

**AN INVESTIGATION INTO EFL STUDENTS'
WRITING ANXIETY AND ITS RELATIONSHIP
WITH WRITING PERFORMANCE: A Study**

with Freshman-Electrical- Electronics

Engineering Students in Turkey

Yüksek Lisans Tezi

Nejla DAL

Eskişehir 2018

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Students in Turkey**

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MA THESIS

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MA in English Language Teaching Program

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Nejla DAL'ın "An Investigation into EFL Students' Writing Anxiety and its Relationship with Writing Performance: A Study with Freshman-Electrical-Electronics Engineering Students in Turkey" başlıklı tezi 23.02.2018 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

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ABSTRACT

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Advisor: Asst. Prof. Dr. Gonca SUBAŐI

In the last few years, apparently, there has been an upsurge in the number of research studies focusing on EFL writing and its relations to affective factors. As the role of English writing in students' academic life is gradually gaining importance in Turkey, it might be valuable to examine students' writing performance in terms of its association with anxiety. Therefore, the present study specifically aims to identify students' L1 and EFL writing anxiety levels. Additionally, it attempts to investigate the relationship between EFL writing anxiety and writing anxiety in their mother tongue. Finally, the association between EFL writing anxiety and writing performance of the students was explored. A total of 107 first-year Electrical-Electronics students at Osmangazi University participated in the study. For this purpose, the scales of SLWAI and Writing Anxiety Scale (Turkish), an essay-writing task to measure their writing proficiency level, the writing papers collected from the *Technical Writing Course* and interviews were utilized. The results revealed a moderate level of EFL and L1 writing anxiety among the participants and the presence of a statistically significant positive relationship between SLWAI and Turkish Writing Anxiety Scale. The study also demonstrated the presence of the negative correlation between the subjects' writing anxiety and writing performance grades. Hence, it might be recommended that writing instructors take the detrimental effects of writing anxiety on students' writing performance into consideration.

Keywords: EFL writing anxiety, L1 writing anxiety, Writing performance, Affective factors, Academic writing.

ÖZET

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN YAZILI
ANLATIM KAYGISI VE BAŞARISI ARASINDAKİ İLİŞKİSİNİN
ARAŞTIRILMASI: Türkiye'de Birinci Sınıf Elektrik-Elektronik Mühendisliği
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Son birkaç yılda, İngilizce yazılı anlatım becerisine ve duyuşsal faktörleri ile olan ilişkisine odaklanan çalışmalarda bir artış olduğu açıkça görülmektedir. İngilizce yazılı anlatım becerisinin, öğrencilerin akademik hayatındaki rolü gittikçe önem kazanmaya başladığı için, kaygı ile ilişkili olarak yazılı anlatım performanslarını incelenmesi faydalı olabilir. Bu çalışma özellikle öğrencilerin anadilde ve yabancı dilde yazılı anlatım becerilerine ilişkin kaygı düzeylerini belirlemeyi ve iki değişken arasındaki ilişkiyi de araştırmayı hedeflemiştir. Son olarak, öğrencilerin İngilizce yazılı anlatım kaygısı ve yazma performansı arasındaki ilişki araştırılmıştır. Osmangazi Üniversitesinde, 107 birinci sınıf Elektrik-Elektronik öğrencisi çalışmaya katılmıştır. Bu amaçla, Yabancı Dilde Yazılı Anlatım Kaygısı (SLWAI) ve Anadilde Yazma Kaygısı Ölçekleri, kompozisyonlar, *Teknik Yazılı Anlatım Becerisi* dersi sınav kağıtları ve mülakatlar kullanılmıştır. Sonuçlar, katılımcıların orta düzeyde yabancı dilde ve ana dilde yazılı anlatım kaygısına sahip olduğunu ve İngilizcede ile ve ana dilde yazılı anlatım kaygı ölçekleri arasında istatistiksel olarak anlamlı bir pozitif ilişki olduğunu ortaya koymuştur. Çalışma katılımcıların İngilizcede yazılı anlatım kaygısı ile yazma performansı notları arasındaki negatif korelasyonun varlığını da göstermiştir. Dolayısıyla, akademik yazılı anlatım dersi hocalarına, yazmaya ilişkin kaygının öğrencilerin performansı üzerindeki zararlı etkilerini dikkate almaları önerilebilir.

Anahtar Sözcükler: Yabancı dilde yazma kaygısı, Anadilde yazma kaygısı, Yazma performansı, Duyuşsal faktörler, Akademik yazılı anlatım becerisi.

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ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan “bilimsel intihal tespit programı” yla tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

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STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Nejla DAL

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LIST OF ABBREVIATIONS

FL:	Foreign language
L1:	First language
L2:	Second language
EFL:	English as a foreign language
ESL:	English as a second language
SLWAI:	Second Language Writing Anxiety Inventory
WAS L1:	Writing Anxiety Scale (in first language- Turkish)
FLCAS:	Foreign Language Classroom Anxiety Scale
LCDH:	Linguistic Coding Deficit Hypothesis
WAT:	Writing Apprehension Test
SLWARI:	Second Language Writing Anxiety Reasons Inventory
EWAT:	English Writing Apprehension/Attitude Test
CWAI:	Causes of Writing Anxiety Inventory
WES:	Writing Efficacy Scale
SLWAT:	The second language version of the Daly-Miller Writing Apprehension Test
NLWAI:	The Native Language Writing Anxiety Inventory
QCEWA:	The Questionnaire of the ESL Writing Anxiety
EWAS:	The English Writing Anxiety Scale
SLWFAI:	Second Language Writing Feedback Apprehension Inventory
FLWAS:	Foreign Language Writing Anxiety Scale
ESOGÜ:	Eskişehir Osmangazi University

CHAPTER 1

INTRODUCTION

Writing, which requires time, effort, practice, learning, and teachers' instruction, has been considered as an enormously complex activity both in our first language and second or foreign language. It is an essential skill for both foreign language speakers and for those who use their own language. Therefore, as one of the most crucial skills, it has been defined in numerous ways. According to Yi (2009, p.55), as "writing ability is multifaceted in its own right, any approach and accordingly its definition of writing ability cannot be thorough and comprehensive in its own right". For this reason, it is obvious that there are different "merits and demerits" of all the definitions made (Yi, 2009, p.55).

Among all these definitions, for instance, Meyers (2005, p. 2) points out that writing is the skill of discovering and organizing your ideas, putting them on paper and reshaping and revising them and adds that "writing is speaking to other on paper – or on a computer screen". Focusing on its complex nature, Mosca (1994) defines writing as "a very complex process that often involves wrestling with words and ideas". Furthermore, considering writing as a process, another researcher, Bruffee explains the concept of writing as (1980):

"A process of making judgments continually-one right after the other, sometimes several together, large or small, and every one of them having an effect on all the rest. What to write about, what to say about it, how to say it, how to begin, what word to use, how to phrase this sentence, where to put that comma: one decision after another (p.4)".

It is clear that writing requires a series of decisions about content, form, syntax, punctuation, style in a successive way. When writers have difficulty in this decision-making process, they may feel anxious to write and tend to think that writing is the most arduous skill to attain a mastery. As Erkan and Saban (2011, p.165) states, writing entails "thinking strategies that allow the individual to express him or herself competently in the other language, and is a complex activity that requires a certain level of linguistics knowledge, writing conventions, vocabulary and grammar". As a result, the complication of writing tasks is likely to intensify anxiety levels among students who are required to take writing courses (Erkan and Saban, 2011, p.166).

Daly (1978), who first put forward the concept of writing apprehension or anxiety, defined writing apprehension (also called "writing anxiety" by other researchers) as "a construct which is concerned with a person's general tendencies to approach or avoid

situations perceived to demand writing accompanied by same amount of evaluation" (p. 10). Foreign language writing anxiety could be defined as "generally understood to mean negative, anxious feelings that disrupt some part of the writing process", since the skill of writing was a combination of emotional and cognitive activity (McLeod, 1987, p.427). Moreover, according to Thompson (1980), writing anxiety is defined as the "fear of the writing process that outweighs the projected gain from the ability to write" (p.121). Besides, Cheng, Horwitz, and Schallert (1999) indicated that writing anxiety is a "language-skill specific anxiety," which is distinct from a "general classroom type of anxiety" (p.417).

Within the scope of these definitions, it can be stated that writing anxiety is likely to affect students' writing performance negatively. Therefore, writing anxiety has been the subject of various research studies for many years (Hassan, 2001; Cheng, 2004; Atay and 2007; Latif, 2007; Lin, 2009; DeDeyn, 2011; Hussein, 2013; Ateş, 2013; Kara, 2013; Jafari, Rezaei and Younas, 2014; Liu and Ni, 2015). The review of the literature on writing anxiety and writing performance shows that "the relationship between these two variables can be quite complex and has not been fully understood yet" (DeDeyn, 2011, p.53). Therefore, foreign language writing anxiety has been the primary focus of this study. The current study hopes to seek whether as an important element of affective factors, writing anxiety both in students' first (L1) and foreign language is in relation to the Electrical-Electronics Engineering students' writing skill performance or not.

1.1. Background to the Study

Nowadays, most universities in the world use English language as the medium of instruction. The main reason for having to learn English is that the students and educators think it will most probably have a facilitating role in their performing well in their academic studies. In addition, the writing process make contribution to the progress of learners' cognitive skills to help them acquire the essential strategies in the learning process including analysis, synthesis, inference, etc. (Bacha, 2002, p.164). As a productive skill, writing in a foreign language has been regarded as one of the most complicated language skills. Compared with first language (L1) writing, it is thought that writing in a second (L2) or foreign language is more demanding (Wu, 2015, p.1) and it is widely acknowledged that the skill of writing has an important role for academic success

as “EFL learners’ success in English writing brings them benefits not solely in their English learning but also in their life-long careers” (Tuan, 2010, p.81).

Among the other affective factors such as self-esteem, motivation, and attitude, anxiety is viewed as one of the most significant predictors of success in foreign language learning contexts. Hence, the notion of anxiety has been widely explored so far due to its effect on achievement and performance. Learners’ having anxiety is often considered to be a major obstacle in the whole language learning process (Horwitz, Horwitz and Cope, 1986, p.127; Aydın, 1999, p.18). In this regard, Tanveer (2007, p. 1) points out that “students’ feeling of stress, anxiety and nervousness may impede their language learning and performance abilities”.

The existing analyses of measures of writing anxiety reveal that these scales have moderate correlations with general language anxiety measures. However, seemingly general language anxiety scales measure a different construct, not particularly the skill of writing (Cheng, Horwitz and Schallert, 1999, p.419). In other words, it means that whereas writing anxiety correlates with general language anxiety, nowadays it has been regarded as a distinct, more specific construct. Some studies (Daly and Wilson, 1983; Cheng, et. al., 1999; Cheng, 2004; Rodriguez, Delgado, and Colon, 2009; Ateş, 2013) also have presented some concrete evidence to view writing anxiety as a specific type of anxiety. Therefore, in the last few decades, there has been a growing interest in particularly EFL writing anxiety.

It has been demonstrated in many studies that there is a negative relationship between anxiety and writing performance (Cheng, et. al., 1999; Hassan, 2001; Erkan and Saban, 2011; Liu and Ni, 2015), arguing that it causes learners to develop “writer’s block” (Leki, 1999, p. 65) as learners show a type of avoidance behavior. In several studies, it is proposed that writing anxiety might affect EFL writing performance profoundly (Daly and Miller; 1975; Leki, 1999; Hassan, 2001; Horwitz, 2001; Cheng, 2004; Zhang, 2011; Atay and Kurt, 2007; Ateş, 2013; Aljafen, 2013). As a result, an assumption might be that the writing performance of EFL learners might be a consequence of their levels of anxiety.

However, despite its utmost importance in academic and educational contexts, in language teaching, writing has not been able to get its real place (Ateş, 2013). According to Cheng (2002, p.648), a small number of research studies that focus on L2 writing anxiety directly have been conducted. As one of the productive skills, writing, which tends to generate various difficulties for students (Erkan and Saban, 2011, p.169), is

mostly disregarded in the foreign language education system in Turkey, as well (Ateş, 2013, p.25; Zerey, 2013 p.47). As Zerey (2013, p. 47) contends, writing is one of the most neglected skills in Turkey as teachers mostly implement grammar-based approach to language teaching during the high school education. However, when students study at a university whose medium of instruction is English, they are obliged to write a lot of academic reports, essays and research papers. Nevertheless, since they have not received sufficient instruction on writing beforehand in their past educational life, they may experience great difficulty in coping with the challenging writing tasks and assignments (Qasim Al-Badwawi, 2011, p.23). The fear or anxiety of not being able meet the expected academic standards and requirements in their academic life might be a consequence of this situation. Therefore, students might develop negative attitudes towards academic writing, which could also affect their overall academic performance.

There has been a body of research studies carried out on L1 writing anxiety and L2 writing anxiety respectively and separately (Cheng, et al., 1999, p. 418); however, further research on EFL writing anxiety is essential in order to understand its nature and its adverse influences on students' writing performance more clearly (Jafari, Rezaei and Younas, 2014, p.2). Moreover, with regard to the Turkish EFL context, very few publications can be found in the literature that address the relationship between foreign language writing anxiety and L1 writing anxiety and lastly that address the issue of foreign language writing anxiety among engineering students' and its relationship with academic writing performance. Thus, further research on L2 writing anxiety is essential to comprehend the issue better and its harmful effects on students' writing performance.

The scarcity of research studies, mainly on EFL writing anxiety and all these mentioned assumptions have oriented the researcher towards investigating the issue more in depth in a Turkish EFL context. Another motive for choosing the issue of foreign language writing anxiety is that in Turkey, writing instruction is not highly emphasized in English classes prior to higher education. English instruction is most dominantly focused on reading, grammar, vocabulary rather than productive skills. Students could only find the opportunity to receive a writing instruction mostly at a higher educational setting if they attend a university and study at a department whose medium of instruction is English or whose requirement is to go through a language preparation class. However, English writing is crucial for students to be able to continue their academic studies and for their future careers as well.

In the present study, the students needed to submit an academic research paper as part of the class requirements and they also had to carry out some other assignments, reports and papers in English for all the courses until they graduated from university. As for future careers, students might need to develop their writing skill to do master's degree or PhD. Since the participants of this study were all freshmen at a state university, it is worth to investigate the effect of language writing anxiety on first-year students' academic writing performance. The first-year writing class would be the best place to be aware of the difficulties caused by anxiety at earlier stages. Then they could be guided to overcome their anxiety and have a better writing performance in all their studies. On the other hand, the writing instructors also need to be aware of the difficulties that their students have so that they can be a facilitator in the instructional period and they may also need to revise their instructional techniques and strategies, taking the anxious learners into account.

1.2. Statement of the Problem

Clearly, language learning is not an easy process for a person who struggles to learn a foreign language in an environment where the language is used in only certain contexts. Exposure to that language is inevitably quite limited to academic life including educational settings. This is the typical scenario for Turkish students who attend a university. Only after they enter a university, they might fully understand the importance of learning a foreign language since they are required to face the challenges of the academic life. In Turkey, in most universities, it is a requirement to take an English proficiency exam after entering the university. If they fail the exam, the students have to attend the English preparatory classes for a year. Meanwhile, they receive instruction on all language areas and four skills, including the skill of writing. After they pass the proficiency exam successfully, they are considered to be more prepared for the difficulties of the mandatory courses at their departments as the courses are mostly or completely in English.

However, as a researcher and writing course instructor as well, students occasionally give feedback to us orally with regard to their writing experiences and they usually state that they experience great difficulty especially in the skill of writing, both while they are studying at a prep class or at their own departments. No matter they are low or high achievers, most students find writing difficult and regard it as something they

just need to continue striving with the aim of passing certain exams (Erkan and Saban, 2011, p.166). They have to learn how to organize their ideas, some punctuation rules, and syntactic patterns and how to write controlled paragraphs. Nevertheless, what they have mastered is quite insufficient when they take some writing courses such as Academic Writing (expository writing) or Technical Writing, in which they have to write essays, academic papers and reports as in the case of the participants in the current study.

Resulting from a variety of sources, both students and course instructors express that they have a lot of problems in their writings, which provoke anxiety and negative attitudes towards writing mostly because students' grades are largely determined by their performance in written assignments, papers and examinations. Different from what they have covered in secondary or high school, they are expected to write well-organized papers using a formal and academic language and effective strategies to be successful enough in their academic work. Students have to deal with highly cognitively demanding tasks, such as interpretation of texts in their subject area, synthesis of the information in the texts such as paraphrasing and summarizing techniques or citational skills. (Asaoka and Usi, 2003, p.144). This means that as Bereiter and Scardamalia (1987) emphasized, students are naturally required to go far beyond "knowledge-telling" forms of writing to "knowledge transforming", but now utilizing appropriate referencing skills and citation techniques (as cited in Leki and Carson, 1994, p. 96).

As Pajares (2003) asserted that if a student avoids expressing him or herself in writing, feels apprehensive about writing or does not have adequate confidence in his or her writing skill, this demonstrates that the student is unlikely to be proficient at writing a composition and "students' perceived self-regulatory skills predict the confidence with which they face academic tasks" (p.146). While some studies reveal that there is a negative correlation between writing anxiety and performance (Daly, et al., 1988, Saito and Samimy, 1996, Chen and Lin, 2009), in others, a statistical significance in this relationship was not found (Pajares and Johnson, 1993; Cheng, 2002). Since there are contradictory results as to the relationship between writing anxiety and writing performance, it is apparent that more research in this area is prerequisite.

The main importance of this study lies in its aim to bring the nature of the relationship that might exist between writing anxiety, one of the most important affective factors, and writing performance of EFL undergraduate students enrolled in an academic English writing course in Turkey into light. Students might perform poorly in their

writings owing to their feelings of anxiety; therefore, the results of this study might provide some insight into the issue for those who experience similar problems about writing and hopefully for writing instructors. It would be worthy to investigate whether the defined variable generates the problem of anxiety among undergraduate engineering students and whether feeling anxious to write has an impact on writing performance.

1.3. Objectives of the Study

Recently, since English writing has become increasingly important in Turkish universities, and based on the numerous studies in the literature (Akpınar, 2007; Atay and Kurt, 2007; Erkan and Saban, 2011; Ateş, 2013; Çınar, 2014; Kırmızı and Kırmızı, 2015; Taş, 2015), it is quite possible to comment that success in writing in a foreign language might be closely linked to one of most important affective factors, anxiety. Utilizing both quantitative and qualitative instruments, the current study aims at investigating mainly the issue of foreign language writing anxiety in relation L1 writing anxiety. The assumption that these elements had an effect on EFL students' writing performance was the biggest impetus for this research.

In this study, the SLWAI (Second Language Writing Anxiety Inventory, Cheng, 2004) was adopted to find out whether there was EFL writing anxiety among the first-year Electrical and Electronics Engineering majors studying at a state university and then to assess the levels of EFL writing anxiety experienced by the participants. Additionally, this study aimed to investigate whether the students in the study had writing anxiety in their own language, Turkish (L1) and to find out the levels of them as low, medium and high anxious. To this end, the instrument of Yazma Kaygısı Ölçeği (Writing Anxiety Scale, WAS L1) developed by Ülper and Karakaya (2011) was also utilized. Following this step, a correlation analysis between foreign language writing anxiety and writing performance was conducted to examine the effects of EFL writing anxiety. Lastly, at the end of the semester, semi-structured interviews with almost twenty percent (20%) of the participants were carried out according to the results obtained from SLWAI.

1.4. Statement of the Research Questions

In this study, so as to investigate these mentioned possible relationships above in a Turkish tertiary-level EFL context, the following research questions were formulated:

1. Do the first-year Electrical-Electronics Engineering students experience foreign language writing anxiety? If so, what are the levels of it?
2. Do the participants have writing anxiety in their native language, (Turkish)? If so, what are the levels of it?
3. What is the relationship between the participants' foreign language writing anxiety level and writing anxiety level in L1?
4. Does English writing anxiety affect students' writing performance in English?

1.5. Significance of the Study

As stated before, the issue of writing anxiety in foreign language has attracted an increasing amount of attention from more and more researchers and educators. There are a few research studies in the literature conducted in Turkish context regarding the foreign language writing anxiety with prospective teachers of English in particular (Atay and Kurt, 2006; Atay and Kurt, 2007; Öztürk and Çeçen, 2007; Ateş, 2013; Zerey, 2013). As clearly revealed in some research studies, “higher anxious writers tend to avoid taking writing courses and prefer academic majors and careers that are perceived as having relatively little to do with writing” (Cheng, 2002, p.648). Hence, more studies are needed which have focused on the situation of SLWA among freshman Turkish students, particularly, majoring in engineering. There may be a need to investigate whether particularly engineering students who are required to learn English for academic purposes experience writing anxiety in English and whether it poses a problem related to their writing achievement in their technical (academic) writing lessons.

As written communication needs of students at university are getting greater these days, this study hopefully aims to provide additional information about writing anxiety in English for those who are in the process of teaching writing and for those who need to learn how to write more effectively. In other words, in pedagogical terms, the results and the implications of this study might be beneficial for both writing instructors and students since “anxiety is quite possibly the affective factor that most pervasively obstructs the learning process” (Oxford, 1999, p. 8; cited in Hussein, 2013, p.1).

If writing instructors can fully understand the nature of writing anxiety among the students and see its relations to some other variables, such as writing anxiety in the learners' own language and writing performance, they might need to search for and then utilize different strategies to create less anxiety- provoking environments for the students

who need to write more effectively in their academic life. Additionally, the students who struggle with anxiety as a psychological barrier to a successful academic life might need a professional teacher to overcome this problem. Therefore, as proposed by Aikman (1985),

“both teachers and college administrators need to be aware of writing anxiety, which has only recently been identified as a potentially handicapping student problem. By providing teachers with more information, they may develop and implement teaching strategies to deal with the problem where it exists” (p.11-12).

Such knowledge might also be of help for the practitioners to detect the kind of second language anxiety with the greatest potential for creating problems in students’ learning, and take appropriate measures in order to decrease that anxiety. On the other hand, the learners can find a better chance to become more aware of themselves in terms of their writing performance and could be more prepared to receive help from the instructors. This means that “discussions of the problem may help anxious writers feel less isolated, which, in turn, may enable them to seek help or merely to feel more self-confident through heightened awareness (Aikman, 1985, p.11). In brief, an inquiry into the experience of anxiety among EFL students in Turkey may provide insight into the problems of English writing instruction in Turkey.

The current study has been designed to address mainly the issue of EFL writing anxiety and might be a modest contribution to the ongoing discussions about this phenomenon that may benefit future studies. Besides, due to the scarcity of publications in the literature that examine the issue of English writing anxiety in relation to writing anxiety in L1 in Turkish context, further research seems desirable to extend our knowledge of writing anxiety in EFL contexts.

1.6. Definitions of the Key Terms Used in the Present Study

Anxiety: “The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Horwitz, et al., 1986, p.125).

Foreign Language Anxiety: “A particular type of anxiety, a separate and distinct phenomenon particular to language learning, described as a distinct complex of self-perceptions, beliefs, feelings, and behavior related to classroom language learning arising from the uniqueness of the language learning process” (Horwitz et al., 1986, p.128).

Writing Apprehension: “A situation and subject-specific individual difference ...concerned with people’s general tendencies to approach or avoid situations perceived to demand writing accompanied by some amount of evaluation” (Daly, 1978, p. 10).

Writing Anxiety: “A fear of the writing process that outweighs the projected gain from the ability to write” (Thompson, 1980, p.121). Writing anxiety is also used to describe “people who exhibit one or a combination of feelings, beliefs, or behaviors that interfere with a person’s ability to start, work on, or finish a given writing task that he or she is intellectually capable of doing” (Bloom, 1985, p. 121).

ESL Composition Profile: A scoring system which is used for the evaluation of writing performance (Jacobs, Hartfield, Hughey and Vormuth, 1981).

Holistic scoring: “An evaluative method that considers the overall quality of the product” (Hunter, Jones, Randhawa,1996, p.64). “The rater is guided by a holistic scoring guide which describes each feature and identifies high, middle and low-quality levels for each feature and by range finders” (Cooper and Odell, 1977; Greenberg and Wiener and Donovan, 1986, as cited in Lamazares 1991, p.8).

Analytic Scoring: “A type of scoring in which raters first score the individual elements and then combine that series of judgements to produce a composite score. The analytic rater will judge a student’s ability along a series of dimensions, such as organization, content, mechanics, and diction, and then calculate a composite score” (Hunter, Jones, Randhawa, 1996, p.65).

Writing performance: For the purposes of this study, the writing performance of the participants will be measured by analytic scale scores assigned to student essays by writing instructors.

CHAPTER 2

LITERATURE REVIEW

2.1. Introduction

It is obvious that a high command of English regarding the writing skills is crucial in order to improve university students' writing performance and academic success (Shang, 2013, p.1). However, much of the literature (Leki and Carson, 1997; Krause, 2001; Lillis and Scott, 2007), especially on first year undergraduates' academic writing often reveals "inadequacy in knowledge and the use of the conventions and expectations of academic writing" (Ntereke and Ramoroka, p. 45). The significance of effective academic writing skills, thus, has become obvious as students' written products are the primary parts of the assessment in academic life and as "students' written texts continue to constitute the main form of assessment and as such writing is a high stakes activity in university education. If there are problems with writing, then the student is likely to fail". (Lillis and Scott, 2007, p. 9). In other words, effective academic writing skills are a prerequisite for success at university since academic disciplines heavily use them as a form of assessment (Hyland, 2013, p.54).

Based on the assumption that "writing depends on an appropriate combination of cognitive, affective, social and physical conditions if it is to happen at all" (Hayes, 1996, p. 5), there might be several reasons for the learners' low performance in writing. Due to the fact that writing is considered to be an emotional activity as much as a cognitive one (McLeod, 1987), its affective components, especially anxiety strongly affect all stages of the writing process (Alnufaie and Grenfell, 2013). As a result, recently, as an affective and cognitive factor, anxiety has been widely under critical scrutiny in many research studies in foreign language teaching. (Cheng, 2004; DeDeyn, 2011; Zhang, 2011; Aljafen, 2013; Ateş, 2013; Hussein, 2013; Çınar, 2014). Nevertheless, as particularly the focus on writing anxiety in EFL context is quite recent, more research into the issue seems requisite for a better understanding of its effects on the academic performance of the language learners.

In general terms, Chapter II provides information on the theories and research that form the methodology and hypotheses of this study. Initially, this section, will explain the constructs of concern for this study, such as what anxiety and language anxiety is, including writing anxiety, and its types and effects and then present the theoretical framework of language anxiety and writing anxiety. Subsequently, it will review the

related empirical studies in the literature pertaining to second language and L1 writing anxiety. The last part of this chapter is devoted to the empirical studies focusing on the possible relationship between writing anxiety and writing performance.

2.2. Affective Factors

Since 1970's, there has been a growing interest in the integration of affective factors into educational settings with the emergence of humanistic approaches, which engage emotion, empathy, encouragement, and learner involvement, introduced by the ideas of scholars such as Erickson, Roger, Maslow, and Stevick (as cited in Khatib, Sarem and Hamidi, 2013, p.45). Humanistic approach mainly focuses on "the importance of the inner world of the learner and places the individual's thought at the forefront of all human development" (Lei, 2007, p. 60). It is obvious that the field of language education has been influenced by the humanistic approaches considering the importance given to affective factors in language learning (Oxford, 1990, p. 140) and the changes in language pedagogy since "the roles of teachers and learners were redefined, learners' needs were given priority and language pedagogy went through crucial modifications" (Khatib, et al., 2013, p. 46).

In spite of the fact that learners in a foreign language classroom are exposed to the same lessons, each person might process lessons differently, and end up having very different language learning experiences, which reveals uniqueness for each individual (Garret and Young, 2009, p.209). "A seemingly small change in attitude on the part of the teacher can make a big difference" (Underhill 1989, as cited in Arnold, 2011, p.14). Therefore, affective factors apparently have a vital effect on students' being successful or unsuccessful in second language learning process since having negative attitudes might decrease learners' motivational level and may pose an obstacle to language learning, process whereas positive attitudes can create the opposite effect (Tasnimi, 2009, p.117).

