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YÜKSEK LİSANS TEZİ**

**AN INVESTIGATION INTO PREPARATORY CLASS EFL  
STUDENTS' L2 WRITING ANXIETY**

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**MASTER OF ARTS THESIS**

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**Supervisor**

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## **ETİK BEYANNAMESİ**

Pamukkale Üniversitesi Eğitim Bilimleri Enstitüsü'nün yazım kurallarına uygun olarak hazırladığım bu tez çalışmasında; tez içindeki bütün bilgi ve belgeleri akademik kurallar çerçevesinde elde ettiğimi; görsel, işitsel ve yazılı tüm bilgi ve sonuçları bilimsel ahlak kurallarına uygun olarak sunduğumu; başkalarının eserlerinden yararlanılması durumunda ilgili eserlere bilimsel normlara uygun olarak atıfta bulunduğumu; atıfta bulunduğum eserlerin tümünü kaynak olarak gösterdiğimi; 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.

Fahrettin Bilge KEYVANOĞLU

## **DEDICATION**

*To my dear parents and beloved sister...*

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## ÖZET

### İngilizce Hazırlık Sınıfı Öğrencilerinin Yabancı Dilde Yazma Kaygısı Üzerine Bir Araştırma

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Son zamanlarda yabancı dil olarak İngilizcenin öğretiminde yazma becerisi ile ilgili araştırma çalışmalarının sayısında bir artış olmuştur. Öğrencilerin akademik başarılarının ilerlemesi için yazma performanslarının incelenmesi önemlidir. Yazma, etkili bir yabancı dil gelişimi için çok önemli becerilerden biri olarak kabul edildiğinden, yazmanın bazı duyuşsal faktörlerle olan ilişkileri de incelenmeye değerdir.

Bu çalışmanın amacı, öğrencilerin yabancı dil kaygı düzeylerini belirlemek ve yabancı dilde yazma kaygısı düzeyleri ile yabancı dilde yazma performansları arasındaki ilişkiyi incelemektir. Katılımcılar Türkiye'deki bir devlet üniversitesinden 120 hazırlık sınıfı öğrencisiydi. Bu öğrenciler 2020-2021 akademik yılı güz dönemi ilk kurunda A1, A2 ve B1 seviyesinden farklı sınıflarda ders aldılar. Katılımcılar, Cheng (2004a) tarafından hazırlanan İkinci Dil Yazma Kaygısı Envanterini (SLWAI) ve çalışma için yazılı yapılandırılmış görüşme formunu tamamladılar. Yazma performansları ile yabancı dilde yazma kaygısı düzeylerini karşılaştırmak için ara sınav ve dönem sonu sınavlarındaki yazma becerileri bölümü puanları da veri toplama aracı olarak kullanılmıştır. Bu veri toplama araçları 2020-2021 eğitim-öğretim yılının ilk modülünün 6. haftasında katılımcılara e-posta yoluyla gönderilmiştir. Nicel veriler, SPSS programı ile betimsel istatistikler kullanılarak analiz edilmiş, nitel veriler ise içerik analizi ile analiz edilmiştir.

Sonuçlar, katılımcıların çoğunun (%43,3) ikinci dilde yüksek düzeyde yazma kaygısı, %34,2'sinin orta, %22,5'inin ise düşük kaygı düzeyine sahip olduğunu göstermiştir. A1

düzeinden katılımcılar 68,5 ortalama puan ile en yüksek yazma kaygısına sahiptir. Ayrıca kadınların erkeklere göre daha yüksek kaygıya sahip oldukları bulunmuştur. Katılımcılar çoğunlukla konuları, destekleyici fikirleri, ayrıntıları ve örnekleri bulurken ve yazma alıştırmaları sırasında zaman sınırlaması olduğunda gergin hissettiklerini belirtmişlerdir. Son olarak sonuçlar, katılımcıların yazma kaygıları ile yazma performansları arasında önemli bir ilişki olmadığını göstermiştir.

**Anahtar kelimeler:** Yabancı dilde yazma kaygısı, yabancı dilde yazma performansı, hazırlık sınıfı öğrencileri, İngilizceyi yabancı dil olarak öğrenen Türk öğrenciler.

## **ABSTRACT**

### **An Investigation into Preparatory Class EFL Students' L2 Writing Anxiety**

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There has been an increase in the number of research studies on EFL writing recently. It is essential to investigate the writing performance of the students for the advance of their academic success. Since writing is considered one of the crucial skills for an effective foreign language progress, the relations of writing with some affective factors are also worth studying.

The purpose of this study was to find out the foreign language anxiety levels of learners and examine the relationship between their second language (L2) writing anxiety levels and foreign language writing performance. The participants were 120 preparatory class students from a state university in Turkey. They studied in different classes from A1, A2, and B1 levels in the first module of the fall term of the 2020-2021 academic year. They completed the Second Language Writing Anxiety Inventory (SLWAI) prepared by Cheng (2004a) and a written structured interview form for the study. Their midterm and final exam scores were also used as data collection tools in order to compare their writing performance with their L2 writing anxiety levels. These data collection instruments were sent to participants through e-mails in the 6<sup>th</sup> week of the first module of 2020-2021 academic year. The quantitative data were analysed by using descriptive statistics with the SPSS program and the qualitative data were analysed through content analysis.



The results showed that most of the participants (43.3%) had high levels of writing anxiety in a second language while 34.2% of them had moderate and 22.5% of them had low anxiety levels. The participants from A1 level had the highest level of writing anxiety with a mean score of 68.5. In addition, it was found that females had higher anxiety levels than males. They mostly felt nervous while finding topics, supporting ideas, details, and examples and when there was a time limitation during the writing exercise. Finally, the results showed that there was not a significant relationship between the writing anxiety of the participants and their writing performance.

**Key words:** L2 writing anxiety, L2 Writing performance, Preparatory class students, Turkish EFL learners.

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## **CHAPTER 1: INTRODUCTION**

This chapter involves six sections. In the first section, the background of the study is discussed. The second section presents the statement of the problem, and the third section presents the purpose of the study. In the fourth section, the research questions are given. The significance of the current study is explained in the fifth section. In the final section, the limitations of the study are discussed.

### **1.1. Background to the Study**

Writing is one of the most crucial skills for language learning. According to Meyers (2005), writing is defined as the ability to discover and put ideas in order, reflect them on paper, reorganize and revise them. According to Myles (2002), writing well is not an inborn talent because it is acquired in educational environments. This fact brings some problems to the writing process as it requires the social, cultural, and educational backdrops of the students to be reflected upon their written products. It becomes even more difficult for students when writing in L2 is required because they have to provide formally and grammatically correct texts as well as correctly organized ideas.

Writers sometimes have difficulty in the decision-making process and this brings about some kinds of anxiety for them. According to Henter (2014), the learning process is based on certain components: cognitive elements (language tendency, learning strategies), affective elements (approaches, motivation, and anxiety), metacognitive elements, and demographic elements. Anxiety is an affective factor like motivation and attitudes, but it is considered as an element that has a 'calamitous impact' on oral and written communication practice (Henter, 2014). It is connected with fear, worry, self-doubt, frustration, and tension (Arnold, 1999).

According to McLeod (1987), writing anxiety in a foreign language usually refers to negative, anxious emotions that obstruct certain pieces of the writing



process. According to MacIntyre and Gardner (1994), foreign language anxiety is ‘the feeling of pressure and uneasiness especially related to speaking, listening and learning contexts of a second language’ (p. 284). Brown (2000) also claims that anxiety in a foreign language is a specific type of anxiety that is distinguished from the other anxiety kinds, and the language learning process can be affected in an adverse way.

Cheng (2002) and Atay and Kurt (2007) pointed out that there were not many studies that directly focused on writing anxiety in a second language. Therefore, further research is needed in this field to consider the effects of anxiety on writing abilities of the students. It is also essential to search the interrelation of foreign language anxiety and the writing performance of the learners since it would help decrease the anxiety level of the students and improve their writing skills. Thus, foreign language writing anxiety is the main focus of this study.

In the Turkish education system, English language teaching has a crucial place for decades (Öztürk & Aydın, 2019). However, the English proficiency level of most college students is not enough to carry on the required skills for their major (Özşevik, 2010). There are various reasons for this situation. For instance, since there is an exam-oriented education system before college in Turkey, the assessment system is not suitable for teaching productive skills in the classroom (Özşevik, 2010; Yolcu & Kartal, 2010). In addition, the curriculum needs some changes as it is considered heavily loaded and it has some mismatch between curriculum and assessment according to the research conducted by Özşevik (2010). According to a study conducted by Kaçar and Zengin (2009), students who have traditional learning habits consider writing and listening less important than speaking and reading. In addition, according to Demirel and Demirezen (2015), the rules of the language are taught instead of the language itself in the Turkish education environment. All of these facts lead to some problems in writing classes at universities. As a result of these problems, students become more vulnerable to get anxious while performing writing skills in EFL classes.

## **1.2. Statement of the Problem**

The factors that affect the classroom performance of learners have been under investigation by many researchers for a long time. Anxiety, as an affective factor, has a

major role in these studies since it has been considered to have a negative effect which makes learners more nervous and afraid during the learning process (Bekleyen, 2004). In a similar vein, there have been many studies specifically on writing anxiety to attract attention to the impacts of anxiety on the writing performance of language learners (Al Asmari, 2013; DeDeyn, 2011; Negari & Rezaabadi, 2012; Zhang, 2011).

Horwitz et al. (1986) conducted a study to develop the Foreign Language Classroom Anxiety Scale (FLCAS). They wanted to define anxiety in a foreign language classroom environment and investigate language anxiety in quantitative measures. Research studies that used this scale as a data collection instrument indicated a negative interaction between foreign language anxiety and learners' L2 learning attitudes, proficiency levels, language processing, and L2 academic achievement. However, the main focus of this scale was the oral proficiency of the learners. Therefore, after Daly and Miller (1975), who suggested the new term 'writing apprehension', Krashen and Lee (2002) literally defined writing apprehension as 'anxiety about writing' (p.533). As a result, anxiety in the classroom has become an issue for writing classes since then.

As mentioned in the previous section, Turkish learners who are studying at EFL classrooms have some unignorable problems during the lessons, which require productive skills. The exam-oriented education system brings about some wrong points such as focusing more on grammar, vocabulary, and memorization both for the learners and teachers (Yan, 2014). For these reasons, learners who study English at various departments experience difficulty with the writing and speaking skills of language because of their previous language-learning habits (Öztürk & Gürbüz, 2016). In this regard, Alagözlü (2007) conducted a study with 76 participants who are studying in an ELT department in Turkey and the results showed that learners lacked critical thinking and personal tone in their literary essays. This problem is often seen in preparatory classes of the universities where English is taught through all four skills. Since most of the students have ignored or have not paid much attention to the productive skills during their previous education process, they often have trouble in learning and performing these skills. Consequently, these reasons lead to more anxiety in language classrooms and affect the performance and success of the learners.

### **1.3. Purpose of the Study**

This study aims to investigate L2 writing anxiety levels of the preparatory class students at a state university in Turkey. In addition, the relationship between their writing anxiety levels and writing performances is another focus of the current study. The perceptions of the participants about their EFL writing anxiety are also included in the present study.

### **1.4. Research Questions**

The current study aims to give answers to four following questions:

1. Do the participating preparatory class university students experience foreign language writing anxiety? If so, at what level do they have it?
2. Are there any statistically significant differences among the participating students regarding their English language proficiency levels and L2 writing anxiety levels?
3. Is there a significant relationship between the participating students' L2 writing anxiety levels and their writing performances?
4. What are the participating students' reflections upon their possible L2 writing anxiety?

### **1.5. Significance of the Study**

There have been several studies on the foreign language writing anxiety of preparatory class university students in Turkey (Atay & Kurt, 2006; Ateş, 2013; Genç & Yaylı, 2019; Kara, 2013; Kurt & Atay, 2007; Öztürk & Çeçen, 2007; Susoy & Tanyer, 2013; Yastıbaş & Yastıbaş, 2015). However, studies that focus on L2 writing anxiety among different language levels are still rare. A1, A2, and B1 level participants were included in the present study. In addition, sub-dimensions of Cheng's Second Language Writing Anxiety Inventory (2004a) were analysed through four different aspects (gender, language levels, ages, and faculties). One of the purposes of this study was to make contributions for filling these gaps.

Yastıbaş and Yastıbaş (2015) conducted a study in order to search for the impacts of peer feedback on writing anxiety of Turkish participants who were studying EFL and their perceptions towards it. There were 16 participants who were students of English in the Preparation Department at a university in Turkey. The data tools in the study were two interviews, the diary of the researcher, and Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004a). The results showed that the students supported benefiting peer feedback in their writing lessons diminished their writing anxiety, heightened their self-confidence, and developed their writing through collaboration with each other. They also learned from their friends, and with the practice of peer feedback in their writing classes, their somatic, cognitive, and avoidance anxiety in writing decreased. However, this study focused mainly on the effects of peer feedback instead of taking writing anxiety from a more general view. Also, in the present study, both qualitative and quantitative data collection tools were used in order to get a profound finding in terms of L2 writing anxiety.

Susoy and Tanyer (2013) also conducted a study in order to examine the levels of writing anxiety in a foreign language of 48 participants who were Turkish EFL pre-service teachers and the interaction between their writing performance and writing anxiety. SLWAI (Cheng, 2004a), an open-ended questionnaire, and midterm results of the participants were used as data collection instruments in the study. The results demonstrated that there was a statistically significant negative relationship between writing anxiety and the writing performance of the students. In the 'Pedagogical Implications' section of this study, the researchers suggest that in order to have statistically meaningful results, writing anxiety should be examined with more participants. In addition to midterm exam grades, final exam grades can be included into research for further and richer clarifications as well. These points were considered and the midterm and final exam writing section grades of the participants were included in the present study in order to fill these gaps and get a deeper understanding about the relationship between L2 writing anxiety and L2 writing performance. In addition, there were 120 participants from different language levels in the present study to make comparison for the study.

Finally, another major purpose of the current study is to guide the researchers and students with the help of its results, implications, and suggestions for further studies on writing anxiety and its causes. In this way, valuable solutions to overcome this problem in teaching / learning writing process could be regarded and applied by various stakeholders

such as experts, teachers and authorities to facilitate writing practises in foreign language classrooms.

This study was conducted during the pandemic period so the education was totally online. L2 writing anxiety levels of participants from three different language levels were determined and compared in terms of various demographical features. Both qualitative and quantitative data collections were employed in order to get a deeper understanding about the writing anxiety levels, their relationship with writing performances of the participants, and the perceptions of the participants regarding L2 writing anxiety.

### **1.6. Limitations of the Study**

This study was conducted with a small number of participants in only one institution. Thus, its results cannot be generalized to other settings. Therefore, future studies can be conducted with a larger population in different ENL, ESL, EFL contexts to bring about a complete picture of L2 writing anxiety. In this study, only a scale, an interview, and exam results of the participants were used as the data collection tools. Additionally, some different data collection tools like student diaries, observations, and teacher reflections can be employed to triangulate the data and different ENL/ESL/EFL contexts can be compared at the international level to draw more detailed conclusions about the effects of varying writing practices. Also, both scales used in the study were conducted at the same time. Thus, the findings of the study might have been affected since the participants might not have wanted to spend a lot of time giving comments to the scales that consisted of several pages in a written form. Using the instruments separately at different times would be better for future studies. Furthermore, since the exams were conducted online during the Covid-19 pandemic, it is conceivable that the students got help from extra resources. Finally, they may not have had a considerable amount of anxiety during the exams because of certain reasons such as the possibility of using the lesson materials, getting help from other people, not experiencing classroom anxiety. Because of these reasons, their writing grades were generally high, and their overall writing anxiety may have had effect on their scores to some extent.

## **CHAPTER 2: LITERATURE REVIEW**

Background information and a close look at the previous studies about writing skills in L2, anxiety as an affective factor in the ELT field, and their relationship are studied in this chapter under different headings. This chapter focuses on the relevant literature about L2 writing anxiety and gives information about L2 writing skills, anxiety as an affective factor in EFL classrooms, and writing anxiety in L1 and L2, respectively.

### **2.1. Writing Skill in the Second Language**

Since writing is a mental process, it requires critical thinking skills. According to Al-Sawalha, Salem, Chow, and Foo (2012), the process of creating, organizing, and reflecting thoughts into the written text are the most challenging stages of writing. In a similar vein, Gilmore (2009, as cited in Arindra & Ardi, 2020) indicates that writing in another language is even harder than writing in the native language. Writing in a second or foreign language becomes a convoluted process as it constitutes both cognitive strategies and background knowledge on the target language in terms of genre, culture, values, etc. (Polio & Williams, 2009), and many elements including writing ability in L1, proficiency in L2, and previous writing experiences in both languages may influence language users' writing in a target language (Kobayashi & Rinnert, 2008; Kubota, 1998). Thus, writing is considered as one of the most challenging skills when compared to the other skills (Hengwichitkul, 2006; Rattanadilok Na Phuket & Othman, 2015; Reid, 2002; Sermsook, Liamnimitr & Pochakorn, 2017; Watcharapunyawong & Usaha, 2013) and the cause is suggested to be that writing activities in educational settings generally include formal aspects (Göçer, 2011; Temizkan, 2007; Ülper, 2012).

Leki, Cumming, and Silva (2008) studied on L2 writing and found differences in using cohesive devices, organizational forms, discourse modes, grammar matters, and lexical rule between L1 and L2 texts. In addition, a study conducted by Ai and Lu (2013) showed that non-native English writers formed less syntactically complex texts than L1 English writers. Also, Crossley and McNamara (2009) suggested that L2 writers had less

lexical diversity, sophistication, and sense of knowledge in their texts. Finally, in the study of Eckstein and Ferris (2018), it was claimed that L2 writers had more grammatical errors than L1 writers.

When comparing the L1 and L2 writings, the researchers mostly study on the assumption that most of the people consider ‘writing fluency’ in a foreign language to be more difficult than writing in their native tongue (Waes & Leijten, 2015). Even though they possess a high level of competence in the second language, most language learners realize and are frustrated by the fact that their L2 writing skills are not as fluent as in L1 (Segalowitz, 2010). In several studies, it was found that the L2 learners produce much more fluent L1 texts than L2 texts (Rahayu, Utomo, & Setyowati, 2021). Thus, it becomes important to search for the variables that provide a better understanding to explain these differences (Lindgren et al., 2008; Ong & Zhang, 2010; Segalowitz, 2010). Thus, this thesis will enable the participants to have better awareness about their writing skills and get the opportunity to improve their L2 writing skills.

## **2.2. Anxiety as an Affective Factor in EFL Classrooms**

### **2.2.1. Various Definitions of Anxiety**

According to Ellis (1994), anxiety is an emotional condition that occurs according to the weakness felt during the preparation for an identified danger. On the other hand, anxiety in the second language is described as ‘the feeling of tension and apprehension particularly related with second language contexts, including speaking, listening, and writing’ (MacIntyre & Gardner, 1994, p.284).

