGUN OLAN SEÇENEĞİ İŞARETLEYİNİZ.

		5. Kesinlikle katılıyorum	4. Katılıyorum	3. Kararsızım / Fikrim yok	2. Katılmıyorum	1. Kesinlikle Katılmıyorum
1.	İngilizce yazarken hiç kaygılanmıyorum.					
2.	Kısıtlı zamanda İngilizce kompozisyon yazarken kalbimin çarptığını hissediyorum.					
3.	Değerlendirileceğini/ notlandırılacağını bildiğimde İngilizce kompozisyon yazarken kendimi endişeli ve rahatsız hissediyorum.					
4.	Düşüncelerimi sık sık İngilizce yazmayı tercih ediyorum.					
5.	İngilizce kompozisyon yazmaktan genelde elimden geldiğince kaçınmaya çalışıyorum.					
6.	İngilizce kompozisyon üzerinde çalışmaya başladığımda çoğu kez zihnimdeki bilgiler siliniyor.					
7.	İngilizce kompozisyonlarımın diğer arkadaşlarımdan çok daha kötü olması beni endişelendiriyor					
8.	Kısıtlı zamanda İngilizce kompozisyon yazarken titriyorum veya terliyorum.					
9.	Eğer İngilizce kompozisyonlarım değerlendirilecekse çok düşük not almaktan endişeleniyorum.					

10.	İngilizce yazmam gereken durumlardan elimden geldiğince kaçınmaya çalışıyorum.					
11.	Kısıtlı zamanda İngilizce kompozisyon yazarken düşüncelerim birbirine giriyor.					
12.	Seçeneğim olsaydı kompozisyon yazarken İngilizce kullanmazdım.					
13.	Kısıtlı zamanda İngilizce kompozisyon yazarken çoğu kez panikliyorum.					
14.	Diğer öğrencilerin İngilizce kompozisyonumla okudukları zaman alay etmelerinden korkuyorum.					
15.	Beklenmedik bir zamanda İngilizce kompozisyon yazmam istendiğinde donup kalıyorum.					
16.	İngilizce kompozisyon yazmam istenseydi elimden geldiğince kendimi mazur gösterirdim.					
17.	Diğer insanların İngilizce kompozisyonlarım hakkında ne düşüneceğinden hiç endişelenmiyorum.					
18.	Sınıf dışında İngilizce kompozisyon yazmak için genelde mümkün olan her fırsatı elde etmeye çalışırım.					
19.	İngilizce kompozisyon yazarken genelde bütün vücudumun kaskatı ve gergin olduğunu hissediyorum.					
20.	İngilizce kompozisyonumun sınıfta tartışma örneği olarak seçilmesinden korkuyorum.					
21.	İngilizce kompozisyonlarımın çok başarısız olarak değerlendirilmesinden hiç korkmuyorum.					
22.	Kompozisyon yazmak için mümkün olduğunca her zaman İngilizce kullanırdım.					

APPENDIX A-2: The Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004) - Original Version

		5. Strongly Agree	4. Agree	3. Undecided	2. Disagree	1. Strongly Disagree
1.	While writing in English, I am not nervous at all.					
2.	I feel my heart pounding when I write English compositions under time constraint.					
3.	While writing English compositions, I feel worried and uneasy if I know they will be evaluated.					
4.	I often choose to write down my thoughts in English.					
5.	I usually do my best to avoid writing English compositions.					
6.	My mind often goes blank when I start to work on an English composition.					
7.	I don't worry that my English compositions are a lot worse than others.					
8.	I tremble or perspire when I write English compositions under time pressure.					
9.	If my English composition is to be evaluated, I would worry about getting a very poor grade.					
10.	I do my best to avoid situations in which I have to write in English.					
11.	My thoughts become jumbled when I write English compositions under time constraint					

		5. Strongly Agree	4. Agree	3. Undecided	2. Disagree	1. Strongly Disagree
12.	Unless I have no choice, I would not use English to write compositions.					
13.	I often feel fear when I write English compositions under time					
14.	I am afraid that the other students would laugh at my English composition if they read it.					
15.	I freeze up when unexpectedly asked to write English compositions					
16.	I would do my best to excuse myself if asked to write English compositions.					
17.	I don't worry at all about what other people would think of my English compositions					
18.	I usually seek every possible chance to write English compositions outside of class.					
19.	I usually feel my whole body rigid and tense when write English compositions.					
20.	I am afraid of my English composition being chosen as a sample for discussion in class.					
21.	I am not afraid at all that my English compositions would be rated as very poor.					
22.	Whenever possible, I would use English to write compositions.					

APPENDIX B: The questionnaire with open-ended questions

<p>İSİM: _____ SINIF: _____</p> <p>Bu ölçek yabancı dilde yazma kaygısının sebeplerini araştırmak amacıyla hazırlanmıştır. Eğer araştırmaya katılmak istiyorsanız, lütfen aşağıdaki her madde için kaygı düzeyinizi belirtiniz (1 en az, 5 en çok) ve <u>nedenlerini açıklayınız</u>. Lütfen boş bırakmayınız. Teşekkürler.</p>	
<p>..... Essay</p>	
<p>Context of writing</p>	
<p>Writing in class</p> <p>1 _ 2 _ 3 _ 4 _ 5</p>	<p>Neden?</p>
<p>Writing at home</p> <p>1 _ 2 _ 3 _ 4 _ 5</p>	<p>Neden?</p>
<p>Writing in an exam</p> <p>1 _ 2 _ 3 _ 4 _ 5</p>	<p>Neden?</p>
<p>Process of writing</p>	
<p>Topic selection (Konu seçimi)</p> <p>1 _ 2 _ 3 _ 4 _ 5</p>	<p>Neden?</p>
<p>Grammar for writing</p> <p>1 _ 2 _ 3 _ 4 _ 5</p>	<p>Neden?</p>
<p>Word choice (Kelime seçimi)</p> <p>1 _ 2 _ 3 _ 4 _ 5</p>	<p>Neden?</p>
<p>Punctuation and spelling (Noktalama ve kelime yazımı)</p> <p>1 _ 2 _ 3 _ 4 _ 5</p>	<p>Neden?</p>
<p>Brainstorming (Beyin fırtınası)</p> <p>1 _ 2 _ 3 _ 4 _ 5</p>	<p>Neden?</p>

Finding supporting ideas (Destekleyici fikirler bulma) 1 _ 2 _ 3 _ 4 _ 5	Neden?
Organizing ideas (Fikirleri organize etme) 1 _ 2 _ 3 _ 4 _ 5	Neden?
Writing topic sentence 1 _ 2 _ 3 _ 4 _ 5	Neden?
Writing supporting sentences (Destekleyici fikirleri yazma) 1 _ 2 _ 3 _ 4 _ 5	Neden?
Writing concluding sentence (Sonuç cümlesi yazma) 1 _ 2 _ 3 _ 4 _ 5	Neden?
Proofreading (Düzeltilme okuması) 1 _ 2 _ 3 _ 4 _ 5	Neden?
Re-writing after receiving teacher's feedback (Öğretmenden aldığım dönüte göre tekrar yazma) 1 _ 2 _ 3 _ 4 _ 5	Neden?
Re-writing after receiving peer feedback (Arkadaşımdan aldığım dönüte göre tekrar yazma) 1 _ 2 _ 3 _ 4 _ 5	Neden?
İngilizce yazarken sizi kaygılandıran başka noktalar nelerdir?	

CV

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