Even though cognitive variables are still viewed as one of the strongest correlates of foreign language achievement, Stern (2003) comes up with three components of affect: basic predispositions in the individuals and pervasive personal characteristics such as "need for achievement and tolerance of ambiguity, more specific attitudes and motivation" (p. 385) and he argues that "the affective component contributes at least as much and often more to language learning than the cognitive skills" (2003, p. 386), which has also been established by a variety of recent research demonstrating that affective

variables have a significant effect on language performance (Horwitz, et al., 1986; MacIntyre and Gardner, 1989; Young, 1991; Phillips, 1992; Aida, 1994; Ellis, 2008; Tasnimi, 2009).

Similar to Stern's (2003) assertion, Chastain (1988) and Yule (2006) also state that affective factors play a greater role in the development of second language skills than the cognitive domain as it can give an incentive to the cognitive functions by activating or can blocking them (as cited in Karabıyık, 2012, p.7-8).

This claim is clearly well-illustrated by Ellis' (2008) definition of affective state: "The learner's affective state is influenced by a number of factors, for example, anxiety, which is the main focus of this study, a desire to compete, and whether learners feel they are progressing or not" (p. 1953-1954). It is claimed that it can affect the rate of L2 acquisition and the ultimate level of achievement.

Affective factors include a large number of variables. Depending on the researcher, these factors may have different subcategories. For instance, according to Ehrman, Leaver and Oxford (2003), "affective factors include motivation, self-efficacy, tolerance of ambiguity, and anxiety among others" (p. 319) whereas for another researcher, Brown (1994), who defines affective factors as "the emotional side of human behaviors", focuses on the concepts of "empathy, self-esteem, extroversion-introversion, inhibition, imitation, risk-taking, motivation, anxiety, attitudes" (p. 143-150).

On the other hand, other researchers categorize these feelings or reactions together with other individual differences and also discuss the concepts of anxiety, motivation, personality characteristics and willingness to communicate (Ellis, 2008; Gass and Selinker, 2008). Gass and Selinker (2008) also makes a sub-categorization in terms of "the affective filter, risk-taking and language and culture shock" (p. 398).

Among these affective factors, anxiety has been of special interest and one of the most prominent areas in the fields of language acquisition and learning. Therefore, it is a component of affective factors which plays an important role in language learning process (Onwuegbuzie, Bailey, and Daley, 2000; Cheng, 2004; Dornyei, 2005; Ellis, 2008; Zheng, 2008; Tasnimi, 2009; Zhao, 2013).

2.3. Anxiety

As a term, anxiety is a complicated psychological concept which is in relation to many variables (Subaşı, 2010, p.31), it has been defined in several ways by scholars and

researchers across disciplines (Scovel, 1978; Brown, 1994; Horwitz, et al., 1986, 1991; MacIntyre and Gardner, 1991; Cheng, 2004, Zhao, 2013). In general terms, The Cambridge Dictionary of Psychology (2009) describes anxiety as “a fearful mood that has a vague or no specific focus and is accompanied by bodily arousal and also, a secondary or conditioned drive which leads to an avoidance response” (p.46). Besides, Freud (1936, p. 69), from a psychological perspective, defined anxiety as “something felt, an emotional state that includes feelings of apprehension, nervousness, and worry accompanied by psychological arousal” and he made a connection between anxiety and the “excessive amount of fear caused by a source of danger” (as cited in Weiner and Craighead, 2010, p. 1698). Like Freud (1936), a more recent definition has been proposed by Blau (1995) who describes anxiety as an “emotional situation in which a person experiences threat, weakness and tension as a result of an expected danger” (as cited in Ateş, 2013, p.37).

Another researcher, Scovel (1978) defined anxiety as “a state of apprehension, a vague fear” (p.131). Likewise, Brown (1994) referred anxiety to the feeling of “uneasiness, frustration, self-doubt, apprehension, or worry” (p.141). In a different vein, Horwitz et al. (1986) referred anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). In a similar fashion, Lightbrown and Spada (2006) has defined anxiety as “feelings of worry, nervousness, and stress that many students experience when learning a second language” (p. 61). It is possible that anxious learners might feel great tension, nervousness, difficulty in concentrating, tend to avoid class, and delay doing their homework (Horwitz, et al., 1986; p.126).

From a biological perspective, a very recent definition has been proposed by Beck and Clark (2010, p. 4) and anxiety has been described as “a complex cognitive, affective, psychological and behavioral response system activated when anticipated events or circumstances are deemed to be highly aversive because they are perceived to be unpredictable, uncontrollable events that could potentially threaten the vital interests of an individual”. Furthermore, Sarason and Sarason (1990, p. 476) listed some characteristics which might result from anxiety:

1. “The situation is seen as difficult, challenging, and threatening”
2. “The individual sees himself as ineffective, or inadequate, in handling the task at hand”

3. “The individual focuses on undesirable consequences of personal inadequacy.
4. “Self-deprecatory preoccupations are strong and interfere or complete with task-relevant cognitive activity”
5. “The individual expects and anticipates failure and loss of regard by others”

2.3.1. Types of anxiety

The notion of anxiety has been explored from different perspectives, and therefore, in the literature, many different types of anxiety have been proposed (MacIntyre and Gardner, 1991, Brown, 2007). According to MacIntyre (1999), “even if one views language anxiety as being a unique form of anxiety, specific to second language contexts, it is still instructive to explore the links between it and the rest of the anxiety literature” (p. 28). In this respect; even though language anxiety is considered as a unique form of anxiety, the significance of the connection between language anxiety and anxiety in general in the literature review has been highlighted.

There are different facets of anxiety (Dornyei, 2005, p.198); however, mainly two categories which can contribute to our understanding the issue in depth are apparently prevalent in the literature: trait versus state versus situation specific anxiety; and facilitative versus debilitating anxiety. MacIntyre and Gardner (1989) differentiated between three categories relating to several areas including foreign language learning, which are “anxiety as a general personality trait (trait anxiety), anxiety as an emotional state (state anxiety), and anxiety extending consistently over time within a given situation (situation-specific anxiety)” (p.87). Moreover, Scovel (1978) also categorized anxiety into two types, which are referred to as facilitating and debilitating anxiety.

2.3.1.1. Trait anxiety and state anxiety

Trait anxiety and state anxiety were first introduced by Cattell and Scheier (1961) and have been developed with the measuring instrument of Spielberg (1983) called State/Trait anxiety Inventory (as cited in Toth, 2010, p.6). According to Spielberg (1983), trait anxiety is “a stable predisposition to become nervous in a wide range of situations and a general tendency to perceive situations as threatening” (1983, p.1). People with trait anxiety are predictably and generally anxious about many things and in this regard, trait anxiety is viewed as a part of one’s personality trait. (Spielberg, 1983; as cited in Cassady, 2010, p. 96

Similarly, MacIntyre and Gardner (1991a) claimed that for the learners, trait anxiety leads to more anxiety which negatively affects their learning process, when compared with the learners who do not experience a trait anxiety (p.86). In other words, a person with a high level of trait-anxiety is generally more likely to feel anxious in a wide range of situations than other people (MacIntyre and Gardner, 1991a, p.87). There were some efforts to find a connection between trait anxiety and L2 achievement; however, the studies did not yield any significant results between the two variables (Young, 1991; Chu, 2008).

On the other hand, state anxiety also refers to “the moment-to-moment experience of anxiety and the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity” (MacIntyre, 1999, p. 28). A social type of anxiety, state anxiety happens whenever a person assumes a particular stimulus or situation is potentially harmful, dangerous or threatening to her or himself (Schlesinger, 1995, p.23). For this reason, it is viewed as temporary and not a permanent personality characteristic, but a type of anxiety which is only experienced under certain conditions. Spielberg (1983) further claimed that high trait anxiety individuals have a tendency to experience higher state anxiety levels in social-evaluative situations than those with low trait anxiety. However, MacIntyre and Gardner (1991a, p.90) oppose to state anxiety as an effective predictor to measure language achievement as they believe it may not be possible to be able to detect the real source of the anxiety experienced in a specific situation and also because the trait anxiety is somewhat hard and not clear enough to be defined and measured.

2.3.1.2. Situation-specific anxiety

The first two perspectives have been discussed in Spielberg’s Trait-State theory. A third perspective from which anxiety has been studied in several research areas is situation-specific approach to anxiety. Spielberger (1983) defined situation-specific anxiety as “the apprehension at a particular moment in time as a response to a specific situation” (as cited in Cassady, 2010). In situation-specific measures which are restricted to a certain context, the participants’ anxiety reactions are evaluated in “a well-defined situation such as public speaking, writing examinations, performing math, or participating in a foreign language class” (MacIntyre and Gardner, 1991a, p.91). Besides, Cassady (2010, p.96) stated that situation-specific anxiety was “like trait anxiety, except for that it

is applied to a single context or situation only”. Therefore, he noted that “it is stable over time but not necessarily consistent across situations” (2010, p. 96).

There are several situation-specific anxiety types, some of which are stage fright, test anxiety, math anxiety, public speaking anxiety, using a second language or library anxiety, all of which have different contexts and situations, though. (MacIntyre and Gardner, 1991a). As a result, it is clearly understood that a certain situation might evoke anxiety for a person but this may not be valid for other contexts. To illustrate, according to Onwuegbuzie (1997), composition anxiety, considered as another type of situation-specific anxiety, is experienced when a learner feels negatively while writing down something. As another illustration, in Chan and Wu's (2004) study, public speaking anxiety, writing examination anxiety, and performing math anxiety are generally viewed situation-specific anxiety.

Regarding foreign language learning, Brown (2007, p.151) discovered that most recent research on language anxiety has shifted its focus distinctively on the situational nature of state anxiety than trait anxiety. Brown (2007, p.151) also emphasizes that it is essential to have an attempt to decide whether a language learner feels anxious owing to a deeper personality trait or whether the anxiety arises from a certain situation at a specific moment. Hence, this might suggest a need for the teachers to monitor the learners to see language learners' different levels of situation-specific anxiety in a variety of situations.

2.3.1.3. Debilitative versus facilitative anxiety

Due to the fact that anxiety plays both negative and positive roles in language learning, language anxiety can be categorized as debilitating anxiety and facilitating anxiety (Scovel, 1978). The negative effect of anxiety is referred to as debilitating anxiety or harmful anxiety; whereas the positive type of anxiety is called facilitating anxiety or helpful anxiety (Scovel, 1978, p.131). Unlike the trait anxiety, Brown (2000) asserted that state and situation-specific anxieties are built on the factors of personality and situations as their basis, facilitating and debilitating anxieties dwell on the effects of anxiety on individuals' performance in language learning (as cited in Wang, 2005, p.45).

As Oxford (1999) stated, debilitating anxiety influences language learners' performance in “both directly way by reducing participation and creating overt avoidance of the language and indirectly way through worry and self-doubt” (p. 60). Additionally, Gardner, Day, and MacIntyre (1992) noted that highly anxious language learners have

negative attitudes toward foreign language learning, that hinders their performance in language learning and generally, their language anxiety is regarded as debilitating anxiety. As a result of debilitating anxiety, students might experience depression and tend to skip classes or end up dropping out of their school (Chao, 2003, p.12).

A review of the research on debilitating effects of anxiety demonstrated that anxiety leads to avoidance behavior in the classroom (Horwitz et al. 1986; MacIntyre and Gardner 1991b; MacIntyre et al. 1997; Elkhafaifi, 2005; Liu and Jackson 2008; Wang, 2009). Anxious students have a tendency to avoid attending classes, avoid voluntary answers and participation in oral activities, avoiding speaking, or avoid trying uncertain or novel linguistic forms (Horwitz et al. 1986; MacIntyre and Gardner 1991b; MacIntyre et al. 1997; Elkhafaifi, 2005; Liu and Jackson 2008).

Although anxiety is generally considered as a negative factor (Horwitz, et al., 1986; MacIntyre and Gardner, 1991a; Phillips, 1992; Tanveer, 2007; Demirdaş, 2012), some researchers such as Scovel (1978), Young (1992) and Ehrman and Oxford (1995) asserted that facilitating anxiety, some apprehension, had a positive effect in language learning since facilitative anxiety is viewed as an “energizing and helpful” factor, encouraging the individuals to do better (as cited in MacIntyre and Gardner, 1991b, p. 519). These researchers believe that facilitating anxiety is a source to motivate language learners to face new challenges and keep them alert. For instance, Brown (2007) proposed that feeling nervous before a public presentation is “often a sign of facilitating anxiety and a symptom of just enough tension to get the job done” (p. 152). Briefly, facilitating anxiety “motivates the learner to fight a new learning task whereas debilitating anxiety motivates the learner to avoid the learning task” (Scovel, 1991, p. 22).

2.4. Foreign Language Anxiety

In earlier research, language anxiety was not viewed as a separate type of anxiety (Scovel, 1978); nevertheless, recently, language anxiety has been regarded as “a unique type of anxiety that causes worry and negative emotional reactions ... [and]... differs from the kind of anxiety that relates to public speaking, test taking, or communication apprehension” (Marcos-Llinás and Garau, 2009, p. 95). In order to have a better understanding about the nature of anxiety involving its role in language learning context, it is prerequisite to characterize language anxiety as a specific type of anxiety among the

other types of anxiety (Horwitz et. al., 1986; MacIntyre and Gardner, 1989; 1991; Zheng, 2008; Zhao, 2013).

Language anxiety refers to feelings of “worry, nervousness, and stress” that many students may develop during language learning process (Lightbown and Spada, 2006, as cited in Zhao, 2013, p.10). Another definition was made earlier by MacIntyre and Gardner (1994b) who defined foreign language classroom anxiety as "the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning" (p. 284). MacIntyre and Gardner (1994b, p.289) also asserted that language anxiety is a complex phenomenon which takes place during input, processing, and output stages. They defined input anxiety as a student’s apprehension when “taking in information in a target language, processing anxiety as a student’s apprehension when learning and thinking in a target language, and output anxiety as a student’s nervousness when speaking or writing” in a foreign language (p. 289). On the other hand, MacIntyre and Gardner (1991a) focused on the debilitating effect of language anxiety with an assertion that anxiety “interferes with the acquisition, retention and production of the new language”, generating a variety of problems for language learners (p. 86).

MacIntyre and Gardner (1989) set forth a model of causality which described the development of language anxiety. This model suggests that language anxiety emerges in the early stages of foreign language learning, where the individual may come across challenges in grammar, speaking and pronunciation, etc. If the learner feels anxious about the learning experience and develops fears about making mistakes in this early phase, state anxiety emerges. If this state anxiety occurs several times, the student experiences foreign language anxiety, posing an obstacle to the performance.

Horwitz, et al. (1986) concluded that "just as anxiety prevents some people from performing successfully in science or mathematics, many people find foreign language learning, especially in classroom situations, particularly stressful" (p. 125). In 2001, Horwitz (2001) proposed that language researchers should be precise about the kind of anxiety they are gauging as “language anxiety is a specific anxiety rather than a trait anxiety” (p. 112) to be able to figure out how specific types of anxiety may be related to achievement in L2 learning.

In recent years, thanks to the developments in measurement and theory, a clearer picture of the nature of language anxiety has been possible, with the most commonly used instruments such as the Foreign Language Classroom Anxiety Scale (FLCAS), a trait-

based scale and developed by Horwitz, et al. (1986) and the Anxometer developed by MacIntyre and Gardner, (1991a) which had three band categories for high, moderate and low anxiety levels.

2.4.1. Approaches to the study of anxiety in foreign language learning

The study of anxiety in L2 learning started more than three decades ago, in the 1970s, a period when the research studies began to focus more on the learner, especially on the connection between various individual characteristics such as motivation, anxiety or language aptitude and achievement at language learning (Toth, 2010, p.15).

Since the introduction of trait anxiety approach, there have been basically two different approaches to the study of anxiety in language learning, which can be categorized as (1) the “anxiety transfer”, and (2) the “unique anxiety” approach (Horwitz and Young, 1991; MacIntyre, 1999; as cited in Toth, 2010, p.15). The first approach hypothesizes that when individuals develop anxiety during the language learning process, they simply transfer other forms of anxiety into language learning context. That is, it is assumed that people who are usually anxious under certain occasions are likely to experience anxiety when learning a foreign language. Specifically, second language anxiety has been regarded as either (1) the manifestation of a general trait of anxiety or (2) the transfer of some situation-specific anxiety (MacIntyre and Gardner, 1991a, p.86).

On the other hand, the second approach assumes that in language learning, the anxiety experienced is a specific type of anxiety. This theoretical perspective is in line with Gardner’s (1985) hypothesis that “a construct of anxiety which is not general but instead is specific to the language acquisition context is related to second language achievement” (Toth, 2010, p.16). According to Toth (2010, p. 16), the “unique anxiety approach turned out to be the more fruitful one” because the research studies which utilized the “anxiety transfer” approach produced “inconsistent, contradictory results not only across but even within studies” (MacIntyre, 1999, as cited in Toth, 2010, p,17); however, the ones which adopted the unique-anxiety approach were consistent in indicating the existence of a negative relationship between language anxiety and performance in foreign language learning. In other words, the assumption that a unique and specific type of anxiety might affect the individuals was proved as a more credible and logical hypothesis.

Horwitz et al. (1986) have been the first researchers who distinguished the concept of anxiety from the general context of affective variables like Gardner (1985), but additionally Horwitz et al.'s (1986) model of FLCA connected the two approaches (i.e., anxiety transfer, unique anxiety), also claiming that this type of anxiety has a negative effect on performance evaluation in an academic and social context. In brief, as Cassady (2010) concludes, most SLA researchers view foreign language anxiety as a situation-specific anxiety, which is mostly independent from other forms of anxiety (p. 97).

2.4.2. Theoretical background

2.4.2.1. Krashen's affective filter hypothesis

Krashen (1982), who is an expert in the field of linguistics and specializing in theories of language acquisition and development, proposed the Affective Filter Hypothesis in an attempt to explain the emotional variables linked with the success or failure of acquiring a second language (p. 30-31). In other words, Krashen (1982) asserts that emotional variables, such as anxiety, motivation, self-doubt and self-confidence in learners' language learning process, might have an effect on how they acquire the language. The "affective filter" refers to a kind of barrier which could inhibit learners from receiving and processing input even if it is understandable (Krashen, 1982, p. 31). As shown in Figure 2.1 below, when a learner is experiencing a feeling of anxiety, the filter is activated and he or she tends to "filter out" target language input, and blocks the processing of the language input (Krashen, 1982, p.32).

Krashen (1982) also hypothesized that the individual must be "open" to the input to be able understand the comprehensible input received for language acquisition (as cited in Nassif, 2014), yet this condition only becomes possible when the affective filter is not active. On the condition that "the affective filter is up or active but when the acquirer doesn't have motivation and self-confidence, or feels anxious, he/she may understand what they hear and read" (Krashen's, 1985, p.3). However, as suggested in the affective filter hypothesis, even if the instructional input is obtainable and comprehensible, students may still have difficulty in learning owing to the blocking influence of anxiety (Krashen, 1982, p.32).

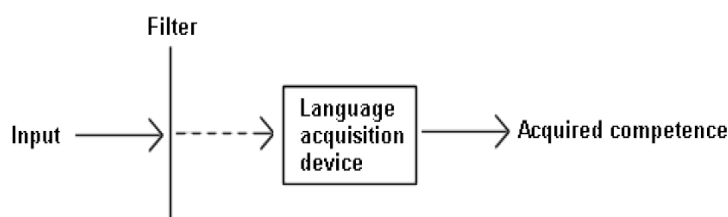


Figure 2.1. *Operation of the Affective Filter*

(Krashen, 1982, p. 32).

2.4.2.2. Theory of Horwitz, Horwitz, and Cope

According to Horwitz, Horwitz, and Cope (1986), anxiety can be defined as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system”. They claimed that the problem of anxiety has serious effects for both foreign language fluency and language performance.

In order to measure the situational anxiety in the foreign language classroom, Horwitz, et al. (1986) created the Foreign Language Classroom Anxiety Scale (FLCAS). They view language anxiety as a complicated unique construct distinct from general anxiety. Horwitz et al. (1986, p.127) outlined foreign language anxiety in three components as building blocks of their model: “(1) communication apprehension, (2) test anxiety, and (3) fear of negative evaluation” (p. 31). In specific terms, communication apprehension refers to “a type of shyness characterized by fear of or anxiety about communicating with people” (Horwitz et al., 1986, p. 127). It occurs especially when speaking in public. Secondly, test anxiety refers to a type of performance anxiety which result from a fear of failure in the case of an academic evaluative situation (Horwitz et al., 1986). Finally, fear of negative evaluation is viewed as “one’s avoidance of evaluative situations, apprehension and/or expectation of negative evaluations from others” (Horwitz et al., 1986, p.127). In L2 academic context, language learners may experience language anxiety since constant communication and evaluation situations are involved. As a result, educators should assist the learners “to cope with the existing anxiety-provoking situation and make the learning context less stressful” (p. 131).

2.4.2.3. The linguistic coding deficit hypothesis (LCDH)

The linguistic Coding Deficit Hypothesis (LCDH) was hypothesized by Sparks and Ganschow (1993) with an assertion that the learners who have a poor performance in foreign language courses might also experience trouble in their mother tongue, which in

turn, results in incapability to learn a second language. The theory focuses on the significance of native language skill, language aptitude differences, and specifically, phonological processing in order to learn a foreign language successfully. It is proposed that “difficulties experienced with phonological processing” may be the reason for foreign language learning difficulties (Sparks, 1995, p. 187). Moreover, Sparks and Ganschow (1993) take the position that both native and FL learning are based on basic language learning mechanisms and that difficulties with one language skill will probably affect both language systems negatively.

Sparks and Ganschow (1993) questioned the presence of FL anxiety as an affecting factor in language performance. The debate is related to whether FL anxiety is a reason for individual differences and poor achievement in the process of learning foreign languages. Horwitz et al. (1986) and MacIntyre (1995, p.92) proposed that in language learning anxiety may lead to poor performance and affect foreign language fluency negatively, and it is impossible to undervalue its intervention in language input, process and output. Contrary to these researchers’ views, the proponents of the LCDH contend that students with foreign language problems might experience underlying linguistic coding deficits in their mother tongue such as phonological, syntactic and semantic codes of language, and as a result, these individual differences, rather than affective factors, hinder their ability to learn a foreign language, the result of which is anxiety (Sparks, 1995, p.192).

2.4.2.4. Cognitive theoretical perspectives

Since 1950’s, there has been an extensive body of research which has dealt with cognitive processes and how they are affected by anxiety (Eysenck, MacLeod, and Mathews, 1987; Eysenck and Calvo, 1992; Eysenck, 1997; Fox and Georgious, 2005; Derakashan, Eysenck, and Myers, 2007; Van Yperen, 2007; Derakashan and Eysenck, 2009; as cited in Hsiao, 2013). These cognitive theoretical perspectives on anxiety mainly focus on the effects of anxiety in three information-processing stages (Zhao, 2013, p.7).

One of the researchers who raised the issue of anxiety early was Eysenck (1979), who proposed that worry and emotionality formed the nature of anxiety (as cited in Zheng, 2008, p.5). The feeling of worry might be defined as “one’s concern about performance or other people’s evaluation and emotionality refers to the negative feelings caused by physiological functioning” (as cited in Zheng, 2008, p.5). He asserted that

anxious learners were more distracted and often more devoted to task-irrelevant cognitive processing than non-anxious learners, hindering the capacity of their working memory. The Figure 2.2. below law explains a curvilinear relationship between anxiety and performance as a function of task difficulty. If a task is easy enough, anxiety has not got a considerable effect and might indeed foster learners' performance by means of more effort (MacIntyre, 1995, p.92).

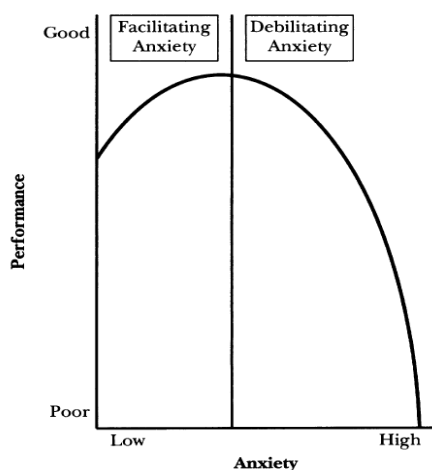


Figure 2.2. *Inverted “U” relation between anxiety and performance*
(MacIntyre, 1995, p. 92).

In several research studies, MacIntyre and Gardner (1994a, 1994b) studied the effects of anxiety on cognitive processing and concluded that “such effects may be quite persuasive”. The cognitive perspective on language learning assumes that individuals have a restricted attention capacity and processing capacity (Sellers, 2000, p.513) and language anxiety impedes processing capacity, decreasing the amount of attention which the learner has to pay to the learning task itself as high anxious learners spend energy on task-irrelevant thoughts (Sarason, 1984, p.929). The researcher asserted that “the problem of anxiety is, to a significant extent, a problem of intrusive thoughts that interfere with task-focused thinking” (1984, p.929).

Before and while performing in evaluative contexts, people with high levels of anxiety are considered different from those low in anxiety in terms of their cognitive activity as anxious individuals have a tendency to “engage and become absorbed in self-preoccupying worry, i.e. distressing ruminations about how they are doing, how they are seen by others, their personal incompetence, implications of failure, etc.” (Sarason, 1990;

as cited in Toth, 2010, p. 12). Hence, information processing capacity of highly anxious learners is partly absorbed by anxiety-related cognition, leading to negative effects on language performance, particularly in anxiety-inducing situations such as tests and exams (Tobias, 1986; MacIntyre and Gardner, 1994b; MacIntyre, 1995).

2.4.2.4.1. Theory of Tobias

One of the cognitivist researchers, in his article *Anxiety Research in Educational Psychology* (1979), Tobias (1979) suggested a model of the effects of anxiety on learning from instruction, which includes three information-processing components: input, processing, and output. The learner's first exposure to the outside stimulus is called the input stage and in the case of anxiety, the learner's encoding and internalizing information may be inhibited (Tobias, 1979). The processing stage includes organization, and storage comprehension of incoming messages and also making new words meaningful. At this stage, due to anxiety learners might not recognize and learn new words. Eventually, at the output stage, learners produce either written or spoken messages. Moreover, according to Tobias (1986, p.36), anxious learners tend to be distracted by off-task concerns such as worry, causing them to miss some proportion of input; however, such an interference might be decreased by receiving instructional input. According to this model, anxious learners might experience more debilitating anxiety when the content and materials difficult and learners may find less organized input hard to process (Tobias, 1986, p.40-41).

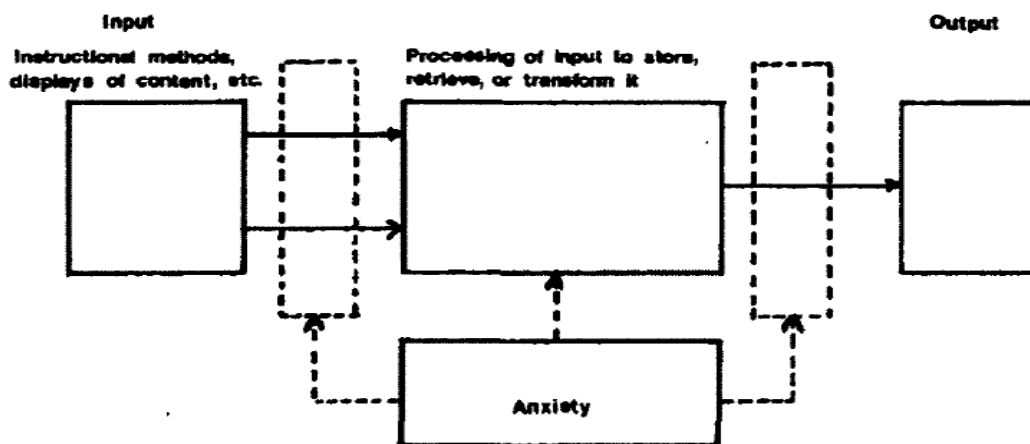


Figure 2.3. Model outlining the effects of anxiety on learning from instruction (Tobias, 1979, p. 575).

2.4.2.4.2. Theory of MacIntyre and Gardner

Based on the model suggested by Tobias (1979), MacIntyre and Gardner (1994b) proposed the theory of “stage-specific anxiety” and discovered the potential effects of anxiety on three stages of FL learning: input, processing, and output. They defined input anxiety as “apprehension experienced when taking in information in the second language” (p.289). Secondly, processing anxiety was defined as “apprehension experienced when learning and thinking in the second language,” and lastly output anxiety was referred as “apprehension experienced when speaking or writing in the second language” (MacIntyre and Gardner, 1994b, p.289).