One of the most essential affective factors in foreign language learning is anxiety, and specifically, anxiety in foreign language learning has been a focus study for many researchers (Abdullah, Hussin, & Shakir, 2018; Blasco, 2016; Daud, Daud, & Kassim, 2005; Ho, 2016; Jalili & Shahrokhi, 2017; Kirmizi & Kirmizi, 2015; Negari & Rezaabadi, 2012; Stewart, Seifert, & Rolheiser, 2015).

Kimura (2008) states that anxiety has become one of the most crucial affective factors that can be a determiner for the success or failure in a second language learning, so it has been investigated commonly as an individual difference in the area of L2 acquisition

(Baralt & Gurzynski-Weiss, 2011). Anxiety is a composite, multifaceted anomaly (MacIntyre & Gardner, 1994), but it is widely agreed that language anxiety must be understood as a situation-specific system that reappears gradually during time within the conditions of language learning positions (Horwitz, 2001; Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1991). Furthermore, foreign language anxiety is a recognizable kind of situation-specific anxiety that is a part of language learning and separate from other types of anxiety (Horwitz et al., 1986; Loreto & McDonough, 2013).

To sum up, as suggested by MacIntyre and Gardner (1991), an anxious learner can be described as an individual who sees language learning as an insecure experience, who is unwilling to participate in activities, who feels under pressure not to make errors, and who withdraws from trying new linguistic forms.

Daly (1991, as cited in Aydın, 1999) claims that there are five causes of the development of anxiety. These causes are genetic disposition, the reinforcements and punishments a person receives all his/her life in the act of communication, the inconsistent rewards and punishment, inadequate acquisition of early communication skills, and finally, the role of suitable models of communicating. Daly (1991) states that all these five causes cyclically interact with each other and ‘people that are anxious about having communication stay away from opportunities to strengthen their communication skills, and in situations where communication is required they find themselves doing not as good as their more skilled counterparts.’ According to Daly (1991), this anxiety may be the cause of the avoidance of settings where communication skills could be developed (Ateş, 2013). Thus, feelings of worry, lack of confidence, frustration, fear, and tension can all be considered causes of emerging anxiety.

### **2.2.2. Anxiety Types**

A three-dimensional categorization of anxiety was suggested by Cheng (2004b): somatic anxiety, cognitive anxiety, and avoidance behaviour. Somatic anxiety could be defined as one’s recognition of the physiological impacts of the anxiety experience whereas cognitive anxiety could be described as the mental aspect of facing anxiety which includes negative expectations, engrossment with performance, and worrying about others’



perceptions. Finally, avoidance behaviour occurs while trying to steer clear of writing in the second language.

In addition, anxiety is divided into three categories: state, trait, and specific-situation anxiety (MacIntyre & Gardner, 1989, 1991, 1994). State anxiety exists when learners are exposed to specific conditions or situations. Trait anxiety occurs when people feel anxious apart from the conditions they are exposed to. Similarly, Worde (1998) claims that trait anxiety is a part of a personality and invariable disorder. Finally, specific-situation anxiety is the type of anxiety that occurs in anxious people only in specific situations (MacIntyre & Gardner, 1991).

Alpert and Haber (1960), Kleinmann (1977), and Scovel (1978) also classified anxiety as facilitating and debilitating anxiety. These anxiety types are about the language learning performance of the individuals. According to Scovel (1978), facilitating anxiety is a motivation to cope with the new learning task for the learners while debilitating anxiety is a motivation for the learner to 'flee' the new learning task (Ateş, 2013). Yaman (2010) also described two kinds of anxiety: anxiety with negative effects that hinder learning exercises and anxiety that makes learning easier by contributing motivation. The second kind of anxiety can be seen through learners' success in writing to a certain degree. Yaman (2010) states that the adverse type of writing anxiety causes hesitation, fear, stress, lack of self-confidence and power, and disruption of the thinking process, as cited in Brand and Leckie (1988), and Petzel and Wenzel (1993). Bruning and Horn (2000) confirmed that writing anxiety in a language is strengthened by checking written material without care and that anxiety affects learners cognitively and affectively in a negative way and decreases their motivation. In the research studies of anxiety, it was found that highly anxious learners have been less successful than learners who had low anxiety (Aydın & Zengin, 2008).

Tobias (1990) suggested The Cognitive Capacity Formulation in order to explain the anxiety related to testing contexts. Test-taking situations and performance evaluation are parts of the foreign language learning process. Therefore, this formulation is also related to foreign language learning anxiety which includes test anxiety in its construct. Tobias (1990) comments that there have been two theories that explain test anxiety: 'Interference Model' and 'Deficit Model'. The Interference Model hypothesizes that learning may occur, but the evaluative threat posed by the testing situation creates anxiety

in the student, which in turn, interferes with the student's ability to recall what was learned. However, The Deficit Model hypothesizes that inadequate study habits and poor test-taking skills rather than interference by anxiety are the causes of the low test scores obtained by anxious students. Tobias (1990) thinks that these two models are not alternatives to each other, so he suggests the Cognitive Capacity Formulation Hypothesis accounts for the effects of both interference and deficit models in the language learning environment. Tobias (1990) states two advantages of interpreting the deficit and the interference models of test anxiety in cognitive capacity. First, the effects of both models are complementary rather than 'mutually exclusive'. Second, it offers a wide area of investigation for studying test-taking skills and test anxiety phenomena. For example, students who are less successful and have high test anxiety may need a program to develop their skills and decrease their anxiety whereas students who are more successful and have high test anxiety may need a program only for their test anxiety problem (Ateş, 2013).

Various researchers have proposed different sources of foreign language anxiety (Aydın, 1999; Hui, 2009; Young, 1991; Zhang & Zhong, 2012). For instance, Young (1991) categorized six possible causes of foreign language anxiety after a close examination of the literature about anxiety in foreign language learning. These are: individual and interpersonal anxieties, learner perceptions about language learning, instructor perceptions about language teaching, classroom proceedings, and language testing (p.427). In addition, Hui (2009) suggests four determinants of language anxiety: much expectation from parents, tolerance of uncertainty, irrational opinions about language learning, and identification and culture shock. From the perspectives of Turkish learners of English, individual reasons, teachers' behaviours in the classroom, and teaching proceedings could be defined as the causes of language anxiety (Aydın, 1999).

Horwitz et al. (1986) suggest that there are two choices for teachers when dealing with anxiety: they can help learners cope with their existing source of anxiety or make the language classroom more comfortable. They also assert that teachers must first accept the presence of foreign language anxiety before fulfilling either of these options. Most teachers may have seen some negative behaviours in their learners such as avoiding engaging in the classroom activities, coming to class unprepared or being indifferent to the lesson. Therefore, they suggest that 'teachers should always regard the probability that anxiety is responsible for the student behaviours discussed here before associating poor student

performance merely with lack of ability, insufficient background, or weak motivation' (p. 131).

Studies on the effects of anxiety on foreign language learning have shown negative effects on EFL learners' performance (Andrade & Williams, 2009; Gregersen & Horwitz, 2002; KIRMIZI & KIRMIZI, 2015). The findings of these studies show that the language competence of EFL learners could be blocked by the anxiety felt by them cognitively and socially (Daud, Daud, & Kassim, 2005; Ho, 2016; Jalili & Shahrokhi, 2017; KIRMIZI & KIRMIZI, 2015).

As indicated in Arnold (1999), research on foreign language anxiety mostly shows a negative relationship between anxiety and performance. In addition, studies show the negative interaction of anxiety with some factors such as grades in language courses, performance in proficiency tests, performance in writing and speaking activities, having self-confidence, self-esteem, i.e., the reasoning of one's worth.

## **2.3. Writing Anxiety**

### **2.3.1. Various Definitions of Writing Anxiety**

Writing anxiety is a type of situational anxiety because it is evolved by the learner just before writing. McLeod (1987) defines writing anxiety as a kind of anxiety related to conditions in which people may have difficulty while experiencing the writing process although they have the necessary writing skills. Nevertheless, writing anxiety is also a type of language anxiety (Cheng, Horwitz, & Schallert, 1999). Daly (1978) defines writing apprehension as a 'situation and subject-specific personal difference concerned with general inclinations of people to approach or refrain from situations perceived to request writing accompanied by some amount of assessment.' (p.10).

Since L2 writing anxiety is considered a multifaceted situation, second language writing anxiety can be caused by several reasons. First, foreign language writing anxiety exists because of time restrictions (Cheng, 2004b; Ho, 2016; Pasaribu, 2016). Learners may have anxiety while writing under time pressure and it may lead to a decrease in their language development. The fear of negative assessment is another factor (Cheng, 2002; Cheng, 2004b; Ho, 2016; Lin & Ho, 2009; Pasaribu, 2016). Lin and Ho (2009) state that

the learners may hope for a good assessment for their writing and be frightened of the bad assessments of their teachers and the possibility of having a bad grade. Another reason is that learners may have certain assumptions for themselves and peer assumptions of their writing (Cheng, 2004b; Lin & Ho, 2009; Pasaribu, 2016). It is likely that students need to be satisfied with their products, feel their advancement and get the admiration of other people. Fourth, a specific topic that is not attractive for the learners could be another reason for writing anxiety (Lin & Ho, 2009). Cheng (2004b) states that learners may have anxiety when their teachers assign a topic about which they do not have any background information since this could make the writing task become unattractive. Next, foreign language writing anxiety can be stemmed from an unusual writing format (Lin & Ho, 2009). When the instructor makes hard, intricate, or inflexible writing formats, students are likely to have anxiety about whether they will meet the expectations or not. Sixth, some research suggests that the writing anxiety of the learners is established by their self-confidence in writing (Cheng, 2002; Cheng, 2004b; Ho, 2016; Pasaribu, 2016). In other words, learners' lack of self-confidence could have more effects on their writing anxiety than their writing proficiency. Finally, inadequate writing skills are considered to be another cause of writing anxiety (Cheng, 2002; Cheng, 2004b; Ho, 2016; Pasaribu, 2016) because when the learners are not sure about their own writing skills, they have a tendency of having anxiety about the outcomes.

According to Zhang (2011), fear of failure in tests is the most important and common reason for foreign language writing anxiety since 'writing is a constructive activity strongly influenced by time pressure' (p. 13). Zhang underlines the fact that even highly skilled learners will suffer anxiety if they believe they will do poorly in writing classes. Other sources of foreign language writing anxiety include time, topic, and language ability. Foreign language learners experience some linguistic problems such as insufficient vocabulary and poor grammar while writing in English and this situation causes them to experience anxiety when they cannot express themselves in proper and accurate language. In addition, the level and type of the writing topic can negatively influence learners' writing processes. Leki (1999, as cited in Zhang & Zhong, 2012) also counts the possible sources of foreign language writing anxiety as learners' limited linguistic capability, teachers' inconsistent method of evaluation, and treatment of writing as a test of structural information rather than as 'a communicative experience in which language learners relate linguistic structures with the topic ideas' (p.65).

According to Blasco (2016), writing anxiety builds stress and worry as an affective element for learners and makes them avoid or stop writing. Writing anxiety can be demonstrated in several feelings such as anger, fear, sadness or in several physical conditions such as cramps during a writing activity (Özbay & Zorbaz, 2011). Additionally, Grabe and Kaplan (1996) suggest that writing includes many different fundamentals. The fact that writing causes anxiety can be the result of the sophisticated quality of writing. In a similar vein, Daly (1978) makes a connection between writing anxiety and personal differences. Factors such as personality aspects, learners' views on their writing proficiency, teachers' views, the relationship between learners and teachers, classroom conditions, and tests are considered to be the causes of writing anxiety (Karakaya & Ülper, 2011).

Hassan (2001) gives a description of second language writing anxiety as 'a general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing'. Likewise, Daly (1978) suggests that writing anxiety is a condition in which a learner stays away from the writing activity because of the fact that writing requires a certain amount of formal assessment by the teacher and Bloom (1981) also gives a description of second language writing anxiety as 'highly situation specific, seems to be self-limiting, is relatively visible, and more importantly appears to be relatively easily overcome by rational instruction' (p.107). As a result of all these definitions, it can be said that there are negative impressions of anxiety that cause learners to hold off writing in the second language.

As cited by Eiland (2016), Martinez, Kock, and Cass (2011) claim that there are learners who are anxious about writing. Writing anxiety could be in various forms, such as hesitation, aggression, enthusiastic rewriting, or reluctance to write. Therefore, Martinez et al. recommend school administrations to help learners develop strategies if they are unsure about any learner endeavouring with writing anxiety. These strategies contain giving feedback, counselling with the writing procedure, reading for relaxation, or writing for extra points.

In order to determine writing anxiety, Daly and Miller (1975) developed the Writing Apprehension Test (WAT). That test was a standardized Likert-type writing anxiety questionnaire that was in connection with three features of writing: tendencies to

stay away from writing, perceptions toward written communication, and emotions experienced during writing. They proposed the term ‘writing apprehension’ to refer to the ‘dysfunctional anxiety that many individuals suffer when confronted with writing tasks’ (Cheng, 2002, p. 647). Cheng (2004b) adapted the WAT particularly to use with writers in L2, and his SLWAI measures three dimensions of anxiety: physiological, behavioural, and cognitive responses. The SLWAI comprises 22 items, and its scores are based on a 5-point Likert scale ranging from 5-strongly agree to 1-strongly disagree. Psychometric analyses of the SLWAI showed that both the total scale and the subscales had good internal consistency reliability, test-retest reliability, satisfactory convergent and discriminant validity, and criterion-related validity. It was also found that the SLWAI was distinct from second language writing self-efficacy through a factor analysis of the SLWAI items with the items of a second language writing self-efficacy scale.

Cheng (2002) suggests that helping students develop positive and realistic attitude of their writing capability is crucial in reducing second language writing anxiety. Singh and Rajalingam (2012) also underline the need for providing more exposure to the target language, the adoption of student-centred problem-based methodology in language teaching, the treatment of writing as a process rather than product and taking more practices in writing activities in diminishing the writing anxiety of EFL learners.

Some inconsistent results about the effects of writing anxiety have existed after many research studies on that topic. Some experts suggest that writing anxiety has a crucial role in writing ability since it provokes learners’ concentration and accuracy (Brown, 2007). However, some other researchers believe that learners should not be exposed to anxiety since it could affect their writing skills improvement negatively (Negari & Rezaabadi, 2012). Many studies have shown that writing performance decreases because of writing anxiety (Rezaei, Jafari, & Younas, 2014). Furthermore, various investigations in language teaching have proved that anxiety may interfere with the development of writing abilities and causes lower writing performance (Negari & Rezaabadi, 2012).

On the other hand, some experts claim that moderate writing anxiety may have a positive effect on EFL learners’ writing skills (Brown, 2007; Negari & Rezaabadi, 2012). Learners can cope with the writing assignments with the help of that kind of facilitative anxiety. Some research has shown that EFL learners who have writing anxiety would have more concentration and would write more accurately (Brown, 2007) because concentration

and accuracy are among the supporting elements for better writing action (Negari & Rezaabadi, 2012).

### **2.3.2. Studies on Writing Anxiety**

In this section, previous studies that were conducted on writing anxiety are described in terms of L1 and L2 writing anxiety. Each heading is listed according to the focus points of the studies.

#### **2.3.2.1. Studies on writing anxiety in L1 in Turkey.**

Anxiety studies on L1 writing in Turkey include studies of recognition (İşeri & Ünal, 2012; Karakoç Öztürk, 2012; Tiryaki, 2011), scale development (Karakaya & Ülper, 2011; Özbay & Zorbaz, 2011; Yaman, 2010), and scale presentation (Zorbaz, 2011).

The purpose of Tiryaki's study (2011) was to examine the relationship between the skill of writing argumentative texts, writing anxiety, and learners' critical thinking abilities. There were 363 participants from different departments of a state university in Turkey. The 'Cornell Critical Thinking Test Level X (CCTTX)' by Ennis and Millmann (1985) that was adapted into Turkish by Akar (2007), the 'Writing Anxiety Scale' by Daly and Miller (1975) that was adapted into Turkish by Zorbaz (2010), 'Argumentative Text Writing Form', 'Rubric for Argumentative Text Elements' and 'Problem Inventory for Argumentative Text Elements' were used as data collection instruments in this study. The results showed a statistically significant and positive relationship between students' critical thinking and their skills in writing argumentative texts. In addition, there was not any significant relationship between students' level of writing anxiety and critical thinking skills and their skills of writing argumentative texts.

İşeri and Ünal (2012) conducted a study in order to investigate Turkish language teacher candidates' writing anxieties according to certain variables. There were 222 participants who were studying at the Turkish Language Teaching Department at a university in Turkey. Karakaya and Ülper's (2011) Writing Anxiety Scale was used as the data collection instrument. The results demonstrated that there was no considerable difference between the participants in terms of their gender, level of education, housing

situations before and after coming to university, money they get in a month, and the number of books they read during a year. However, an important difference was found in terms of their writing situation in that when writing frequency increased, the writing anxiety of the participants decreased.

In order to find out if there was a significant difference in the writing anxiety level of elementary school students regarding various variables, a study was conducted by Karakoç Öztürk (2012). The participants were 611 elementary school students from the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades. Personal Information Form and Writing Anxiety Scale (Yaman, 2010) were used as data collection tools. The results showed that the class with the highest anxiety level was the 6<sup>th</sup> graders while the class with the lowest anxiety level was the 8<sup>th</sup> graders. The results also showed that the students who read books on a daily basis had lower writing anxiety levels compared to those who did not read at all. In addition, the writing anxiety of the students differed according to the time they were given for writing, and the students who thought the writing time was sufficient had lower anxiety levels compared to those who did not think the time was sufficient.

#### **2.3.2.2. Studies on writing anxiety in L2.**

There have been various studies on L2 writing anxiety that focus on different aspects and there are some experts who investigated the L2 writing anxiety levels of the participants. Their studies are reviewed in the following paragraphs.

First of all, Cheng (1999) studied on the possible relationship between second/foreign language classroom anxiety in general and second language writing anxiety along with their associations with second language speaking and writing achievement. He conducted the study in Taiwan with 433 participants from four universities. The participants were taking English speaking and writing classes simultaneously. The instrument used in this study was a questionnaire that contained the Foreign Language Classroom Anxiety Scale (FLCAS), the second language version of the Daly-Miller Writing Apprehension Test (SLWAT), and a background questionnaire. The final course grades of the learners in their English speaking and writing classes were used as achievement measurement scales. The results showed that second language classroom anxiety was a general type of anxiety about learning a foreign language, but second



language writing anxiety was a language skill-specific anxiety. Also, it was found that the second language classroom anxiety (FLCAS) and the second language writing anxiety (SLWAT) were significantly and negatively correlated with both English speaking and writing achievement. This study suggested that second language writing anxiety was a language skill-specific anxiety since it had a higher relationship with writing achievement and had significant potential to predict writing performance.

In order to see the possible effects of time constraints on the anxiety levels of the students, Cheng (2004b) assigned a time-limited essay to the students in his study to develop the writing anxiety scale. He wanted the participants to write a comparison essay about English classes in their high school and in college. The results indicated a significant negative relationship between the two under a time constraint. The participants' anxiety went up and their performance decreased under a specific time restriction.