They argued that the negative relationship between language anxiety and second language production observed in previous studies might be a sign of problems at any of the three stages. They specifically emphasized that anxiety might have profound effects on cognitive processing in second language learning. In their study, it was found that anxious students had difficulty in comprehending long messages and holding discrete items in short term memory or recognizing the new words in the language.

2.4.2.4.3. The cognitive capacity formulation hypothesis

The Cognitive Capacity Formulation was developed by Tobias (1990) as a model to manifest the anxiety related to test-taking situations, identifying study and test taking skills as cognitive components of test anxiety. The research results of Tobias (1990) suggest that it is reasonable to view test anxiety from the perspective of both interference and skills deficit and that deficits in study and test taking skills may be one important component explaining the reduction in learning as a result of anxiety. According to the Interference Model, interference by anxiety and implementing poor study skills both reduce performance. Due to the fact that students are afraid of being evaluated, they feel threatened and anxious by the testing situation itself, resulting in student’s incapability to recall what was learned. The deficit hypothesis, on the other hand, hypothesizes that students who have insufficient preparation for an exam or poor test taking skills “have elevations in test anxiety caused by their metacognitive awareness of inadequate mastery” (Tobias, 1990, p.14). Tobias (1990) argued that the lower performance of test anxious students may be associated with both on interference and a skills deficit problem; therefore, it might be better to “re-conceptualize these situations in terms of information processing capacity” (p.15).

Tobias (1990) also suggested that two types of events would reduce interference in performance: 1) “reducing the processing capacity absorbed by affective preoccupations, or 2) reducing the information processing demands of the task” (p.15). He also proposes that increasing the organization of instructional content, reducing its difficulty, and decreasing reliance on memory, good study skills will probably decrease the processing capacity required, yielding improved performance. Briefly, Tobias (1990) asserted that students with high anxiety and poor study skills were the least effective learners since a huge amount of processing capacity was distracted by anxiety, and task solution decreases processing capacity. On the contrary, students who have low test anxiety with strong study skills will perform most effectively as off-task concerns do not take up much capacity (Tobias, 1990).

2.4.2.4.4. Processing efficiency theory

In addition to Tobias’ (1990) model, Eysenck and Calvo (1992) proposed a processing efficiency theory which focus on effects of anxiety on performance. According to this model, worry which affects task performance is an important component of anxiety and it may hinder the capacity of the working memory (Zheng, 2008, p.5-6). Besides, under the effect of worry, anxious learners might attempt more and employ strategies in order to overcome their anxiety to have a better performance (Eysenck and Calvo, 1992, as cited in Zhao, 2013). There are two major kinds of reactions to the threat of worry: “1) coping directly with the current level of worry; 2) using additional resources to reduce or eliminate the negative effects of worry on performance” (Eysenck and Calvo, 1992, as cited in Zhao, 2013, p.10).

2.4.3. Components of foreign language anxiety

Regarding the aspects of a language classroom, Horwitz et al. (1986, p.125) has conceptualized foreign language anxiety through three performance components in order to explain performance anxieties in an academic context and foreign language learning: communication apprehension, test anxiety and fear of negative evaluation.

2.4.3.1. Communication apprehension

Communication apprehension refers to the fear which FL learners suffered while they are having communication with other people (Horwitz et al., 1986, p.127). Chang

(2011) states that communication apprehension refers to an individual's difficulty and anxiety when giving a speech in public (p.15) and language learners who have high anxiety levels are afraid to speak the target language, expressing panic and nervous, and unable to comprehend others' speech (p.60).

Learners who experience high levels of this type of apprehension usually have a tendency to refrain from communication, which further leads to frustration and apprehension in language learning (MacIntyre and Gardner, 1989; Aida, 1994; Gregersen and Horwitz, 2002). As Horwitz et al. (1986) pointed out, difficulty in speaking in groups or in public, in listening, or in learning a spoken message are all indications of communication apprehension and language learners' inability and difficulty in speaking language learners' inability and difficulty may easily cause frustration.

2.4.3.2. *Test anxiety*

Test anxiety is defined by Horwitz et al. (1986) as “a type of performance anxiety stemming from a fear of failure” (p. 127) and they also state that “test-anxious students often put unrealistic demands on themselves and feel that anything less than a perfect test performance is a failure” (p. 128). In other words, it refers to nervousness or apprehension during evaluative situations and this fear of failure might result from a deficit in their academic study skills (Hussein, 2013, p.22) as they might “develop negative and irrational attitudes towards testing situations as a result of their previous testing experiences” (Ateş, 2013, p.54). Test anxiety presents itself, specifically in oral tests and listening activities among highly anxious learners, and they might experience sweating, tearing, and shaking when they have to give an oral presentation (Von Worde, 2003). Additionally, Young (1986, p.445) pointed out that test anxiety had more impact on foreign language learners who have a poor oral proficiency compared to those with high levels of speaking proficiency.

2.4.3.3. *Fear of negative evaluation*

The third component refers to “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively” (Horwitz et al., 1986, p. 128). Fear of negative evaluation stems from the fear of “being evaluated from peers, teachers or others and the expectations of being negatively evaluated” (Horwitz et al., 1986, p.128). This type of anxiety is similar to test

anxiety; however, it is not just restricted to test-taking situations and may occur in any social and evaluative situations such as giving a public speech, a job interview or speaking in a foreign language class" (Horwitz et al., 1986, p. 128).

In Horwitz et al.'s (1986) research study, some language students who feared being negatively evaluated reported their reactions as: "I am afraid that the other students will laugh at me when I speak the foreign language", "I always feel that the other students speak the foreign language better than I do", "It embarrasses me to volunteer answers in my language class", "I worry about getting left behind", and "I keep thinking that other students are better at languages than I am" (p.130).

According to Krashen (1982), anxious students experience a fear of being less competent than other students or have a fear of negative evaluation by their peers and he argues that fear of negative evaluation might increase their tendency to "skip classes, over study, or seek refuge in the last row in an effort to avoid the humiliation or embarrassment of being called on to speak" (p. 168). Besides, in their research study, Gregersen and Horwitz (2002) reported a similar result from their study. They discovered that the learners with feelings of communication apprehension, language learners who feared being negatively evaluated seldom took part in class conversations and interactions as they were suspicious of their ability to be able to leave a proper impression on the teachers and other classmates.

2.4.4. Indicators of foreign language anxiety manifested by learners

To be able to cope with language anxiety, it is a crucial step firstly to be aware of the learner's manifestations of anxieties regarding speaking, negative evaluation, and other anxiety types resulting from foreign language learning situations (Young, 1991). In order to recognize these manifestations, Young (1991, p.427) recommends that teachers utilize "interviews, questionnaires, diaries, and self-report instruments on language learners" and make interviews with language experts to understand the extent and nature of their anxiety more deeply.

The negative manifestations of foreign language classroom anxiety may come to surface as "nervous laughter, avoiding eye contact, joking, short answer responses, avoiding activities in class, coming unprepared to class, acting in-different, cutting class, putting off taking the foreign language until the last year, crouching in the last row, and avoiding having to speak in the foreign language in class" (Young, 1991, p.430). Negative

manifestations also include freezing up and concentration difficulties, lack of comprehension, errors (Young, 1991, p.430), worry and dread (Ewald, 2007), frustration (Coryell and Clark, 2009), fear, panic and reticence (Horwitz et al., 1986).

More specifically, according to Horwitz et al. (1986), anxious students may evade from studying and in some cases, they might skip class completely in order to reduce their anxiety (p.130). Besides, people with high anxiety show some “psycho-physiological symptoms such as tenseness, trembling, perspiring, palpitations, and sleep disturbances” (Horwitz et al., 1986, p.126).

Although many of the manifestations of anxiety are usually regarded to be negative reactions, there are also some stated positive manifestations such as a boost in motivation level in spite of the presence of high anxiety (Coryell and Clark, 2009). For instance, claiming that the increase of anxiety among more advanced speakers of Spanish cannot be considered entirely as a negative factor influencing their performance, Marcos-Llinás and Garau (2009) demonstrated in their study that as the language level and writing anxiety increased, the course grades became higher.

2.4.5. Sources of foreign language anxiety

It is essential to examine the possible sources of language anxiety in depth to be able to gain more insight into the understanding of the difficulties which students may come across in their process of language learning (Zhang and Zhong, 2012, p.27). As for the potential sources of FLA, a wide range of studies have proposed that it may stem from a variety of factors (Price, 1991; Young, 1991; Aydın, 1999; Onwuegbuzie et al., 2000; Gregersen, 2003; Tanveer, 2007; Subaşı, 2010; Toth, 2011; Shabani, 2012; Ün, 2012; Zhang and Zhong, 2012; Williams and Andrade, 2012; Zhao, 2013).

Young (1991, p. 427) lists mainly six potential contributing factors to language anxiety, which are related to the learner, the teacher, as well as teachers’ instructional practices. She claims that language anxiety may occur owing to “personal anxieties, interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language teaching, classroom procedures, language testing” (1991, p.427).

Young (1991, p.429), more specifically, contends that the greatest source of anxiety for students in the language classroom results from the face-to-face interaction and evaluation that is made by peers and instructor and that all language anxiety can usually be associated in some way with the learner, the instructor, and/or the instructional

practice. Another researcher, Price (1991) identified the greatest causes of language anxiety as “having to speak the target language in front of their peers, being laughed at by others, and making fool of themselves in public” (p.105) and the difficulty of their language classes, and additionally he found that two personality variables-desire for perfectionism and fear of public speaking-contributed to students' anxiety in FL classes.

In a later study, Aydın (1999) examined the sources of FL anxiety that EFL Turkish students have in particularly speaking and writing. She discovered that their language anxiety stems from primarily three sources of FL anxiety: personal reasons; their teachers' manner towards them and the teaching procedures.

In a more recent study, Subaşı (2010) attempted to discover the fundamental sources of the students' anxiety in oral practice and she concluded that potential sources of the anxiety of Turkish learners of English are as follows: “1) an individual student's fear of negative evaluation, and 2) his/her self-perceived speaking ability and the interviews revealed that personal reasons, teachers' manners, teaching procedures, and previous experience also contributed to their speaking anxiety” (p.29).

Moreover, according to Tóth (2010), the following major sources of anxiety have been classified by Tóth (2010, p. 66):

1. perceived differences between using the TL in vs. outside the classroom,
2. pressure to do well in classes for language majors,
3. aiming at avoiding mistakes,
4. focus on accuracy and appropriacy,
5. potential negative evaluation by the teacher (poor marks, being corrected, critical remarks),
6. potential negative evaluation by peers,
7. fear of appearing less competent than others,
8. classmates' L2 proficiency, and
9. classmates' experience in TL countries.

Zhang and Zhong (2012) also explored the potential sources of language anxiety by categorizing them as “learner-induced, classroom-related, skill-specific and society-imposed anxieties” (p.27). Zhang and Zhong (2012) believes that learner-induced anxiety stems from “learners' erroneous beliefs, unrealistic high standards, poor language abilities, self-perceived incompetence, inclined competitive nature, and dispositional fear

of negative evaluation” (p. 28). Secondly, classroom-related anxiety is associated with instructors, peers and classroom practices. Skill-specific anxiety is related to the anxiety that separate language skills create in the learners. Lastly, society-imposed- anxiety is defined as the anxiety brought about by the society which originates from “identity formation, cultural connotation, and parental intervention” (p.31).

On the other hand, it is worthwhile to mention that there are also other researchers who have held language anxiety and underperformance accountable for cognitive and social factors rather than affective ones. To illustrate, Spark and Ganschow (1993) assert that poor command of one’s linguistic code in his/her native language is the reason for language anxiety and failure in FL learning and thus individuals show differences in L2 learning. They claimed that “low motivation, poor attitude, or high levels of anxiety are, most likely, a manifestation of deficiencies in the efficient control of one's native language, though they are obviously correlated with difficulty in FL learning” (Sparks and Ganschow, 1991, p.10).

Apart from this theory, the construct of social anxiety has come into view in literature as one of the prevailing types of anxiety. It includes “negative evaluation, shyness in the presence of others and feelings of stress and discomfort, self-preoccupation, worry about one’s inability to cope with social requirements and considerations” (Shwarzer, 1986, as cited in Hussein, 2013, p.23).

To conclude, as Hussein claims (2013, p.30), FL anxiety is apparently a “multidimensional complex psychological phenomenon influenced by various sources ranging from personal, social, psychological to pedagogical factors”. Therefore, helping not only the teachers to be aware the sources of anxiety in language learners is an important step which will be taken in handling anxiety in the language classroom. (Ün, 2012, p.46) but it will also be very helpful for learners to recognize their possible causes of anxiety and to find possible ways to alleviate its effects (Riasati, 2011).

2.4.6. Effects of foreign language anxiety

In the past few decades, there has been growing interest in foreign language anxiety in general and foreign language anxiety in association with achievement in particular and it has been commonly accepted by educators that FL anxiety has an impact on success and failure in learning L2 and high levels of anxiety affects language performance and learning negatively (Horwitz, 2001; Hussein, 2013). “The potential of

anxiety to interfere with learning and performance is one of the most accepted phenomena in psychology and education” (Horwitz, 2000, p. 256). “Anxiety is most typical in explicitly evaluative situations, such as tests or examinations, in which people perform to be evaluated” (Toth, 2010, p. 12).

In review of the literature with respect to anxiety and achievement, there have been significant negative relationships between language anxiety and performance or achievement in different contexts with different target languages. (Horwitz et. al., 1986; Phillips, 1992; Saito and Samimy, 1996; Gardner et al. ,1997; Sarigül, 2000; Batumlu and Erden, 2007; Zheng, 2008; Chen and Lin, 2009; Erkan and Saban, 2011). In review of the studies in the literature, Arnold (1999) mainly identified the negative relationship of language anxiety with the following factors: “grades in language courses, proficiency test performance, performance in speaking and writing tasks, self-confidence in language learning, self-esteem, i.e., the judgment of one’s worth” (p. 61).

In order to further examine the effects of language anxiety, it might also be practical to address the debate over the impact of language anxiety with low language achievement. To illustrate, the proponents of Linguistic Coding Deficit Hypothesis (LCDH), Sparks and Ganschow (1993) favored the idea that affective differences stemmed from learners’ native language learning deficiencies or difficulties and speculated that inefficiency in the phonological, syntactic, and semantic codes led to individual differences in FL/L2 learning. Then in response to Sparks and Ganschow (1993), MacIntyre and Gardner (1995) claimed that language anxiety might have a negative impact on encoding, storage, and retrieval processes in language learning. In other words, MacIntyre and Gardner (1995) did not approve of the assertion that language anxiety was a consequence rather than a cause of problems in language learning, which demonstrated that the effects of anxiety were much more complicated than what was suggested by Sparks and Ganschow (1993). MacIntyre and Gardner (1995) consider “situation-specific nature of language anxiety as one of the social anxieties (p. 91)” and proposed that there were “the recursive or cyclical relations among anxiety, in cognition, and behavior” (p. 91).

It is, on the other hand, worthwhile to note that some researchers and theorists have not been able reach a consensus on the effects of language anxiety and achievement as both facilitative and debilitating anxieties have been identified in the existing research as mentioned before (Zhao, 2013, p.20). However, a general conclusion drawn from the

research can be summarized that either too much or too little anxiety might hamper the process of L2 learning. In order to assess the impact of anxiety upon language achievement better, it is vital to take other variables into consideration in language anxiety research, as the more attempt researchers make to explore the issue, and the more complex relationships between anxiety and academic performance, the more variables they will possibly discover (Zhao, 2013, p.20).

2.4.7. Reducing foreign language anxiety

Since anxiety might negatively act on the language learning performance and learning experiences, reducing anxiety is a significant step in assisting language learners foster their learning and motivation (MacIntyre, 1995; Price, 1991; Von Worde, 2003; Yan and Horwitz, 2008). As Phillips (1992) warns, "in today's proficiency-oriented classroom, teachers must continue to view foreign language anxiety as a serious problem to be confronted in the effort to encourage students to further their education in foreign languages" (p. 22). Von Worde (2003, p. 14) proposed several ideas for language teachers and learners in decreasing foreign language anxiety in the language classroom as follows:

1. Create a low stress, friendly and supportive learning environment;
2. Foster a proactive role on the part of the students themselves to create an atmosphere of group solidarity and support;
3. Be sensitive to students' fears and insecurities and help them to confront those fears;
4. Use gentle or non-threatening methods of error correction and offer words of encouragement;
5. Make judicious use of purposeful group work or collaborative activities;
6. Use relevant and interesting topics for class discussions and exercises;
7. Consider decreasing the amount of new material to be covered in one semester;
8. Consider ways to layer and reinforce the material in an attempt to aid acquisition and retention;
9. Give written directions for homework assignments;
10. Speak more slowly or consider using English to clarify key points or give specific directions;
11. Attend to the learning styles or preferences of the students; and

12. Hear and appreciate the voices of students for valuable insights, ideas and suggestions

Foss and Reitzel (1988) put forward several techniques to decrease language anxiety originating from learner beliefs when dealing with personal and interpersonal anxieties. They (1988) also claim that if students can realize that they have developed their irrational beliefs or fears, they will be able to “avoid anxiety-provoking situations and adopt more realistic ways to handle it” (p. 437). To help students be aware of their fears about language learning, Foss and Reitzel (1988) suggest that the instructor require students to “verbalize any fears and then to write them on the board” (p. 437).

Besides, another researcher, Young (1991) recommended that instructors, and language programs in general, “develop and monitor fair tests that accurately reflect in-class instruction” (p. 433). When testing practices are not in harmony with communicative instruction methods, students tend to be annoyed, frustrated, and anxious. To reduce students’ anxieties, Price (1991, p.107) focuses on a different aspect, which is instructor beliefs, suggesting some current communicative approaches to the instructors. He maintained that instructors should adopt a role as a facilitator by equipping students more occasions to communicate in the language, by providing real-life situations with authentic materials, by providing them with more positive reinforcement rather than correcting the mistakes harshly and helping them to set more “realistic expectations of themselves, as well as acting less like an authority figure” (1991, p.107).

In dealing with anxiety, certain affective strategies might assist learners to cope with anxiety by means of some techniques including deep breathing, laughter, positive self-talk (I know I can do it!) and praising oneself for performance and additionally using a language learning diary to record feelings about language learning can be helpful for these learners (Oxford, 2001, as cited in Tasnimi, 2009, p.122).

Besides, Huang (2012, p.1524) brings forward three strategies to alleviate language anxiety, such as contributing to students’ development of cross-cultural competence, boosting cooperative learning, and assisting the learners in gaining more self-confidence. Moreover, in order to diminish language anxiety in learning environments, Chang (2011, p.74) proposes being sensitive to the role of language teachers and language teacher characteristics and creating a relaxed and supportive language teaching and learning environment and also using different teaching techniques,

such as playing games with the target language or having small group activities, and being aware of language learners' feelings, fears, and needs.

In addition, in their study, Liu and Huang (2010, p.6) contend that fear of being negatively evaluated might become a positive predictor of performance in English and therefore language teachers and learners ought to be careful enough when trying to cope with anxiety. They also state that provided that learners are kept under certain pressure while dealing with a certain activity, learning English for instrumental goals may result in extra pressure and anxiety in the learners, thus having a debilitating effect on their performance in English. It is concluded that with increased motivation to learn English, students may turn into more enthusiastic and active learners, which might in return lower the learners' anxiety (Liu and Huang, 2010, p.6).

2.5. Linking Foreign Language Anxiety with Four Language Skills

The relationship between FL anxiety and four language skills, which are speaking, listening, reading and writing, has been the focus of an abundant number of studies, because it has been considered that any particular L2 learner may experience anxiety around one or more of the four skills (Young, 1992; as cited in Hussein, 2013). Therefore, in an attempt to differentiate between general foreign language anxiety and language skill-specific anxiety, this new trend of investigation emerged and researchers have sought to analyze the relationship between anxiety and specific language skills (Cheng, 2004).

Specific skill anxieties seem to be distinct from each other with regard to their causes and sources, which may result from mainly situational variables or learner variables. To illustrate, Zhao (2009) asserted that “foreign language reading anxiety, foreign language listening anxiety and foreign language writing anxiety are related to but distinct from foreign language anxiety” (p. 22). Nevertheless, particularly, speaking activities which require oral performance have always been regarded as the most anxiety provoking experience for the learners (Young 1990; Price 1991; Sellers, 2000; Tanveer, 2007), even for those who never experience stress in all other fields of language learning (Horwitz et al., 1986). Even though speaking is identified as the most anxiety-provoking skill in the literature of language anxiety, some students may also feel anxious about other skills in the foreign language (Horwitz, 2001; Elkhafaifi, 2005, Tanveer, 2007; Zhang, 2011; Hussein, 2013; Aljafen, 2013). For instance, Krashen at a personal interview

(Young, 1992) stressed that listening comprehension is also greatly anxiety-generating “if it the discourse is incomprehensible” (p. 168).

Similarly, Leki (1999; as cited in Zhang and Zhong, 2012) studied the possible sources of writing anxiety and discovered that students might feel anxious about their writing since their linguistic capability in the target language was not competent enough; therefore, they could not express properly what they intended to utter. Moreover, as for the skill of writing, Cheng, et al., (1999) claimed that second language classroom anxiety and second language writing anxiety were linked to each other but they are also distinct. They also argued that language classroom anxiety must be considered as a more general type of anxiety but more associated with speaking anxiety; however, second language writing anxiety must be viewed as a language skill-specific anxiety.

Besides, reading anxiety has been examined by Saito, Horwitz, and Garza, (1999). These researchers found that the learners had language anxiety due to the unfamiliar culturally-related content or its high level of difficulty. In addition, in another study conducted by Gönen (2005), the results showed that FL reading anxiety stemmed from the personal factors, the reading text and the reading course. This study also presented the fact that FL reading anxiety also existed as a distinct phenomenon.

2.5.1. Foreign language writing anxiety

Writing anxiety has been acknowledged as a distinct phenomenon from general language anxiety, since the writing process is exclusive (Cheng, 2002, 2004; Rodriguez, et al., 2009). Second language writing anxiety (SLWA) can be defined 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” (Hassan, 2001, p. 4). In literature, this phenomenon has been scrutinized under various concepts such as “apprehension, block or fear but anxiety and apprehension are likely to be the most interchangeable used terms to describe that writing psychological construct” (Hussein, 2013, p.36).

Recently, in several studies, researchers have discovered that many problems related to anxiety affected writing ability of ESL/EFL learners (Cheng, 2002,2004; Armendaris, 2009; Rodriguez, et al., 2009; Sanders-Reio, 2010; Zhang, 2011; DeDeyn, 2011; Ateş, 2013; Hussein, 2013; Çınar, 2014). Therefore, they attempted to investigate the factors that create a high level of writing anxiety among EFL learners.

In order to measure the first language writing apprehension, in the mid-1970s, Daly and Miller (1975) were the first to present the idea of writing apprehension and thus developing an initial understanding of the harmful effects of writing anxiety among students at all levels. They constructed the Writing Apprehension Test (WAT), a tool that has been widely used by many researchers to measure writing anxiety in English language learners. They introduced the term “writing apprehension” to refer to the “dysfunctional anxiety that many individuals suffer when confronted with writing tasks” (Cheng, 2002, p. 647). In their studies, Daly and Miller (1975) drew the conclusion that writing apprehension was a difficulty that existed both in the mother tongue and in a foreign language. Even though defined in several ways, writing anxiety is generally considered to mean negative, anxious feelings which hinder some part of the writing process (Cheng, 1999). According to Thomas (1991, p.7):

“writing anxiety is not that students cannot write, but that they fear writing. It is this fear that is evidenced in the classroom whenever a writing assignment is assigned and writing anxiety reaches much deeper than just a fear of writing; it also includes negative self-image on the part of the writer because they felt they cannot write”.

According to earlier studies which compared high writing apprehensive college students to their low apprehensive counterparts identified mainly five results about students with higher writing anxiety levels (as cited in Britt, 2011, p.19):

1. they are less attracted to college majors they perceive as writing-intensive (Daly and Shamo, 1978),
2. less confident about their writing (i.e., report less past writing successes and anticipate fewer future successes) (Daly and Miller 1975),
3. use less intense language (Daly and Miller, 1975),
4. write shorter pieces (Book, 1976),
5. their writing apprehension significantly correlates with their course grades (Seiler, Garrison, and Bookar, 1978)

In a similar vein, Mosca (1994) explains that students with low-anxiety apparently express themselves with more freedom and greater content and that accuracy in writing may be a function of prior success and lack of anxiety (p.14). She further adds that high-apprehensive students are restricted in self-expression and tend to avoid taking risks in writing. Moreover, higher anxious writers tend to avoid taking writing courses and “prefer

academic majors and careers that are perceived as having relatively little to do with writing” (Cheng, 2002, p. 648).

Research studies also revealed that ESL writing anxiety might have profound effects on ESL writing performance (Hassan, 2001, Horwitz, 2001; Cheng, 2004; Yan and Wang, 2012; Hussein, 2013; Liu and Ni, 2015). In several studies, assessing student performance on standardized writing tests, researchers demonstrated a correlation with writing apprehension or anxiety (Daly, et al., 1981; Fowler and Ross, 1982; Daly, 1985; Mosca, 1994; Lee and Krashen, 1997; Akpınar, 2007; Erkan and Saban, 2010; DeDeyn, 2011; Malec, 2011; Zhang, 2011; Yan and Wang, 2012; Choi, 2013; Hussein, 2013; Liu and Ni, 2015). To exemplify, examining the relationship between writing apprehension and performance of college students in writing classes (using course grades as an indicator of performance), Fowler and Ross (1982) concluded that high-apprehensive students had lower composition grades.

Besides, Cheng (2002) examined the factors associated with second language writing anxiety. He also developed a measure, called the Second Language Writing Anxiety Inventory (SLWAI), to assess the levels and types of second language writing anxiety (Cheng, 2004). Cheng (2004, p. 331) also claimed that the negative correlation between test anxiety and L2 writing performance essentially stemmed from the cognitive components rather than somatic components or avoidance behavior.

In Turkish context, more recently, Erkan and Saban (2011) also have attempted to investigate whether writing apprehension, self-efficacy in writing, and/or attitudes towards writing had an impact on writing performance among tertiary-level 188 EFL learners. The compositions were graded to identify students’ overall writing performance points and the results of the study revealed that there was a negative correlation between writing apprehension and writing performance, and also between writing apprehension and writing self-efficacy; however, writing apprehension and attitude towards writing were correlated positively.

2.5.2. Possible sources of SLWA

There has been no compromise among the researchers on the factors triggering L2 learners to develop negative feelings in writing classes. There are various reasons why second language learners feel anxious about ESL writing as Cheng (2002) indicate that it may emerge due to “a complex system of cognitive, social, cultural and contextual

factors, and of the learner's individual characteristics (self-esteem, self-efficacy, motivation, self-confidence, learner's belief), linguistic competence, institutional requirements, parental or social expectations, teaching and evaluation procedures, learning strategies, L2 proficiency, and even gender and years in school" (p.653). There are also some other sources accredited to some linguistic and cognitive causes such as poor grammatical competence, incompetence in spelling and mechanics of writing, poor skill development and insufficient role models (Daly, 1985; Pajares and Johnson, 1993; Hassan, 2001; Cheng, 2004; Latif, 2007; Zhang, 2011). Language learners with anxiety believe that there is a deficiency in the written product, which Daly (1985) calls the "comparison deficiency explanation. A consistent sense of deficiency is punishing, so the writer learns to avoid writing to avoid feeling inadequate" (p.63).

In addition to these causes, as their main problems with English writing, ESL writers particularly identify an inadequate vocabulary and grammar competency as sources of language difficulties, being unable to express their ideas in appropriate and correct English are and the main sources of frustration and anxiety (Hyland, 2003, p. 34). Besides, Hyland (2003, p.34) further explains that learners with insufficient relevant topical knowledge are more liable to feel uneasy and nervous predominantly when they are not provided satisfyingly effective feedback, which might affect their writing performance.