Atay and Kurt (2006) also conducted a study with 85 prospective EFL teachers who were all fourth-year students and native speakers of Turkish. The data collection instruments were the SLWAI developed by Cheng (2004a) and an open-ended questionnaire. While the results of the SLWAI showed that majority ( $N= 69$ ) of the participants had high or moderate writing anxiety, the students' answers to the open-ended questionnaire showed that those with high or moderate writing anxiety had difficulties in organizing their thoughts and producing ideas while writing in English.

In addition, Rodriguez et al. (2009) conducted a study in order to investigate the existence of foreign language writing anxiety among pre-service EFL teachers. The participants were 120 prospective teachers from two universities in Venezuela. The data were collected through a background questionnaire to get information regarding students' age, gender, institution, and course level, The Foreign Language Classroom Anxiety Scale (FLCAS) to measure foreign language anxiety, The SLWAI to assess foreign language writing anxiety, and The Native Language Writing Anxiety Inventory (NLWAI), which was developed by the researchers to evaluate the writing anxiety level in the native language. The results showed that the relationships among all the three language anxieties were positive and statistically significant, and the relationship between the language anxieties within one language was stronger than that of anxiety across languages. Moreover, female students had higher levels of general foreign language anxiety and foreign language writing anxiety than male students did.

In order to investigate the L2 writing anxiety of the university students, Armendaris (2009) carried out a study with 21 participants. 17 were from different countries and spoke 12 different languages. Interviews were used as data collection instruments. The results showed that all of the participants had certain degrees of writing anxiety, and it was also found that being exposed to the native language had no significant effect in improving students' academic writing.

Furthermore, Takahashi (2010) wanted to investigate the writing anxiety of Japanese students in her research. There were 139 participants who were EFL learners studying in an English course at a private university in Japan. The data were collected through the Second Language Writing Apprehension Test (SLWAT) which was a modified version of Daly and Miller's (1975) Writing Apprehension Test, the Strength of Motivation Scale (Ely, 1986), the Can-do Scale (Kitano, 2001), a C-Test which consisted of five short passages chosen from three different textbooks to determine the English proficiency of the students, and the students' scores from the final examination. The results showed that students who had higher levels of writing anxiety had weaker motivation towards learning the language, and there was a negative relationship between foreign language writing anxiety and self-perceived English ability, and writing anxiety was negatively associated with both language proficiency and class performance.

In one of the research studies on L2 writing anxiety among graduate students across disciplines in EFL / ESL fields that was conducted by Huwari and Aziz (2011), the data collection instrument was Daly and Miller's WAT. It was found that about 71 % of the participants who were Jordanian EFL graduate students ( $N= 103$ ) experienced a high level of L2 writing anxiety; it was also found that young doctoral students were more concerned than the older participants. In addition, it was suggested that dissertation writing was more anxiety-provoking among the participants than writing coursework papers. Nevertheless, Huwari and Aziz's (2011) findings must be reviewed carefully because many other kinds of graduate-level writing tasks such as comprehensive exams and writing for journal publication were not used to be compared in their study.

Finally, Genç and Yaylı (2019) conducted a research study on investigating anxiety levels of EFL learners and the sources and consequences of their L2 writing anxiety. The participants were 257 B2 level EFL students at a preparatory class of a university in Turkey. The data collection tools were SLWAI by Cheng (2004a) and a questionnaire with

open-ended questions, and interviews. The results of the study indicated that the participants had high to moderate level of L2 writing anxiety and they felt more anxious during exams than writing in class or at home.

There are also several studies that were carried out in order to see the relationship between L2 writing anxiety and L2 writing performances of the participants. These studies are reviewed in the following paragraphs.

First of all, in a study conducted by Masny and Foxall (1992), the relationship between L2 writing anxiety, preferred writing processes, and academic achievement among 28 adult ESL students was analysed. They were categorized into two groups and were classified as high and low achievers in their writing classes. They were also categorized as having high and low anxiety according to the scores they got from an adapted version of the writing apprehension test of Gungle and Taylor (1989). The results showed that writing achievement was negatively correlated with writing anxiety, meaning that low achievers had high apprehension and vice versa. The results also showed that high and low achievers were more anxious about form than content, low achievers were more anxious about form than high achievers were, and low anxious students were more anxious about form than high apprehensive students were. In addition, highly anxious students were reluctant to take more writing classes. The students who were highly concerned about form had the tendency to see the necessity to write, and females were more anxious than males.

In addition, Onwuegbuzie (1997) studied graduate students' writing anxiety. In the study, a negative relationship between writing anxiety and research proposal capacity of 81 Native English Speaking (NES) graduate students studying in humanities fields at an American university was found.

In order to analyse the relationship between students' writing anxiety and their writing performance in L2, a study was conducted by Daud, Daud, and Kassim (2005) by using their Deficit Model Hypothesis, which suggests that students who have low performance have more anxiety because of their cognitive-linguistic disability. There were 186 participants who were third-year students taking accountancy and business courses at university. Daly and Miller's (1975) Writing Apprehension Test and the results of two language examinations were used as instruments. The results showed that the students with higher proficiency felt less anxious than low performers, which was also parallel with their

Deficit Model Hypothesis. The anxiety of these students was based on their lack of writing skills, limited vocabulary knowledge and practice of language use.

Zhang (2011) investigated the effect of second language writing anxiety on the writing performance of the students in her research. The participants were 49 freshmen and 47 sophomores studying English in China. The instruments of the study were the grades of a time-limited writing task (a 30-minute essay) and English writing lesson grades of the participants, and SLWAI by Cheng (2004a). The results showed that there were significant negative correlations between the writing anxiety and writing performance of the students.

DeDeyn (2011) also conducted a study in order to examine the relationship between learners' personality, writing anxiety, and writing performance. There were 33 participants who were international undergraduate students in an introductory writing course in an American university. In order to measure the participants' identity, journals about the participants' educational experiences in their hometown and the United States were used as an instrument. In addition, SLWAI (Cheng, 2004a) and papers of the learners in their writing class were used as the other instruments to collect data. The results indicated that there was no significant correlation between students' writing performance and their writing anxiety levels.

In a research that was carried out by Singh and Rajalingam (2012), the purpose was to examine how writing anxiety level and writing self-efficacy beliefs influenced writing proficiency level. The participants were 320 Malaysian pre-university students. The data were collected through an adapted version of Daly-Miller Writing Apprehension Test (EWAS), an adapted version of Shell Writing Self-Efficacy Test (SWST), and the Malaysian University English Test (MUET). The results showed that there were moderate levels of writing anxiety among the participants. A significant moderate opposite relationship between writing anxiety and self-efficacy beliefs was observed. In addition, a positive relationship between writing anxiety and L2 writing proficiency was found, indicating that the higher the anxiety level gets, the better the students' performance becomes.

In addition, a correlational study was conducted by Erkan and Saban (2011) in order to examine the relationship between writing performance and writing anxiety, self-efficacy in writing, and perceptions towards writing. There were 188 EFL students as participants who were studying at the school of foreign languages of a state university in

Turkey. The data were collected with three instruments; Daly-Miller's Writing Apprehension Test (WAT), Self-Efficacy in Writing Scale (SWS) developed by Yavuz-Erkan (2004), and Attitude-Towards-Writing Questionnaire (WAQ) developed by Rose (1984). The participants completed these tests in a two-hour period on the same day. After the completion of the questionnaires, the students were given a topic to write a composition in 45 minutes. The students' compositions were graded, and these marks were used as indicators of writing performance. The results showed that the L2 writing performance of the students was negatively correlated with writing anxiety, writing self-efficacy, and writing anxiety were also negatively correlated, and a positive relationship existed between writing anxiety and writing attitude.

Finally, Negari and Rezaabadi (2012) conducted a study to investigate the positive impacts of writing anxiety while writing a composition on the writing performance of the learners. There were 27 participants who were studying English at a university in Iran. The instruments to collect the data were SLWAI by Cheng (2004a) and an open-ended questionnaire to find the writing anxiety level of the students in two different writing settings; writing in class without grades or evaluation, which was expected to provide low anxiety setting, and writing in the final exam, which was expected to provide high anxiety setting. In their research, it was suggested that students' writing performance would be improved by benefiting from the facilitative feature of anxiety. Some degree of anxiety is necessary for most of the learners, and it is suggested that some degree of concentration that occurs from facilitative anxiety is necessary for writing.

Apart from the studies about L2 writing anxiety levels and the relationship between L2 writing anxiety and writing achievement, there are also some studies that focused on the participants' opinions about L2 writing anxiety. Some of these studies are reviewed in the following paragraphs.

Firstly, Lee (2001) focused on the revision processes of university students in a writing course. The item 'What changes do you make the most when revising your writing?' was asked to the participants. The results were in parallel with the study of Gungle and Taylor (1989) in the way that the learners who had low anxiety did more revision on content and organization, and the learners who had a high anxiety revised grammar and word choice more. This study also suggested that students who had high

anxiety mainly focused on form rather than content, as suggested by Krashen (1982) ‘apprehension produces monitor over-users’ (as cited in Lee, 2001, p.116).

Cheng (2002) also conducted another study to see the relationships among learners’ opinions of their second language writing anxiety and learner differences and between second language writing anxiety and native language writing anxiety. There were 165 participants who were English major university students in northern Taiwan. There were four instruments that were used in this study; the SLWAT (Daly-Miller’s Writing Apprehension Test adapted for the second language), the FLCAS, first language anxiety scales, and a background questionnaire. The results of the study demonstrated that perceived L2 writing capability predicted L2 writing anxiety better than L2 writing achievement did, and it was also found that L2 writing anxiety was different from L1 writing anxiety. In addition, it was found that female learners had higher levels of writing anxiety in L2 than male learners. Cheng concluded that enhancing students’ positive and realistic perceptions of their writing competence is essential in reducing their writing anxiety levels.

Some studies, on the other hand, focused on the relationship between L2 writing anxiety and peer feedback. For example, Atay and Kurt (2007) conducted a study to examine the outcomes of peer feedback on L2 writing anxiety. There were 86 participants who were prospective EFL teachers. They were divided into two groups, one experimental and one control group. The experimental group took a course on peer feedback, and they were required to work in pairs in the writing lesson, to provide feedback on each other’s writings and discuss these feedbacks with their friends before giving them to their instructors, and the control group had only feedback from the instructors on their writings during the process. Both groups completed SLWAI at the beginning and at the end of the study. Finally, 20 participants from the experimental group had an interview at the end of the term. The results demonstrated that the experimental group was less anxious than the control group. Furthermore, the participants who took advantage of the peer feedback process, became aware of their mistakes and got views from their friends to elaborate on during the process, and this collaboration let them look at their writings in English from a different point of view.

In addition, Çınar (2014) conducted a research study in order to investigate the relationship between L2 writing anxiety and peer feedback. There were 16 participants

who were English preparatory school students at intermediate level. The data were collected through two interviews in English that were carried out at the beginning and end of the study, SLWAI that was used as a pre-test and post-test, and the researcher's diary. The results of SLWAI showed that peer feedback caused a decrease in the students' anxiety level. While the pre-test showed 70% of the students were anxious, the post-test showed that it decreased to 57%. The results of interviews and teacher diary showed that the learners had positive reflections towards the use of peer feedback during L2 writing lessons, and that using peer feedback in writing classes decreased their anxiety, heightened their self-confidence, and developed their writing in English by collaboration.

Additionally, there are several studies that focus on the different aspects of L2 writing anxiety. For example, in a study conducted by Onwuegbuzie (1998), the interaction between writing anxiety and the learning habits of 90 American participants who were studying in social and behavioural science disciplines was investigated by using Daly and Miller's (1975) Writing Anxiety Test (WAT). The results showed that the learners who preferred to study in groups had a tendency of a high level of writing anxiety because many writing tasks at the graduate level were conducted by individual learners independently. In addition, Öztürk and Çeçen (2007) conducted action research in order to see the effects of portfolio keeping on the writing anxiety. There were 15 participants who were EFL students in a university. The data were collected through SLWAI, a background questionnaire, and two reflective sessions to get feedback from the students. The results showed that 40% of the students were highly anxious, 33% were moderately anxious, and 27% had low level of anxiety. It was also found that keeping a portfolio is beneficial to overcome the writing anxiety of the participants.

A qualitative study was carried out by Lin and Ho (2009) in order to examine the causes of university students' feeling anxious while writing in English. The participants were 16 university students in Taiwan. Each of them was interviewed face-to-face for twenty minutes after their writing course. The results showed that there were five main causes of their anxiety; time limitation, teacher's evaluation, peer competition, writing subjects, and required writing format.

Finally, in order to observe the writing process of students, Al-Sawalha and Foo (2012) conducted a study. There were 60 participants who were English language and literature students at a university in Jordan. A writing strategy questionnaire developed by

Petric and Czarl (2003) and the students' written essays were used as data collection instruments. The results showed that the students used more strategies in the revising stage than the planning and writing stages. Nevertheless, the overall scores showed that the learners did not have 'a satisfactory level of awareness of the mechanics of the writing processes', such as organizing and linking ideas, using appropriate vocabulary, and correct grammar (Al-Sawalha & Foo, 2012, p.385). This thesis will also fill in a gap in terms of getting a deeper understanding about the L2 writing anxiety levels of the preparatory class students and the relationship between their L2 writing anxiety levels and L2 writing achievement. The reasons for having high or low L2 writing performance will be analysed in the light of interviews that were conducted in order to understand these reasons related to L2 writing anxiety.



## **CHAPTER 3: METHODOLOGY**

There are two sections in this chapter. These are, setting and participants, and data collection instruments sections. Data collection procedures and data analysis were explained in detail under these headings.

### **3.1. Setting and Participants**

The study was conducted at the School of Foreign Languages at a state university in Turkey. In the School of Foreign Languages Department of that university, preparation class students are taught English in four different modules for a year. Before the first module starts, a placement test is done in order to organize the classrooms according to the English levels of the students. The first term starts with the A1, A2, and B1 level classrooms. These levels are arranged according to the CEFR, and the students who get 0-40 points from the placement test are classified as A1 (elementary), 41-60 points are classified as A2 (pre-intermediate), and 61-100 are classified as B1 level (intermediate). Each module lasts for eight weeks. When the students get 70 as an average of their exams, they can pass to the next module. If they fail in one of these modules, they take the same module one more time. They have to achieve B1<sup>+</sup> level in order to graduate from the preparation class and go on their departments. They all have 24 hours of English each week which includes nine hours of the main course, five hours of reading, five hours of writing, three hours of speaking, and two hours of listening skills. Writing skills lessons are conducted on Thursdays. Each module has a different syllabus, and the students are generally taught about the paragraph and essay types, and how to write these text types in an organized way.

This study was conducted in the first module of the 2020-2021 academic year. The education was carried out online during that module. Although more students started the term, the number of students who attended the final exam and completed the term was 632 in total. Convenience sampling ‘which entails recruiting participants from individuals available for the study’ (Mackey & Gass, 2005, p.122) was used to reach the participants. The data collection tools were given online with the help of the other teachers, and they

were also collected online. The participants sent their forms through e-mails. Because of the difficulties of reaching all the students for this study, the number of participants was 120. 60 were male, and 60 of them were female. The number of participants who attended the A1 level classrooms in the first module was 51 (26 males and 25 females), and this number was 45 for the A2 level participants (23 males and 22 females) while the number of the B1 level participants was 24 (11 males and 13 females). The ages of the participants changed between 18 and 21. They were enrolled in four different faculties of that university. These are: Faculty of Education, Faculty of Engineering, Faculty of Science and Arts, and Faculty of Economics and Administrative Sciences.

Table 3.1 shows the demographic features of the participants according to their genders, ages, faculties, and language levels. When the distribution by gender is examined, it can be seen that 50% of the participants were males and 50% were females. The percentage of 18-year-old participants was 38.7%, 19-year-old was 43.7%, 20-year-old was 11.8% and 21-year-old was 5.9%. One of the participants did not give information about his/her age. When the distribution according to faculties was examined, the rate of Education Faculty students was 7.6%, Science and Arts students was 16.8%, Economics and Administrative Sciences students was 52.9%, and Engineering Faculty students was 22.7%. One participant did not give information about his/her faculty. When the distribution by language level was examined, the rate of A1 level students was 42.5%, A2 level students was 37.5%, and B1 level students was 20%.

Table 3.1. *Demographic Information about the Participants*

		N	%
Gender	Male	60	50.0
	Female	60	50.0
	Total	120	100.0
Age	18	46	38.7
	19	52	43.7
	20	14	11.8
	21	7	5.9
	Total	119	100.0

(continued)

Table 3.1. *Demographic Information about the Participants (continued)*

		N	%
Faculty	Education	9	7.6
	Science and Arts	20	16.8
	Economics and Administrative Sciences	63	52.9
	Engineering	27	22.7
	Total	119	100.0
Language Level	A1	51	42.5
	A2	45	37.5
	B1	24	20.0
	Total	120	100.0

### 3.2. Data Collection Instruments

The study was designed as a concurrent mixed-method research design. There were both qualitative and quantitative data for the research. According to Creswell (2009), ‘there is more understanding to be obtained from the usage of both quantitative and qualitative research than either establish by itself and their combination enables an extended comprehension of research problems’ (p. 203). The Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004a) was used for quantitative data collection and structured interviews were used for qualitative data collection in order to explain the results of SLWAI. Both qualitative and quantitative data were collected at the same time. In addition, the midterm and final exam grades of the students were used in order to compare the L2 anxiety levels and writing performances of the participants in this study.

#### 3.2.1. The Second Language Writing Anxiety Inventory (SLWAI)

The Second Language Writing Anxiety Inventory (SLWAI) (Cheng, 2004a) was used to measure participants’ writing anxiety in this study. The SLWAI was developed by Cheng (2004a) to measure the levels of anxiety experienced while writing in a second/foreign language. This scale includes 22 items scored on a 5-point Likert type scale ranging from the anchors ‘strongly agree (5 points)’ to ‘strongly disagree (1 point)’. Seven items (1, 4, 7, 17, 18, 21, 22) in SLWAI are reverse-coded, and reverse scoring was used while they were being analysed.

The original version of SLWAI (Cheng, 2004a) was used as the quantitative data collection instrument for A2 and B1 level participants in the study. Turkish version, which was adapted by Öztürk and Saydam (2014), was used for A1 level students who may have had possible difficulty in understanding the items correctly in English.

Results of Cheng's study (2004a) showed that 'total scale and the subscales of the SLWAI had good internal consistency reliability ( $\alpha=.91$ ), test –retest reliability (.85), sufficient concurrent and discriminating validity, and acceptable criterion-related validity' (p. 331). Öztürk and Saydam (2014) translated SLWAI into Turkish and then back translated this inventory, and their translated version has the reliability of .89. Öztürk and Saydam (2014) and Kaynak (2017) used this version in their research. The reliability of the English version of the inventory in this study was calculated as 0.912. The required permissions to use these scales in the current study were received from these scholars (see Appendix III).

Reliability analysis was performed to determine the reliability level of the scale used in the study, and the Cronbach's Alpha Coefficient (Cronbach, 1984) was obtained. The criterion of evaluation conducted in the evaluation of Cronbach's Alpha Coefficient is as follows:

$0.00 \leq \alpha < 0.40$  means that the scale is not reliable.

$0.40 \leq \alpha < 0.60$  means that the scale has low reliability.

$0.60 \leq \alpha < 0.80$  means that the scale is quite reliable.

$0.80 \leq \alpha < 1.00$  means that the scale is highly reliable.

The Cronbach's Alpha Coefficients obtained are given in Table 3.2 below.

Table 3.2. *The Cronbach's Alpha Coefficients*

	Cronbach's Alpha
Total	0.912
Somatic	0.932
Cognitive	0.887
Behavioural	0.725

Kolmogorov Smirnov and Shapiro Wilks tests were conducted in order to determine whether the general and sub-dimensions of the anxiety scale were compatible with the normal distribution or not.

Table 3.3. *The results of Kolmogorov Smirnov and Shapiro Wilks Tests*

	Kolmogorov Smirnov			Shapiro Wilks		
	Statistic	df	Sig.	Statistic	df	Sig.
Total	.050	120	.200*	.989	120	.449
Somatic	.051	120	.200*	.981	120	.079
Cognitive	.060	120	.200*	.987	120	.314
Behavioural	.095	120	.110	.973	120	.116

According to Table 3.3, the overall and sub-dimensions of the scale were compatible with normal distribution.

### 3.2.2. Structured Written Interviews

Structured interviews were used to investigate the perceptions of the participants about the EFL writing anxiety. Eyisi (2016) claims that ‘qualitative data instruments such as observation, open-ended questions, in-depth interview (audio or video), and field notes are used to collect data from participants in their natural settings.’ (p. 92). In addition, Alshenqeeti (2014) suggests that more disproportionate information and data about the topics which are examined are gathered in a normal and less complicated way by using interviews. According to Cohen, Manion, and Morrison (2007, p. 409), interviewing, a strong appliance for researchers, is ‘a flexible data collection tool, providing multi-sensory instruments to be conducted: verbal, nonverbal, spoken and heard’. The reason for using interviews was to explore the participants’ perceptions about the EFL writing anxiety and their writing performance in greater depth in this study. Also, written interviews were more practical during the pandemic period to reach more participants.

The participants were interviewed in a written way in the last week of the first module. The interviews were conducted in Turkish for A1 level students, and in English for A2 and B1 level students. There were five items in the interview. Expert opinion was

gathered from three lecturers at the Faculty of Education at a state university in Turkey. One of them was a lecturer at Psychological Counselling and Guidance Department and had been lecturing for about ten years. Additionally, the opinions of two EFL instructors who had been teaching English for more than ten years were asked about the items of the interviews in order to provide the content and face validity of the instrument. After the required layout and content arrangements were made, the interview form was finalized.

The qualitative data obtained via written interviews were analysed through content analysis. One of the qualitative methods suitable at present for analysing and interpreting data and its meaning was qualitative content analysis (Schreier, 2012). It serves as a systematic and equitable way of explaining and quantifying phenomena as a research method (Downe-Wamboldt, 1992; Schreier, 2012). A requirement for an effective content analysis is that data can be decreased to concepts that explain the research circumstances (Cavanagh, 1997; Elo & Kyngäs, 2008; Hsieh & Shannon, 2005) through producing classifications, concepts, an example, conceptual map, or conceptual scheme (Elo & Kyngäs, 2008; Morgan, 1993; Weber, 1990). The common and important elements, themes, and arrangements were identified in the data. Then, these coherent terms were grouped for each level. The recorded data that were formed as sentences from each participant were transformed into results by describing, coding, and classifying by the researcher himself and another researcher who conducts qualitative and quantitative research in the area and is acquainted with content analysis (Creswell, 2007).

As for the interview data, summative content analysis which requires counting and comparing keywords or content in light of the interpretation of the context was used and the researcher started the data analysis procedures following a relevant literature review in order not to miss any essential aspects or end up with irrelevant categories (Hsieh & Shannon, 2005). Due to the iterative qualitative data analysis procedures, a zigzag pattern was applied by the researcher while examining the data and establishing sections by comparing with the previous and following examples of written interview items (Dörnyei, 2007).

The following questions were used in the interviews (see Appendix II for the Turkish version of the interview questions):

1. How do you feel while writing a text in English?
2. How do you evaluate your writing performance in English? Why? Give examples.

3. Have you received any feedback from your teacher for English writing activities? If so, was this feedback sufficient? Why?
4. What were the easiest and most difficult genres for you when creating an English text (essay (opinion, cause/effect, compare/contrast, etc.), poetry, summary paragraph, book evaluation, CV, etc.)? Why?
5. Do you have any other comments and suggestions about your writing experiences in English?

### **3.2.3. Writing Section Grades from Midterm and Final Exams of the Students**

The grades for the essays that were written by the students in the midterm and final exams were used to measure their writing proficiency and their relationship with the anxiety levels of the participants. The qualitative data were examined by conducting content analysis. Content analysis can be defined as ‘a method that can be utilized to identify similar patterns across qualitative data, summarizing and interpreting written data’ (Cohen, et al., 2007, p. 475). The standard rubrics that were provided by Testing Office of the institution were used by the Writing instructors in order to evaluate the exam papers of the students. The final grades of A1 level included 15 points of Writing section out of 100 points. They were 25 points for A2 and B1 levels out of 100 points. The total scores of the midterm exams of each level were the same as the ones in the final exam scores. All of the instruments were sent to the participants through e-mails in the sixth week of the first module, and they had three weeks to fill in and send them back. They are listed in the Appendix section (Appendices I and II).

## **CHAPTER 4: RESULTS**

This chapter was formed in order to explain the results of the study in detail. The purpose of this study was to investigate whether the participants had writing anxiety in English, and whether there was a relationship between their writing anxiety and their writing performance, and finally to examine the perceptions of the students towards their writing anxiety. Both qualitative and quantitative data analysis procedures were employed to analyse the results of the study.

### **4.1. Descriptive Statistics**

The descriptive statistics of the data collection instruments used in the study are presented in this section where the results of the data are given with frequency tables and graphs. The first research question of the current study is ‘Do the participating preparatory class university students experience foreign language writing anxiety? If so, at what level do they have it?’ In addition, the second question is ‘Are there any statistically significant differences among the participating students regarding their English language proficiency levels and L2 writing anxiety levels?’ The answers to these questions are explained below.

#### **4.1.1. Descriptive Statistics of EFL Writing Anxiety**

Table 4.1 demonstrates the general descriptive statistics of writing anxiety in a second language. The overall mean of L2 writing anxiety is 63.0, according to Table 4.1. It means that the participants were mostly unsure about the items in the scale. It can also be said that they did not agree or disagree with most of the items in the scale.



Table 4.1. *General Descriptive Statistics of SLWAI*

	N	Mean	Std. Deviation	F	p
Total A1	51	68.5	15.0	7.740	0.001*
A2	45	60.1	12.4		
B1	24	56.6	13.4		
Total	120	63.0	14.5		

\* $p < 0.05$ 

Table 4.1 also shows the mean scores of each level. According to the results of a one-way analysis of variance, it can be seen that the general mean of A1 level was 68.5, which means that A1 level participants had a high level of writing anxiety. The general mean of A2 level was 60.1. It means that A2 level participants had a moderate writing anxiety. Finally, the general mean of B1 level was 56.6, which means that B1 level participants had the lowest writing anxiety of all.

Accordingly, the overall scale differs significantly according to the language level ( $p < 0.05$ ). The results showed that the total anxiety level of those at A1 level was significantly higher than those at A2 and B1 levels in terms of general foreign language writing skill anxiety level.

According to the statistics, item 2, 'I feel my heart pounding when I write English compositions under a time constraint.' had the highest mean score ( $M=3.67$ ) for A1 level participants. However, item 16, 'I would do my best to excuse myself if asked to write English compositions.' had the lowest mean score ( $M=2.39$ ) for A1 level participants. The item that had the highest mean score for A2 level participants was item 18, 'I usually seek every possible chance to write English compositions outside of class.' The mean score of this item was 3.40. On the other hand, item 20, 'I'm afraid of my English composition being chosen as a sample for discussion in class.' had the lowest mean score ( $M=1.96$ ) for the same level participants. For B1 level participants, item 11, 'My thoughts become jumbled when I write English compositions under a time constraint.' had the highest mean score ( $M=3.46$ ), while item 10, 'I do my best to avoid situations in which I have to write in English.' had the lowest mean score ( $M=1.33$ ).

Table 4.2. *Categorization of the Participants according to EFL Writing Anxiety Levels*

			Anxiety Groups			Total
			Low	Moderate	High	
Language Levels	A1	N	7	12	32	51
		%	13.7%	23.5%	62.7%	100.0%
	A2	N	10	21	14	45
		%	22.2%	46.7%	31.1%	100.0%
	B1	N	10	8	6	24
		%	41.7%	33.3%	25.0%	100.0%
Total	N	27	41	52	120	
	%	22.5%	34.2%	43.3%	100.0%	

$p = 0.002$

Table 4.2 shows the distribution of the participants based on SLWAI anxiety levels according to the results of the chi-square test. When the total percentage is taken into consideration, it can be seen that 27 out of 120 participants had low writing anxiety, with the lowest percentage in general (22.5%). 34.2% ( $N = 41$ ) of the total participants had a moderate level of anxiety. The highest percentage belongs to 52 participants who had a high level of anxiety (43.3%). A1 level participants had the highest level of anxiety (62.7%,  $N = 32$ ) out of 51 participants. Seven of them had a low level of anxiety (13.7%), and 12 of them had a moderate level of anxiety (23.5%). The statistics for A2 level show that 21 participants had a moderate level of anxiety with the percentage of 46.7%. 14 participants had a high level of anxiety (31.1%), and 10 participants had a low level of anxiety with the percentage of 22.2%. According to the statistics, 10 out of 24 participants from B1 level had a low level of anxiety (41.7%). While 8 of them had a moderate level of anxiety (33.3%), only 6 of them (25.0%) had a high level of anxiety. Finally, it can be said that there was a significant relationship between language levels and anxiety levels ( $p < 0.05$ ).

#### 4.1.2. Comparison of Foreign Language Writing Skill Anxiety in terms of Gender

In order to see the relationship between the L2 writing anxiety level of the participants and their genders, a chi-square test was run.

Table 4.3. *Foreign Language Anxiety Levels of the Participants According to Their Genders in Each Level*

		Low		Moderate		High		p
		N	%	N	%	N	%	
A1	Male	7	26.9%	8	30.8%	11	42.3%	0.003*
	Female	0	0.0%	4	16.0%	21	84.0%	
A2	Male	5	21.7%	12	52.2%	6	26.1%	0.707
	Female	5	22.7%	9	40.9%	8	36.4%	
B1	Male	6	54.5%	3	27.3%	2	18.2%	0.494
	Female	4	30.8%	5	38.5%	4	30.8%	

Table 4.3 shows the relationship between the L2 writing anxiety and genders of the participants according to the results of a chi-square test. At A1 level, 26.9% ( $N= 7$ ) of males had a low anxiety level, 30.8% of them had a moderate level of anxiety and 42.3% of them had a high level of anxiety. None of the females had a low level of anxiety; however, 16% ( $N= 4$ ) had a moderate, and 84% ( $N= 21$ ) had a high anxiety level. This can be interpreted as a significant relationship between gender and anxiety level at A1 level ( $p<0,05$ ).

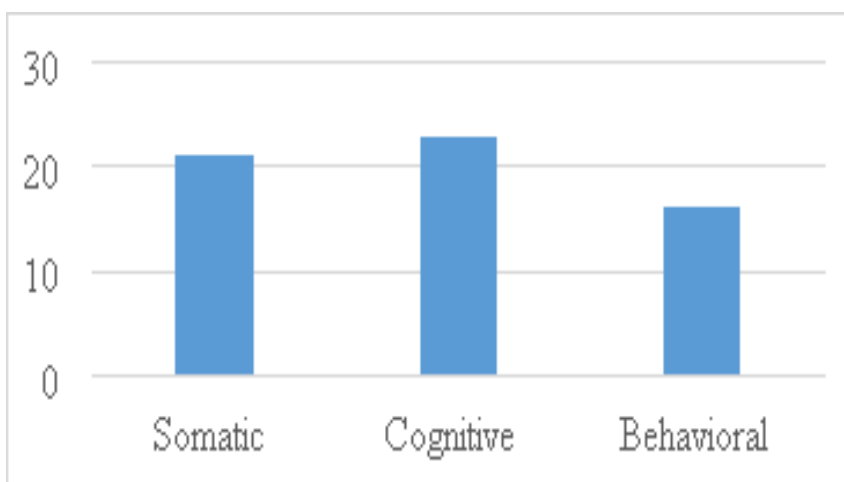
At A2 level, 21.7% ( $N= 5$ ) of males had a low anxiety level, 52.2% ( $N= 12$ ) of them had a moderate level of anxiety and 26.1% ( $N= 6$ ) of them had a high anxiety level. 22.7% ( $N= 5$ ) of females had a low anxiety level, 40.9% ( $N= 9$ ) of them had a moderate, and 36.4% ( $N= 8$ ) of them had a high level of anxiety. A significant relationship was not found between gender and anxiety level at A2 level ( $p>0,05$ ).

At B1 level, 54.5% ( $N= 6$ ) of males had a low anxiety level, 27.3% ( $N= 3$ ) of them had a moderate level of anxiety and 18.2% ( $N= 2$ ) of them had a high anxiety level. 30.8% ( $N= 4$ ) of the females had a low anxiety level, 38.5% ( $N= 5$ ) of them had a moderate, and 30.8% ( $N= 4$ ) of them had a high level of anxiety. Again, a significant relationship was not found between gender and anxiety level at B1 level ( $p>0,05$ ).

#### 4.1.3. Types of L2 Writing Anxiety

According to Cheng (2004b), SLWAI is a three-dimensional anxiety scale that includes the subscales of cognitive anxiety, somatic anxiety, and avoidance behaviour. The scores of the items connected with each category were calculated and the sequences of the

three types of L2 writing anxiety are demonstrated below. Items 2, 6, 8, 11, 13, 15, and 19 demonstrate somatic anxiety, items 1, 3, 7, 9, 14, 17, 20, and 21 include cognitive anxiety descriptions, items 4, 5, 10, 12, 16, 18, and 22 demonstrate behavioural avoidance. Figure 4.1 shows this distribution of all the three subgroups of SLWAI. As can be seen in this figure, there were slight differences among these three subscales. According to the figure, cognitive anxiety was the most common type of writing anxiety that the participants experienced. The second type of writing anxiety experienced by the participants was somatic anxiety. Behavioural avoidance was the least common type of writing anxiety among the participants.



*Figure 4.1.* General distribution of the types of L2 writing anxiety among the subjects.

#### **4.1.3.1. Comparison of sub-dimensions of foreign language writing skill anxiety in terms of gender.**

The results of the t-tests were analysed to investigate whether the difference between the mean scores of the overall and sub-dimensions of the foreign language writing skills anxiety scale by gender was significant or not.

Table 4.4. *Distribution of Foreign Language Writing Skill Anxiety by Gender*

Gender		N	Mean	Std. Deviation	t	p
Total	Male	60	58.8	13.8	-3.275	0.001*
	Female	60	67.2	14.1		
Somatic	Male	60	19.0	6.3	-3.799	0.000*
	Female	60	23.2	5.8		
Cognitive	Male	60	20.7	5.8	-3.709	0.000*
	Female	60	24.8	6.3		
Behavioural	Male	60	16.2	4.8	0.039	0.969
	Female	60	16.1	4.6		

According to Table 4.4, while the overall, somatic and cognitive sub-dimensions of the scale differed significantly according to gender ( $p < 0,05$ ), but behavioral avoidance did not differ significantly ( $p < 0,05$ ). Total anxiety level ( $M=67,2$ ), somatic ( $M=23,2$ ), and cognitive anxiety levels ( $M=24,8$ ) of the females were significantly higher than those of the males.

#### 4.1.3.2. Comparison of foreign language writing skill anxiety in terms of language level.

The mean scores of the general and sub-dimensions of the foreign language writing skill anxiety scale in terms of language level and one-way analysis of variance results were analyzed to determine whether the difference between these mean scores was significant or not.

Table 4.5. *Distribution of Foreign Language Writing Skill Anxiety in terms of Language Levels*

		N	Mean	Std. Deviation	F	p
Total	A1	51	68.5	15.0	7.740	0.001*
	A2	45	60.1	12.4		
	B1	24	56.6	13.4		
Total	Total	120	63.0	14.5		(continued)

Table 4.5. *Distribution of Foreign Language Writing Skill Anxiety in terms of Language Levels (continued)*

		N	Mean	Std. Deviation	F	p
Somatic Anxiety	A1	51	22.9	6.8	3.841	0.024*
	A2	45	19.7	5.5		
	B1	24	19.8	6.5		
	Total	120	21.1	6.4		
Cognitive Anxiety	A1	51	25.1	5.9	6.853	0.002*
	A2	45	20.8	5.9		
	B1	24	21.3	6.6		
	Total	120	22.7	6.3		
Behavioural Avoidance	A1	51	17.1	4.9	7.735	0.001*
	A2	45	16.8	4.5		
	B1	24	13.0	2.9		
	Total	120	16.1	4.7		

\* $p < 0.05$

According to Table 4.5, the overall scale and all sub-dimensions were seen to differ significantly according to the language levels of the participants ( $p < 0,05$ ). The results of Tukey's HSD Test conducted to determine which group the difference originated from were analyzed in the following paragraph.

For foreign language writing skills general anxiety level; the total anxiety level of those at A1 level was significantly higher than those at A2 and B1 levels. For somatic anxiety level, the total anxiety level of those at A1 level was significantly higher than those at A2 and B1 levels. For cognitive anxiety level, the total anxiety level of those at A1 level was significantly higher than those at A2 and B1 levels, and for behavioural avoidance level, the total behavioral avoidance level of those at the A1 and A2 levels was significantly higher than those at the B1 level.

#### **4.1.3.3. Comparison of foreign language writing skill anxiety in terms of the ages of the participants.**

The mean scores of the general and sub-dimensions of the foreign language writing skill anxiety scale in terms of age and the results of one-way analysis of variance were

calculated to determine whether the difference between these mean scores was significant or not.

Table 4.6. *Distribution of Foreign Language Writing Skill Anxiety in terms of Age*

		N	Mean	Std. Deviation	F	p
Total	18	46	58.89	13.83	2.678	0.050
	19	52	65.90	15.12		
	20	14	61.93	12.98		
	21	7	70.57	12.30		
	Total	119	63.00	14.56		
Somatic Anxiety	18	46	19.04	6.37	3.277	0.024*
	19	52	22.04	5.87		
	20	14	22.07	6.68		
	21	7	25.43	7.48		
	Total	119	21.08	6.43		
Cognitive Anxiety	18	46	21.00	5.85	3.325	0.022*
	19	52	24.31	6.90		
	20	14	20.79	4.42		
	21	7	25.71	5.56		
	Total	119	22.70	6.37		
Behavioural Avoidance	18	46	15.76	4.72	0.149	0.930
	19	52	16.38	4.36		
	20	14	16.29	6.21		
	21	7	16.00	4.40		
	Total	119	16.11	4.69		

\* $p < 0.05$

According to Table 4.6, while somatic and cognitive anxiety sub-dimensions differed significantly according to age ( $p < 0.05$ ), the overall behavioral avoidance sub-dimension of the scale did not differ significantly according to age. The results of Tukey's HSD Test conducted to determine which dimension caused the difference for sub-dimensions that differ significantly were analyzed in the following paragraph.