Concerning the personal factors, students' low self-efficacy and lack of self-confidence about one's writing capability are also viewed as major sources of writing anxiety. For instance, some studies revealed that regardless of how talented or competent the learners are at writing, if they have the belief that they cannot do well or if they avoid taking courses which require writing activities, then their skills or capabilities will not make a difference at all (Daly and Miller, 1975). Henceforth, low self-confidence or lack of confidence in L2 writing and writing achievement has been found to be common reasons that contribute to students' experience of L2 writing anxiety (Cheng, 2002).

Horwitz et al. (1986) focus on the roles of fear of test and fear of negative evaluation in second language anxiety; and along similar lines, as for writing anxiety, Zhang (2011) also points out that "writing is strongly influenced by time pressure; even the brightest and well-prepared students often make more errors in test-taking situations" (p.13). Besides, fear of failure in exams, very commonly observed in school contexts forms the most important and common cause of second language writing anxiety.

Consequently, writing tests or exams could be a major source of students' fears and stress. Furthermore, fear of negative evaluation of writing may emerge "in any social, evaluative situations, such as receiving teacher's negative feedback or error correction in the compositions, and being asked to write an article during a job interview" (Zhang, 2011, p.13).

Anxious learners are generally afraid that they will be criticized negatively by the readers of their work based on their writing performance. At this point, Oxford (1990) and Lee (2001) warn that fear of negative evaluation puts pressure on students to adhere excessively to the writing rules and as a result they will not take risks to be more creative during the writing process (as cited in Hussein, 2013, p.39). At a university in the US, Rankin-Brown (2006) attempted to discover the sources of writing anxiety among a group of advanced level English language learners. The results demonstrated that the participants didn't experience high level of anxiety, which showed that their anxiety emerged as a problem only when writing in English. Another result indicated that the participants felt anxious for several reasons, such as "fear of teacher and peer evaluation, frustrations due to self-evaluation, and fear of losing one's identity" (Rankin -Brown, 2006, p.3).

Supporting the identified reasons above, Lin's (2009) study demonstrated that there were various factors leading to the participants' writing anxiety such as time limitation, teachers' evaluation, peer competition, uninterested topics, and uniformed writing formats which might prevent the students' ingenuity and autonomy in writing. In another study, but carried out in a Turkish EFL context, Atay and Kurt (2006) aimed to identify the factors that affected prospective English teachers' writing anxiety and the influences of the anxiety on their future teaching practices. They concluded that their anxiety occurred because of classroom setting, exams, time limit, past experiences, thinking in L1, inability to organize thoughts and getting blank minds at the beginning of writing tasks.

To conclude, a closer examination at the issue reveals that writing anxiety might result from a wide range of factors, including psychological, social, cultural, linguistic, test related, and pedagogical factors. It is apparent that sources of L2 writing anxiety show variations according to the context as it is in close association with a large number of factors and learning environments. In order to gain better insights into the possible sources of writing anxiety and deal with writing anxiety more effectively, more studies are clearly needed to be conducted.

2.5.3. Measures of second language writing anxiety

Researchers have developed several tools to measure writing anxiety, with the attempt to recognize anxious students in order to offer these students proper instruction or techniques and feedback and to help reduce their anxiety. The first commonly utilized measure of writing anxiety was the Daly-Miller Writing Apprehension Test (WAT), which was primarily designed for native English speakers; however, later on, the English Writing Apprehension Test (EWAT) was devised for use with English language learners (Cheng, 2004).

Although the WAT is the most widely used measure of ESL writing anxiety in language acquisition research, there have been several concerns about the validity of this measure (Cheng, 2004). The reason is that the WAT was developed as a unidimensional measure of writing anxiety. Then, McKain (1991) designed an L1 writing anxiety instrument by adopting 12 items from the WAT and Holland's (1978) Writing Problems Profile (as cited in Cheng, 2004). McKain's (1991) writing anxiety measure, the Writing Anxiety Questionnaire (WAQ), was shown to be an improvement over the WAT in terms of content validity and construct validity, despite their similarity in predictive validity" (Cheng, 2004, p.317).

Later on, Cheng (2004) developed The Second Language Writing Anxiety Inventory (SLWAI) which aimed to measure three sub-scales of writing anxiety: physiological, behavioral, and cognitive. The SLWAI consists of 22 statements in which respondents rate on a five-point Likert scale and has been regarded as a valid, reliable measure of ESL writing anxiety and was also utilized as the measure of writing anxiety for this study. Another instrument to measure writing anxiety of EFL learners is called the Second Language Writing Anxiety Reasons Inventory (SLWARI) which is a 5-point Likert-type inventory, scored on five points ranging from "strongly disagree" to "strongly agree". It was developed by Kara (2013) in order identify students' attitudes, the reasons for anxiety in writing courses and how they feel towards writing. The items can be categorized into four; reasons related to how learners feel towards writing activity, writing as a skill, teacher and course book.

2.5.4. Related studies on sources of foreign language writing anxiety

A number of studies have attempted to shed light on writing anxiety by investigating the issue using various instruments in different contexts in a particular way

and in order to analyze its effects on the learners, several studies have been implemented to examine the levels and the sources of writing anxiety (Aydın, 1999; Cheng, 2002, 2004; Lee and Krashen, 2002; Latif, 2007; DeDeyn, 2011; Erkan and Saban, 2011; Zhang, 2011; Aljafen, 2013; Ateş, 2013; Hussein, 2013; Kara, 2013; Zerey, 2013; Kırmızı and Kırmızı, 2015; Demir, 2016).

In an early study, Aydın (1999), for instance, focused on the sources of foreign language anxiety that Turkish EFL students experienced in the productive skills of speaking and writing. The subjects included 36 intermediate level language learners. As for the instruments, the FLCAS was utilized and additionally the participants were required to keep personal diaries about their speaking and writing classes for a month. The findings demonstrated mainly three sources of language anxiety in both skills, which were personal reasons such as negative self-assessment of ability, self-comparison to other students, high personal expectations and learners' irrational beliefs about language learning, secondly the teachers' manners and lastly the teaching procedures.

Utilizing both quantitative and qualitative data, another researcher, Latif (2007) discovered several factors which negatively affected writing anxiety and caused low self-efficacy among Arab students. The scores received from 57 students on a writing apprehension scale were compared to those on another scale to assess writing self-efficacy and three linguistic tests measuring English grammar and vocabulary. These factors were listed as "the lack of linguistics knowledge, low foreign language competence self-esteem, poor history of writing achievement and perceived writing performance improvement, low English writing self-efficacy, instructional practices of English writing, fear of criticism, and others' evaluation of the student's writing" (p.194).

From a different perspective, Atay and Kurt (2007) attempted to explore the effects of peer feedback on the writing anxiety of prospective teachers in Turkish context. The subjects of this study included a total of 86 prospective teachers of English. In the study, there were an experimental group who received peer feedback in the writing class, and gave feedback on each other's compositions and discussed their feedback before submitting their essays to the teacher. and secondly a control group who had only teacher feedback. SLWAI was given to both the experimental and the control groups at the beginning and the end of the study, and also 20 participants from the experimental group were interviewed at the end of the term. It was concluded that the experimental group, who received peer-feedback, experienced much less writing anxiety than the teacher-

feedback group and the participants could notice their mistakes better through the feedback of their friends.

Another study was carried out by Lin (2009), who also focused on the potential factors of students' anxiety in writing. The researcher, along with the teacher and 16 advanced writing students, participated in the study and for two months, 20-minute interviews were conducted to be able to find an answer to the question: "Why do you sometimes feel anxious during writing activity?" As a result, Lin (2009) found that the lack of working together among teachers and peers increased the level of writing apprehension, which revealed some potential solutions to improve English writing courses.

In a more recent study, Aljafen (2013) also focused on the causes of English academic writing anxiety among 296 science students at Qassim University in Saudi Arabia, implementing English Writing Apprehension/Attitude Test (EWAT). The participants were selected from three science colleges: preparatory year, pharmacy, and engineering. The findings of this research revealed that all the groups had almost the same moderate feeling of English writing anxiety and the particularly engineering students experienced somewhat higher anxiety than the two groups of students. Lastly, according to the results, the main reasons for their writing anxiety were that the weakness of their past English education, their lack of confidence in writing and the fear of being evaluated.

In an attempt to examine the reasons of writing anxiety on 150 EFL students in Turkish university, Kara (2013) asked the participants to write at least two paragraphs explaining and describing their attitudes and how they feel towards writing and their reasons for failure and anxiety in their writing courses. Then these statements were itemized and changed into a 5-point Likert type inventory. As a result, four reason categories were identified: how learners feel towards writing activity, writing as a skill, teacher and the course book. The results showed that they experienced writing anxiety and might fail as "they do not have a writing habit and they occasionally wrote in their previous experience and they were not used to writing and expressing themselves in writing because in their previous education they were familiar taking tests" (p. 103). The participants also stated that they did not have necessary strategies like organizing ideas, gathering information, combining ideas and their English was not sufficient to express themselves clearly.

Another recent study was carried out by Kırmızı and Kırmızı (2015), in an attempt to investigate higher education L2 learners in a Turkish context with a focus of writing self-efficacy, writing anxiety, and the causes of writing anxiety. The instruments were SLWAI, developed by Cheng, (2004), and Causes of Writing Anxiety Inventory (CWAI), and Writing Efficacy Scale (WES), developed by Yavuz- Erkan (2004) and 172 English Language and Literature students in a Turkish state university participated in the study. The results revealed a strong negative correlation between writing self-efficacy and writing anxiety and that the participants had a moderate level of writing anxiety; however male students were found to have higher levels of writing self-efficacy with less writing anxiety. The study also found that the primary causes of writing anxiety were time pressure and negative evaluation of the teacher.

2.5.5. Related studies on first language (L1) writing anxiety

It is suggested by Sparks (2012, p.5) that “(a) students’ L1 skills serve as the foundation for their L2 learning aptitude and achievement, (b) both L1 and L2 learning depend on basic language learning components that are common to both languages”, and these were proposed earlier in a paper conducted by Sparks and Ganschow (1993), called Coding Differences Hypothesis (LCDH). He also added that “motivation or anxiety is thought to result from success in or problems with learning the L1” (2012, p.7). Emphasizing the significance of the interactions between L1 and L2 writing, Wolfersberger (2003) also scrutinized L1 and L2 use in the writing process as well as the writing strategies employed by three lower-level Japanese students. The study’s findings support the idea that L1 strategies transfer to the L2 composing process. This might indicate that when students have problems in L1, they might transfer these in EFL writing and they might cause them to experience writing anxiety in turn.

In a study conducted by Lee and Krashen (1997), writing apprehension in Chinese writing courses as a first language was measured among first-year high school students in Taiwan utilizing the Daly and Miller’s (1979) writing apprehension scale (WAT). A strong correlation was discovered between reported writing apprehension and frequency of leisure writing (less writing and lower scores on composition tests) and frequency of leisure reading, which all these results might indicate the lack of the knowledge of the written language.

Cheng (2002) examined the links among students' perceptions who were 165 English majors at a university in northern Taiwan and their second language writing anxiety and learner differences and between second language writing anxiety and native language writing anxiety. Four instruments were implemented including the SLWAT (Daly-Miller's Writing Apprehension Test adapted for second language), the FLCAS, two researcher-designed first language anxiety scales, and a background questionnaire. The results demonstrated that perceived L2 writing competence was a better predictor of L2 writing anxiety than L2 writing achievement and that L2 writing anxiety was distinct from L1 writing anxiety.

Another researcher, Al-Ahmad (2003) also implemented a study on 349 native speakers studying with L2 and L1 writing instructors, in addition to 77 ESL participants studying with three L2 writing instructors, to be able to examine and generate solutions to writing anxiety among the L1 and L2 language learners. In both groups, the Daly and Miller Writing Apprehension Scale (WAT) was utilized twice, once as a pretest and once as a post test. The results showed that the ESL learners experienced more challenges in English writing that negatively influenced their performance in the learning process than did their Native-English speaking counterparts.

Moreover, Rodríguez, et al. (2009) aimed to examine the possible relationships between foreign language writing anxiety, general foreign language anxiety and native language writing anxiety. The participants of this study were composed of 120 English majors from two Venezuelan universities and three scales were implemented to measure the three language anxieties above: The Foreign Language Classroom Anxiety Scale (FLCAS) to measure general foreign language anxiety; The Second Language Writing Anxiety Inventory (SLWAI) to assess foreign language writing anxiety; and the Native Language Writing Anxiety Inventory (NLWAI) to measure native language writing anxiety. As for the results, they presented evidence for the existence of foreign language writing anxiety, which was associated with but distinct from other language anxieties. Furthermore, the relationships among all the three language anxieties were found to be positively correlated and statistically significant.

Ucgun's (2011) study also examined the writing anxiety of primary school 6-8th year students through different variables. He adopted the Writing Anxiety Scale from Yamen (2010). The 1407 participants indicated that their writing anxiety level in their mother tongue was lower than when writing in the English language. The research

indicated that some variables, like gender, enjoying the Turkish language, number of books read, and keeping diaries, played a major role in reducing their writing anxiety level. (Ucgun, 2011). Another similar study was conducted by Karakaya and Ülper (2011) in order to design a reliable and valid anxiety scale which was capable of identifying writing anxiety levels of 202 junior students from Departments of Classroom Teaching, Elementary School Mathematics Teaching and Turkish Language Teaching at a Turkish university and to detect what kind of variables and to what extent impact the anxiety levels of students, as certain variables are taken into consideration, the study aimed to find out whether writing anxiety levels of prospective teachers significantly correlated with those defined variables. It was concluded that there were not statistically significant correlations between writing anxiety levels of university students and gender and educational background of parents and that out-of-school writing practice, in-class writing activities by 1-8 grade teachers, amount of time spent watching television, and gender were significant predictive variables and those variables explained only 9.5% of writing anxiety.

Utilizing the Writing Anxiety Scale developed by Karakaya and Ülper (2011), İşeri and Ünal (2012) attempted to investigate the Turkish Education prospective teachers' writing anxiety levels at Nigde University Faculty of Education in terms of several variables. The results of the study revealed that teacher candidates' anxiety levels were quite low. The study showed that there were not any significant differences with regard to teacher candidates' their gender, education level, house condition, monthly income, house condition before coming to university, number of books they read in one term. Besides, a significant negative relationship was found, indicating that when writing frequency of the prospective teachers increased, their writing anxiety level diminished.

In a similar vein, Tiryaki (2012) also conducted a study to determine the writing anxiety situations for the students studying in the 363-freshman class of Mustafa Kemal University in different departments and also to determine whether the anxiety changes on different variables such as gender and academic field. The data collection tool used in the study was Daly and Miller's writing apprehension scale (WAT) (1975), adapted into Turkish by Zorbaz (2010). It was found that writing anxiety levels of the students varied as 15,7 % low, 66,9 % medium and 17,4 % high. It was also concluded that there was not a significant difference between the students' writing anxiety levels in terms of

gender, type of high school, department and branch (social, science and equally-weighted branches. (Tiryaki, 2012).

In another study conducted in Turkish context, Topuzkanamış (2014), aimed at exploring the effect of writing strategies instruction on Turkish Language Teaching Department freshmen's writing achievement and writing apprehension in L1. The control group included totally 24 students and the experimental group included 26 students. In the study, semi-structured interviews, writing apprehension scale which was devised by Karakaya and Ülper (2011) to measure students' writing anxiety in L1 and written expression evaluation scale were used as the instruments. The findings from the writing apprehension scale revealed that writing strategies instruction influenced writing achievement positively and decreased the writing apprehension of the experimental group.

2.5.6. Related studies on foreign language writing anxiety and writing performance

A major line of research has also investigated the effect of writing anxiety on learners' writing performance. Previous L2 studies have demonstrated that writing anxiety might influence learners' writing performance negatively (Faigley, et al., 1981; Fowler and Ross, 1982; Daly, 1985; Lee and Krashen, 1997; Cheng, 2002; Akpınar, 2007; Zhang, 2011; DeDeyn, 2011; Malec, 2011; Erkan and Saban, 2010; Yan and Wang, 2012; Choi, 2013; Hussein, 2013; Topuzkanamış, 2014; Liu and Ni, 2015). However, in her study, Kara (2013, p.104) argues that writing performance has an effect on writing anxiety; however, it is not certain whether writing anxiety influences the performance of the students negatively or whether students' bad performance leads to writing anxiety. Because some learners may feel anxious, they might perform poorly in writing classes or because some learners have a bad performance in English, they may, therefore, feel anxious about writing.

Cheng (1999) attempted to explore the relationship between second language classroom anxiety or general foreign language anxiety and second language writing anxiety and their relationships with second language speaking and writing achievement. 433 English majors at four universities in Taiwan who were taking English speaking and English writing classes took part in the study. In this study, a questionnaire which included the Foreign Language Classroom Anxiety Scale (FLCAS), the second language version of the Daly-Miller Writing Apprehension Test (SLWAT) and a background

questionnaire were utilized. The students' final course grades in their English speaking and writing classes were used to measure their achievement. The results showed that although second language classroom anxiety and second language writing anxiety were two related constructs, they were distinct from each other and second language writing anxiety was a language skill-specific anxiety. It was also asserted 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.

Regarding the effect of writing anxiety on performance, Daud, Daud, and Abu Kassim (2005) also designed a study to investigate such an influence, basing their assumption on the deficit theory, which claims that students with low performance have more anxiety in writing than high performers because of some deficits in their first language. The subjects of the study were 186 third-year business and accounting students from MARA University with various levels of English language proficiency. Writing Apprehension Test (WAT) was utilized to measure the students' writing anxiety. The results confirmed the hypothesis of the Deficit Model Theory by revealing that students with low proficiency experienced more anxiety, and their anxiety resulted from insufficient competence in writing skills, including lack of vocabulary and experience in using the language.

In order to investigate the relationship between foreign language writing anxiety and writing performance, Erkan and Saban (2010) conducted a study among 188 EFL students at Çukurova University School for Foreign Languages in Turkey, using three instruments: WAT, a self-efficacy scale (SWS), and a questionnaire on attitudes towards writing (WAQ). The participants were then given a composition to write on a given topic. The grades of the compositions were used as overall writing performance grades. The results indicated that the relation between writing apprehension and English performance was negatively correlated.

In a Chinese context, Zhang (2011) also conducted a study in order to investigate the level of ESL writing anxiety which Chinese English majors had. The effects of ESL writing anxiety on English writing performance, the students' perception of the main causes of ESL writing anxiety and their learning style preferences in ESL writing class were also scrutinized. To collect data, this study employed three questionnaires including SLWAI. It was concluded that the level of ESL writing anxiety among Chinese English

majors was quite high, and the cognitive anxiety was found to be the most common type of ESL writing anxiety. Another finding was that there was a statistically significant difference in the level of English writing anxiety between the groups of freshmen and sophomores. The results revealed that sophomores had substantially higher levels of English writing anxiety than the freshmen. Moreover, the results indicated a negative correlation between ESL writing anxiety and writing performance (course grades and timed writing grades), which provides specific evidence for the negative effects of high levels of ESL writing anxiety on writing performance. A further analysis of the causes of ESL writing anxiety indicated that “linguistic difficulties, insufficient writing practice, fear of tests, lack of topical knowledge and low self-confidence in writing performance” were the main sources of ESL writing anxiety among the participants (Zhang, 2011, p.31).

Similarly, Dedeyn (2011) was another researcher who aimed to find answers to the questions whether there was a relationship between student writing anxiety, and writing performance but adding a different aspect, which is identity, and secondly what the nature of this relationship was if it existed. 33 international undergraduate students of advanced English proficiency enrolled in an introductory university writing course were the participants of this study. This study used participant responses to open-ended journaling prompts about their educational experiences in their home country and in the United States, SLWAI was utilized and their writing performance was measured with the scores from the papers collected from their writing class. The findings showed negative relationships between student cultural integration and writing performance and between student cultural integration and writing anxiety.

In another recent study conducted by Malec (2011), how the writing anxiety of second language learners may relate to writing performance was investigated. For this study, four different data collection methods were administered in English to the 16 second language learners enrolled in two mainstream university English composition courses: the English Writing Apprehension Test (EWAT), the Second Language Writing Feedback Apprehension Inventory (SLWFAI), a face to face audio-recorded interview; and lastly an online questionnaire. The grades from one assignment and the grades from a second assignment were also collected to measure their writing performance. However, unlike the studies mentioned above, the results and grades showed negative (non-statistically significant) correlations between anxiety scores (from surveys) and grades, which did not support the claim that writing anxiety had a negative influence on writing

performance of the learners. Yet, their result was similar to the study conducted by Fowler and Kroll (1980) as they also found no relationship between writing anxiety and grades in a college writing class.

Yan and Wang (2012) also explored the effects of FL writing anxiety on a Chinese-to-English translation class of 50 translation major students in Hong Kong. FL writing anxiety, translation performance, and language ability were all significant correlated. The researchers also discovered that the fear of negative evaluation and the writing apprehension in English had a negative effect on their performance in the translation class, as a predictor of their success.

From the same point of view, Hussein (2013) aimed at exploring the potential factors regarding writing anxiety and also the strategies to reduce its effects, particularly in Arabic EFL context. A total of 110 and 6 EFL instructors took part in the study, and two survey questionnaires and students' writing scores were utilized in the study to examine the anxiety levels, effects and sources of anxiety. Moreover, ten highly-anxious students and ten low-anxious ones were individually interviewed to examine the possible sources of their anxiety and the strategies they use in depth as well as a focus group discussion with the instructors. The results indicated that the participants experienced high levels of anxiety while writing English compositions and a statistically significant negative correlation was found between students' writing scores and their levels of anxiety. Additionally, the findings revealed that high levels of writing anxiety could mostly stem from writing tests, cognitive and linguistic factors.

In another recent study, Choi (2013) investigated how foreign language anxiety correlates with second language writing anxiety among second language (L2) English learners in Korea and how English writing anxiety affects second language writing performance. It also aimed to discover some possible causes of anxiety from the learners' perspective. To this end, the data was obtained from two survey instruments, the FLCAS (Horwitz, et al., 1986) and the English Writing Anxiety Scale (EWAS) (Lee, 2005), in addition to a background questionnaire. The surveys were implemented to a whole class of 26 junior high school EFL students. As for the results, a significant positive correlation between the FLCAS and the EWAS was found. However, the results did not yield a significant correlation between EWAS and writing performance but students with high EWAS scores had a tendency to perform poorly on their writing portfolios.

In a very recent study, Liu and Ni (2015) attempted to examine EFL writing anxiety in terms of general pattern, effect on writing performance and causes among 1174 first-year students from various disciplines at three Chinese universities in China. As for the instruments, the data were gathered by means of questionnaires (Foreign Language Writing Anxiety Scale (adapted from Young, 1999) and a background questionnaire), interviews and an English writing test. The results indicated that FLWAS had three important components—low confidence in English writing (FLWAS1), dislike of English writing (FLWAS2) and English writing apprehension evaluation (FLWAS3). Moreover, it was concluded that English writing anxiety was significantly and negatively correlated with students' English writing performance, and low confidence in English writing (FLWAS1) proved to be a powerful negative predictor for the latter. Also, the whole sample were found to be generally confident in and liked English writing, and were not apprehensive of having their English writing evaluated, and finally it was found that several factors contributed to the students' foreign language writing anxiety.

As a result of reviewing all of these studies above, it is obvious that that writing anxiety might stem from many factors and therefore; the potential factors that create a high level of writing anxiety among ESL/EFL learners need to be explored more in order to better understand the sources of writing anxiety that might influence their writing performance. As claimed by Shang (2013, p.2), even though previous studies reveal consistently inverse but small correlations between writing anxiety on perceived proficiency and actual writing competence, it is vital to further examine the other potential factors which may be associated with EFL students' writing anxiety.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This study aimed to investigate the English writing anxiety among first-year undergraduates and had an attempt to explore the possible relationship between EFL writing anxiety and writing anxiety in L1. To this end, quantitative instruments were used to gather data on the levels of L1 writing anxiety and L2 writing anxiety. Additionally, as for the qualitative part of the study, semi-structured interviews were conducted to have a detailed report on the participants' views on EFL writing anxiety and L1 writing anxiety. The final aim of the study was to find out whether ESL writing anxiety had an impact on the participants' English writing performance.

This chapter presents information about the participants, the context of the study, the research design applied, the instruments utilized, data collection and data analysis procedures implemented in this study.

3.2. Research Design

This study was designed as a mixed method research design, utilizing both quantitative and qualitative data from the participants. According to Creswell (2009), "there is more insight to be gained from the combination of both qualitative and quantitative research than either form by itself and their combined use provides an expanded understanding of research problems" (p. 203).

3.3. Participants

This study was conducted at Electrical and Electronics Department of Eskişehir Osmangazi University, whose medium of instruction is English, in the second term of the academic year 2015-2016. The participants of this study were a total of 107 first-year undergraduate students, who were all native speakers of Turkish. All the subjects were required to approve their voluntary participation in the study by signing a consent form. Before they started taking classes in their department, they had to complete English preparatory class successfully, which lasted for a year and their language level had to be B1⁺ based on Common European Framework language standard.

In the first semester of the participants at the department, the students had to take Expository (Academic) Writing course, in which they had to cover several types of essays (cause-effect, problem-solution process, argumentative, compare-contrast) and then in the second semester, they were required to take Technical Writing course. Students from all five sections of Technical Writing Course participated in the present study. Each section of the course included almost 23-25 students; however, some of them were excluded as they were absent on the days when the research instruments were conducted. The writing proficiency levels of the students were determined by two writing instructors on the basis of the scores from an essay which the students wrote in the class and were graded.

As for the selection of the participants, convenience sampling was used, which means data were gathered from all the first-year engineering students who were conveniently available to take part in the study. Regarding the reasons for the selection of this sample as the focus of this study, it could be grounded primarily on the students' compulsory academic writing courses, as there seemed to be a need to examine one of the most important factors, writing anxiety which might impact their writing academic performance.

Owing to the fact that undergraduate students are required to be equipped with effective academic writing skills as early as in their first year in their department, they will probably need good writing skills in order to write résumés, application letters, reports, and projects, find jobs and create a difference among their competitive colleagues (Taşcıoğlu, 2013, p.3). "One of the major linguistic competences critical for the students at tertiary level is writing because the grading they receive from their courses is closely associated with the achievement they receive in written tasks, exams and assignments" (Leki and Carson, 1994; Zhu, 2004; as cited in Evans and Green, 2007, p.11). Therefore, if academic writing leads to some fundamental difficulties in the students' academic studies, it is worthwhile examining what possible factors are the sources of these problems and discovering whether writing anxiety is a source of difficulty which hinders their writing academic performance.

3.3.1. Writing course description

In the first semester, the participants all took the course called Expository Writing, in which they learned several essay types. Subsequently, this study was conducted in an

English writing course in the second semester, called Technical English. It was a three-credit and a 17-week course, which was part of a requirement of the curriculum. The book called *Academic Writing: A Handbook for International Students* (Bailey, 2011) was used as the main course book. The objectives of the course included helping students succeed in the academic writing tasks required as part of their academic program and guide them through the stages of acquiring effective writing skills which include critical thinking skills, referencing and editing and planning skills.

Throughout the course, the students covered the issues of the purpose and types of academic writing, the ways to avoid plagiarism, planning their academic paper, the skills of note-taking, paraphrasing, summarizing, referencing and using quotations, the organization of their academic papers (introduction, body and concluding paragraphs) and editing. Eventually, they were expected to write an academic paper utilizing all the skills and techniques covered during the course.

3.3.2. Writing proficiency level of the participants

Since writing apprehension might vary according to language proficiency and previous exposure and experience with writing (Betancourt and Phinney, 1987; as cited in Masny and Foxall, 1992, p.9), as first step in the study, a writing task was implemented to 112 students before the implementation of the questionnaires in order to ensure the participants' homogeneity in terms of writing proficiency (See Appendix IX. The students were required to write a well-developed effect essay on the pre-determined two optional topics in a certain time limit. The type of the essay was chosen as Effect Essay because it was one of the essay types which the participants had covered in the Expository Writing Course in the previous semester and one of the course instructors was also consulted to find out which essay type the students could write more easily and which topics they might write without pre-research for the topic.