For somatic anxiety sub-dimension, somatic anxiety level of 21-year-old participants was significantly higher than those of 18, 19 and 20-year-old participants. In addition, 19/20-year-old participants had significantly higher somatic anxiety than 18-year-

old participants. For cognitive anxiety sub-dimension, cognitive anxiety level of 19 and 21-year-old participants was significantly higher than that of 18 and 20-year-old participants.

#### 4.1.3.4. Comparison of foreign language writing skill anxiety in terms of the faculties of the participants.

The mean scores of the general and sub-dimensions of the foreign language writing skill anxiety scale in terms of the faculties of the participants and the results of one-way analysis of variance were given to determine whether the difference between these mean scores was significant or not.

Table 4.7. *Distribution of Foreign Language Writing Skill Anxiety in terms of the Faculties of the Participants*

		N	Mean	Std. Deviation	F	p
Total	Faculty of Education	9	62.9	13.2	5.631	0.001*
	Faculty of Science and Arts	20	54.3	10.6		
	Faculty of Economics and Administrative Sciences	63	67.4	13.7		
	Faculty of Engineering	27	58.9	16.0		
	Total	119	62.9	14.5		
Somatic Anxiety	Faculty of Education	9	22.3	5.9	2.661	0.051
	Faculty of Science and Arts	20	18.4	6.2		
	Faculty of Economics and Administrative Sciences	63	22.3	6.2		
	Faculty of Engineering	27	19.5	6.6		
	Total	119	21.0	6.4		
Cognitive Anxiety	Faculty of Education	9	24.7	6.0	5.542	0.001*
	Faculty of Science and Arts	20	20.2	5.9		
	Faculty of Economics and Administrative Sciences	63	24.5	5.6		
	Faculty of Engineering	27	19.8	6.9		
	Total	119	22.7	6.4		

(continued)



Table 4.7. *Distribution of Foreign Language Writing Skill Anxiety in terms of the Faculties of the Participants (continued)*

		N	Mean	Std. Deviation	F	p
Behavioural Avoidance	Faculty of Education	9	13.2	3.6	5.680	0.001*
	Faculty of Science and Arts	20	13.2	2.3		
	Faculty of Economics and Administrative Sciences	63	17.3	5.0		
	Faculty of Engineering	27	16.5	4.4		
	Total	119	16.1	4.7		

\* $p < 0.05$

Table 4.7 shows that overall mean score, cognitive anxiety and behavioral avoidance levels differed significantly in terms of faculties according to the results of one-way analysis of variance ( $p < 0,05$ ). The results of Tukey's HSD Test conducted to determine which group caused the difference were analyzed in the following paragraph.

For the general mean scores of the scale; the general anxiety level of the students of the Faculty of Economics and Administrative Sciences was significantly higher than the students of the Faculty of Arts and Sciences, the Faculty of Engineering, and the Faculty of Education.

For cognitive anxiety level, the cognitive anxiety level of the Faculty of Economics and Administrative Sciences students was significantly higher than the students of the Faculty of Arts and Sciences and Faculty of Engineering. The students of the Faculty of Education had the highest level of cognitive anxiety.

For behavioral avoidance level, the behavioral avoidance levels of the students of the Faculty of Economics and Administrative Sciences were significantly higher than the students of the Faculty of Education, the Faculty of Arts and Sciences, and the Faculty of Engineering.

#### 4.2. The Relationship between Writing Anxiety and Writing Performance

The third research question of the current study is ‘Is there a significant relationship between the participating students’ L2 writing anxiety levels and their writing performances?’ The answer to this question is explained in detail in this section. The participants’ anxiety level, midterm points, final points and mean scores are also presented.

The writing anxiety levels of the participants and their writing grades that they got from the midterm and final exams of the first module and their relationship were investigated in this section. Midterm exam was conducted in the fifth week and final exam was conducted in the last week of the first module. Since the exams were conducted online, it is possible that the students got help from extra resources. In addition, they may not have a considerable amount of anxiety during the exam. Because of these reasons, their writing grades were generally high and their overall writing anxiety may have had little effect on their scores.

Table 4.8. *L2 Writing Anxiety Levels and Writing Grades of A1 Level Participants*

Students	Anxiety Level	Midterm (15 pts.)	Final (15 pts.)	Average Scores (15 pts.)
S1	Low	15	14	14.5
S2	Moderate	13	13	13
S3	High	9	14	11.5
S4	Low	14	12	13
S5	Moderate	12	13	12.5
S6	Low	15	15	15
S7	High	10	15	12.5
S8	High	6	11	8.5
S9	Low	15	15	15
S10	High	12	13	12.5
S11	High	12	14	13
S12	High	12	13	12.5
S13	Low	15	13	14
S14	Moderate	14	12	13
S15	High	13	14	13.5
S16	High	12	11	11.5
S17	Low	13	11	12
S18	High	13	12	12.5
S19	High	4	15	9.5
S20	High	12	14	13
S21	Moderate	10	?	10
S22	Moderate	13	10	11.5
S23	High	12	11	11.5
S24	High	15	?	15
S25	High	11	?	11
S26	High	8	10	9
S27	High	15	12	13.5 (continued)

Table 4.8. *L2 Writing Anxiety Levels and Writing Grades of A1 Level Participants (continued)*

S28	High	15	?	15
S29	High	10	8	9
S30	Moderate	15	13	14
S31	Moderate	13	15	14
S32	High	?	14	14
S33	High	11	?	11
S34	Moderate	12	11	11.5
S35	High	14	15	14.5
S36	Moderate	9	?	9
S37	High	2	8	5
S38	Low	?	14	14
S39	High	14	14	14
S40	Moderate	15	15	15
S41	High	?	11	11
S42	High	15	13	14
S43	High	10	11	10.5
S44	High	14	14	14
S45	High	14	15	14.5
S46	Moderate	2	12	7
S47	High	?	10	10
S48	Moderate	?	11	11
S49	High	12	12	12
S50	High	9	8	8.5
S51	High	1	?	1
TOTAL (N: 51)	Total averages	11,56	12,52	11,91

Table 4.8 shows the writing anxiety levels of the A1 level students and their writing grades of midterm and final exams which were conducted in the first module of the spring term of 2020-2021 academic year. ‘S’ refers to the ‘Students’ in the table and the item ‘?’ refers to the missing grades that could not be obtained from the Testing Office because of technical problems. They were not included in the mean scores of the exams. The exam scores were classified as low (0-5 pts.), moderate (5-10 pts.), and high (11-15 pts.) for A1 level participants. The total score of the final exam for the writing section was 15 points for A1 level. The writing section was composed of two different writing tasks in the exams, and the students were supposed to do sentence completion tasks (5 pts.) and write a paragraph about a picture (10 pts.). The total average score of their writing exam grades was 11,91.

Table 4.9. *Relationship between Writing Anxiety in L2 and Writing Performances of A1 Level Participants*

			Writing Performance			
			Low	Moderate	High	Total
Writing Anxiety	Low	N	0	0	7	7
		%	0.0%	0.0%	100.0%	100.0%
	Moderate	N	0	3	9	12
		%	0.0%	25.0%	75.0%	100.0%
	High	N	2	6	24	32
		%	6.3%	18.8%	75.0%	100.0%
Total	N	2	9	40	51	
	%	3.9%	17.6%	78.4%	100.0%	

\* $p=0.516$

Table 4.9 shows the relationship between L2 writing anxiety and L2 writing performance of A1 level participants. The number of participants who had low anxiety was seven, and all of these participants had high grades from their exams. Out of the 12 participants who had a moderate level of anxiety, nine participants got high grades and three participants got moderate grades. There were 32 A1 level participants who had high anxiety levels and 24 of them got high grades while only two of them got low and six of them got moderate grades from their exams. According to the results of chi-square test, there was not a significant relationship between writing performance and writing anxiety in L2 for A1 level ( $p>0,05$ ).

Table 4.10 shows the writing anxiety levels of the A2 level students and their writing grades of midterm and final exams. ‘S’ refers to the ‘Students’ in the table. The exam scores were classified as low (0-9), moderate (10-18), and high (19-25) for A2 level participants. The total score of the final exam for the writing section was 25 for A2 level. The writing section was composed of two different writing tasks in the exams and students were supposed to make a full sentence using the pictures and the information (10 pts.) and write a narrative paragraph about a person by using the information given in a chart (15 pts.). The average score of their writing exam grades was 20,45.

Table 4.10. *L2 Writing Anxiety Levels and Writing Grades of A2 Level Participants*

Students	Anxiety Level	Midterm (25 pts.)	Final (25 pts.)	Average Scores (25 pts.)
S1	High	21	25	23
S2	High	24	22	23
S3	Low	20	21	20.5
S4	Moderate	25	25	25
S5	Low	22	19	20.5
S6	Low	20	24	22
S7	High	17	17	17
S8	Moderate	22	19	20.5
S9	Moderate	25	24	24.5
S10	Moderate	18	23	20.5
S11	High	24	23	23.5
S12	High	13	21	17
S13	Moderate	25	17	21
S14	High	25	23	24
S15	Moderate	21	25	23
S16	High	25	23	24
S17	Moderate	20	21	20.5
S18	Moderate	23	19	21
S19	Low	24	19	21.5
S20	Moderate	19	20	19.5
S21	High	8	15	11.5
S23	High	16	15	15.5
S25	Low	25	25	25
S26	Moderate	21	13	17
S27	Moderate	17	14	15.5
S28	Moderate	23	13	18
S29	Low	18	21	19.5
S30	High	21	18	19.5
S31	Low	25	21	23
S32	Moderate	22	21	21.5
S33	Moderate	22	17	19.5
S34	High	19	11	15
S35	Moderate	25	22	23.5
S36	High	25	19	23
S37	Low	21	18	19.5
S38	Low	20	20	20
S39	Moderate	24	17	20.5
S40	Moderate	23	21	22
S41	Moderate	22	24	23
S42	Low	17	21	19
S43	High	22	17	19.5
S44	Moderate	24	20	22
S45	Moderate	18	13	15.5
TOTAL (N: 43)	Total averages	21.18	19.67	20.45

Table 4.11 shows the relationship between L2 writing anxiety and L2 writing performance of A2 level participants. The number of participants who had low anxiety in A2 level was 10, and all of them had high grades from their exams. 20 of them had moderate anxiety levels and 16 of them had high grades while four of them had moderate grades. Eight out of 13 participants with a high anxiety level got high grades while five of them had moderate grades. There were no participants who got low grades in that level. According to the results of chi-square test, there was not a significant relationship between writing performance and writing anxiety in L2 for A2 level ( $p>0,05$ ).

Table 4.11. *Relationship between Writing Anxiety in L2 and Writing Performances of A2 Level Participants*

			Writing Performance		
			Moderate	High	Total
Writing Anxiety	Low	N	0	10	10
		%	0.0%	100.0%	100.0%
	Moderate	N	4	16	20
		%	20.0%	80.0%	100.0%
	High	N	5	8	13
		%	38.5%	61.5%	100.0%
Total	N	9	34	43	
	%	20.9%	79.1%	100.0%	

$p=0.079$

Table 4.12 shows the writing anxiety levels of the B1 level students and their writing grades of midterm and final exams. ‘S’ refers to the ‘Students’ in the table. The exam scores were classified as low (0-9), moderate (10-18), and high (19-25) for B1 level participants. The total score of the final exam for the writing section was 25 for B1 level. Writing section was composed of five different writing tasks in the exams and the students were supposed to write a suitable topic sentence for a given paragraph (1 point), write suitable major and minor supporting sentences for a given paragraph (2 pts.), complete a given paragraph by writing a suitable concluding sentence (1 point), find the irrelevant sentence in a given paragraph (1 point), and write an opinion paragraph by organising their

ideas according to the order of importance (20 pts.) The average score of their writing exam grades was 20,30.

Table 4.12. *L2 Writing Anxiety Levels and Writing Grades of B1 Level Participants*

Students	Anxiety Level	Midterm (25 pts.)	Final (25 pts.)	Average Scores (25 pts.)
S1	Moderate	21	15	18
S2	High	24	25	24.5
S3	Moderate	23	15	19
S4	Low	24	18	21
S6	Low	25	19	22
S7	Low	20	25	22.5
S8	High	19	18	18.5
S9	Low	10	20	15
S10	Moderate	23	22	22.5
S11	Moderate	19	24	21.5
S12	Low	25	25	25
S13	High	23	24	23.5
S14	High	22	17	19.5
S15	Low	3	21	12
S16	Low	13	23	18
S17	Moderate	24	25	24.5
S18	High	22	25	23.5
S19	Moderate	25	20	22.5
S20	High	19	25	23
S21	Low	9	19	14
S22	Moderate	18	8	13
S23	Moderate	24	19	21.5
S24	Low	23	22	22.5
TOTAL (N: 23)	Total mean scores	19.91	20.60	20.30

Table 4.13 shows the relationship between L2 writing anxiety and L2 writing performance of B1 level participants. The number of participants who had low anxiety was nine and five of them got high grades while four of them had moderate grades. Eight of the participants had a moderate anxiety level. Six of them got high grades and two of them got moderate grades. All of the participants who had a high anxiety level ( $N= 6$ ) got high grades from their exams. According to the results of chi-square test, there was not a significant relationship between writing performance and writing anxiety in L2 for B1 level ( $p>0,05$ ).

Table 4.13. *Relationship between Writing Anxiety in L2 and Writing Performances of B1 Level Participants*

			Writing Performance		
			Moderate	High	Total
Writing Anxiety	Low	N	4	5	9
		%	44.4%	55.6%	100.0%
	Moderate	N	2	6	8
		%	25.0%	75.0%	100.0%
	High	N	0	6	6
		%	0.0%	100.0%	100.0%
Total	N	6	17	23	
	%	26.1%	73.9%	100.0%	

$p=0.158$

In general, there were 26 participants who had low anxiety, and 22 of them got high grades from their exams. Four of them got moderate grades and none of them got low grades. In addition, there were 40 participants who had moderate anxiety. While 31 of them got high grades from their exams, nine of them got moderate grades. None of them got low grades. Finally, there were 51 participants who had high anxiety, and 38 of them got high grades from their exams. While 11 of them got moderate grades, only two of them got low grades. The detailed analysis of the chi-square tests for the results of all participants in general can be seen in Table 4.14. According to these results, there was not a significant relationship between writing performance and writing anxiety in L2 for all levels in general ( $p>0,05$ ).

Table 4.14. *Relationship between Writing Anxiety in L2 and Writing Performances of All Participants*

			Writing Performance			
			Low	Moderate	High	Total
Writing Anxiety	Low	N	0	4	22	26
		%	0.0%	15.4%	84.6%	100.0%
	Moderate	N	0	9	31	40
		%	0.0%	22.5%	77.5%	100.0%
	High	N	2	11	38	51



Table 4.14. *Relationship between Writing Anxiety in L2 and Writing Performances of All Participants (continued)*

	%	3.9%	21.6%	74.5%	100.0%
Total	N	2	24	91	117
	%	1.7%	20.5%	77.8%	100.0%

p= 0.516

### 4.3. Structured Interviews

The last research question of the current study was ‘What are the participating students’ reflections upon their possible L2 writing anxiety?’. The answer to this question was explained in detail in this section. Structured interviews were conducted in Turkish for A1 level participants and in English for A2 and B1 level participants. The items and responses of the A1 level students were then translated to English by the researcher. They were collected in the last week of the first module, together with the quantitative data instruments.

Firstly, the qualitative content analysis scheme of Creswell (2012), which is shown in Figure 2, was taken into consideration. All the data were transcribed and read in order to get a general overview. Next, related text segments were assigned a code label. Then, the responses of the participants received from the interviews were analysed by classifying the items according to the response types in the Excel format. Positive, negative, and neutral responses were grouped for each item, and the interpretations were made according to these groups. There were five question items in total for the interview. The results were interpreted according to their language levels by calling the participants ‘S1’ (Student 1), ‘S2’ (Student 2), and so on in order to provide confidentiality. The other researcher who helped analyse the data followed the same steps and the results were compared at the end of the study. The results were in parallel in terms of interrater reliability. The other researcher who was also a Turkish EFL instructor at a state university in Turkey had experience in English language teaching (ELT) for more than ten years and had an MA degree in the ELT field. He was informed about the details of the study and was sent the data files via e-mail. First, 30% of the data were analysed, then all the data were analysed together with that researcher. The interrater reliability was found at 0,927 at the first stage that included 30% of the data. Then, when all the data were analysed, it was found 0,965,

which means a high-reliability agreement level according to the formula described in Miles and Huberman (1994) for all the data.

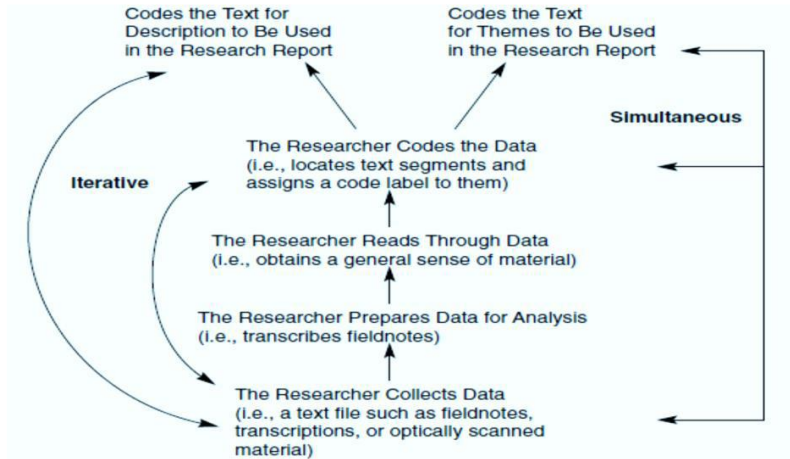


Figure 4.2. The qualitative process of data analysis (Creswell, 2012, p.237).

**Item 1: ‘How do you feel while writing a text in English?’**

The responses to this question were divided into three groups according to the views of the participants: calm, normal, and anxious. The analysis of this item showed that 10 of the participants in total told they felt normal, meaning that they felt neither anxious nor calm. While writing in English, 38 of them told they felt good or comfortable, and 58 of them told they felt anxious while writing a text in English. Most of the participants who were defined as anxious commented that they felt anxious and under pressure during the time-limited activities. The second important reason for their anxiety was being scared of making grammar or vocabulary mistakes. Table 4.15 shows the frequencies and percentages of the responses to this item.

Table 4.15. *The Frequencies of the Responses of the Participants to Item 1*

Feelings of participants	Frequency	Percentage (%)
Calm	38	35.84
Normal	10	9.43
Anxious	58	54.71
Total	106	100

For A1 level participants, three of them commented that they felt normal during a writing activity. 33 of them commented they felt anxious or under stress during a writing activity. One student said that he always felt enthusiastic about an interesting topic. While one participant commented that he felt good for short writing activities but anxious for longer ones, another participant said that he sometimes felt happy and sometimes bored during a writing activity. 14 of the participants commented that they were mostly anxious about making grammar or vocabulary mistakes. Time limitation is another reason for anxiety according to five participants. Nine of the participants commented that they were calm or comfortable while writing a text in English. Some of the responses of A1 level participants to the first item are illustrated below:

S6 commented: *'I feel quite normal. I just need time to get everything in my mind before I start writing.'*

S9 had a different opinion about the item: *'As long as the text catches my attention, I feel very enthusiastic. If it doesn't appeal to me, I stay locked.'*

S10 wrote: *'I feel anxious. Because at that moment I can't think of words. Especially if we are in a limited time, my sentences are grammatically incorrect and incompatible.'*

S16 told: *'I am nervous when writing English texts. Doing wrong makes me a little worried and scared, and this leads to making more mistakes.'*

S23 had an interesting comparison: *'I feel like I dropped them all when I put the plates. Scared and worried.'*

For A2 level participants, 23 of the 45 participants commented that they felt good or comfortable while writing. Three of these participants stated that they felt really happy,

enthusiastic and excited about writing activities where they learn something new and have a chance to produce something new. 16 participants commented that they felt bad or anxious during a writing activity. The main reasons for that were time restriction, lack of practice and organization of their ideas. Three of the participants stated that they felt neither anxious nor comfortable while writing a text in English. One of them commented that there was no difference for him while writing in his native language. A2 level participants wrote their responses in English so in order not to ruin the nature of data, no corrections were made on participant comments. Some of the responses of A2 level participants to the first item are given below:

S6 commented: *'I feel normal when I am writing a text in English. Because people don't see me. Therefore, there is not a problem for me.'*

S20 wrote: *'I feel excited because it's a pleasure to set things up and translate them into English. However, sometimes it can be very challenging.'*

S26 replied: *'If I can't dream about a topic that I write about, I may be nervous. In addition, if I am under time pressure, I can be more nervous.'*

S35 told: *'I feel ordinary. Nothing has changed for me. Just as I can comfortably write in Turkish, I think in Turkish and write in English.'*

S42 commented: *'I feel good and a little anxious because when I write something in English, I learn something new.'*

For B1 level participants, 10 out of 24 participants indicated that they felt comfortable or confident while writing a text in English. While 10 of them commented that they felt anxious, four of them commented that they felt normal or nothing while writing a text in English. Time limitation is the major factor of anxiety like the participants from other levels. B1 level participants wrote their responses in English so in order not to ruin the nature of data, no corrections were made on participant comments. Some of the responses of B1 level participants to the first item are exemplified below:

S10 replied: *'While writing, if time is limited, I may feel stressed. Due to stress, I forget most of the words I know. But normally, I am relieved while writing.'*

S13 wrote: *'I feel like I can't write anything if I have no idea on topic. If I have idea about topic, I write comfortably.'*

S16 told: *'I don't feel any different from writing in Turkish. The only difference for me is using dictionary from time to time.'*

S18 commented: *'I feel nervous because I can't remember what I think. Since I can't remember, I start to think that it will not be good enough to read. I feel that my self-confidence is getting lower.'*

S23 replied: *'I feel relaxed because I think expressing yourself is so clear in English when compared to Turkish.'*

**Item 2: 'How do you evaluate your writing performance in English? Why? Give examples.'**

Table 4.16. *The Frequencies of the Responses of the Participants to Item 2*

Writing Performances	Frequency	Percentage (%)
Good	40	33
Bad	37	31
Moderate	43	36
Total	120	100

Table 4.16 shows the responses to this item as they were categorized into three groups; good, bad, and moderate 40 of the participants in total evaluated their writing performance in English as good or very good. 37 of them thought that their writing performance in English was bad. The other participants commented that their performance was neither good nor bad, or getting better in time, or it depended on the topic. The reasons for being bad were not having enough vocabulary, not having good grammar knowledge, need for more time to improve writing, using dictionary very often, having problems in forming new sentences, not studying English for a long time before university, and comparing themselves with other learners. The reasons why they thought they had a good performance were; not feeling nervous, doing all the homework correctly, teachers' good feedback, being able to use the new structures and following the rules, being creative and

being able to write original sentences. Table 4.17 shows these responses for having high and low performances in writing.

Table 4.17. *The Reasons for High and Low Writing Performance*

Reasons for High Performance	F	%	Reasons for Low Performance	F	%
Not feeling nervous	10	23	Not having enough vocabulary	10	27
Doing all the homework correctly	5	11	Not having good grammar knowledge	9	24
Teachers' good feedback	14	32	Need for more time to improve writing	6	16
Being able to use the new structures and following the rules	9	20	Using dictionary very often	3	8
Being creative and being able to write original sentences	6	14	Having problems in forming new sentences	5	14
			Not studying English for a long time before university	1	3
			Comparing themselves with other learners	3	8
TOTAL	44	100		37	100

For A1 level participants, while 16 of the participants thought that their writing performance was good, 20 of them commented that they had a bad writing performance. 15 of them told that they had neither good nor bad performance for writing classes. Some of them added that their performance was improving gradually. The reasons for defining their performance bad were being afraid of writing, poor vocabulary and grammar knowledge, need for more time to improve writing, stress of time limitation, not being able to make correct sentences, and the lack of ability to write without the help of translation programs. Some of the responses of A1 level participants to the second item are provided below:

S2 commented: *'My writing performance is good and understandable, but I don't find myself adequate because I always want better.'*

S16 told: *'I cannot say that I am good at this. My fears about this issue are demotivating me and therefore I cannot work.'*

S23 replied: *'Actually, I'm fine because I came here without a good background, despite that, I do my homework completely and I understand it. For example, if it is a topic that I do not understand, first I search it on the Internet, take notes, then I do the exercise.'*

S39 wrote: *'I think I'm bad. I cannot write without translation programs. There is always a problem in making sentences. I always have difficulties even when I am writing to the teacher in the lesson in chat and I have to look and write correctly.'*

S51 commented: *'I think it is moderate. Most of the time, I find myself moderate because of the mistakes I make. Always making mistakes while doing homework pushes me to this idea.'*

For A2 level participants, 19 of them commented that they had a good writing performance in English while 13 of them thought they had a bad performance. The reasons for considering their performance as poor were; having poor grammar and vocabulary knowledge, being nervous, keeping making mistakes, and feeling to get more help. Some of the responses of A2 level participants to the second item are offered below:

S10 told: *'Currently I do not find myself sufficient in this regard. I like to write in English, but my sentence structures are distorted due to poor grammar.'*

S11 commented: *'Not so good. Because I have a problem with the sentence layout, but I can write normal texts.'*

S22 responded: *'I do not feel like it is enough. Because I haven't taken English lessons for a long time. For example, I last took English lessons in 2018.'*

S28 wrote: *'I think my writing performance in English is good because I'm trying not to use complicated words and dull sentences. I'm trying to be fluent and I want to show the right answers in my sentence.'*

S39 told: *'If I should give rate, it would be 6/10. In live lectures, my lecturer finds mistakes in my texts. Mostly, they are grammar mistakes. I have to improve my grammar if I want to progress in writing.'*

For B1 level participants, nine participants commented that their writing performance in English were good. Only four of them told that their performance was bad while 11 of them thought that their performance was neither good nor bad. The reasons for considering their performance as bad were comparison with other learners, spending too much time while checking, lack of self-confidence and thinking their level was not enough for formal writing. Some of the responses of B1 level participants to the second item are exemplified below:

S4 commented: *'My writing skills are better than my speaking skills. Because we have not taken English lessons for about one and a half year in high school because we were in the Maths class. I did practice writing through the game and social media since then. That's the reason why my writing is better than my speaking.'*

S8 told: *'Although at first I think I write very well, later I'm thinking I don't write as good as I think. For example, when I compare myself to others, I find myself quite flawed.'*

S14 wrote: *'I think my writing performance in English is medium level. This is because my lack of vocabulary knowledge, my lack of grammar knowledge and I don't have self-confidence. For example, I am checking my sentences frequently or when I am talking about any subject, I am thinking about how to talk, how to spell, how to make sentence, which words I should use etc.'*

S16 responded: *'I find my creative writing good, but I have to improve on academic writing because I didn't use it often before.'*

S23 commented: *'Its neutral now because I just start. However, I should develop myself in terms of vocabulary.'*

**Item 3: *'Have you received any feedback from your teacher for English writing activities? If so, was this feedback sufficient? Why?'***



Table 4.18. *The Frequencies of the Responses of the Participants to Item 3*

Feedback from the Teachers	Frequency	Percentage (%)
Yes	77	64
No	32	27
No answer	11	9
Total	120	100

As shown in Table 4.18, 77 of the participants replied that item positively. While 32 of them gave a negative reply for that item, 11 of them did not respond it positively or negatively. 67 out of the 77 participants who said ‘Yes’ to that item also thought that the feedback was sufficient. 10 participants reported that the feedback was insufficient because of various reasons such as difficulty in communicating with the teacher because of the online education, low self-confidence, and receiving short answers from their teachers.

For A1 level participants, 21 of them responded that item ‘Yes’ while 25 of them responded it ‘No’. Most participants who gave a negative answer to that item were from A1 level. The participants who gave a positive answer to that item suggested that their teachers were very helpful and thanks to their feedback, they could see their mistakes. In addition, they were also motivating and useful for their learning. To illustrate, some of the responses of A1 level participants to the third item are illustrated below:

S7 commented: *‘Because of online education, there are some problems in our communication with our teachers and this is normal. Teachers cannot tell us directly what they want.’*

S10 told: *‘For writing, our teachers give enough homework and then evaluate and send them back to show where we went wrong. And so I’m trying to see my mistake and not to make the same mistake in the next exercises or assignments. In addition, I didn’t want anything.’*

S28 commented: *‘When I contacted my writing teacher for my midterm exam, he said he gave almost full points. I could not get information exactly about my mistakes. (due to problems with the system)’*

S34 wrote: *‘Some teachers say good things in the lessons and they like the patterns I use and this makes me even more enthusiastic. In short, I try harder when I get positive*

*feedback. I did not get bad feedback until this time, but if I did, it would push me more and I would be more determined.'*

S49 replied: *'Yes I did. It was enough. Because my mistakes were shown one by one and replaced by their right forms.'*

For A2 level participants, 34 of the participants responded as 'Yes' to that item while eight of them responded 'No.' Only two of the participants who gave a positive reply to that item claimed that the feedback from their teachers was not sufficient. The others told that feedback was sufficient, they got new ideas, learned about their mistakes, and had a chance to correct them, and improved themselves with the help of their teachers' feedback. Some of the responses of A2 level participants to the third item are presented below:

S1 told: *'Yes, I have. I think it's enough because she tells me my mistakes and offers some ideas for my paragraph.'*

S14 commented: *'Of course, I receive feedback from my teacher. This situation makes me happy. I think the feedback from my teachers is sufficient. Because I think that I improve myself by seeing my mistakes.'*

S16 said: *'No, I guess we could not communicate.'*

S32 stated: *'Unfortunately. Because teachers have no time to give feedback and they have many students. I want to take feedback.'*

S33 replied: *'I took feedback in our past lessons only. We sent homework via e-mail and teacher wrote only "thanks."'*

For B1 level participants, 22 of them gave a positive answer to that item. Only one student gave a negative answer to that item. 19 out of 22 participants suggested that the feedback they received from their teachers were sufficient. Only three of them were not satisfied with the feedback they got. Some of the responses of B1 level participants to the third item are given below:

S6 commented: *'I received feedback from my teachers, but they were not sufficient because I needed more feedback.'*

S8 told: *'Yes, I have received feedback from my writing teacher. And it was the first feedback that was sent to me. I think it was really good feedback for my writing homework. The reason it was good was because it was encouraging for me.'*

S12 wrote: *'Yes, I received some feedback this term from my writing teacher. And yes, this feedback was sufficient, I think because she liked my paragraphs and I'm so grateful for that.'*

S18 responded: *'Our writing teacher gave feedback via e-mail for every homework. We wrote 5 paragraphs but just one of them was not sufficient. We had to write about comparison paragraph. Actually, my sentences were good, but I did not add similarly, likewise etc. So, she sent me an e-mail and she wrote that she wanted me to rewrite. I wrote and added and sent her. She sent me an e-mail again and she replied that I didn't write the paragraph correctly. I had to rewrite but I lost my self-confidence, so I was really nervous and sad. But finally, I made it.'*

S24 commented: *'I received feedbacks from my writing teacher at preparatory class and she made me feel like I wasn't doing anything right. I guess I wrote almost everything on my own way and she didn't like it.'*

**Item 4: *'What were the easiest and most difficult genres for you when creating an English text (essay (opinion, cause/effect, compare/contrast, etc.), poetry, summary paragraph, book evaluation, CV, etc.)? Why?'***

The participants gave various answers to that item. Essay types were found to be the hardest genre of all in total. 35 of them defined them as the hardest while 28 of them told that poem was the hardest genre for them. The easiest ones for the participants in general were CVs as they told it 17 times. Book reviews were found to be the easiest genre for 5 participants. 26 of them told that various types of paragraphs that they studied during their lessons were the easiest for them (Opinion paragraphs, comparison/contrast paragraphs, etc.). Even though the participants were informed that paragraph types are not classified as genres, they wrote them as one of the easiest and the hardest genres in the interview. In the study of Huwari and Aziz (2011), it was found that dissertation writing was more anxiety-provoking than writing coursework papers. In addition, the results of Lin and Ho's (2009) research suggested that writing topics and required writing format were

among the main causes of L2 writing anxiety. In the light of these studies, this item was included in the structured written interview section of the present research. Table 4.19 and Table 4.20 show the frequencies of the easiest and the hardest genres for the participants. The responses of the other participants were not included in these tables as they responded to that item as ‘No idea’, ‘All of them are hardest or easiest’, or did not give an answer.

Table 4.19. *The Frequencies of the Easiest Genres for the Participants*

The Easiest Genres	Frequency	Percentage (%)
CVs	17	30
Book Reviews	5	9
Paragraph Types	26	46
Summaries	3	5
Poems	2	4
Essay types	4	6
Total	57	100

Table 4.20. *The Frequencies of the Hardest Genres for the Participants*

The Hardest Genres	Frequency	Percentage (%)
CVs	1	1
Book Reviews	5	6
Paragraph Types	8	10
Summaries	5	6
Poems	28	34
Essay types	35	43
Total	82	100

For A1 level participants, the easiest genre for 12 participants was CV while the essay types were the most difficult one for 15 of them. This was because they have not studied how to write an essay yet. Poems were considered to be another hardest genre for 12 participants. The reasons for that were having emotional and cultural differences, difference in the meanings of words, difficulty in finding the right rhymes, having more than one meaning and poems’ own language. The reasons why CVs were the easiest were; the easiness of writing about yourself and knowing exactly what to write. Some of the responses of A1 level participants to the fourth item are given below:

S1 commented that: *‘Writing poetry is more difficult because there is a difference in writing, emotion and culture. The CV is the easiest because you write about yourself.’*

S10 told: *'Essay is the one I find the most difficult because even when writing in Turkish, we can worry that it is as smooth as possible. That's why English is also very difficult. The easiest ones are poems. Because they are like lyrics. We all listen to and sing foreign songs, we search for their Turkish meaning. It sounds easier because of our interest.'*

S16 wrote: *'I think the most challenging thing for me is to start with that text, not the genre.'*

S28 replied: *'My level is not that much yet, but I'm introduced to making sentences that won't be too long and I combine them. I think the most difficult part is not being able to produce.'*

S43 commented: *'In summary paragraphs or book reviews, I am less stressed than writing types such as poetry or CV.'*

For A2 level participants, 16 of them told they considered paragraph and essay types as the easiest ones. In addition, CV, book reviews and summaries are among the easiest ones. However, 18 of them told that paragraph and essay types were the hardest ones for them. Poem was the second hardest genre according to 12 participants. The reason for these results may stem from their syllabus during the first module. They learnt to write paragraph types and they will be writing essays in the next level, so their main thoughts were about these types. Some of the responses of A2 level participants to the fourth item are given below:

S2 commented: *'In fact, it is not the subject or the part that is difficult for me, the lack of words that are difficult for me and naturally I cannot write well.'*

S6 told: *'I think the easiest thing is writing and the most difficult thing is to create something. Because sometimes my brain stops and I don't think what I write. And when I find, this job gets easier.'*

S10 replied: *'The easiest text to write is a CV because I like to write my own characteristics and knowledge. I think the most difficult type is to write poetry because keeping this harmony is subtle.'*

S13 wrote: *'The easiest paragraph type is the opinion paragraph. It's always easier to write our own opinion. I think the hardest part is writing a summary because I think it's hard to summarize something in the shortest possible way.'*

S42 commented: *'Essay and poetry can be more difficult because I don't have enough words or grammar information for these. But I can write lots of paragraphs about a lot of things I know or CV because I know the words and grammar.'*

For B1 level participants, while the hardest ones were essay types ( $N= 10$ ), the easiest genres were considered to be paragraph types ( $N= 5$  opinion,  $N= 3$  comparison, and  $N= 3$  cause-effect paragraphs). Poem was the second difficult genre for the participants ( $N= 4$ ). Some of the responses of B1 level participants to the fourth item are given below:

S5 commented: *'The easiest genre was opinion paragraphs. The most difficult genre was cause paragraphs. In my opinion, cause paragraphs need more detail and thinking. You should consider causes carefully and you shouldn't add effects.'*

S9 told: *'The most difficult thing is to write an essay because I haven't learned it yet. Because I did not attend the classes. Writing a paragraph is a little simpler. Writing a comparison paragraph is simpler because I have practiced a lot with it. However, writing a cause-effect paragraph is a little more difficult. And book evaluation is simpler because there are many events to be written. Poetry may be the most difficult. I have never tried it, and it can be difficult to find the right words.'*

S14 responded: *'The easiest one is opinion paragraph. Because no one limits me. The most difficult is compare/contrast paragraph. When I compare or contrast something, sometimes I have no idea about some topics.'*

S17 wrote: *'The easiest part is obviously writing an opinion paragraph because I just let out whatever I have in my mind. The most difficult part may be poetry, in university we didn't write a poem yet, but I tried it a few times and it is really hard to write a proper poem.'*

S24 commented: *'I haven't tried all of them, but I think poetry is the most difficult one in every language, it requires so much effort. And writing a summary is an easy thing to do because I already know what I should say and how it should end. I just have to write them while writing a summary.'*

**Item 5: ‘Do you have any other comments and suggestions about your writing experiences in English?’**

Twenty-eight of the A1 level participants, 29 of the A2 level participants, and 11 B1 level participants did not answer the last item. Most of the participants who replied it suggested about focusing more on grammar and vocabulary in order to be better in L2 writing ( $N= 33$ ). They also wrote about the importance of practicing a lot. Some of them ( $N= 12$ ) told that writing in a foreign language increases their self-confidence, and it is not as difficult as it seems. A few of them ( $N= 5$ ) wanted their teachers to give more importance on longer and detailed feedback.