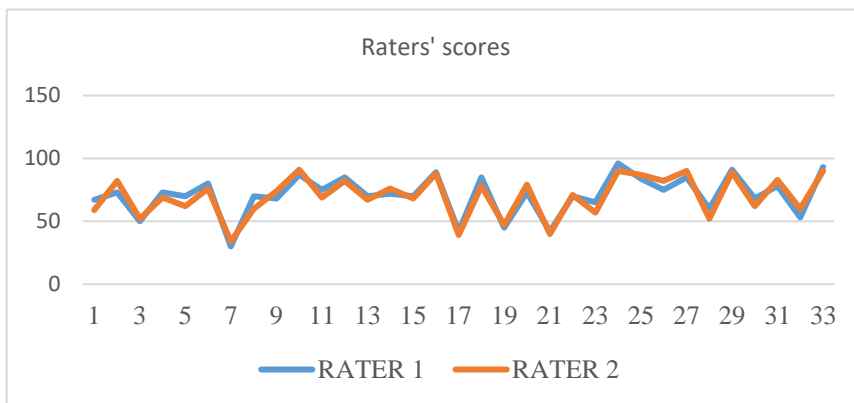
As for the scoring of the essays, the papers were assessed analytically via ESL Composition Profile (Jacobs, et al., 1981) (See Appendix VIII), which contains five main sections as Content, Organization, Vocabulary, Language Use, and Mechanics. ESL Composition Profile has been considered as a popular L2 essay rating scale among researchers and composition raters since it was first introduced in 1981 on account of the high validity of scale. An advantage of this type of analytic scoring rubric is that it

provides more detailed information about a test taker’s writing performance than does the single score of a holistic scoring rubric (Ghalib and Al-Hattami, 2015, p.227).

For the purpose of ensuring the reliability of the writing scores obtained from the essays, two graders who were experienced writing instructors at Foreign Languages Department of ESOGÜ graded 33 participants’ papers, selected randomly. As there were two sets of scores rated by two raters, a correlational analysis was conducted in order to calculate the inter-rater reliability by means of intra-class correlation coefficient. Intra-class Correlation Coefficient (ICC) measures “the degree to which the measure used is able to differentiate between participants with diverging scores, indicated by two or more raters that reach similar conclusions using a particular tool. It can thus serve to compare the reliability of ratings between two groups of raters and to estimate the instrument's reliability in a concrete study” (Liao et al., 2010; Kottner et al., 2011, as cited in Stolarova, Wolf, Rinker and Brielmann, 2014, p.3).

The inter-reliability analysis was done by using IBM SPSS 20.0 statistical package. Chart 3.1 below presented the analysis of interrater reliability, showing a reasonably good agreement among the raters.

Chart 3.1. *The writing scores graded by the two raters to measure the proficiency level of the students*



The results of the correlational analysis demonstrated that intra-class correlation coefficient was 0,932, indicating a strong relationship between the two raters scores (See Appendix XV).

3.4. Instruments

3.4.1. Quantitative instruments

- ✓ The ESL Composition Profile for students' essays (to measure their writing proficiency and performance in the exams carried out in the course)
- ✓ The Second Language Writing Anxiety Inventory (SLWAI)
- ✓ Writing Anxiety Scale in Turkish (L1)
- ✓ Course Grades to assess the students' writing performance

3.4.1.1. *The second language writing anxiety inventory (SLWAI)*

The SLWAI (2004) was employed to measure participants' writing anxiety in this study. The Second Language Writing Anxiety Inventory (SLWAI) was developed by Cheng (2004) to measure the levels of anxiety experienced while writing in English as a second or a foreign language. This scale includes 22 items scored on a 5-point Likert scale ranging from "strongly agree (5 points)" to "strongly disagree (1 point)" (See Appendix I-II).

The SLWAI approaches writing anxiety from a multidimensional perspective, including the items about the somatic, cognitive, and behavioral dimensions of anxiety (Cheng, 2004). Cognitive anxiety refers to "the mental perception of the anxiety experience including negative expectations, preoccupation with performance and concern about others' perceptions" (Cheng, 2004, p. 316). Somatic anxiety can be defined as "one's perception of the physiological effects of the anxiety experience, as reflected in increased "autonomic arousal and unpleasant feeling states such as nervousness and tension, rapid heart rate, trembling or perspiring", and lastly avoidance behavior is associated with the situations where one tries to avoid writing in the target language or have a tendency for procrastination or withdrawal (Cheng, 2004, p. 316). Table 3.1 demonstrates how the scale is categorized into three subscales indicating their items and manifestation symptoms.

Table 3.1. *The classification of SLWAI three types of writing anxiety and their symptoms.*

Type of Anxiety	Items	Symptoms
Somatic	2, 6, 8, 11, 13, 15, 19	Physiological arousal such as nervousness, heart pounding, and sweaty palms.

Table 3.1. (Continuing) *The classification of SLWAI three types of writing anxiety and their symptoms*

Cognitive	1, 3, 7, 9, 14, 17, 20, 21	Cognitive aspects of anxiety such as negative expectations, perception of arousal, and fear of negative evaluation.
Behavioral Avoidance	4, 5, 10, 12, 16, 18, 22	Avoiding writing situations and withdrawal.

As Cheng (2004) concluded in his study, “total scale and the subscales of the SLWAI had good internal consistency reliability ($\alpha=.91$), test–retest reliability (.85), adequate convergent and discriminant validity, and satisfactory criterion-related validity” (p. 331). Thus, the scale has been highly recommended as a global measurement for L2 writing anxiety (Hussein, 2013). SLWAI has been utilized in a wide range of studies in the Turkish EFL context as well as in ESL or EFL settings all over the world (Atay and Kurt, 2006; Öztürk and Çeçen, 2007; Rodriguez et al., 2009; Dedeş, 2011; Zhang, 2011; Ateş, 2013; Hussein, 2013; Çınar, 2014; Kırmızı and Kırmızı, 2015; Taş, 2015).

Besides, seven of the items (1,4,7,17,18, 21, 22) are negatively worded and therefore reverse scoring was essential in data analysis part. A higher score obtained demonstrates a higher level of writing anxiety. In other words, in this study, the negatively worded items were given opposite scores.

3.4.1.1.1. Validity and reliability of the Turkish versions of SLWAI

In her study, Ateş (2013) used the SLWAI and its Turkish version to determine the foreign language writing anxiety of prospective teachers. For this study, SLWAI was administered to the participants in Turkish, and the translated version of SLWAI which was piloted by Ateş (2013) was utilized as one of the data collection instruments after getting the permission of use. In her study, the results conducted to analyze the validity and the reliability of the Turkish version of the questionnaire indicated that the mean of the original version of the SLWAI ($M= 63,31$) was found higher than that of the translated version ($M=61,41$) and there was not any significant difference between the two groups in the t-tests (the Sig. is greater than ,05). As a result, as Ateş (2013) stated, the translated version of the SLWAI measures the same construct as the original version does, and this means that translated version was both valid and reliable.

With respect to this study, the reliability coefficient alpha value for the SLWAI scale was calculated as 0.901, which revealed a high reliability.

3.4.1.2. Writing anxiety in L1 (in Turkish)

So as to detect whether there was a relationship between the foreign language writing anxiety and writing anxiety in Turkish, in the present study, the Writing Anxiety Scale developed by Karakaya and Ülper (2011) was employed. It is a single dimension scale with 35 items which was devised to develop a new measurement tool to determine writing anxiety levels of prospective teachers at Ondokuz Mayıs University in Turkey and to define what predictive factors of writing anxiety explained anxiety levels of students to what extent.

As for the internal consistency method of the measurement tool, reliability coefficient obtained by Cronbach alpha formula, was found as 0.97, indicating good internal consistency of the items (Karakaya ve Ülper, 2011). As for the present study, the reliability coefficient alpha value for the WAS in Turkish was found to be 0,947, demonstrating a high reliability.

3.4.2. Qualitative instruments

3.4.2.1. Semi-structured interviews

The last instrument used for the study was semi-structured interviews prepared by the researcher in an attempt to explore the participants' perceptions about the EFL writing anxiety and L1 writing anxiety and lastly their writing performance in greater depth. Cohen, Manion, and Morrison (2007, p. 409) argue that interviewing, a powerful implement for researchers, is "a flexible data collection tool, enabling multi-sensory channels to be used: verbal, nonverbal, spoken and heard". With an aim to reach at more in-depth information about students' experience of writing anxiety, the interviews focused mostly on what kind of feelings the participants had when they were writing in English and L1, and how they evaluated their writing performance in English.

Some questions in the interview were adapted from the studies of several researchers (Akpınar, 2007; Negari and Rezaabadi, 2012; Husssein, 2013; Taş, 2016). The original questions were modified and adapted to the present research (See Appendix IV-V). Two experienced writing instructors at ESOGÜ and an experienced instructor at ELT department in Anadolu University evaluated all the interview questions for the face

validity. After conducting the questionnaires, 18 participants were chosen to be interviewed personally at the end of the semester (6 students representing each anxiety group). Those students had been identified based on the results of the Second Language Writing Anxiety Inventory, which was administered in the first phase of the study.

3.5. Data Collection Procedures

The total period of data collection continued throughout the second semester of 2015-16 academic year. The data collection procedure has been shown in detail in Table 3.2 below.

Table 3.2. *The battery of instruments and duration of data collection*

Duration		
Semester		
1. Writing an essay (proficiency)	1 week	The beginning of 2 nd semester 2015-2016
2. Surveys SLWAI & WAS (L1)	1 week	
3. Interviews	1 week	
4. Writing scores obtained from the course	----	The end of 2 nd semester 2015-2016

3.5.1. Questionnaires

After the participants' writing proficiency levels were identified, the questionnaires were administered to the participants during their scheduled class time in Turkish. Before the administration, the instructors of the students were informed about the aims of the study and the researcher provided the students with detailed information about the purpose of the research. The students were also given a consent form before the study was administered, and then those who signed their names on the consent form participated in this study voluntarily. A class hour was devoted to the administration of the questionnaires.

3.5.2. Interviews

The qualitative part of the study was implemented at the end of the 2015-2016 academic year. The interviews took two weeks and the students who participated in the interviews were informed beforehand. As the data would be recorded, they were also asked for their voluntary participation. While deciding on the participants of the interviews, their SLWAI scores were taken into consideration as the primary focus of the study was EFL writing anxiety. After the statistical analysis of SLWAI, the students were categorized into three groups as “low, medium and high anxious” according to their writing anxiety levels (Cheng, 2004).

6 students were chosen from each writing anxiety group, as a representative of their group in the interviews. Upon being clarified about the purpose of the research, the participants were interviewed individually in Turkish, assuming that they would feel more comfortable while speaking in their own language. Besides, even though there were some questions prepared to guide the interviews, the interviews were not limited to mainly those questions so that more questions could be asked to the participants if it was necessary to probe more into their answers.

3.5.3. Writing performance

In order to find out whether there is a relationship between EFL writing anxiety and writing performance, the researcher collected the information about the participants' course grades obtained from the Technical Writing Course for a whole semester. As for the measurement of the students' writing performance, the students were evaluated in terms of a Mid-term exam 1 (paraphrasing a paragraph), Midterm exam 2 (summarizing an essay) and a Final exam (called in-class writing) (mini research paper- writing an essay on the given topic, using the given articles as sources and using text citations and listing the sources that cite as references at the end (See Appendix XI for two sample exams which were used in previous years). Each exam was conducted to the participants during the course hours with a certain time-limit and without making use of a dictionary or other materials. Moreover, for confidentiality issues, the participants exam papers were not presented in the appendix; however, some sample exam questions used in the previous years, were provided in the appendix, which were quite similar to the ones utilized for the study.

3.6. Data Analysis Procedures

The data obtained through the quantitative instruments were analyzed by means of a number of statistical calculations, such as mean scores and percentages, Pearson correlations and cluster analysis. The qualitative data were analyzed by means of content analysis.

3.6.1. Quantitative instruments

3.6.1.1. *The second language writing anxiety inventory (SLWAI)*

The second questionnaire employed in the study, the SLWAI was analyzed by summing up the subjects' ratings of the items. After the negatively worded statements mentioned before were reversely scored, the participants were categorized as high, moderate and low anxious (Cheng, 2004, Zhang, 2011).

Low = A total score below 50 points

Moderate = A total score between 50 and 65 points

High = A total score above 65 points

3.6.1.2. *The questionnaire of the Turkish writing anxiety (L1)*

The third quantitative instrument was the Turkish Writing Anxiety Scale (L1). It is not a dimensional scale, and for the categorization of the writing anxiety levels, the total score which the respondents get from the items of the scale could be maximum 175 and minimum 35 points. In other words, higher scores mean the students have a higher level of anxiety or vice versa. For the identification of each anxiety category, $4/3=1.33$ was accepted as the range between their responses for the items. The responses of this Likert type scale ranged between 1-5.

1.00-2.33= low writing anxiety

2.34-3.67= moderate writing anxiety

3.68-5.00 = high writing anxiety

3.6.2. Qualitative instruments

3.6.2.1. *Interviews*

After the interviews were conducted in Turkish and recorded, they were transcribed and then translated into English. All the qualitative data elicited through the interviews were analyzed by means of content analysis. Content analysis was carried out

for each interview script to detect if similar or different themes emerged from the participants' responses. 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 material is analyzed step by step, following rules of procedure, devising the material into content analytical units. After the common and significant points, key themes and patterns were identified in the data, they were coded and categorized systematically and their frequencies were calculated for each question (Morgan, 1993, p.113).

In this study, after the interviews were content- analyzed by the researcher herself and another experienced instructor of English who was also a researcher in the field, inter-coder reliability of students' semi-structured interviews was calculated. The data were analyzed independently and the two raters' analyses were compared. For content analysis, it is inter-coder reliability which is of particular significance to interpret the findings (Mayring, 2014, p. 42). After arriving at an agreement on how to name the categories, 20 % of the data gathered were analyzed by the researcher and the co-rater again, and the results indicated a high inter-rater reliability, which was found to be .87.

3.6.3. Writing performance

All the papers were graded according to the same scoring scale, ESL Composition Profile (Jacobs, et al., 1981) which was also used for the measurement of the students' writing proficiency. In order to ensure the reliability of the writing performance scores, two instructors (the researcher and one of the writing course instructors at ESOGÜ) evaluated 30 participants' papers for each exam (midterm 1, 2, and the final exam) which were also randomly selected. The inter-rater reliability for the writing performance scores was calculated as .951, which demonstrated a satisfactory inter-rater reliability between the two raters.

CHAPTER 4

RESULTS AND DISCUSSION

This chapter was designated for the purpose of explaining the results of this exploratory, mixed-design study. The findings related to the research questions of this study were presented in detail. The purpose of the current study was primarily to reveal whether the participants experienced writing anxiety in English and then to investigate its possible relation with writing anxiety in their native language, Turkish. Besides, it aimed at finding out whether there was a significant relationship between L2 writing anxiety and writing performance. With the aid of semi-structured interviews, the present study also attempted to validate and justify the results of the quantitative data obtained from the questionnaires. Therefore, the study comprised both quantitative and qualitative data analyses to be able to answer the research questions which guided this study.

4.1. Reliability of the Measures

The reliability of the instruments utilized in this study was reported in the subheadings below. Besides, these reliability analyses were conducted by using IBM SPSS 20.0 Statistical Package. Cronbach's alpha was used in order to determine the reliability of the assessment instruments of this study, which SLWAI (Second Language Writing Anxiety Inventory) and WASL1 (Writing Anxiety Scale in Turkish) and the internal consistency of measure for each scale was respectively examined with the sample of this study.

4.1.1. Reliability of the quantitative instruments

The reliability coefficient alpha value for SLWAI was calculated as 0.901, indicating a high reliability (See Appendix XV). As for the reliability coefficient alpha value for Writing Anxiety Scale in Turkish, it was calculated as 0,947, showing a high reliability (See Appendix XV).

Another analysis was conducted to calculate interrater reliability between the raters, and it was found to be 0,93; therefore, the results of the correlational analysis revealed that there was a strong relationship between the two raters' scores (See Appendix XV). Lastly, regarding the inter-rater reliability of the writing performance grades, it was seen that intra-class correlation coefficient was found as .951, which demonstrated a high

inter-rater reliability. It can be interpreted that there is a good agreement between the evaluators (See Appendix XV).

4.2. Descriptive Statistics

The findings below present the descriptive statistics of the two instruments used in the study and the participants' writing performance scores. The analyses of the scales were designed to demonstrate the descriptive statistics of the obtained data. For this purpose, the results of the collected data were presented with frequency tables and different kinds of graphs.

4.2.1. Descriptive statistics of EFL writing anxiety

With the implementation of the SLWAI, the levels of the participants' foreign language writing anxiety were measured. Then the mean scores of the sample were calculated in the way as Zhang (2011, p.5) proposed. Table 4.1 showed the overall means of all the SLWAI items and were calculated from the data after some of the items were reversed (5=1, 4=2, 2=4, 1=5 i.e.). Subsequently, the students were classified according to their English writing anxiety levels.

Table 4.1. *General Descriptive Statistics of the SLWAI*

Summary Item Statistics							
	Mean	Min	Max	Range	Variance	Std. Dev	N of Items
Item Means	2,986	2,196	3,636	1,439	0,123	0,35	22

The overall means of foreign language writing anxiety was calculated as 2,986 out of 5-point scale. This demonstrated that the participants seemed to be unsure about the items in the scale (For the detailed results of the statements in SLWAI scale, see Appendix XIII). According to the results, item 12 "Unless I have no choice, I would not use English to write compositions" had the highest mean score ($M= 3.42$, $SD=1,18$) in terms of EFL writing anxiety. It can be concluded that the subjects (52,3%) did not seem to prefer writing English compositions except for a requirement to write. On the other hand, the item 14 "I am afraid that the other students would deride my English composition if they read it" produced the lowest mean score ($M=2,20$, $SD= 1,16$). The statement was disagreed by 68,2 % of the participants.

Table 4.2 below presented the distribution of the subjects based on SLWAI anxiety levels. It can be seen that 54 participants suffered from writing anxiety moderately with the highest percentage (50,5%). The second highest number represented the high writing anxiety group (f=45) with the percentage of 42,1. Lastly, only 8 participants with the percentage of 7,5 had low level of writing anxiety.

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

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LOW	8	7,5	7,5	7,5
	MEDIUM	54	50,5	50,5	57,9
	HIGH	45	42,1	42,1	100,0
	Total	107	100,0	100,0	

4.2.1.1. Types of L2 writing anxiety

SLWAI is a three-dimensional anxiety scale which involves the subscales of cognitive anxiety, somatic anxiety and avoidance behavior (Cheng, 2004). The scores of the items related to each category were calculated and the distributions of the three types of L2 writing anxiety are presented below. As presented in the Figure 4.1 below, the means of all the three subgroups of SLWAI scale were nearly centered on the response of “Not Sure”. There were slight differences among the means of three subscales with the values of 2,84, 2,87 and 2,78, respectively. It can be clearly seen that somatic anxiety was the most common type of L2 writing anxiety experienced by the subjects of the study (M=2,87). Cognitive anxiety was the second type of writing anxiety that the participants experienced commonly (M=2,84). Finally, while writing in English, the least experienced dimension of the scale was found to be avoidance behavior (M=2,78).

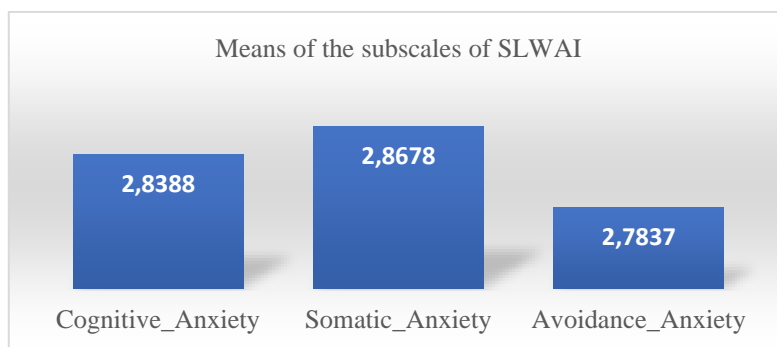


Figure 4.1. *General Mean Scores of the Types of L2 Writing Anxiety Among the Subjects*

4.2.2. Descriptive statistics of writing anxiety in Turkish (L1)

Table 4.3 below demonstrates the descriptive statistics, presenting the overall means of the items in writing anxiety scale in L1. The overall mean of the subjects' writing anxiety in Turkish was calculated as 2,56 out of 5 point- scale. It is evident that the respondents were unsure about the items in the scale. It means that most of the responses in the scale were not agreed or disagreed by the participants ($M=2,56$), whose means were lower than the middle value of the scale (i.e.3) (For the detailed results of the statements in WASL1 scale, see Appendix XIV).

As for the item which received the highest mean score in the scale, the item 6 "I am worried about writing compositional texts on some subjects where I do not have enough knowledge" had a mean value of 3, 62 ($SD=0,98$). It was agreed by 68,2 % of the respondents of the scale. However, the lowest mean score was obtained from item 11 ($M=1,90$, $SD=0,79$). Most of the subjects (83,2%) tended to disagree with the statement "When I am required to write an essay, I avoid writing for the fear of making spelling and punctuation mistakes."

Table 4.3. *The General Means of WAS L1*

Summary Item Statistics							
	Mean	Min	Max	Range	Variance	Std. Dev	N of Items
Item Means	2,56	1,897	3,617	1,72	0,169	0,41	35

Subsequently, the subjects' writing anxiety levels were identified according to their mean scores. As shown in Table 4.4, the results of the classification of writing anxiety groups indicated that 54,2 percent of the participants had a moderate level of

writing anxiety. The number of subjects with moderate writing anxiety in Turkish was 58. Next, it can be seen that the percentage of low writing anxiety category had the second highest percentage with 39,3%. Lastly, high writing anxiety group was found to have the lowest percentage with 6,5. In other words, only 7 subjects, participating in the study suffered from a high level of anxiety while writing in their native language.

Table 4.4. *The Categorization of the Participants According to Three Writing Anxiety Levels in L1*

WASL1_Anxiety_Level		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LOW	42	39,3	39,3	39,3
	MEDIUM	58	54,2	54,2	93,5
	HIGH	7	6,5	6,5	100,0
Total		107	100,0	100,0	

Besides, a cross tabulation analysis was conducted to describe the relationship between SLWAI subscales and WAS L1 anxiety levels more in depth.

Table 4.5. *Crosstabs of SLWAI Subscales with WAS L1 Anxiety Levels*

		SLWAI_Anxiety_Level								
		LOW			MEDIUM			HIGH		
		Cog.	Som.	Avo.	Cog.	Som.	Avo.	Cog.	Som.	Avo.
		Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean
WASL1_	Low	1,75	2,00	2,10	2,34	2,55	2,42	3,06	2,98	2,81
Anxiety_	Medium	2,38	1,50	1,57	2,81	2,82	2,80	3,29	3,27	3,09
Level	High	3,59	3,63	3,69

It can be inferred from the table above that highest means (M=3,69) belonged to the subjects who had the highest level of foreign language writing anxiety, particularly having avoidance behaviors and had also the highest level of writing anxiety in L1. On the other hand, the lowest mean score was obtained from the subjects with the medium level of writing anxiety in L1 and with low level anxiety in the “Somatic Anxiety Subscale” of SLWAI (M=1,50).

4.3. Correlations

In order to implement parametric statistical tests, the normality assumption should be assessed (Kalaycı, 2010, p.116). As a result, an assessment of the normality of data is essential in order for the Pearson correlation calculation to be carried out so that the variables mentioned above are checked to examine if they are continuous and normally distributed (Kalaycı, 2010, p.116). Test for normality of the variables were calculated and then Shapiro-Wilks Normality Test revealed that Sig p values which were calculated for two variables were greater than 0.05 and were found to have normal distributions separately. That is, for all groups, the data were normally distributed with 95% confidence. Subsequently, a correlational analysis is conducted in order to measure participants' scores on two variables and then to determine whether a relationship exists (Kalaycı, 2010, p. 116-117).

4.3.1. The relationship between the SLWAI and writing anxiety in L1

Before the correlation analysis, a scatter plot analysis was conducted to investigate the linear relationship between SLWAI and WAS (L1). As can be clearly seen in the Figure 4.2 below, the values did not seem to resemble any kind of pattern; therefore, it can be inferred that no relationship existed between SLWAI and WAS L1, which means there was zero correlation between the two variables.

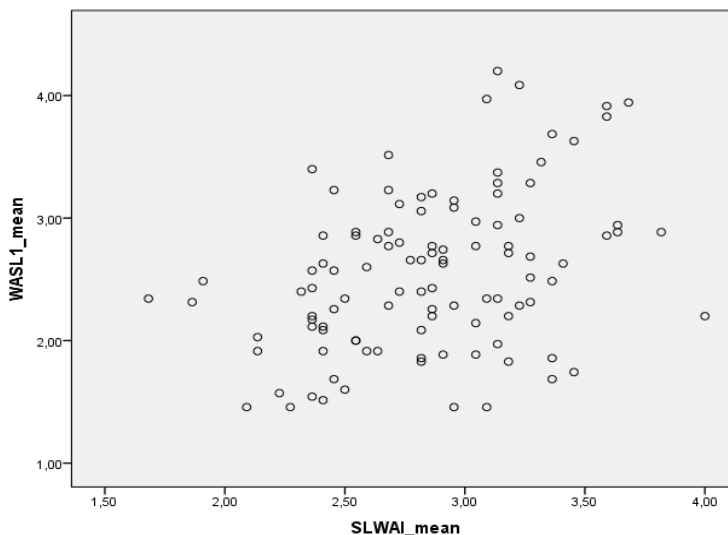


Figure 4.2. Scatter Plot for the Linear Relationship between SLWAI and WASL1

As Table 4.6 shows, SLWAI significantly and positively correlated with WASL1 ($r = .381$, $p < 0,05$). It can be concluded that there was a significant weak positive relationship between the scales of SLWAI and WAS L1. This indicated that as the values of SLWAI increased, the WAS L1 values tended to increase in the same way.

Table 4.6. *The Pearson Product-Moment Correlation Coefficient Analysis between SLWAI and WAS L1*

Correlations^b		SLWAI_mean	WASL1_mean
SLWAI_mean	Pearson Correlation	1	,381**
	Sig. (2-tailed)		,000
WASL1_mean	Pearson Correlation	,381**	1
	Sig. (2-tailed)	,000	

** . Correlation is significant at the 0.01 level (2-tailed).

b. Listwise N=107

4.3.2. The relationship between the SLWAI and writing performance

Table 4.7 below illustrates the mean scores of writing performance and proficiency grades of the participants.

Table 4.7. *Overall Means of Writing Performance and Proficiency Grades*

Descriptive Statistics			
	N	Mean	Std. Deviation
proficiency_grades	107	69,17	15,77
achievement_grades	107	63,73	10,50
Valid N (listwise)	107		

As Table 4.8 illustrated below, the descriptive statistics have summarized the mean scores of the participants' writing proficiency grades and achievement grades according to the SLWAI anxiety groups. It is evident that the students' both writing proficiency and performance grades tended to get higher as the foreign language writing anxiety level decreased. The highest writing performance grade means belonged to the students with low writing anxiety level ($M = 70,21$) whereas high anxious subjects' mean

score was the lowest (M=60,63). The subjects with the lowest writing anxiety in English had the highest writing proficiency and performance grades (M (proficiency)=83,25, M (achievement)=70,21). On the other hand, the participants with the highest writing anxiety level tended to have the poorest writing performance (M=67,47) and had the lowest writing proficiency grades (M=60,63).

Table 4.8. *The Mean Scores of the Participants' Writing Proficiency Grades and Achievement Grades according to the SLWAI Anxiety Groups*

		writing proficiency grades	writing achievement grades
		Mean	Mean
SLWAI_Anxiety_	LOW	83,25	70,21
Level	MEDIUM	68,50	65,35
	HIGH	67,47	60,63

According to Table 4.9 below, the Pearson correlation value was calculated as statistically significant (Sig. =, 000 <0.05). The calculated correlation value was found as -.224, which means that there was a statistically significant weak, negative correlation between the achievement grades and SLWAI. This finding suggested that as the students' level of writing anxiety increased, their achievement grades had a tendency to get lower.

Table 4.9. *The Pearson Product-Moment Correlation Coefficient analysis between the SLWAI and Writing Performance Grades*

Correlations			
		achievement_grades	SLWAI_mean
achievement_grades	Pearson Correlation	1	-.224*
	Sig. (2-tailed)		,020
	N	107	107
SLWAI_mean	Pearson Correlation	-.224*	1
	Sig. (2-tailed)	,020	
	N	107	107

*. Correlation is significant at the 0.05 level (2-tailed).