For A1 level participants, their main suggestion was focusing more on the structure while writing. They also complained about not having much vocabulary knowledge. Some of the responses of A1 level participants to the fifth item are given below:

S8 commented: *‘It makes me very comfortable to get help from a friend and to have someone with me who knows about the topic.’*

S13 told: *‘First of all, I think of the text I will write in my head, then I put together the words correctly as much as my English is enough, I try to make especially difficult sentences, I avoid easy sentences because I believe that this will improve me better.’*

S23 wrote: *‘The homework is good for repeating the subject. Actually, the teachers just want us to do a lot of homework in a short time and this is forcing us because most of us do not have the background information. We study the subject, repeat it and do the exercise because we are in this cycle, 35-page homework-for example- in 1 month gets hard in time.’*

S28 replied: *‘I think we should start by learning how to make sentences first. We should think, we should write after collecting everything in our minds.’*

S45 commented: *‘I think we will improve more when we have to practice. Therefore, I think writing assignments will be useful. But we should get feedback about the mistakes in the article we wrote.’*

For A2 level participants, most of them commented on the importance of practising a lot. They believed to improve their L2 writing gradually until the end of the preparatory class. Some of the responses of A2 level participants to the fifth item are given below:

S3 commented: *'As the writing lesson improves thinking in English, the homework system should be regular and high-quality for developing thinking skills.'*

S6 told: *'What I can suggest is to be able to edit more and use my imagination. Everything will get simpler when I do these.'*

S9 responded: *'I believe my ability to write in English will improve further.'*

S15 wrote: *'I improved my writing skills in very short time. The most important thing is to write again and again.'*

S25 replied: *'Yes, there is one. Writing in another language is not as difficult as it seems. When you start to write about the subject to be written in your mind, you see that it is actually not difficult. I think the problem is to write as if translating the article. You write the text much easier than you think without translating.'*

For B1 level participants, most of them believed the importance of practising as well. In addition, most of the participants suggested that having the ability to write well increased their self-confidence. Some of the responses of B1 level participants to the fifth item are given below:

S3 commented: *'I think trying to write your thoughts in English really helps your confidence.'*

S9 told: *'Yes, I do. My suggestion to myself and those who sometimes have trouble writing, like me, is to practice writing constantly and try to do it within a certain time frame. And try to stay calm.'*

S13 wrote: *'We improve in many ways when we write in English because while we are writing, we search lots of information about topics.'*

S22 replied: *'Yes, I have. I have to practice more, read more books and improve my vocabulary.'*

S23 commented: *'I think writing English should be the best. Because, when I'm confused or want to express myself to myself, I choose writing and clear my mind in that way. It works, I guess.'*



## **CHAPTER 5: DISCUSSION AND CONCLUSION**

In this section, a general overview of the study to compare and contrast the findings with the previous studies is presented. Pedagogical implications, limitations and suggestions for further studies are also given.

### **5.1. A General Overview**

The purpose of the present study was to investigate whether L2 writing anxiety had any effects on the students' writing performance in English, and to examine the participants' perceptions about the EFL writing anxiety. There were four research questions of the current study. These were as follows:

1. Do the participating preparatory class university students experience foreign language writing anxiety? If so, at what level do they have it?
2. Are there any statistically significant differences among the participating students regarding their English language proficiency levels and L2 writing anxiety levels?
3. Is there a significant relationship between the participating students' L2 writing anxiety levels and their writing performance?
4. What are the participating students' reflections upon their possible L2 writing anxiety?

First of all, the results of the study revealed that 43.3% of the participants experienced a high level of L2 writing anxiety while 34.2% of them experienced a moderate level and 22.5% of them experienced low anxiety. This result contrasts with some earlier studies. The results of Ateş's study (2013) on the subjects' levels of EFL writing anxiety showed that the prospective teachers showed moderate levels of EFL writing anxiety ( $M= 58,01, 50 < 58,01 < 65$ ). The reason for this difference might be about studying on different types of participants. In the present study, the participants were preparatory class students while the participants in Ateş's study were ELT students who already learnt English. In addition, these findings were in contrast with the findings of

Tiryaki (2011) who found a moderate level of anxiety with a percentage of 66,9. The data collection instruments that were used by Tiryaki were developed in 1975 and 1985 while in this study the data collection instruments were developed in 2004 and 2014 so this can be suggested as the main reason for the differences in the results.

Also, the findings of the study were in contrast with the results of some earlier studies. For example, Masny and Foxall (1992) found that writing achievement was negatively correlated with writing anxiety, which means that low achievers had high anxiety. In their study, the number of participants was lower (28) than the present study and they also used a data collection tool which was an adapted version of Writing Apprehension Test by Gungle and Taylor (1989). These could be mentioned as the sources of the contrasting results. In addition, Onwuegbuzie's study (1997) showed that there was a negative correlation between writing anxiety and research proposal quality. In the current study, 91 out of 117 participants had high grades and 38 of them had a high anxiety level. Only two of the participants got low grades and both of them had a high level of anxiety. According to these results, it can be said that there was not a significant relationship between the writing anxiety and writing performances of the participants. In that study, the participants were Native English Speaking graduate students and they were studying at humanity fields. However, in the present study, the participants were from different departments. These different aspects of the students may have led to this contrasting result.

Cheng (2004a) also found a significant negative relationship between writing anxiety and writing performance of the participants in his study. He found out that when there was time limit, anxiety of the participants increased, and their writing performance got lower. This was also in parallel with the findings of this study. Many of the participants ( $N= 64$ ) commented that time-limited activities had a negative effect on them. It can be considered as one of the most important factors that affect the writing performance of the participants.

Daud, Daud and Kassim (2005) conducted a study which resulted in similar findings as well. According to their study, students with higher proficiency felt less anxious than low performers. They used the Deficit Model Hypothesis, which suggests that students who have low performance have more anxiety because of their cognitive-linguistic disability. In the present study, the group that had the highest anxiety level was A1 level participants who could be considered as low performers compared to A2 and B1

level participants. However, when the exam grades of the participants were taken into consideration, this suggestion could not be proved because most of the participants in the present study who had high anxiety also got high grades from their exams.

In addition, Zhang (2011) found out that there was a significant negative correlation between the L2 writing anxiety and writing performance of the participants. It is also in contrast with the results of the current study since there was not a negative correlation between the grades and anxiety levels of the participants. Zhang did the research with 49 freshmen and 47 sophomores studying ESL majoring in English in China. This could be the reason for the differences in the results since the participants in the present study were preparatory school students. Also, they studied online throughout the year, which can be suggested as another reason for contrasting results.

However, the results of the current study were in parallel with the results of DeDeyn's study (2011) which found that there was no significant relationship between writing performance in L2 and writing anxiety. The data collection instruments that were used in this study were similar to those that were used in the present research, which could be the reason for similar findings. In addition, Singh and Rajalingam (2012) found that there were moderate levels of writing anxiety among the participants. Also, their study concluded that there was a positive relationship between L2 writing anxiety and writing performance. That means higher anxiety resulted in a better performance. Similarly, in the current study, about 32% of the participants got high grades and they also had a high anxiety level. Furthermore, the results of Negari and Rezaabadi's study (2012) suggested that most of the students need some degree of anxiety as a facilitative factor. The high number of participants who had a high level of anxiety and had a high grade from the exams in the current study can be given as a supporting example of their findings.

In some of the studies that were conducted in Turkey, similar findings can be seen. For example, in a study conducted by Atay and Kurt (2006), it was found that most of the participants (69%) had high or moderate level of writing anxiety. They used similar data collection tools (the SLWAI, and an open-ended questionnaire) which could be one of the main causes of similar results. In another study, Öztürk and Çeçen (2007) found that most of the students (40%) had high levels of L2 writing anxiety. Finally, Genç and Yaylı (2019) conducted a study about the same topic and they found out that most of the participants had high to moderate levels of L2 writing anxiety. They felt more anxious

during exams than writing in class or at home. In the current study, 43,3% of the participants had a high level of anxiety while 34,2% of them had a moderate level of anxiety. They studied with B2 level preparatory class university students and they used the SLWAI, an open-ended questionnaire, and interviews as data collection tools. The similarities in terms of data collection tools and participants may have led to similar findings both in their study and in the present study.

In the present study, it was found that female participants had higher levels of writing anxiety than male participants in general. This result was in parallel with the studies of Cheng (2002) and Rodriguez et al. (2009). The results of both studies showed that female participants had higher writing anxiety in L2 than male participants.

In addition, when the subscales of SLWAI are taken into consideration, it can be seen that cognitive anxiety was the most-experienced type of anxiety followed by somatic anxiety and then avoidance behaviour. This result may indicate that students mostly have anxiety on finding topics, supporting ideas, details, and examples. This result was in parallel with the studies of Ateş (2013) and Zhang (2011). They also found out that the participants mostly suffered from cognitive anxiety.

In a study conducted by Lin and Ho (2009), main causes of writing anxiety were found to be time restriction, teachers' assessment, peer competition, writing subjects, and required writing format. That result of their study was also in parallel with the findings of the present study. The participants of the current study commented that time limitation, teachers' feedback, not having enough grammar or vocabulary knowledge, fear of not making progress as other students were the main reasons for their anxiety in L2 writing. Time limitation was also suggested as a negative cause for anxiety in several studies (Atay & Kurt, 2006; Ateş, 2013; Cheng, 2004b; Zhang, 2011).

The relationship between the writing anxiety in L2 and writing performances of the participants was another focus point of this study. There was not a significant relationship between them according to the comparison between SLWAI results and the average exam scores of the participants. Only two of the participants got low grades while 115 of them got high or moderate results from their exams. 26 of these students had low anxiety, 40 of them had moderate anxiety, and 51 of them had high anxiety. These results were in parallel with the results of Tiryaki's study (2011) who found that there was not a significant relationship between students' level of L2 writing anxiety and their writing performances.

Finally, data about how the students evaluated their writing performance in English were provided in the interviews in this thesis. About 10% of the participants felt normal while writing in L2, which means they felt neither anxious nor comfortable. 36% of the students stated that they felt good or comfortable while writing a text in English. About 55% of them told that they felt anxious while writing in L2. When they were required to evaluate their writing in L2, 38% of them told they had a good or very good writing performance in second language while 35% of them told they had a bad writing performance in English. Most of the participants ( $N= 78$ ) reported that time limitation and having insufficient grammar and vocabulary were among the reasons for their low writing performance. Also, about half of the participants ( $N= 57$ ) are familiar with the mechanics as the most important factor in writing, so they focused on grammar accuracy in their writing. All of these might be the reasons for having low writing performance as they were indicated in some other studies (Ateş, 2013; Choi, 2013; Susoy & Tanyer, 2013). Another reason for low writing performance of the participants was having insufficient vocabulary knowledge, which was stressed in several other studies (Atay & Kurt, 2006; Choi, 2013; Leki, 1999; Öztürk & Çeçen, 2007). In the studies of Gungle and Taylor (1989), and Lee (2001), it was found that while the students who had low anxiety did more revision on content and organization, those who had high anxiety edited grammar and word choice more. This finding could be considered to be similar to the findings of the current study since the participants commented grammar and vocabulary knowledge as a criterion in their writing.

About 27% of the students commented they did not receive sufficient feedback from their English teachers whereas this percentage is 64% for the students who agreed that they got feedback from their teachers. Furthermore, 87% of these participants stated that feedback they received from their English teachers was sufficient enough to improve their writing. As Lee (2003) stated, one of the main factors that causes writing anxiety is receiving negative feedback from the teachers. There are several studies stating that receiving negative or insufficient feedback is one of the major causes of writing anxiety (Ateş, 2013; Cheng, 2004b; Zhang, 2011). Since giving feedback explains how to establish a good writing, it enables students to have clear guidelines to start writing. Because of that reason, giving sufficient feedback may have some effects on determining the writing anxiety levels of the students (Arindra & Ardi, 2020). Likewise, some of the participants in the present study commented that receiving bad or insufficient feedback caused them to

lose their self-confidence, becoming more anxious or sad so the role of feedback on the writing anxiety of the learners cannot be ignored.

Another item was about genre types that were the easiest and the most difficult ones for them to write in English. The highest percentages about the most difficult genre in English belong to writing a poem (23%) and essay types (29%). The two genres they considered as the easiest were writing various types of paragraphs (22%) and writing a CV (14%). The participants were informed that paragraph types are not categorized as genres, but they still used them in their responses as one of the easiest and the hardest genres in the interview. Since the participants did not experience writing an essay or a poem, it is possible that they mostly gave these as the examples of the hardest genres. When they are used to writing in other genres, it is possible that their answers would change in higher levels. For instance, writing a CV is a formal type and it has certain aspects, so it is considered as one of the easiest genres for most of the participants in general in this study. It can be implied that when students know certain structures of a genre and what to write and how to write it exactly, they may see it easier to write and this might result in lower anxiety while writing in L2.

To sum up, one of the main aims of the present study was to investigate the possible L2 writing anxiety levels of the participants. The results showed that lower-level participants had higher levels of anxiety. Since the participants from each level were not familiar with several genres, and particularly grammar and vocabulary knowledge of A1 and A2 level participants needs to be improved, the anxiety levels of these participants became higher than B1 level students.

Another purpose of the present study was to find a possible relationship between L2 writing anxiety and writing achievement of the participants. However, there was not a significant relationship between them in terms of each level and in total. This could be because of the online education system that was conducted during the pandemic period. The students did not get a regular classroom education and all their exams were also online. Having online classes and testing might also have had a possible effect on their anxiety levels.

The last aim of the present study was to investigate the reflections of the participants upon their possible L2 writing anxiety. The effects of online education system could be seen in their responses to the interview questions especially in terms of receiving

feedback and getting in contact easily with their teachers. The first item in the structured written interview was asked in order to get the responses of the participants about their perceived L2 writing anxiety. The second item was asked in order to get their evaluation about their writing performance and to compare their L2 writing anxiety with their L2 writing performances. Their previous education in L2 writing might have had an effect on their answers to the first and second item of the interview as most of them have not studied academic writing or different types of written tasks at high school. The third item was about getting feedback during their writing classes because having sufficient or insufficient feedback was thought to have some possible effects on the L2 writing anxiety levels of the participants. The fourth item was asked in order to investigate the most difficult and the easiest genres for the participants because the text types and writing anxiety was supposed to have a possible relationship at the beginning of the present research. For instance, Uzun and Zehir Topkaya (2018) conducted a study in order to investigate the possible effects of Genre-Based Writing Instruction on the foreign language writing anxiety levels of the participants. According to the results of their research, the Genre-Based writing module may have had an influence on the writing anxiety levels of the participants and Genre-Based Writing Instruction can be an efficient tool to improve positive psychology among the learners. Finally, the last item was asked in order to receive the additional opinions of the participants that they may not have had an opportunity to explain in the first four items. This item was also useful in terms of learning further comments and suggestions of the learners about their writing experiences.

## **5.2. Pedagogical Implications**

Anxiety is one of the negative factors that affect the performance of the learners in writing skill as well as other skills. When the instructors were aware of that problem in the classroom, they can find ways to reduce the effects of anxiety. It is better to consider the emotional needs of the students while preparing the lesson plans and designing the classroom activities. Some extra activities can be given as self-study or outside the class work either before or after the class. Also, in order to decrease the negative effects of time-limitation, portfolio keeping can be used as a method, and pre-writing stages can be conducted during the lesson and writing stage can be given as homework. According to Shang (2013), offering more reassurance and positive feedback, and sometimes allowing

writing without assessment could be required by the instructors. In order to better understand the difficulties that students face during the writing process, face-to-face interviews or learner diaries/journals could be helpful. Collaborative tasks such as giving peer feedback or group works might also have a positive effect on decreasing the anxiety levels of the students. For example, receiving peer feedback was found among the least anxiety provoking sources for the participants in Genç and Yaylı's study (2019).

It would be better if students are informed about the genres or text types at the beginning of the module. In addition, receiving their opinions about evaluation and sharing the writing rubrics with the students would also be helpful for a better learning environment. Introducing the model texts and keeping portfolios for their works throughout the module would guide and motivate them to write good texts. Their motivation can increase if the teacher decides the method for assessing the portfolios with the students such as grading the best three products that the student or the teacher chooses or all of their products.

### **5.3. Limitations and Suggestions**

This study was conducted during an unusual period since the students were away from school because of the pandemic danger. It was difficult to communicate with the students during that time. Questionnaires and interviews were sent online and also received online. There was a limited number of participants because of these difficulties so the results cannot be generalised to the other contexts. A similar study could be carried out with larger numbers of participants. Also, more studies can be conducted with students from different language levels or different departments.

In addition, all of the tests and exams were conducted online during the term so the results may have been influenced accordingly. The students were not observed to have a lot of anxiety during their exams because they may have had a chance to get help from other resources during their online exams and they might have got higher scores accordingly, which may have influenced research results as well. It would be better to get their exam results in face-to-face classroom exams instead of online exams.

Finally, both scales used in the study were conducted at the same time. This might have affected the results of the study. Also, face-to-face interviews could not be conducted



due to distance education so further studies can apply different data collection instruments at different time intervals or hold face-to-face interviews. Written structured interviews may not be welcomed as a data collection tool by some scholars and there were some one-sentence answers in the interview. Thus, future studies can benefit from different data collection tools such as face-to-face or focus group interviews, student and teacher diaries, journals, class observations and filed notes.

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## APPENDICES

### APPENDIX I

#### TURKISH VERSION OF ALL INVENTORIES USED IN THE STUDY

#### YABANCI DİLDE YAZMA KAYGISININ KARŞILAŞTIRILMASI ENVANTERİ

Değerli Öğrenciler,

Bu anket formu yabancı dilde (İngilizce) yazma kaygısı ile yazma dersindeki başarı arasındaki ilişkiyi araştırmak amacıyla tasarlanmıştır. Writing (Yazma Becerileri) dersi kapsamında aldığınız sınav notlarınız ise İngilizce yazma performansı ve yazma kaygısı arasındaki ilişkiyi incelemek için değerlendirilmeye alınacaktır. Ortaya çıkacak sonuçların üniversite düzeyindeki öğrencilerin akademik yazma süreçlerine katkı sağlayacağı düşünülmektedir.

Anket kişisel bilgiler bölümü hariç iki ana bölümden oluşmaktadır. Birinci bölüm, yabancı dilde (İngilizce) yazma kaygınızı ölçmek amacıyla tasarlanmıştır. Son bölümde açık uçlu sorulardan oluşan bir yazılı görüşme formu mevcuttur.

Kimlik bilgileriniz, Writing (Yazma Becerileri) dersi kapsamında aldığınız sınav notlarınız ve anketlere verdiğiniz yanıtlar kesinlikle gizli tutulacak, veriler yalnızca bu araştırma kapsamında kullanılacaktır. Çalışmaya katılım gönüllülük esasına dayanmaktadır. Bu çalışmaya katılım herhangi risk oluşturmamaktadır.