As demonstrated in Table 4.10, the results below indicated that all correlations were calculated to be statistically significant. Firstly, the correlation value between writing performance and “Cognitive Anxiety Subscale” was calculated as -.258, meaning that performance grades decreased as the cognitive anxiety level of the participants increased as there was a weak negative correlation between them. Secondly, “Somatic Anxiety” correlated significantly and negatively ($r = -0.32$) with writing performance grades. Therefore, as the subjects performed better in writing, their somatic type of writing anxiety decreased. Thirdly, the relationship between writing performance grades and “Avoidance Anxiety Subscale” in SLWAI was examined. It was calculated as -.246, which demonstrated a weak negative correlation with a statistical significance.

Table 4.10. *The Pearson Product-Moment Correlation Coefficient analysis between the SLWAI Subscales (Cognitive, Somatic, Avoidance) and Writing Performance Grades*

Correlations		Achievement	Cognitive	Somatic	Avoidance
achievement_ grades	Pearson Correlation	1	-.258**	-.320**	-.246*
	Sig. (2-tailed)		,007	,001	,011
	N	107	107	107	107
Cognitive_ Anxiety	Pearson Correlation		1	,583**	,562**
	Sig. (2-tailed)			,000	,000
	N		107	107	107
Somatic_ Anxiety	Pearson Correlation			1	,717**
	Sig. (2-tailed)				,000
	N			107	107
Avoidance_ Anxiety	Pearson Correlation				1
	Sig. (2-tailed)				
	N				107

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

4.4. Clustering Analysis

Cluster analysis is a statistical technique for multivariate analysis which places the variables to automatically created groups after the association between the variables and groups is calculated (Rasmussen, 1992). The main goal of cluster analysis is to form

groups of related variables or to identify the actual groups and it can be considered as a useful technique in many studies as it has the potential to “reveal previously unobserved or unnoticed relationships” and it makes it practical for the researcher to categorize the data and interpret their relationship better (Kalaycı, 2010, p. 352). The variables that are similar will be close to each other and will be grouped together then and different ones will be far away from each other (Kalaycı, 2010). The variables to be used in the clustering analysis are as follows:

- Means of SLWAI scale scores
- Means of scores from the WAS (Turkish) scale
- Means of Cognitive Anxiety scores
- Means of Somatic Anxiety scores
- Means of Avoidance Anxiety scores
- Writing Proficiency Grades
- Writing Achievement Grades

In this study, the data obtained from the subjects were subjected to cluster analysis by using both hierarchical and non-hierarchical cluster analysis based on the SLWAI anxiety levels of the participants. Hierarchies can be considered as trees (“dendrograms”), which present “how the clusters in the finer level partitions are merged to arrive at higher level ones” (Hennig, Meila, Murtagh, and Rocci, 2016, p. 5). As a result, firstly, according to the results of the hierarchical clustering analysis, which performed the clustering analysis based on the natural structure of the data, the students were actually grouped into three clusters with ‘low, medium and high’ anxiety levels for each scale used in the study.

In terms of anxiety levels, it can be commented that clusters were divided as the first set of ‘low’ anxiety, the second set of ‘medium’ anxiety, and the third set of ‘high’ anxiety (1. Cluster < 2. Cluster < 3. Cluster) for the variables, Cognitive Anxiety and Avoidance Anxiety whereas they were not obtained for the variables SLWAI and WASL1 scales (SLWAI 1. Cluster =2. Cluster < 3. Cluster and WAS L1 2. Cluster < 1. Cluster < 3. Cluster). The third cluster for each scale had the highest mean score (SLWAI M=2,98, WAS M=2,74), which formed the high anxiety-level group. Besides, cognitive writing anxiety had the highest means score (M=2,98) here whereas it was somatic anxiety in the previous analysis (M=2,86).

Table 4.11. *Final Cluster Centers of the Seven Variables According to Hierarchical Cluster Analysis*

Final Cluster Centers			
	Cluster		
	1	2	3
N	45	41	21
SLWAI mean	2,82	2,82	2,98
Cognitive Anxiety	2,73	2,89	2,98
Somatic Anxiety	2,77	2,95	2,92
Avoidance Anxiety	2,72	2,81	2,86
WASL1_mean	2,57	2,47	2,71
Proficiency grades	66,87	63,01	58,38
Achievement grades	66,58	84,32	45,14

Then it was concluded that the mean values received from the seven variables in the analysis were consistent. The means of SLWAI was found to be the same for low and moderate level anxious students (M=2,82) and the means of high anxious ones was slightly higher than those of these two groups (M= 2,98). It was also evident from Table 4.11 that as the anxiety level in SLWAI increased, the proficiency grades of the participants decreased (low M= 66,87, Mid M= 63,01, High M=58,38). This finding revealed an additional relationship between the writing proficiency grades of the students and SLWAI as the scores for writing proficiency increased, the subjects' writing anxiety level decreased accordingly.

Additionally, as the writing anxiety level increased, the proficiency grades were expected to decrease. In this case, proficiency grades were clustered in harmonious with the expected result. However, as for the writing achievement grades, although the mean scores of low anxious students (M= 66,58) were higher than those of high anxious ones (M= 45,14), the means of the students with moderate level anxiety was the highest of all. However, it was expected that as the writing performance grades increased, the students' writing anxiety levels would decrease.

In brief, the findings obtained from the clustering analysis were consistent with the groups that existed in the three scales used in the study (SLWAI, WASL1) as cluster analysis verified that there were actually three anxiety levels in these scales.

4.5. Semi-structured Interviews

The responses of the participants obtained from the interviews were analyzed by means of Content Analysis (Krippendorff, 2003). By means of the systematic classification process of coding and identifying themes in the interview transcriptions, content categories were obtained. Moreover, the analysis was conducted in detail according to writing anxiety levels (low, moderate and high). In the analysis, the results were interpreted by calling the participants “S1” (Student 1), “S2” (Student 2), “S3”, and so on as their real names were not used anywhere in the study to ensure confidentiality. The individuals selected to represent each group are provided in the table below:

Table 4.12. *Distribution of the participants according to anxiety groups in the interviews*

Low Anxiety Group	S1, S2, S3, S4, S5, S6
Medium Anxiety Group	S7, S8, S9, S10, S11, S12
High Anxiety Group	S13, S14, S15, S16, S17, S18

4.5.1. Feelings and reactions regarding writing in English

The participants were required to express how they felt as they were doing a writing task in English. Their responses fell into two main categories: 1) negative feelings and reactions while writing in English, and 2) positive feelings and reactions while writing in English (See Table 4.13 below) (For detailed version of the Table 4.13 that presented further information about the distribution of the participants according to the anxiety levels, see Appendix XII).

Table 4.13. *Categories of Feelings and Reactions While Writing in English*

Categories	Frequency				
	Low	Mid	High	Total	Percent
1.Negative feelings and reactions while writing in English	5	6	6	17	94,4%
1.a. The feelings of distress/uneasiness/tension	3	3	5	11	61,1%

Table 4.13. (Continuing) *Categories of Feelings and Reactions While Writing in English*

1.b. The feelings of anxiety /stress/ panic/ excitement	2	3	5	10	55,5%
1.b.1. Fear of being evaluated in exams	2	3	3	8	44,4%
1.b.2. Time pressure while writing					
1.b.2.1. Feeling insecure/unconfident due to the fear of making mistakes	1	3	4	8	44,4%
1.b.3. Feeling under pressure/ Feeling restricted by so many rules	1		4	5	27,8%
1.c. Having low self-esteem					
1.c.1. Feeling hopeless and like a failure		4	4	8	44,4%
1.c.2. Feeling discouraged due to highly demanding tasks not appropriate for their writing proficiency level	3		4	7	38,9%
1.d. Physiological manifestations of negative feelings	1	2	4	7	38,9%
1.e. Not feeling motivated to write in English		3	3	6	33,3%
2. Positive feelings and reactions about EFL writing	6	2	1	9	50,0%
2.a. Feeling relaxed and comfortable/no stress	6	2		8	44,4 %
2.b. Feeling successful and self-confident	6	2		8	44,4%
2.c. Being highly motivated/enthusiastic to write	5	1		6	33,3%
2.d. Feeling much safer and focused compared to speaking	2		1	3	16,7%

4.5.1.1. Negative feelings and reactions with regard to writing in English

When the participants were questioned about what kind of feelings they experienced while writing something in English, it was found that almost everybody interviewed (94,4%) indicated that they had some negative feelings about it. As for these feelings, the first category included the feelings of distress, uneasiness or tension. 61,1% of the respondents indicated that they felt uneasy, tense or distressed mostly because they were required to do a writing task in the classroom environment, they did not have the chance to get prepared about the writing topic and also, they feared seeing their mistakes in their writings when receiving feedback. To illustrate, three participants, focused on these points in detail. Firstly, S7 commented that:

"When we are required to write an essay in English, it is very difficult for me to start writing at first, because we do not know the topic and cannot always search it before. I think the most important thing is to be able to make a good start. But if I cannot get a good start, well, I always keep thinking what I should I write next. Sometimes when ideas do not come to my mind, I have a kind of distress, discomfort, or anxiety. Besides, I feel stuck in words when the dictionary is not allowed. At those moments, I can say that I

experience some physical tension. As a result of the fear that I will not be able to finish it and write well, I move away from the main subject and write different things." [1]

One of the participants, S15, mentioned his anxiety resulting from facing his mistakes in his writings and indicated his preference to write something outside the classroom.

"... When the writing instructors give feedback to me, I see my mistakes in what I write. When I see my mistakes, I get a little nervous, and get bored, I feel like my failures have been confronted deliberately. But rather than in the class environment, just without the rules and without being focused on my writing mistakes, I think I can express myself better and more comfortably." [2]

Another student, S17, who felt nervous while writing, pointed to the importance of topic familiarity when they were required to do a writing task in the classroom environment.

"I feel stressed especially when writing in the classroom environment. I get stuck when required to write what I think at that very moment without preparation. But when I am informed about it before, and have the chance to write it at home, I actually have received very high grades. I am not good at vocabulary use. As I search the topic on the internet, I can learn the vocabulary related to the writing topic. But in the classroom, we cannot use phones anymore. We already have difficulties in using an English-English dictionary ... When I don't have topic familiarity, I always feel like I'm making use of the same words again and again in my writings. Moreover, I do not feel very satisfied with writing simple sentences." [3]

Secondly, 55,5 % of the participants noted that they felt anxious and stressed while writing in English because of three major reasons. Initially, their anxiety resulted from the fear of being evaluated in writing exams, or assignments/tasks. 44,4% of them stated that they suffered from such a fear. Similarly, according to 44,4% of the participants, Time pressure while writing was another source of their writing anxiety. As the participants, S11, and S14, respectively, mentioned these two categories in an inter-related way, the participants' explanations regarding these points were given altogether below:

"If I cannot make a preparation in advance about the topic and I do not know anything about the topics, I feel like my mind goes blank. I usually waste my first fifteen or twenty minutes in the first place. I also panic, and feel stressed unless I can start my writing. This time I try to calm myself down. I also waste my time in this way, too. I keep looking at watch all the time. So, in other words, I get really nervous to write about the topics that I do not especially know before, and if the time is getting shorter. " [4]

"... If writing was something willing that came from our inside, it would be very nice to write, but there is a certain time limit for exams that we have to finish writing, and the subject of the writing is defined before so naturally everyone feels a kind of pressure. My trouble is about Turkish language. What I mean is that I cannot generate new ideas in Turkish, as well. I waste most of the exam time on thinking ... Now, for example, when we come to the end of that time limit, there is a fear of not meeting the expectation of the teachers; that is, we have to get a certain grade from the course. Obviously, the realization that you cannot get enough grades to pass the course affects the rest of the exam a little bit and makes me a little stressed. In fact, you may be able to do better but your performance is, of course, decreasing a lot when you are worried about not getting low grades and finish writing on time. "[5]

Feeling insecure or unconfident due to the fear of making mistakes when the time allotted for writing tasks is limited, was another negative feeling that 44,4 % of the participants experienced. One of the participants, S5 touched upon this point with these remarks:

"If my writing is not evaluated, I feel much more comfortable and confident when writing. Because when I have to get a certain grade, I feel worried to write a little bit more formally and correctly, putting another sentence instead of what I have written so that it will look more professional. I write a sentence but then I correct it right away as I feel it is not a good one. I cannot get my thoughts together. It's like I make more mistakes in this case. When I am graded, feeling more tense, I bore myself a little more, and I cannot concentrate on the quality of what I write because I keep thinking about which things the teacher wanted me to pay attention to while writing." [6]

The third sub-heading was found to be feeling under pressure and feeling restricted by so many rules by 27,8% of the respondents who dwelled mostly on the issues of the obligation to write a paper with so many rules and not having the chance to select the topic or the length of the writing. One of the participants, 16, discussed these points in detail below as:

"While writing in English, there are so many different words, rules, and grammatical structures that the instructors expect us to use effectively. The time is already limited in the class or examinations. Having to do planning well and deal with so many things at the same time is overwhelming and puts me under pressure. I mean, briefly, I believe that this limits my ideas, and my creativity." [7]

Another negative feeling that the participants had while writing in English was having low self-esteem. Less than half of the respondents (44,4%) indicated they felt unconfident as they felt incompetent in English, particularly in grammar and vocabulary use and they had the fear of negative evaluation by their peers.

In addition to these points, they stated that they did not have enough knowledge about how to write better. Besides, under the same sub-heading, 38,9% of them further explained that they actually felt hopeless and like a failure. Two of the participants, S8, and S12, respectively, made similar references to these issues:

"... I am already experiencing a difficulty at that moment. So, it was a time of great stress for me. Something is happening on me, I know that even when I write about a topic I know already, for example, it's a place I actually have a problem, even to create the general outlook of my writing. I suppose I'm worried while writing in English because my English is not enough. Well, when I have to write something, even the questions how to get started, where to start are causing trouble. Anyway, I make a lot of mistakes because I do not have sufficient English knowledge; because of this, inevitably I have a lack of confidence while writing." [8]

"My problem is related to writing rather than English in general. I find myself unsuccessful in this regard. Actually, the real issue is, how to do the writing task rather than how I translate my ideas into English. You know, my mind feels blank, so I can't come up with new ideas and organize them. Even if I can create new ideas, this time I start thinking about how to organize these ideas in my writing. I just spend a lot of time thinking. I do not have a competence to write in general ... As I do not have much knowledge of how to write better, I'm like repeating the same patterns and connections." [9]

Lastly, feeling discouraged due to highly demanding tasks not appropriate for their writing proficiency level was indicated by 38,9% of the participants. They also focused

on writing instructors' unrealistic expectations from them. S6, and S16 respectively, clarified these points as detailed below:

"... It was hard for me to write academically, honestly. When I received grades much lower than I expected, I felt a little bit demoralized. It is a bit of an annoyance to be put certain rules and restricted in our writings but it requires investigation, we have to constantly search, learn and use technical words and use different organizational techniques." [10]

"... But the instructors do not know that the students in engineering have never done an academic writing in their life before. They do not know whether they have been able to learn to write well in prep class and they wait for us to write something so difficult, without knowing what we can write or not, so this situation causes me to lose my enthusiasm and discourages me from writing. Then, on top of that, we have another homework or exam usually comes without fully mastering how to write ..." [11]

An additional category was related to the physical reactions of the respondents when they felt anxious or stressed or panicked or excited while writing in English. 38,9% of the participants underwent some negative physical reactions that occurred while writing in English, such as faster heartbeat, feeling hot/burning, perspiring, dryness in the throat, stomachache, tension in the muscles, going red and shaking. For example, S10 exemplified these physical reactions as:

"I do not know for sure but when I have to write something in English, I usually feel anxious. Sometimes because of stress as I fear I will not be able to finish my writing on time, my hand shake and sweat. My throat gets drier, too. I mean, if I do not find the English equivalent of a word in the exams, for example, these things usually happen to me. I mean, if I do not have a dictionary, I have a hard time using technical / academic words." [12]

Among all the negative feelings with regard to writing in English, not feeling motivated to write in English was the last one reported by the respondents with the proportion of 33,3%. S13 explained her lack of motivation with these comments below:

"I find the writing activities we have done in the department technical and boring. I honestly do not want to write anything. If the topics are not interesting and I don't have the slightest idea about it, I am not very eager to write. If we could write creative things

and write things that the teachers do not focus on our mistakes so much, I could feel more comfortable and interested in writing. "[13]

4.5.1.2. Positive feelings and reactions with regard to writing in English

Contrary to the first major category, the participants' positive feelings provided a framework for the second category. Exactly half of the respondents (50,0%) indicated their positive feelings as to writing in English in the interviews. Then when asked what kind of positive feelings they experienced while writing, their responses were categorized mainly into three headings. The first category, which was the feeling of comfort, explained as having no stress or anxiety, was mentioned by a 44,4 % of the interviewees. One of the participants, S6, remarked that:

"Well, I do not have any trouble writing. It's just a little hard to come up with a new alternative for words. Apart from that, it is not too hard to adapt my thoughts to English ... It is a bit difficult to organize our thoughts when we get caught unprepared and sometimes you give us a specific topic to write and we need to think about it, in particular. But I happen to be, for example, when I start, the rest flows in a way. As a result, I don't experience much stress or worry at all." [14]

Another student, S2, described the same feeling, focusing on a different effect of being able to write effectively in English on him.

"When I write, I feel fine, and comfortable. I do not think I have any difficulty. To tell the truth, to be able to effectively transfer my ideas onto paper makes me feel successful/competent. In addition, when I read what I have written, the pleasure that I felt is different for me. It makes me feel happy seeing I can produce something. To me, things I write in English seem more personal, something that belongs to me, so I feel good/pleased about it." [15]

Another additional positive feeling experienced by the participants was the feeling of success and self-confidence about writing in English. A good proportion of the respondents (44,4%) noted that they felt successful and confident while writing and they were not afraid to make mistakes while writing. One of the participants, S4, remarked that:

"I have not received a negative feedback on the homework given in the quizzes. I think I am generally successful at writing in English. Then I like to write as well, and I do not have any worries about whether I will be able to write effectively or ideas will come to my mind or not. That's why writing is one of the ways I can express myself well for me. When you are a little careful about the planning part, it's easy to connect your thoughts. I guess the rest flows smoothly, then." [16]

Thirdly, over a third of the participants (33,3 %) stated that they felt highly motivated and enthusiastic about writing in English as they liked writing and were aware of the significance and the necessity of the writing skill. For instance, S5, indicated her feelings about English writing:

"... While I am organizing my thoughts, I write really casually and lovingly. I might think so because I do not write forcibly because I have friends who write reluctantly, but they are bored because they do not want to. It is a skill that is very important in all the following courses. For this reason, it makes no sense for me to learn technical rules and do writing homework." [17]

The final category was formed by the views of only 16,7% of the participants. They made reference to feeling much safer and focused while writing compared to the skill of speaking. One of the interviewees, S15, explained below why he felt safer and more concentrated while writing in English:

"If I want to write something, I feel better and more secure compared to the skill of speaking. I'd rather write something in English than speak. It is harder for me to form a sentence and react immediately when I'm talking. Of course, I can also focus better on what I write, so I have a chance to think again and revise my mistakes ... " [18]

4.5.2. Feelings and reactions with regard to writing in Turkish (L1)

When engineering students were interviewed about their feelings and reactions that they had while writing in their own language, Turkish, their responses fell into two major categories similar to those of writing in English as seen in Table 4.14 below (For detailed version of the Table 4.14, which provided further information about the distribution of the participants according to the anxiety levels, see Appendix XII):

1. Negative feelings and reactions regarding L1 writing,
2. Positive feelings and reactions with regard to L1 writing.

Table 4.14. Categories of Feelings with regard to Writing in Turkish (L1)

Frequency					
Categories	Low	Mid	High	Total	Percent
1. Negative feelings and reactions while writing in L1	3	5	5	13	72,2%
1.a. The feeling of stress, pressure, tension, panic, confusion	2	2	4	8	44,4%
1.a.1. When being evaluated under a certain time limit	2	2	3	7	38,9%
1.a.2. When required to write academically in the class environment	2	2	3	7	38,9%
1.b. Uneasiness and nervousness	3	2	3	8	44,4%
1.b.1. Fear of making a mistake in their native language	3	2	3	8	44,4%
1.c. Feeling anxious and uncomfortable	2	2	2	6	33,3%
1.c.1. Not having topic familiarity	2	2	2	6	33,3%
1.d. Boredom and weariness, so not feeling motivated to write	2	3	3	6	33,3%
1.d.1. If the topic is not appealing enough	2	3	3	6	33,3%
1.e. Feeling like a failure and feeling incompetent /Fear of being evaluated by their peers	1	1	2	4	22,2%
1.f. The physiological manifestations of negative feelings	1	1	3	4	22,2%
2. Positive feelings while writing in L1	3	5	4	12	66,7%
2.a. Feeling relaxed /comfortable	3	5	4	12	66,7%
2.b. Feeling successful, and self-confident	2	4	4	10	55,5 %
2.b.1. Feeling freer, more focused and more secure because of having a good command of the language	2	4	4	10	55,5 %
2.c. Feeling more motivated and encouraged to write (compared to English)	2	4	4	8	44,4, %

4.5.2.1. Negative feelings and reactions with regard to writing in L1

As for the results of first major category, well over half of the participants (72,2%) stated that they experienced some negative feelings when they were asked to do a writing task in their native language. When asked in detail, it was found that 38,9% of the participants experienced the feeling of stress, pressure, tension or panic while writing. The underlying reasons for these feelings were also detailed by the students. According to 44,4% of the interviewees, the first one was identified as the condition of being evaluated under a certain time limit. As reported by S11 and S17, time limit and being evaluated brought about some negative feelings for them.

"You know, I write under a little bit less stress because I can write easier when it is such a strange language. Well, if our writing is evaluated, of course, I pay more attention to

what I write., I necessarily try to write better as I will receive a high grade in turn. But once again, when there is an exam and the time is getting shorter, the level of stress, excitement increases, of course, again unless I cannot finish it on time."[19]

"... When what I write down is graded, this puts a little bit more pressure on me. What I mean by the word 'pressure' is something that will ultimately be a part of the assessment, so I unavoidably want to write something a little bit better, which is well- organized, and I think of all its punctuation stuff and everything else one by one. It is a little bit more troublesome for me because of the way I do it. Besides, as we perform the writing tasks in our native language, getting lower grades makes us feel bad." [20]

Under the same sub-heading, another source of such negative feelings for the participants mentioned above was the requirement of writing academically with the percentage of 38,9%. Highlighting the significance of writing in a relatively stress-free environment, one of the participants, S5, pointed out that she would feel more comfortable if she did not do the writing tasks in Turkish with formal and academic rules in and also the class environment.

"I completely experience the same situation while writing in Turkish, too. That is, when I write something with formal rules, I feel stressed and under pressure. I think it's a little difficult to gather my thoughts in the class environment as there is always not much I can write about if I cannot focus enough ... " [21]

Similar to S5, S18 complained about the negative effect of formal writing, but considering from a different angle, he also criticized the lack of instruction and practice in formal writing in his mother tongue.

"... The part that bothered us is, for example, we have not been asked to write a five or six-page essay, even in Turkish. Until now, we have not written such a long, formal essay in Turkish as in the current English writing courses. Even if we have done it, whether it is academically-written or not is open to discussion. I think the biggest problem is that in Turkish, we have not written an essay by using certain formal rules, research and citational skills, and so on yet as it is expected in English." [22]

Secondly, 44,4% of the participants indicated that they experienced the feelings of uneasiness and nervousness owing to their fear of making a mistake in their native

language. One of the participants, S13, explained below why she feared more that her peers might tease her writing mistakes:

"Sometimes when it was a kind of writing task in Turkish that would be graded, I sometimes used to be nervous. The thing that bothered me more than the other things was that everyone can write well in Turkish because Turkish is our own/native language. Sometimes I was worried that I would make a lot of mistakes in an area where most of my peers in the class were generally competent, and then get a lower grade. I inevitably wondered if they would make fun of a simple mistake I would make in my writings." [23]

Another category related to the negative feelings about writing in Turkish was found to be feeling anxious and uncomfortable. With the percentage of 33,3%, the participants reported that they might relate to not having topic familiarity. For instance, one of the participants, S2, indicated his anxiety about lack of topic familiarity while writing in Turkish.

"If I have to write on a topic that I do not have enough knowledge, it's usually a hardship for me. If I do not know much about it, I feel like my mind goes blank. I cannot think of new ideas to write about. For example, you cannot find enough examples to support what you write at that moment. Unless I can finish the rest of the writing, I am more uncomfortable, and worse, naturally ..." [24]

By 33,3% of the participants, the feelings of boredom and weariness occurred among them when the writing topic was not appealing enough for them. Therefore, they did not feel motivated enough to write. At this point, S9 expressed his opinion about the reason for his feeling of weariness while writing in Turkish.

"If the subject is something I'm interested in, I even tend to write a little bit more. But if for example, the topic is something I do not know or find boring, frankly, it turns into something I am fed up with, something like a feeling of boredom, so I question why I do it. What I mean, is that I think whether it will be useful for me or not. Especially now that I'm at university, for instance, it obviously seems a bit unnecessary, but if it is a topic I like or have an interest in, I certainly write it willingly. That is, when these conditions are provided, it is not very hard for me to write." [25]

The subsequent sub-category was related to the feeling like a failure and feeling incompetent in L1 as reported by 22,2% of the participants. To illustrate, the interviewee, S7 felt unsuccessful in writing in L1, revealing a lack of self-esteem and mentioned:

"How I feel while writing in Turkish depends on the topic I want to write about. Well, if the topic is interesting or close to my areas of interest, of course I can write well in a certain way, adding my own thoughts a little bit more, as well. However, when it comes to the topics that are not appealing for me, it can be hard to write. My main reason for this problem is that I have lack of knowledge in Turkish grammar. I cannot figure out grammatical rules in Turkish well. In fact, naturally this negatively affects my English writing performance." [26]

Ultimately, 22,2% of the participants made a reference to the physiological manifestations that accompany their negative feelings when they were required to do a writing task in L1. The physical reactions which were mentioned in their comments included excessive sweating, muscle tension, dry throat and mouth, racing heart, turning red, trembling, and headache. One of the respondents, S14, described some of these physiological manifestations below:

"I feel insufficient, incompetent in writing in Turkish even if it is our mother tongue. Well, how can I say it? What I mean, I cannot write at the desired level. As an engineering student, I probably do not have an aptitude for writing. To tell the truth, I do not have much talent to write. I am so incompetent/bad at writing that since I was in elementary school, my father has done all my writing assignments ... As result, if I am required to write something in the class, it is a great source of tension for me... because of stress, my head starts to ache when I have to write something. My mouth gets drier, let me think, that is, I feel hotter, and sweat too much, naturally." [27]

4.5.2.2. Positive emotional states with respect to writing in L1

The second major category related to positive feelings while writing in L1. 66,7% of the respondents mentioned a variety of positive emotional states in their comments during the interviews. Firstly, the majority of the participants (66,7%) indicated that they felt comfortable when they were asked to perform a writing task in Turkish because they claimed that they had been receiving instruction on how to write for many years. For instance, concerning this point, S3 remarked that:

"Well, I do not have much trouble in Turkish, I can write comfortably. I do not think there is anything I cannot write in Turkish. I mean, I can write about every topic ... I always read Turkish books and other stuff. Actually, I think the things I have read before positively affects my writing performance in Turkish. Of course, there is another thing to consider, as well, which is we have an ongoing instruction on grammatical rules related to our own language, that we have been getting for years. In all the lessons, until coming here, in our writings, we expressed ourselves in Turkish. We are only transferring them actually when writing ..." [28]

Another sub-categorization was formed for an important percent of the participants (55,5 %). Indicating that they felt successful and confident in writing in L1, the interviewees attributed their success to feeling freer, more focused and more secure because of having a good command of Turkish as it was their native language. One of the participants, S6 commented that as she had no difficulty in grammar and vocabulary use as well as the organization skills for writing, she had a good writing performance in L1.

"I believe I can express myself well while writing in Turkish. I write the ideas that come to my mind exactly in the way that we have already learned from the very beginning of academic life. I mean, these rules have been taught us since elementary school. Now, these specific grammar rules and connective patterns/ transitions in Turkish that we use are in a well-seated situation. We are always reading something in our own language. We have a wide range of lexical knowledge and it always keeps increasing in number. I do not have much trouble with that ... Definitely, I feel proud and successful once I see that I can easily write." [29]

Lastly, approximately half of the participants (44,4, %) stated that felt more motivated and encouraged to write in their own language, Turkish compared to performing a writing task in English. For instance, S16 laid greater stress on the importance of having motivation to write and commented that:

"I am very confident about being able to express myself and being able to put my thoughts and feelings into words in the paper ... I call not being able to attain success in English a failure whereas, I can perform very well in my own language. In addition, if I really fail, I usually give up on learning that thing. You know, I can write a Turkish text and composition in a very comfortable way because I can express myself freely as I would like to do but I do not have the motivation to write because of the shyness and uneasiness I feel towards English." [30]

4.5.3. The participants' perceptions about their writing performance in English

During the interview, the last question was addressed to the participants with the aim of finding out how they evaluated their writing performance in English; that is, whether they view their writing performance as successful or unsuccessful and additionally what might be the possible reasons for their failure or success. Even though the second interview question was closely linked to this one, it was considered that it might be useful to examine their perceptions on their own performance more in depth and what kind of difficulties they experienced regarding the skill of writing or which things helped them to write effectively.

When asked separately, it was expected that they would give their responses about the issue in more detail. As seen in Table 4.15 below (For detailed version of the Table 4.15, which provided further information about the distribution of the participants according to the anxiety levels, see Appendix XII), a majority of the participants (61,1%) regarded themselves as successful writers in English. They stated that they had a good writing performance in English. On the other hand, 38,9% reported that they perceived themselves as having an unsuccessful writing performance in English.

Table 4.15. *Categories of How the Students Evaluated Their Writing Performance in English*

Categories	Frequency				Percent
	Low	Mid	High	Total	
1. Perceived himself/herself as having a successful writing performance in English	6	3	2	11	61,1%
2. Perceived himself/herself as having an unsuccessful writing performance in English		3	4	7	38,9%

4.5.3.1. Positive factors that contributed to the participants' writing performance

Regarding the factors that contribute to their success, 44,4% of the participants made a reference to positive reasons in their remarks (See Table 4.16 below and for detailed version of the Table 4.16, see Appendix XII). They expressed that they felt quite confident when they were required to write in English and gave some reasons for their confidence.

Table 4.16. *Categories of the Factors that Affected the Participants' Writing Performance*

Categories	Frequency				Percent
	Low	Mid	High	Total	
1. Positive factors that affected their writing performance	6	2		9	44,4 %
1.a. Feeling confident/comfortable while writing and not being afraid of making mistakes	6	2		8	44,4%
1.b. Having a high motivation for English and writing, thus enjoying writing	5	2		7	38,9 %
1.b.1. Being willing to improve their English outside the class as well					
1.c. Feeling successful and competent at English	5	2		7	38,9%
1.c.1. Being good at organization of the writing tasks and research skills about the topic					
1.d. Positive feedback/support from teachers and peers	2	1		3	16,6%
2. Negative factors that affected their writing performance	4	4	6	14	77,7%
2.a. Feeling anxious and stressed due to the obligation to write a task in the class environment	2	3	5	10	55,6%
2.a.1. Writing under time pressure	2	4	4	10	55,6 %
2.a. 2. Lack of topic familiarity and not having the chance to select the topic	2	3	3	8	44,4%
2.b. Fear of being evaluated in exams	2	3	4	9	50,0%
2.c. Not being competent enough at English		4	5	9	50,0 %
2.d. Not being competent at organizational skills in writing	1	2	5	8	44,4%
2.e. Having difficulty applying the rules of academic/technical writing	3		5	8	44,4%
2.f. Not doing any extra writing practice outside the class	1	2	3	6	33,3%
2.g. Lack of motivation to write		3	3	6	33,3%
2.h. Insufficient and ineffective writing instruction		2	2	4	22,2%
2.i. Incompetence at writing in L1/not having a writing aptitude			3	3	16,7%

The first factor that affected the participants' English writing performance positively was found to be feeling confident and comfortable while writing and they stated that they were not afraid of making mistakes with a percent of 44,4%, so they reported that they did not avoid writing in English. To illustrate, one of the interviewees, S1 remarked that:

"I find my writing successful. I have no worries about writing, so I write comfortably. For example, I do not get stuck writing something in English. So far, I have received very good writing grades. I have just got confused a little about technical writing. Because technical writing is a little more academic writing, we needed to learn about some specific

rules. I think that they will also be well-seated and mastered in time by means of more writing practice ... " [31]

Another positive factor that led to students' good performance in writing was identified as having a high motivation for English in general and writing as well. Thus, 38,9 % of the participants pointed to the importance of enjoying and valuing writing as a skill. One of the students, S6, who felt enthusiastic about writing in English, stated that:

"Well, I cannot say I am brilliant at writing. But I think I'm higher than average. According to the results I got from writing grades, I think I'm a little good at this issue. Let me put it this way, for instance, even when it is not compulsory for us to do a writing task, I am generally the kind of student who willingly writes it. Firstly, I attribute my success in writing to my interest and love for writing. It makes me even more motivated to be able to express my thoughts well ... "[32]

Another participant, S5, focused on the significance of being willing to improve English outside the class as well, trying to utilize every opportunity as an extra practice.

"... The interest in English should be inspired at an early age. Afterwards, I believe nobody will be afraid to speak or write, anymore. It is not possible to learn a foreign language if you are unable to transfer what you have listened to, read and see into the skills of speaking and writing. I mean that it must be all together. That's why I attribute my success to doing these things and having a special interest in language learning. In other words, without a necessity, I always do something extra. I read English newspapers and watch series without subtitles in English. I also write poems in English. Even I used to keep a diary as I like writing. In this way, English improves in time and as you see all, to a certain amount, these things have an important influence on people's writing and speaking better. "[33]

Moreover, in another sub-category, 38,9% of the participants emphasized that they felt successful at English writing because they could do the organization of the writing tasks effectively and they had effective research skills. In this sense, S4 and S9 commented that:

"I can say that firstly, I pay attention to the issue of organization in order to write better. I think for ten minutes, but I finish my writing in a shorter time than other people because I know what to write if I do so. Then using synonyms or paraphrasing the sentences

changes our point of view while writing. it seems a bit fancier and that strenuous endeavors were made. Of course, that you have written in this way is considered positively while you are being graded ... Apart from that, in order not to drift from the topic, I always prepare a draft/outline in Turkish and also something like a checklist to remind me what I should mention and then go on my writing by putting a tick after I follow the steps there." [34]

"... If I write something academic, I can focus on my writing in a short time after I have read the relevant resources about the topic. As I search the topic well and detailed enough, I am able to accelerate my writing, well you now, there might not be a need to make use of a dictionary. I prepare a draft of my ideas right away. When I write it, I don't experience any trouble in writing. I can use the necessary rules and techniques at a moderate level. I can say that this has a positive effect on my writing skill." [35]

Last of all, according to 16,6% of the interviewees, positive feedback or support from either their teachers or peers had a positive impact on their writing performance in English. focusing on the significance of receiving a good English education before university, S7, for instance described the effect of positive feedback on his performance below:

"I think I received a very good education while I was in high school and in prep school here. Well, maybe it might have been a positive influence on my writing performance. As I have already received a good language instruction, I came here quite prepared. It was not hard or strenuous to write with academic/formal rules. Secondly, I think the reactions we get from the people around, such as our teachers and classmates are also important. In this regard, honestly, my teachers have been very tolerant and supportive of me. They have never said anything that would turn me off, for example, for example even though I've made a lot of mistakes." [36]

4.5.3.2. Factors that affected the participants' writing performance negatively

The second major category was related to factors that affected the participants' writing performance negatively with a significant percentage of 77,7 %. 55,6% of them mentioned that they felt anxious and stressed due to the requirement to write a task in the class environment. The same percent of the respondents (55,6%) also pointed out that writing a task in the class meant writing under a certain time limit, which put them under pressure. One of the participants, S8 also regarded writing in the class environment as a negative factor on his writing achievement.

"... So unfortunately, we have to write in the class, most of the time. Teachers give us a certain time limit to finish, of course. This is something that affects my writing performance at a great deal. It leads to a kind of pressure when I write because the ideas do not come to mind immediately. Perhaps, this results from my inadequate knowledge of vocabulary in English. I can say that my first half hour goes by in this way and namely I waste my time feeling overwhelmed. When I start to write, in one way or another I keep doing it. However, being able to start writing is the toughest part for me. The process of being able to make the introduction part is really a terrible one. " [37]

Besides, almost half of the participants (44,4%) referred to not having topic familiarity and not having the chance to select the writing topic as another negative influence on their writing performance. Drawing attention to the negative effect of not knowing the topic before, one of the participants, S17, described her feelings through one of her real experience in an academic writing exam:

"... For example, I can talk about our last writing exam. The writing topic of the exam was about the lithium batteries. I did not know anything about that. Because of test anxiety, I could not understand anything at all even after I read the articles given to us in the exam to use citations for the resources provided. And the articles were not levelled to my language proficiency level. There were a lot of technical words I did not know. You see, that's why I experienced enormous stress and performed badly. I felt like everything turned into a mess." [38]

Another sub-categorization with regard to the reasons for the respondents' low writing performance in English was found to be the fear of being evaluated in exams as stated in the comments of exactly half of the participants (50%). One student, S15, associated his low performance in his writings with having the fear to be graded in exams and remarked:

"I know that for example, my writing performance in our class assignments is affected negatively. Of course, I feel a little more worried because in the end, our writing is marked with a certain grade. It also exerts a certain amount of pressure and excitement on us. You tend to make some certain mistakes as long as you try to write faster. At that moment, I cannot concentrate well. I just want to start writing and finish it right away. Briefly, to tell the truth, writing it immediately and then handing it over rare the only things I care about." [39]

According to 50% of the participants, not being competent enough at English language was an important reason that caused them to perform badly in their writings. For instance, S12, in this regard, stated that:

"Even if I find myself to be moderately successful in writing, there are problems that affect my writing in this regard. For example, I can say these are having a lack of English vocabulary and making simple grammatical mistakes. I do not know many alternatives that can be used instead of a word. I always form very simple sentences, using the same words. My writings obviously look simple as I do not exploit different and high-level sentence structures and transitive words and so on, which the teachers expect us to make use of. I suppose this is related to my not being so proficient in English." [40]

In addition, 44,4% of the participants indicated their lack of competence at organizational skills in writing, so they reported that this might cause them to have a bad writing performance. For example, at this point, S13, clarified the adverse effect of such a difficulty on her writings.

"... My biggest problem is usually that we learned a lot of essay genres over the last school semester and we had to cover all of them successively only in a school term. All of them have different purposes to write and different rules. Also, it is necessary to select conjunctions/linkers according to its genre. When we are suddenly required to write one of these in the class, I am completely confused. because of this, I cannot plan things that I need to write well. Obviously, it's hard to prepare an outline. In that case, I tend to write the essays a bit randomly." [41]

As claimed by 44,4, % of the interviewees, having difficulty in applying the rules of academic or technical writing was reported to be another source of difficulty for the engineering students. They complained that the tasks were too difficult to write and the teachers had unrealistic expectations from the students to master academic writing skills in a short time as they did not have to write an academic paper before. S4 stated that:

"... These technical writing tasks have put me under a great strain, because it requires the use of a lot of rules. You know, we could write the others (except for the academic/technical writing stuff) so freely, in the way we wished. We also did not write very long essays, we used to write two or three paragraphs in our essays at most. But the technical writing requires a little more the application of formal rules and academic

vocabulary. I mean, the reading materials needed to do the writing tasks are more boring and difficult, as they include academic subjects. Therefore, for example, I do not want to write it due to the obligation to write such a long paper with so many formal rules or I do it unwillingly, so this affects the quality of my writing to a certain degree." [42]

Another important point which was mentioned by 33,3% of the participants was not doing any extra writing practice outside the class; therefore, their writing performance was negatively-influenced. One of the participants, S3, commented about the same issue:

"I see myself as a moderately successful person in writing. To put it differently, I am neither good nor bad because I do not do extra writing exercises to improve my writing, I do not practice this skill outside of the class, I try to speak English constantly and actively, and I read something in English, but for example, I do not intend to write something in English, let's say today in order to revise what we have learnt in the class. I guess this is all the students' problem at present. We write in the class, and it's over for us, so our writing performance improves to a limited extent." [43]

Subsequently, the same percent of the participants (33,3%) as in the subheading above said that due to their lack of motivation to write in English, they could not enhance their performance and avoided writing. S16, addressing the importance of motivation to write, expressed his feelings about it:

"Until now, I have never done such a study about writing, and I haven't had any interest in it, and because of lack of special interest, putting all the stuff about writing ahead of me causes me not to be able to keep up with it. I mean, people cannot do something lovingly they do not care about. So, that's why I already attribute some of my failures to this. After all, there is no such thing as people will be interested in everything and like it. And because this writing overwhelms me, and it makes people compete, it makes me feel so bad. I really feel like a tiger stuck in a cage, and I want to shred that cage out." [44]

Participants' responses about the negative factors which influence their writing achievement also addressed insufficient and ineffective writing instruction that was received before and at present as claimed by 22,2% of the respondents in their remarks. One of the interviewees, S18, complained that the inadequacy of writing instruction impacted his writing performance unfavorably with these comments below:

"I believe writing skill does not seem to develop all of a sudden. Still, I think my writing performance is in a moderate place. I do not know for sure whether it was because of the educational system or not, but the curriculum of pre-university schools was predominantly based on grammar rules. I wish much more emphasis would be put on either speaking or writing skills since primary school. What's more, I think that the writing courses that we have now are also inadequate. I see that we cannot do enough practice to support what we are learning. There is no chance for so many learners to get detailed feedback on what each of us has written in the classes and exams." [45]

Lastly, a small percent of the participants (16,7%) acknowledged that their incompetence at writing in L1 (Turkish), which meant not having a general writing aptitude impacted their performance negatively. S13 made a mention of her incapability to write in his native language as well.

"I think the source of my failure is Turkish. Because I have also no idea in Turkish, and I have never written compositions in Turkish before, I guess this incompetence is also reflected on my writing in English, obviously. I was also bad at Turkish literature courses before, anyway. As I do not know the simplest rules about writing a paragraph, I am incapable of conveying my ideas into English and organizing them effectively into an essay." [46]

4.6. Overall Discussion

Quite recently, considerable attention has been paid to writing anxiety and now it has been regarded as a skill-specific anxiety (Cheng, 2004; Lin, 2009; Erkan and Saban, 2011; Zhang, 2011; Aljafen, 2013; Ateş, 2013; Hussein, 2013; Topuzkanamış, 2014; KIRMIZI and KIRMIZI, 2015; Liu and Ni, 2015). Since writing might involve a demanding amount of production with the assumption that it might create anxiety among the students and affect their writing performance negatively, the present research mainly aimed to examine whether foreign language writing anxiety had an impact on the students' writing performance in English, as well as investigating the relation between L1 writing anxiety and EFL writing anxiety.

Regarding the results of the study, firstly, the writing anxiety levels of the participants were examined and it was discovered that 54% of the participants experienced writing anxiety moderately with the highest percentage (50,5 %). Secondly, with the percentage of 42,1, 45 of the participants seemed to suffer from high anxiety

while doing a writing task in English. This finding indicated that EFL writing anxiety was a phenomenon experienced by the freshmen engineering students on a moderate level. This result was in parallel with some earlier studies (Aljafen, 2013; Ateş, 2013; Kırmızı and Kırmızı, 2015). For instance, Ateş (2013) examined the subjects' levels of EFL writing anxiety and found that the prospective teachers showed moderate levels of EFL writing anxiety ($M= 58,01, 50 < 58,01 < 65$).

Besides, the results of the current study were compatible with the results of Aljafen (2013) who examined whether Saudi EFL students experienced anxiety in their academic writing in the science colleges and discovered that the groups experienced almost the same moderate feeling of English writing anxiety. Furthermore, in the interviews, when the participants were required to express how they felt as they were doing a writing task in English, it was found that the number of negative feelings mentioned by the participants (94,4%) outnumbered that of the positive feelings and reactions (50%). Most of these negative feelings were named as distress, uneasiness, tension (61,1%), anxiety, stress, panic, excitement (55,5%), fear of being evaluated in exams, and assignments due to time pressure (44,4 %) and having low self-esteem (44,4%) by the participants. As for the positive feelings about English writing, 44,4 % of them made a mention of feeling relaxed and comfortable with no stress and no anxiety and feeling successful and confident about writing (44,4%).

Additionally, regarding the subscales of SLWAI, the results yielded that somatic anxiety was the dominant type of anxiety followed by cognitive anxiety and then avoidance behavior ($M = 2,87 > 2,84 > 2,78$) despite the slight differences among the dimensions. This might reveal that while the participants were writing in English, they tended to suffer from anxiety mostly showing physical manifestations. Supporting this finding, in the interviews, 38,9 % of the participants particularly made a reference to physiological manifestations of their negative feelings, such as faster heartbeat, feeling hot, perspiring, dryness in the throat, stomachache, tension in the muscles, going red or shaking. However, in the studies of Ateş (2013) and Zhang (2011), the participants mostly suffered from cognitive anxiety, (respectively, $M=21,29$; $M= 25,08$). On the other hand, the cluster analysis conducted in the present study yielded the same result with the study of Ateş (2013) as cognitive anxiety had the highest mean score ($M=2,98$).

As for the levels of writing anxiety experienced in the students' native language were also investigated and the results of the classification of writing anxiety groups

indicated that 54,2 % of the participants showed a moderate level of writing anxiety (See Table 4.21). This finding supported the assertion of Cheng (2002) as he also concluded that foreign language writing anxiety was distinct from L1 writing anxiety. Besides, the results of this study were also in line with the findings of Tiryaki (2012) who found a moderate level of anxiety with a percentage of 66,9. As for the results of the interview, the overall number of negative feelings and reactions about L1 writing (72,2%) outnumbered that of the positive feelings mentioned by the participants (66,7%) but the frequencies were quite close to each other this time. This might mean that the students tended to experience both negative and positive feelings approximately at the same rates. Regarding the negative feelings, 44,4 % of the interviewees spoke of the feelings of stress, pressure, tension, panic and confusion when being evaluated under a certain time limit and when required to write academically in the class environment. Another high percentage (44,4%) belonged the feelings of uneasiness and nervousness due to fear of making a mistake in their native language. On the other hand, a great number of participants (66,7%) indicated their feeling of relaxation and comfort about L1 writing as well.

Another important finding to discuss would be the differences between item mean scores of SLWAI ($M=2,986$), and WAS L1 ($M=2,56$). The highest mean scores were obtained from foreign language writing anxiety although the participants mostly tended to be uncertain about the items in both scales, thus not generating huge variations between the two scales. The outcomes of the interviews also supported this finding as the percentage of negative feelings about English writing mentioned by the participants was 94,4 and it was 72% for L1 writing. This might mean that academic writing was more likely to cause anxiety than L1 writing tasks, which could have resulted from the difficulty of the EAP course.

Subsequently, a correlational analysis was conducted to discover the extent to which EFL writing anxiety was associated with L1 writing anxiety which was hypothesized as a possible correlate of EFL writing anxiety. The results of the current study revealed the existence of the significantly positive correlation between SLWAI and WAS L1 ($r= .381$, $p < 0,05$). This means that the students who suffered from a high amount of L1 writing anxiety were also prone to feel highly anxious about EFL writing. With respect to interview results, the highest number of students who addressed negative feelings about both EFL writing and L1 writing belonged to the high anxious group

(Low= 5, Mid= 6, High= 6, Total: 17) while the lowest numbers were in the low anxious group, increasing in a linear way (Low= 3, Mid= 5, High= 5, Total= 13), which suggested the existence of a positive relationship between WAS L1 and SLWAI though it was not very strong.

Nevertheless, as regards the positive feelings about English writing, the number of students who made a reference to positive feelings decreased gradually according to anxiety levels and the low anxious group made the highest number of references to positive feelings as expected (Low= 6), yet this situation was not the same for the three groups with respect to L1 writing. Five high anxious students mentioned positive emotional states about L1 writing in their comments and the least number belonged to low anxious group (3) this time. However, as the overall percentage of positive feelings about L1 writing mentioned in the interviews (66,7%) was higher than that of positive feelings about EFL writing (50%), it can be concluded that the students were more likely to feel confident about L1 writing compared to English writing, which supported the results of the surveys.

The results of the present study supported the finding of Rodríguez, et al. (2009) who also examined the association between L2 and L1 writing anxiety. They similarly found a significantly weak positive correlation between L1 writing anxiety, and EFL writing anxiety ($r=.372$, $p < 0,01$). Their results indicated that 86.17% of foreign language writing anxiety variance was not shared with L1 writing anxiety, indicating that L1 writing anxiety was distinct from this type of anxiety but related to the foreign language writing anxiety. Nevertheless, this finding obtained from the present study was not compatible with the study of Cheng (2002), in that there was a weak but significant positive relationship between the scales of SLWAI and WASL1. Cheng (2002) found no significant correlation between English writing anxiety and L1 (Chinese) writing anxiety ($r= .07$) and also concluded L2 writing anxiety was distinct from L1 writing anxiety.

The last correlational analysis was conducted to examine whether EFL writing anxiety affected students' writing performance or not. Even though a statistically significant negative correlation between English writing anxiety and writing performance was found as $-.224$ ($p < 0.05$), it indicated a weak relationship between these two variables, which was compatible with the findings of previous research studies (Daud, et al., 2005; Erkan and Saban, 2010; Zhang, 2011; Yan and Wang, 2012; Hussein, 2013; Liu and Ni (2015). This means that as the performance grades decreased, the writing anxiety level of

the participants increased or vice versa. It also means that the students who suffered from a high amount of EFL writing anxiety could perform worse than who had a low level of writing anxiety. The statistical data obtained from the surveys also showed that the students' both writing proficiency (Low anxiety M =83,25, Medium Anxiety M=68,50, High Anxiety M=67,47) and performance grades (Low anxiety M =70,21, Medium Anxiety M=65,35, High Anxiety M=60,63) tended to get higher as their English writing anxiety level decreased.

The interviews also provided data about how the students evaluated their writing performance in English. 61,1% of the participants perceived themselves as successful writers in English, which means that they thought that they had a good or moderate level writing performance in English. When they were required to comment on what factors affected their writing performance positively, 44,4% of them (Low anxious group= 6, Medium anxious group= 2) attributed their high or moderate level of writing performance to feeling confident or comfortable about writing in English as they did not feel afraid of making mistakes. Confirming the results of the surveys, all the low anxious participants indicated that they did not feel anxious about English writing and thus they performed well in writing. These comments obtained from the interviews revealed a relationship between writing achievement and writing anxiety level, which was compatible with the survey results.

On the other hand, 38,9% indicated that they thought they had an unsuccessful writing performance in English. 77,7% of the subjects who perceived their performance to be either poor or high associated their performance with feeling anxious and stressed due to the obligation to write a task in the class environment, which made them feel under pressure because of time limit (55,6%) and lack of topic familiarity (44,4%). This situation seemed to trigger their anxiety and it also showed that they were not willing to write particularly in the class environment. Another important factor which affected their writing performance in English was fear of being evaluated in writing exams according to 50% of the respondents. It can be concluded that some negative emotional states were anxiety-provoking situations which had a negative effect on the participants' English writing performance. This might also mean that negative feelings about writing tend to be the negative predictors of English writing performance. Even though Lin (2009) also focused on the potential factors of students' anxiety in writing, the researcher found other factors that led to writing anxiety such as time limitation, teachers' evaluation, peer

competition, uninterested topics, and uniformed writing formats, which were also mentioned by the participants during the interviews. Likewise, another researcher, Aljafen (2013) identified some other similar factors such as insufficient previous English education, lack of confidence in writing, and the fear of evaluation, which were also reported in the present study.

The results of this study also confirmed the findings of Erkan and Saban (2010), who also discovered a negative correlation between writing apprehension and English performance of 188 EFL students at Çukurova University School for Foreign Languages. The Pearson correlation coefficient for writing achievement and writing apprehension scores was found to be $-.23$ ($p < .01$), which presented a significant negative relationship between writing apprehension level and writing performance.

Besides, in a Chinese context, the findings of Zhang (2011) revealed that the participants suffered from a high level of ESL writing anxiety and yielded a significant negative correlation between ESL writing anxiety and writing achievement grades (course grade and timed writing grade) ($r = -0.879$, $p < .01$), which was congruent with the outcome of this study in that the students who manifested higher writing anxiety also got lower course grades.

This finding of the study was also consistent with that of Hussein (2013) as the study suggested that the subjects of the study experienced high levels of anxiety while writing English compositions and students' writing scores and their levels of anxiety significantly and negatively correlated. Lastly, the findings of the current study conformed to Liu and Ni's study (2015) in that English writing anxiety significantly and negatively correlated with students' English writing performance, and they discovered that the students' foreign language writing anxiety stemmed from a number of factors.

There is one more significant issue that needs to be discussed with regard to all the variables defined for the present study (SLWAI, WAS L1, writing performance grades). As mentioned earlier in the results chapter, cluster analysis was also carried out to discover the previously unobserved or unnoticed relationships and to categorize the data and understand their relationship better. The results confirmed that the students were actually classified into three clusters with 'low, medium and high' anxiety levels for each scale used in the study, ensuring the existence of three anxiety levels. Furthermore, the results revealed that the mean values the participants received from the seven variables

in the analysis were compatible with the findings obtained from correlational analysis and descriptive statistics.

Writing proficiency grades was not a variable in the study; therefore, it was not mentioned in statistical analysis; nonetheless cluster analysis additionally revealed that as the anxiety level in SLWAI increased, the proficiency grades of the participants decreased (low M= 66,87, Mid M= 63,01, High M=58,38). This means that the students with a high anxiety level were inclined to have low writing proficiency level. As the writing anxiety level increased, the proficiency grades were likely to decrease. As a result, proficiency grades were clustered in parallel with the expected result. On the other hand, with respect to the writing performance grades, despite the fact that the mean scores of low anxious students (M= 66,58) were found to be higher than those of high anxious ones (M= 45,14), the highest means belonged to the moderate level anxiety group. This might explain the reason why the correlational analysis generated a weak negative relationship between these two variables.

CHAPTER 5

CONCLUSION AND IMPLICATIONS

This chapter presents a brief summary of the current study and the general conclusions regarding the findings of the overall study. Based on the results obtained from the study, it also includes some implications for the English writing instructors and lastly some recommendations for further studies.

5.1. Summary of the Study

As writing anxiety is regarded a “language-skill specific anxiety now, which differs from a general classroom type of anxiety, (Cheng, et al., 1999, p. 417), its relation to some certain variables seems to have been scarcely investigated so far. To this end, this study sought empirical evidence that EFL writing anxiety could be associated with the students’ writing anxiety in the students’ native language. In addition, it was hypothesized that the students who manifested a high level of writing anxiety might tend to perform poorly in their English writings.

The present study was carried out in the Spring Semester of 2015-2016 Academic Year. As participants, there were 107 first year students enrolled in the department of Electrical and Electronics Engineering at ESOGÜ. The participants’ writing proficiency levels were determined based on the results of an-essay writing task. Then as data collection instruments, two anxiety scales, which are Writing Anxiety Scale in Turkish (WAS L1) and Second Language Writing Anxiety Scale (SLWAI) were utilized. Besides, in order to verify the data obtained from the questionnaires, thus ensuring triangulation, 18 students, who were selected as the representative of the three writing anxiety levels based on their SLWAI scores, were interviewed face-to face about their feelings with regard to language (English) learning, both English and Turkish writing and their perceived writing performance with the factors that affected it positively or negatively. Lastly, the participants’ writing scores (Midterm 1, Midterm 2, Final Exam) were collected from their *Technical Writing Course*. All the writing papers collected to evaluate their writing proficiency and performance were scored based on ESL Composition Profile by two instructors. The collected data were analyzed through descriptive and inferential statistics in order to explore whether a relationship existed between the defined variables.

Summing up the results, it was found that the participants generally experienced moderate levels of English writing anxiety. Furthermore, it can be concluded that the students with L1 writing anxiety were more likely to suffer from English writing anxiety as the relationship between SLWAI, and WAS L1 were found to be statistically significant and positive. The study also revealed the existence of the negative correlation between the subjects' writing anxiety and writing performance grades.

5.2. Conclusions of the Research Questions

The findings of the present study were summarized below under four sub-headings based on the research questions guiding the study.