Anketin tüm maddelerini özenle okumanız, sorulara samimi yanıtlar vermeniz ve hiçbir soruyu yanıtızsız bırakmamanız araştırmanın sağlıklı tamamlanması için son derece önemlidir. Çalışma hakkında ve sonuçlar hakkında daha fazla bilgi almak isterseniz aşağıdaki mail adresimden iletişime geçebilirsiniz. Katılımınız için şimdiden teşekkür ederim.

Öğr. Gör. Fahrettin Bilge KEYVANOĞLU

Pamukkale Üniversitesi Eğitim Fakültesi

İngilizce Öğretmenliği Yüksek Lisans Öğrencisi

E-posta: [bilgekeyvanoglu84@gmail.com](mailto:bilgekeyvanoglu84@gmail.com)

*Yukarıdaki bilgileri okudum ve çalışmaya katılmaya gönüllüyüm.*

**İsim-Soy isim:**

**Tarih:**

**İmza:**

\*Bu çalışmada yer almak istiyorum:: Evet

Hayır

\* : Doldurulması zorunludur.

## BÖLÜM 1. KİŞİSEL BİLGİLER

**Cinsiyet:** Kadın  Erkek

**Yaş:** .....

**Fakülte:** .....

**Bölüm:** .....

**Dil seviyesi:** .....

## BÖLÜM 2. YABANCI DİLDE (İNGİLİZCEDE) YAZMA KAYGISI ÖLÇEĞİ

Bu anket sizin yabancı dilde yazma kaygınızı ölçmek amacıyla hazırlanmıştır. Almış olduğunuz Writing (Yazma Becerileri) derslerinizin kapsamını da düşünerek, HER BİR İFADEYİ OKUDUKTAN SONRA SİZE EN UYGUN OLAN SEÇENEĞİ İŞARETLEYİNİZ.

YABANCI DİLDE (İNGİLİZCEDE) YAZMA KAYGISI ÖLÇEĞİ		Kesinlikle katılmıyorum (1)	Katılmıyorum (2)	Emin Değilim (3)	Katılıyorum (4)	Kesinlikle Katılıyorum (5)
1	İngilizce yazım yaparken hiç heyecanlanmam.	1	2	3	4	5
2	Belirli bir zaman içerisinde İngilizce yazım yaparken kalbim hızla çarpar.	1	2	3	4	5
3	İngilizce yazım yaparken bu yazımların değerlendirileceğini bilmek beni endişelendirir.	1	2	3	4	5
4	Yazım yaparken düşündüklerimi genellikle İngilizce yazarım.	1	2	3	4	5
5	İngilizce yazmaktan elimden geldiği kadar uzak dururum.	1	2	3	4	5
6	İngilizce yazmaya başladığımda kafam bomboşmuş hissine kapılırım.	1	2	3	4	5
7	İngilizce yazımlarımın diğerlerinininkinden kötü olması beni üzmez.	1	2	3	4	5
8	Zaman baskısı altında İngilizce yazım yaparken çok heyecanlanırım.	1	2	3	4	5
9	Yazdığım paragraf ya da kompozisyon değerlendirilecek ise düşük not almaktan korkarım.	1	2	3	4	5
10	İngilizce yazmam gereken durumlardan olabildiğince kaçınırım.	1	2	3	4	5
11	Kısıtlı bir zamanda yazım yaparken düşüncelerim birbirine girer.	1	2	3	4	5
12	Mecbur kalmadıkça İngilizce yazılar yazmam.	1	2	3	4	5

		<i>Kesinlikle katılmıyorum (1)</i>	<i>Katılmıyorum (2)</i>	<i>Emin Değilim (3)</i>	<i>Katılıyorum (4)</i>	<i>Kesinlikle Katılıyorum (5)</i>
<b>13</b>	Kısıtlı bir zamanda İngilizce yazım yaparken paniklerim.	1	2	3	4	5
<b>14</b>	Başka öğrencilerin İngilizce yazdıklarını okuduklarında dalga geçmelerinden korkarım.	1	2	3	4	5
<b>15</b>	Aniden İngilizce yazmam istendiğinde donup kalırım.	1	2	3	4	5
<b>16</b>	İngilizce yazmam istendiğinde çeşitli bahaneler uydururum.	1	2	3	4	5
<b>17</b>	İnsanların İngilizce yazdıklarıyla ilgili düşüncelerini önemsemem.	1	2	3	4	5
<b>18</b>	Sınıf dışında İngilizce yazım yapabileceğim her şansı değerlendiririm.	1	2	3	4	5
<b>19</b>	İngilizce yazım yaparken tüm vücudum kaskatı kesilir.	1	2	3	4	5
<b>20</b>	Yazımlarımın sınıf ortamında tartışılmasından korkarım.	1	2	3	4	5
<b>21</b>	Yazımlarımın kötü puan almasından korkmam.	1	2	3	4	5
<b>22</b>	Mümkün olduğu her zaman İngilizce yazımlar yaparım.	1	2	3	4	5

### **BÖLÜM 3. YAZILI GÖRÜŞME FORMU**

1. İngilizce bir metin yazarken kendinizi nasıl hissediyorsunuz?

2. İngilizcede yazma performansınızı nasıl değerlendiriyorsunuz? Niçin? Örnekler veriniz.

3. İngilizce yazma etkinlikleri için öğretmeninizden herhangi bir dönüt aldınız mı? Eğer aldıysanız bu dönütler yeterli miydi? Niçin?

4. İngilizce bir metin oluştururken en kolay ve en zor bulduğunuz türler hangileriydi (deneme, kompozisyon, şiir, özet paragrafı, kitap değerlendirmesi, özgeçmiş, vb.)? Niçin?

5. İngilizce yazma deneyimleriniz hakkında herhangi görüş ve öneriniz var mı?

## APPENDIX II

### ENGLISH VERSION OF ALL INVENTORIES USED IN THE STUDY

#### COMPARISON OF FOREIGN LANGUAGE WRITING ANXIETY INVENTORIES

Dear Students,

This survey aims to analyse the relationship between the second language (English) writing anxiety and writing performance of the learners. Your exams for Writing Skills lesson will be evaluated to examine the relationship between English writing performance and writing anxiety. It is thought that the results will contribute to the academic writing processes of university-level students.

The questionnaire consists of two main sections, excluding the personal information section. The first part is designed to measure your writing anxiety in a foreign language (English). In the last part, there is a written interview form consisting of open-ended questions.

Your credentials, your exam scores within the scope of the Writing course and your answers to the questionnaires will be kept strictly confidential, the data will only be used within the scope of this research. Participation in the study is on a voluntary basis. Participation in this study does not pose any risk.

It is extremely important for you to read all the items of the questionnaire carefully, answer the items sincerely and without skipping any questions in order to complete the research in a healthy way.

If you want to get more information about the study and the results, you can contact my e-mail address below. Thank you in advance for your participation.

Fahrettin Bilge KEYVANOĞLU

Pamukkale University, Faculty of Education

MA student, English Language Teaching Department

E-mail: [bilgekeyvanoglu84@gmail.com](mailto:bilgekeyvanoglu84@gmail.com)

<b>*I read the information above and am willing to take part in the study.</b> <input type="checkbox"/>		
Name Surname:	Date:	Signature:
<i>*I would like to take part in the interview:</i>	Yes <input type="checkbox"/>	No <input type="checkbox"/>

\* : Necessary to be filled

**PART I. PERSONAL INFORMATION****Gender:** Female  Male **Age:** .....**Faculty:** .....**Department:** .....**English Level:** .....**PART II: SECOND LANGUAGE WRITING ANXIETY INVENTORY (SLWAI)**

Statements (1) through (22) below describe how you feel about writing in English. Reading each item carefully, please indicate the degree to which each statement applies to you by circling (1) **Strongly Disagree**, (2) **Disagree**, (3) **Neutral** (4) **Agree**, or (5) **Strongly Agree**. Remember that there are no or wrong answers to any of these statements. Please give your first reaction to each statement, and mark an answer for every statement.

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

		<i>Strongly Disagree (1)</i>	<i>Disagree (2)</i>	<i>Neutral (3)</i>	<i>Agree (4)</i>	<i>Strongly Agree (5)</i>
<b>11</b>	My thoughts become jumbled when I write English compositions under time constraint.	1	2	3	4	5
<b>12</b>	Unless I have no choice, I would not use English to write compositions.	1	2	3	4	5
<b>13</b>	I often feel panic when I write English compositions under time constraint.	1	2	3	4	5
<b>14</b>	I'm afraid that the other students would deride my English composition if they read it.	1	2	3	4	5
<b>15</b>	I freeze up when unexpectedly asked to write English compositions.	1	2	3	4	5
<b>16</b>	I would do my best to excuse myself if asked to write English compositions.	1	2	3	4	5
<b>17</b>	I don't worry at all about what other people would think of my English compositions.	1	2	3	4	5
<b>18</b>	I usually seek every possible chance to write English compositions outside of class.	1	2	3	4	5
<b>19</b>	I usually feel my whole body rigid and tense when I write English compositions.	1	2	3	4	5
<b>20</b>	I'm afraid of my English composition being chosen as a sample for discussion in class.	1	2	3	4	5
<b>21</b>	I'm not afraid at all that my English compositions would be rated as very poor.	1	2	3	4	5
<b>22</b>	Whenever possible, I would use English to write compositions.	1	2	3	4	5

### **PART III. WRITTEN INTERVIEW FORM**

1. How do you feel while writing a text in English?
2. How do you evaluate your writing performance in English? Why? Give examples.
3. Have you received any feedback from your teacher for English writing activities? If so, was this feedback sufficient? Why?
4. What were the easiest and most difficult genres for you when creating an English text (essay (opinion, cause/effect, compare/contrast, etc.), poetry, summary paragraph, book evaluation, CV, etc.)? Why?
5. Do you have any other comments and suggestions about your writing experiences in English?

## APPENDIX III

## CORRESPONDENCE OF PERMISSION TO USE THE SCALES

Dear Mr. Cheng,

I am a student in Pamukkale University ELT Department MA Programme, Türkiye. I need to use your inventory (SLWAI) for my thesis study. I would be thankful if you give me permission to use it for my study.

Thank you,

Instructor, Fahrettin Bilge KEYVANOĞLU



**Yuh-show Cheng** 14 Eyl  
Alıcılar: ben

Dear Bilge,  
I'm happy to grant you the permission to use the SLWAI for your thesis research. Please acknowledge my authorship of the scale in your report, be it written or oral. I also hope to learn more about your findings when you complete your research!  
Wish you a successful research project!

Yuh-show Cheng 程玉秀  
Professor  
Department of English  
National Taiwan Normal University  
Taipei, Taiwan, ROC

Merhaba Hocam,

Ben Pamukkale Üniversitesinde İngilizce Öğretmenliği alanında yüksek lisans yapmaktayım. Tez çalışmamda Prof. Cheng'in hazırladığı ve Gökhan Öztürk ve Deniz Saydam tarafından Türkçeye çevrilen Second Language Writing Anxiety Inventory aracını kullanmak istiyorum. Gökhan Hoca'dan bahsettiğim aracın Türkçe versiyonu için kullanım izni aldım. Fakat belgeyi tam olarak sizin çalışmanızda bulabildim. Eğer izin verirseniz sizin tez çalışmanızda kullandığınız Türkçe versiyonu ben de sizin çalışmanızı kaynak göstererek kullanmak istiyorum.

Cevabınızı bekliyorum Hocam,  
İyi çalışmalar.  
Fahrettin Bilge KEYVANOĞLU



**Mihri Kaynak** 12:57  
Alıcılar: ben

Merhabalar hocam, tabi ki kullanabilirsiniz, çalışmanızda başarılar dilerim.  
Mihri KAYNAK

bilge keyvanoğlu <bilgekeyvanoglu84@gmail.com>, 26 Ara 2020 Cmt, 14:13 tarihinde şunu yazdı:

Merhaba Hocam,

Ben Pamukkale Üniversitesi İngilizce Öğretmenliği bölümünde yüksek lisans yapıyorum. Size ait olan 'Anxiety and Self-efficacy in Foreign Language Writing: The Case in Turkey' başlıklı çalışmanızda yer alan veri toplama ölçeğini (ENGLISH VERSION OF SLWAI WRITING ANXIETY SCALE) bu dönem hazırlamakta olduğum tez çalışmam için kullanmak istiyorum. Bu ölçeğin kullanımı için izninizi rica ediyorum. Cevabınızı bekliyorum, saygılarımla...

Teşekkür ederim,  
Öğr. Gör. Fahrettin Bilge KEYVANOĞLU



**Gokhan Ozturk** Dün  
Alıcılar: ben

Merhabalar,

Bahsettiğiniz ölçeği çalışmanızda kullanabilirsiniz. Kolaylıklar ve iyi çalışmalar dilerim.

Doç. Dr. Gökhan Öztürk  
Anadolu Üniversitesi

30 Eyl 2020 Çar 14:04 tarihinde bilge keyvanoğlu <bilgekeyvanoglu84@gmail.com> şunu yazdı:

[Alıntılanan metni göster](#)



Tel: 0 (258) 0  
E-Posta:

Ayrıntılı bilgi için irtibat : Aşen TOSUN  
Faks: 0 (258) 0  
Elektronik Ağ: <http://www.pau.edu.tr/>

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Evrak Tarih ve Sayısı: 18/11/2020-E.69490

T.C.  
PAMUKKALE ÜNİVERSİTESİ  
SOSYAL VE BEŞERİ BİLİMLERİ BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

SAYI: 68282350/2018/G10

Toplantı Tarihi : 11.11.2020  
Toplantı Sayısı : 10  
Toplantı Saati : 15:00

S.N	Adı Soyadı	İmza
1	Prof. Dr. Ertuğrul İŞLER	
2	Prof. Dr. Selçuk B. HAŞİLOĞLU	10.133.7.59
3	Prof. Dr. Naci KARKIN	62050
4	Prof. Dr. Asuman DUATEPE PAZARCI	18.11.2020
5	Prof. Dr. Murat BALKIS	
6	Prof. Dr. İsmail ÇEVİŞ	
7	Prof. Dr. Süleyman BARUTÇU	

**KARAR 10-** Üniversitemiz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi tezli yüksek lisans programı 182151051 öğrencisi Fahrettin Bilge KEYVANOĞLU'nun danışmanlığını Dr. Öğr. Üyesi Çağla ATMACA'nın yaptığı "AN INVESTIGATION INTO PREPARATORY CLASS EFL STUDENTS L1 AND L2 WRITING" başlıklı çalışmasına yönelik başvuru formunun usul ve etik açıdan verdiği beyan ve ekler tetkik edilmiş olup; proje sahibinin, başvurusunda yer alan bilgi, belge ve taahhütnamelere uygun bilimsel davranışlar sergileyeceği kanaati oluşmuştur. İş bu karar oy birliği ile alınmıştır.

ASLI GİBİDİR  
11.11.2020

Prof. Dr. Ertuğrul İŞLER  
Başkan

## APPENDIX IV

## WRITING RUBRICS THAT WERE USED IN MIDTERM AND FINAL EXAMS

## Rubric for Narrative Paragraphs

	10-9	8-7	6-5	4-3	2-1	<u>/10</u>	
<b>Content</b>	It has a clear topic sentence. It provides all details about the event. Ideas are fully developed. Relevant supporting details enrich the paragraph. There is no loose end.	It includes some details It has almost no problems with topic sentence and concluding sentence. Ideas are generally developed. A few irrelevant details are given.	It has little or no details. It has some problems with topic statement and concluding sentence Ideas are not fully developed. It occasionally includes irrelevant details.	It lacks of details. There are major problems with topic sentence and concluding sentence. Ideas are loosely connected and underdeveloped The reader is left with questions.	There are almost no details. There is almost no evidence of a topic sentence or a concluding sentence Length is not adequate for development.		
	2	1				<u>/2</u>	
<b>Organization</b>	It includes all the details and transitions. Ideas are ordered clearly It has no irrelevant sentences	It lacks of organization. It has weak transitions and poor logical organization. Closure is ineffective					
	2	1				<u>/2</u>	
<b>Word choice</b>	Effective and engaging use of word choice. It has vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced. It has a wide range of advanced vocabulary.	Shows some use of varied word choice.					
	3	2	1			<u>/3</u>	
<b>Language use &amp; Mechanics</b>	All sentences are well constructed and have varied structure and length. It has no errors in grammar, mechanics, and/or spelling. Sentences are of different kinds & length.	Most sentences are well constructed, but they have a similar structure and/or length. It has several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences are repetitive or difficult to understand. It has numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.				
	2	1				<u>/2</u>	
<b>Coherence</b>	Details are clear. Various pronouns, transitions, connectors that indicates the <b>time order</b> are used accurately to support coherence	Details are not clear. Pronouns, transitions, connectors that indicates the <b>time order</b> are not enough to support the coherence.					
					TOTAL	<u>/19</u>	

## Rubric for Descriptive Paragraphs

	10-9	8-7	6-5	4-3	2-1	<u>/10</u>
<b>Content</b>	On-topic. It has a clear topic sentence Ideas are fully developed. Relevant supporting descriptive details enrich the paragraph Concluding sentence is clear.	On-topic. It has almost no problems with topic sentence and concluding sentence. Ideas are generally developed. It contains some descriptive details A few irrelevant details are given.	Generally, on-topic. It has some problems with topic statement and concluding sentence. Ideas are not fully developed. It has little or no descriptions. It occasionally includes irrelevant details.	Wanders-off topic. Ideas are loosely connected and underdeveloped. There are major problems with topic sentence and concluding sentence. It lacks of details. The reader is left with questions.	Off-topic. There is almost no evidence of a topic sentence or a concluding sentence. Length is not adequate for development.	
<b>Organization</b>	3	1				<u>/2</u>
	It has an exemplary introduction It includes all the details and transitions. Ideas are ordered clearly Descriptions are organized spatially in several ways It has no irrelevant sentences	It has a poor introduction and conclusion. It lacks of organization. It has weak transitions and poor logical /spatial organization. Closure is ineffective				
<b>Word choice</b>	2	1				<u>/2</u>
	Effective and engaging use of word choice. It has vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced. It has a wide range of advanced vocabulary. It draws pictures in the reader's mind	It shows some use of varied word choice. The choice and placement of words is inaccurate at times				
<b>Language use &amp; Mechanics</b>	3	2	1			<u>/3</u>
	All sentences are well constructed and have varied structure and length. It has no errors in grammar, mechanics, and/or spelling. Sentences are of different kinds & length.	Most sentences are well constructed, but they have a similar structure and/or length. It has several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences are repetitive or difficult to understand. It has numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.			
<b>Coherence</b>	2	1				<u>/2</u>
	There is one clear, well focused topic. Various pronouns, transitions, connectors are used accurately to support coherence	The topic and main ideas are not clear. There are irrelevant sentences. The writing lacks of pronouns, transitions and connectors				
					<b>TOTAL</b>	<b>/19</b>