5.2.1. Do the participants experience foreign language writing anxiety? If so, what are the levels of it?

When the English writing anxiety levels of the participants were examined, it was concluded that 54% of the participants suffered from writing anxiety moderately. It was also worth mentioning that 42,1% of the participants were found to have high writing anxiety in English. This finding showed that FL writing anxiety was an important phenomenon which the first-year engineering students experienced on a moderate level.

The findings obtained from the interviews also revealed the number of negative feelings and reactions cited by the outstripped that of the positive feelings and reactions. The participants named most of these negative feelings as distress, uneasiness, tension, anxiety, stress, panic or excitement, fear of being evaluated in exams and assignments due to time pressure, having low self-esteem and not feeling motivated.

5.2.2. Do the participants of the study manifest writing anxiety in L1 (Turkish)? If so, what are the levels of it?

The analysis with regard to the levels of writing anxiety experienced in the students' native language indicated that 54,2% of the participants exhibited a moderate level of L1 writing anxiety. The closest anxiety group to the moderate level anxiety group was found to be low anxiety one with the percentage of 39,3. Only 7 students seemed to suffer from L1 writing anxiety. This finding was expected in that when compared to FL writing, the students tended to write more confidently in their own language.

The results of the interview with respect to this research question demonstrated that the overall number of negative feelings and reactions about L1 writing (72,2%) outnumbered that of the positive feelings mentioned by the participants (66,7%) but the overall frequency of each category was quite approximate to each other. The students particularly mentioned the negative feelings of:

- ✓ stress, pressure, tension, panic, confusion especially when being evaluated under a certain time limit and when required to write academically in the class environment,
- ✓ uneasiness and nervousness, owing to the fear of making a mistake in their native language,
- ✓ feeling anxious and uncomfortable due to not having topic familiarity,
- ✓ boredom and weariness if the topic is not appealing enough,
- ✓ feeling incompetent and fear of being evaluated by their peers.

On the other hand, the subjects referred to the positive feelings about L1 writing, such as feeling relaxed, successful, and self-confident, feeling freer, more focused and more secure because of having a good command of the language and feeling more motivated and encouraged to write when compared to English.

5.2.3. What is the relationship between the participants' foreign language writing anxiety and writing anxiety in L1?

According to the results, there was a statistically significant positive weak correlation between foreign language writing anxiety and writing anxiety in L1 ($r = .381$, $p < 0,05$). This suggested that the students who manifested a high amount of L1 writing anxiety were also inclined to have a high level of English writing anxiety. This finding might also demonstrate that negative feelings towards L1 writing could be associated with foreign language writing anxiety. The students who felt anxious about writing in their native language also tended to suffer from anxiety while doing a writing task in English. Regarding the interview results, the highest number of students who made a reference to the negative feelings about both EFL writing and L1 writing belonged to the high anxious group while the low anxious group made the least number of references to the negative feelings, which might be an indication for the presence of a positive relationship between WAS L1 and SLWAI.

5.2.4. Does English writing anxiety affect students' English writing performance?

The findings regarding the fourth research question indicated that the students' writing performance grades were likely to increase as the foreign language writing anxiety level decrease, supporting the claim of Cheng (2002) who contended that perceived foreign language writing competence was the best predictor of L2 writing anxiety. The highest writing performance grade means were obtained from the students with low writing anxiety level ($M= 70,21$) whereas high anxious students received the lowest writing performance grades ($M=60,63$). This revealed that the participants who experienced high English writing anxiety had a tendency to have a poor writing performance. The findings obtained from the correlational analysis indicated a statistically significant negative weak correlation between English writing anxiety and writing performance ($r= -.224$ ($p < 0.05$)). In other words, as the performance grades of the subjects in the study increased, their English writing anxiety level increased or vice versa. This means that the students who were highly anxious about writing in English were likely to perform worse than who felt less anxious about it.

Additionally, the findings from the interviews presented data about how the students evaluated their writing performance in English. The results showed that more than half of the participants (61,1%) stated that they had a good or moderate level writing performance in English. They were then required to explain what factors affected their writing performance positively. 44,4% of them ascribed their high or moderate level of writing performance to feeling confident about writing in English. In harmonious with the results of the questionnaires, all the low anxious subjects indicated that they did not have an anxiety about English writing, which resulted in performing well in English writing. The participants mentioned other positive factors which affected their English writing performance, which were listed as follows:

- ✓ having a high motivation for English and writing,
- ✓ being willing to improve their English outside the as well,
- ✓ feeling successful and competent at English, particularly at organization of the writing tasks and research skills about the topic,
- ✓ positive feedback or support from teachers and peers.

On the other hand, 38,9% commented that they had an unsuccessful writing performance in English. 77,7% of them made a reference the existence of the factors

which had a negative effect on their English writing performance. Besides, 61,1% of the subjects, who perceived their performance to be either poor or high attributed their performance to feeling anxious and stressed owing to the compulsion to write a task in the class environment (55,6%), as it made them feel under pressure because of time limit and lack of topical knowledge (44,4%). According to the interview results, the other negative factors impacting their writing performance were as follows:

- ✓ fear of being evaluated in exams, not being competent enough at English, particularly at organizational skills in writing,
- ✓ having difficulty applying the rules of academic/ technical writing,
- ✓ not doing any extra writing practice outside the class,
- ✓ lack of motivation to write,
- ✓ insufficient and ineffective writing instruction and incompetence at writing in L1

5.3. Pedagogical Implications

Emphasizing the need for approaching writing anxiety as a language skill-specific anxiety, distinct from the other types of anxieties, this study mainly focused on the issue of how foreign language writing anxiety and writing performance grades were related to each other among the undergraduate engineering students who took compulsory academic writing courses. Even though the present study was carried out with a small sample size, which might be regarded as one of the limitations of the study, it has certain implications for the instructors of writing at universities in an EFL context which might help instructors alleviate the negative effects of anxiety in a language classroom, as the affective components of writing strongly impacts all the stages of the writing process (McLeod, 1987, p. 427).

The findings of this study represented strong evidence suggesting the existence of moderate level of English writing anxiety among the participants. The participants also exhibited moderate levels of L1 writing anxiety. Furthermore, a significant positive correlation between EFL writing anxiety and L1 writing anxiety was found. The study suggested that the students with high L1 writing anxiety seemed to experience relatively high levels of writing anxiety and vice versa. The last important finding of the study was that English writing anxiety impacted the students' writing grades negatively. For this reason, based on all these findings obtained from the current study, some probable

implications might be crucial for EFL teachers, particularly writing instructors at universities.

First of all, as the results of the study indicated that the participants had moderate levels of anxiety when writing English and Turkish compositions as well as when learning a foreign language, it is essential that English instructors should acknowledge that their students might suffer from anxiety. In order to lessen students' anxiety, language teachers should first recognize students' feelings of insecurity and provide them adequate opportunities to verbalize their concerns (Horwitz et al., 1986, p.131). Such an awareness might help teachers to prepare more effective writing lesson plans and design classroom activities which better match with students' emotional needs. If then they can build rapport with the students by discussing the students concerns and feelings regarding the process of writing, this might alleviate the effects of anxiety.

Moreover, as it was obvious that a good number of students in this study were not confident enough to write in English, writing instructors should be aware of the negative impact of emotional barriers in the classroom environment and should know the factors which are identified as the main sources of EFL writing anxiety among their students. Most EFL learners in Turkey have not had the academic writing experience in their previous education life as they have mostly been exposed to a test-based education. Therefore, students might not perform well enough in writing tasks and might not be able to achieve what is expected from them in a short time. This bears the necessity for the EAP teachers to realize such difficulties might generate anxiety among the students.

Besides, academic writing tasks are time-constrained and assessed as a course requirement, which all contribute to the difficulty of such courses and the potential existence of writing anxiety. On the other hand, students are likely to suffer from some potential problems in discipline-specific writing. However, English teachers might not be able to give effective disciplinary support because they might not have a full mastery of the discipline specific content. Therefore, upon taking all these points regarding academic writing into consideration, teachers might pay attention to the implementation of some strategies to decrease or minimize the amount of their students' writing anxiety. If writing instructors design their courses taking into the detrimental effects of writing anxiety, students may regard writing as a more pleasant experience, without avoiding writing situations. Choi (2013, p. 20) also recommends that "when instructors plan and organize assignments, they should consider whether the students' writing should be public or not

in order to address students' potential feelings of vulnerability and fear about sharing their writing with others".

The data obtained from the interviews revealed that an important percentage of participants went through some negative emotional states primarily when being evaluated under a certain time limit, and when required to write academically in the class environment. Fear of making a mistake in writings as it was their native language and feelings anxious due to not having topic familiarity were other predominantly reported statements of the subjects. A noteworthy finding of the interviews unveiled some of the students' feeling incompetent in their mother tongue as well, which they indicated that it led to a failure in their English writing performance.

Taking into all these findings from the surveys and interviews consideration, developing some strategies and techniques to cope with L1 writing anxiety, which positively correlated with EFL writing anxiety in this study seems requisite. As a result, it could be recommended that writing instructors should be aware that such a relationship might affect their students' writing performance. As they were engineering students, who mostly focused on science lessons before higher education, they might already experience difficulty in L1 writing, which will probably trigger anxiety. If such difficulties they experience in L1 writing could be spotted, their feeling anxious about English writing might be successfully prevented or decreased as well.

To alleviate the students' anxiety level, free writings, which are not graded, diary and journal- keeping in which they will reflect their emotions and thoughts, face to face interviews with students to explore what kind of difficulties they experience in writing in their mother tongue, pair or group works might be of use for the teachers. Besides, as Diaz (1988, p. 8) suggested, some writing techniques to alleviate anxiety could comprise "free writing, extensive writing, teacher conferences, peer group work, drafting, daily journals, emphasis on purpose and audience, the development of a supportive, student-centered environments emphasizing trust, and different perspectives on the role and treatment of error". Likewise, another researcher, Matthews (2004; as cited in Akpınar, 2007, p.91) who examined the impact of the writing instructional practices on writing apprehension, asserted that peer feedback, homeless journal, scheduled conferences with the students lessened writing apprehension in L1 context. According to another study conducted by Al-Ahmad (2003), collaborative learning such as peer editing, peer

evaluation and group work yielded positive effects on decreasing the apprehension level of the students and building positive attitudes toward writing both in L1 and L2 context.

Though not a direct point of consideration of this study, the interviews provided some useful data with respect to the factors affecting the students' writing performance. As the majority of them indicated the existence of a number of negative feelings which they experienced when they were required to do a writing task in English, there appears to be a need to bear in mind that their writing achievement might be affected by how they feel before, during and after the writing tasks. In the interviews, the participants made a reference to various important points while they mentioned their perceived writing performance. One of the most important ones was fear of being evaluated in writing exams or assignments. This finding might indicate that "instructors may need to offer more encouragement and positive feedback, and even from time to time allow writing without evaluation" (Shang, 2013, p.10). Hence, teachers could provide assistance in reducing students' anxiety about the graded tasks during the writing process, by not directly focusing on the final products.

In order to diminish the writing anxiety caused by fear of negative evaluation, some researchers recommended that the amount of teacher evaluation should be decreased and there should be more peer or self-evaluation (Horwitz et al., 1986). The practice of peer feedback has been regarded to have a beneficial effect on students in ESL/EFL writing classrooms by increasing self-confidence, thus reducing the amount of anxiety (Mendonça and Johnson, 1994; Villamil and de Guerrero, 1996; Atay and Kurt, 2007; Çınar, 2014). Peer feedback might provide more control to students to take decisions actively (Mendonça and Johnson, 1994, p.746), encouraging a type of collaboration among the students. In this way, students can feel more confident as they have the opportunity to exchange their ideas in a less stress-provoking environment which might not trigger anxiety during the writing process (Leki, 1990). Peer feedback also bears "the potential for bringing out into the open students' limitations and creating awareness, without which remedial action would never be successfully undertaken" (Villamil and de Guerrero, 1996, p. 69). With the help of it, students will also realize that other students also experience similar challenges about writing and then they might not be afraid of making mistakes so much anymore in their writings.

Zhang (2011) also indicated that assessing students' writing confidence as the teachers assess students' writing competence might be an effective strategy to decrease

writing anxiety. Particularly for students with high proficiency level, Zhang (2011) suggested that peer- and self-evaluation could be applied to improve students' confidence in their English writing with the help of checklists, diaries, or journals which support them to evaluate and review their writing progress in addition to their feelings concerning the writing tasks (p.35). Shang (2013, p.10) also proposes that "instructors may need to offer more encouragement and positive feedback, and even from time to time allow writing without evaluation".

Besides, the fear of evaluation is one of the most important factors affecting students' performance, which also leads to cognitive anxiety (Horwitz et al., 1986, MacIntyre and Gardner, 1994a, 1994b; Zhang, 2011). Consequently, paying more attention to the students' performance in the process of writing might be crucial to decrease the students' anxiety. This will ensure that students' attention will shift away from the evaluation grades that they will receive at the end. To this end, teachers must monitor their students before, during and after the writing activities in the classroom to detect whether they experience writing anxiety or not. To be able notice the presence of anxiety, they could also pay attention to some physical manifestations they have such as blushing, perspiring, shaking and fast heartbeat and so on. In this study, somatic type of writing anxiety was found the most commonly experienced one by the participants. In order to handle physical symptoms of writing anxiety, Atay and Kurt (2006) proposed that writing instructors should utilize warm-up activities, pre-writing activities, brainstorming, and so on.

The interviews conducted in the present study also revealed that students tended to avoid writing tasks particularly in the class environment as they reported they felt under pressure mainly due to time limit. When students perform their writings in a less threatening environment, it is more likely that they have high self-efficacy, which brings about the feelings of writing achievement (Cheng, 2002). Therefore, it is essential that teachers provide a supportive and friendly classroom climate, in which anxious students will not feel restricted. At this point, Hussein (2013, p.156) recommends the use of other assessment tools such as homework assignments and portfolio as they might be "less anxiety provoking assessment tools since they can be done without pressure of time and at the students' convenience and fear of negative evaluation has to be minimized by providing positive remarks and avoiding negative harsh comments".

Another implication which this study offers is related to students' having difficulty applying the rules of academic writing. The interviews revealed that the students encountered some difficulties in their academic writings as they reported that they had poor linguistic knowledge and had to deal with too many rules, which all contributed to an increase in their anxiety level. The EAP courses aiming to prepare students better for the writing demands of their academic life sometimes seem to be insufficient or teachers might set unrealistic goals for their students to achieve.

Therefore, in the first year of their academic studies, writing courses should be designed according to specific needs of the students and some possible problems in discipline-specific writing that they might have should be taken into consideration beforehand. However, "English teachers may not be able to provide effective disciplinary support because they lack control over both the content of the subject courses and the genres of the disciplines" (Qasim Al-Badwawi, 2011, p.187). If teachers, on the other hand, can express their expectations clearly to students and try to provide a constant support in and out of the classroom for them, the students can better understand the requirements of the academic writing courses and experience less problems.

As for the positive relationship between L1 and EFL writing anxiety, it gives us the implication that it is important for the language instructors to consider the negative effect of L1 writing anxiety on EFL writing anxiety while confronting the issue of writing anxiety. As this study concluded, when students experience anxiety while writing in their native language, they are likely to exhibit anxiety while writing in English. This might be an indicator of native language writing problems, implying that if students experience writing difficulties in their mother tongue, which then might lead to anxiety, they also might experience them in another language.

As some of the students indicated in the interviews that they also felt incompetent and not confident while writing in their native language, the findings implied that writing in L1 might be a source of foreign language writing anxiety as well. Their previous experiences related to writing in L1 are likely to have an impact on their writing experiences in English. Sparks and Ganschow (1993) asserted native-language learning difficulties had the biggest effect obstructing the acquisition of a foreign language. However, the researchers (1995, p. 240) argued that "the problems of most FL learners will not be found by studying affective variables but by investigating how language differences affect foreign-language learning". If the link between L1 and EFL writing

anxiety experienced by the students is recognized by the teachers, remedial action might be taken accordingly, employing the appropriate strategies to reduce both types of anxiety. In order to minimize the students' difficulties with regard to writing in general, an academic Turkish writing course could be integrated into the curriculum at universities so that they will better cover the rules of academic writing and thus experience less problems and less anxiety in academic English writing.

Besides, the findings of this study proved EFL writing anxiety to be an important predictor of academic writing performance among the participants. The students' writing performance tended to decrease as their level of writing anxiety increased. This finding indicated that EFL instructors should be aware of changes in their students' performance on assignments or exams, since their anxiety might be contributing to the falling performance.

Hence, "teachers should make efforts to help students understand how their affective processes can influence their EFL writing performance" (Erkan and Saban, 2011, p.184). To diminish writing anxiety, if activities carried out in the class generate feelings of achievement, and if teachers willingly provide more encouragement and positive feedback, it is possible to create a supportive and non-threatening learning atmosphere in the ESL writing classroom of the learners (Cheng, 2002). Regarding the ways to cope with English writing anxiety, Zhang (2011, p. 35) pointed to the need of sufficient practice with proper practice of strategies such as memorizing and imitating, and contended that these could have positive effects on ESL writing performance and thus students would be more familiar with different topics and genres of English writing with more opportunities of guided practice.

To conclude, in light of the results of this study, recognizing the interconnections between the variables defined in the study might allow EFL writing instructors to meet the needs of their students in the classroom more easily. Overall, highlighting the importance of writing as a potential source of anxiety, it might be suggested that the instructors should adopt a more optimistic and non-judgmental attitude while teaching the content of writing courses, taking EFL students' writing needs into consideration more and implement some effective strategies to reduce anxiety level of their students to foster their writing performance.

Above all, by allowing students to create new ideas and express them fearlessly in their writings, teachers should make students feel secure enough so that they will not

be scared of making mistakes in both languages, Turkish and English and being judged because of those mistakes. In this way, maybe they will stop focusing on being graded or evaluated itself. To be able to overcome or minimize this problem, instructors should also make sure that:

“students are well-informed about possible sources of help whenever they are faced with problems in writing by allowing the use of dictionaries and online sources during writing activities. Including these tools in the design of writing tasks would show students without much experience in L2 writing, who often feel frustrated about producing logical and coherent writing on a topic, that writing can be supported in many ways” (Choi, 2013, p.20).

Though it might seem improbable to eliminate anxiety from students’ academic and evaluative situations totally, teachers should attempt to figure out the nature of their students’ anxieties since each individual might experience it differently. As Zheng (2008) summarizes that “the understanding of those specific types of language anxieties should be within the repertoire of every language teacher (p. 6) and “by understanding the causes and effects of language anxiety and their relationship to language achievement, strategies and interventions to boost the self-confidence of learners and lower their language anxiety can prove beneficial to all stakeholders” (p. 9).

5.4. Limitations and Suggestions for Further Research

This study is a modest contribution to the ongoing discussions about FL writing anxiety and its relations with some certain variables. However, as with any research study conducted, in the present study, there are obviously some limitations that must be acknowledged, as well. In the present study, the participants’ writing proficiency and achievement were measured through the writing tasks and these variables were correlated with their writing anxiety levels. However, as the students did not have any departmental Turkish composition courses, their L1 writing performance could not be evaluated. Therefore, for further studies, it could be recommended that the students also do a writing task in their mother tongue and their performance and anxiety levels in both languages could be evaluated comparatively.

Another limitation might have originated from the implementation of both scales used in the study at the same time, which might influence the results of the study negatively. For future studies, it would be better if two instruments were conducted

separately at different times. Besides, this study was implemented particularly with first year-engineering students to examine anxiety levels with regard to FL and L1 writing anxiety as the sample were obliged to take two academic writing courses in their first academic year. One possible suggestion for further research is to conduct another study with sophomore, junior, and senior students as well. More studies could be designed with subjects from different departments and with different proficiency levels.

Several other questions remain to be addressed concerning the issue of FL writing anxiety. For instance, further research will be required to examine the relationship between foreign language writing anxiety with other affective variables such as self-efficacy, self-esteem, motivation, and so on to discover the other variables which might influence students' writing anxiety in English. Besides, as the interview findings revealed the presence of fear of evaluative situations that the participants experienced while writing, it would be valuable to conduct a study exploring the relationship between students' test anxiety and EFL writing anxiety.

Moreover, in the present study, so as to assess the students' writing performance, three grades obtained from their academic writing course were utilized and only 30% of the papers were graded by two raters due to time constraints. For future research, researchers should increase the overall number of writings collected over a longer period to evaluate the students' actual writing performance more accurately and it would be better if all the writing tasks were graded by two raters, as this might affect the generalizability of the results.

Another noteworthy point to mention is that all the graded writings were all discipline-specific as they were collected from the students' technical writing course. As the difficulty of the course content itself and the requirements of it might generate writing anxiety among the students, other research studies are needed to be carried out to investigate the sources of the participants' writing anxiety. As a follow-up to this study, continued research might also be conducted to examine these possible sources. Employing an experimental and longitudinal design, the effect of coping strategies to reduce or eliminate writing anxiety could be observed in a control and experimental group. The students might be required to keep journals to reflect their ideas and feelings about their writing experiences in English. Such research could provide a wider range of insight and a better understanding about FL writing anxiety.

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APPENDICES

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APPENDIX I
TURKISH VERSION OF SECOND LANGUAGE WRITING ANXIETY
INVENTORY

Değerli öğrenci,

Bu anket formu Anadolu Üniversitesi İngilizce Öğretmenliği Bölümünde yürütmekte olduğum yüksek lisans tez kapsamında, anadilde (Türkçe) ve yabancı dilde (İngilizce) yazma kaygısı ve ayrıca İngilizcede yazma kaygısı ile genel yabancı dil sınıf kaygısı arasındaki ilişkiyi araştırmak amacıyla tasarlanmıştır. Teknik yazma dersi kapsamında aldığımız ödev-sınavlarınız 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 üç ana bölümden oluşmaktadır. Birinci bölüm, genel yabancı dil kaygınıza yönelik ifadeler mevcuttur. Bu bölümü almış olduğunuz İngilizce hazırlık derslerinizi düşünerek cevaplayınız. İkinci bölüm, yabancı dilde (İngilizce) yazma kaygınızı ölçmek amacıyla tasarlanmıştır. Üçüncü bölümde ise Türkçede (anadilde) yazma kaygınıza ilişkin ifadeler vardır. Bu bölümü için ise üniversite öncesi eğitiminizdeki Türkçe derslerinizi ya da genel olarak Türkçe yazmanız gereken durumları düşünerek işaretlemelerinizi yapabilirsiniz.

Kimlik bilgileriniz, Teknik Yazma dersi kapsamında aldığınız ödev-sınav notlarınız ve anketlere verdiğiniz yanıtlar kesinlikle gizli tutulacak, veriler yalnızca bu araştırma kapsamında kullanılacaktır. Anketin tüm maddelerini özenle okumanız ve sorulara samimi ve **EKSİKSİZ HİÇBİR SORUYU ATLAMADAN** yanıtlar vermeniz araştırmanın sağlıklı tamamlanması için son derece önemlidir. Çalışma hakkında ve sonuçlar hakkında daha fazla bilgi almak isterseniz aşağıdaki mail adresimden iletişime geçebilirsiniz. Katılımınız ve ayırdığınız zamanınız için şimdiden teşekkür ederim.

Gönüllü Katılım Formu

Yabancı dilde yazma kaygısı ile ilgili bu çalışmaya katılmaya davet edildim. Bütün ayrıntıları okudum ve gönüllü olarak bu çalışmaya katılacağımı ve verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

Tarih: / /

İmza: _____

Adınız, Soyadınız: _____

Okutman Nejla DAL

Anadolu Üniversitesi Eğitim Fakültesi
İngilizce Öğretmenliği Yüksek Lisans Öğrencisi
İletişim: nejladal@gmail.com

BÖLÜM 1. KİŞİSEL BİLGİLER

1. Cinsiyetiniz: Erkek (_____)

Kadın (_____)

2. Şubeniz:

I. Öğretim: **A** _____

B _____

C _____

D _____

II. Öğretim: **A** _____

B _____

C _____

D _____

BÖLÜM 2. YABANCI DİLDE (İNGİLİZCEDE) YAZMA KAYGISI ÖLÇEĞİ

Bu anket sizin yabancı dilde yazma kaygınızı ölçmek amacıyla hazırlanmıştır. Almış olduğunuz Expository Writing ve almakta olduğunuz Technical Writing derslerinizin kapsamını da düşünerek, HER BİR İFADEYİ OKUDUKTAN SONRA SİZE EN UYGUN OLAN SEÇENEĞİ İŞARETLEYİNİZ.

	Kesinlikle Katılmıyorum	Katılmıyorum	Emin Değilim	Katılıyorum	Kesinlikle Katılıyorum
1.İngilizce yazarken hiç kaygılanmıyorum.	1	2	3	4	5
2. Kısıtlı zamanda İngilizce kompozisyon yazarken kalbimin çarptığını hissediyorum.	1	2	3	4	5
3. Değerlendirileceğini bildiğimde İngilizce kompozisyon yazarken kendimi endişeli ve rahatsız hissediyorum.	1	2	3	4	5
4. Düşüncelerimi sık sık İngilizce yazmayı tercih ediyorum.	1	2	3	4	5
5. İngilizce kompozisyon yazmaktan genelde elimden geldiğince kaçınmaya çalışıyorum.	1	2	3	4	5
6. İngilizce kompozisyon üzerinde çalışmaya başladığımda çoğu kez zihnimdeki bilgiler siliniyor.	1	2	3	4	5
7. İngilizce kompozisyonlarımın diğer arkadaşlarımdan çok daha kötü olması beni endişelendirmiyor.	1	2	3	4	5
8. Kısıtlı zamanda İngilizce kompozisyon yazarken titriyorum veya terliyorum.	1	2	3	4	5
9. Eğer İngilizce kompozisyonlarım değerlendirilecekse çok düşük not almaktan endişeleniyorum.	1	2	3	4	5
10. İngilizce yazmam gereken durumlardan elimden geldiğince kaçınmaya çalışıyorum.	1	2	3	4	5
11. Kısıtlı zamanda İngilizce kompozisyon yazarken düşüncelerim birbirine giriyor.	1	2	3	4	5
12. Seçeneğim olsaydı kompozisyon yazarken İngilizce kullanmazdım.	1	2	3	4	5
13. Kısıtlı zamanda İngilizce kompozisyon yazarken çoğu kez panikleniyorum.	1	2	3	4	5
14. Diğer öğrencilerin İngilizce kompozisyonumla okudukları zaman alay etmelerinden korkuyorum.	1	2	3	4	5
15. Beklenmedik bir zamanda İngilizce kompozisyon yazmam istendiğinde donup kalıyorum.	1	2	3	4	5
16. İngilizce kompozisyon yazmam istenseydi elimden geldiğince kendimi mazur gösterirdim.	1	2	3	4	5
17. Diğer insanların İngilizce kompozisyonlarım hakkında ne düşüneceğinden hiç endişelenmiyorum.	1	2	3	4	5

	Kesinlikle Katılmıyorum	Katılmıyorum	Emin Değilim	Katılıyorum	Kesinlikle Katılıyorum
18. Sınıf dışında İngilizce kompozisyon yazmak için genelde mümkün olan her fırsatı elde etmeye çalışırım.	1	2	3	4	5
19. İngilizce kompozisyon yazarken genelde bütün vücudumun kaskatı ve gergin olduğunu hissediyorum.	1	2	3	4	5
20. İngilizce kompozisyonumun sınıfta tartışma örneği olarak seçilmesinden korkuyorum.	1	2	3	4	5
21. İngilizce kompozisyonlarımın çok başarısız olarak değerlendirilmesinden hiç korkmuyorum.	1	2	3	4	5
22. Kompozisyon yazmak için mümkün olduğunca her zaman İngilizce kullanırdım.	1	2	3	4	5

APPENDIX II
ENGLISH VERSION OF SLWAI

Dear student,

This questionnaire was designed to investigate the relationship between writing anxiety in English and Turkish and, between English writing anxiety and general language classroom anxiety within the scope of my master's thesis at Department of Foreign Language Education, Anadolu University. It is hoped that the results will contribute to the academic writing process of university level students.

The questionnaire consists of three main parts apart from the personal information part. In the first survey, there are statements about general foreign language classroom anxiety. Please answer this section thinking about your English preparatory courses you have taken. The second part was designed to measure your English writing anxiety level. In the third part, there are statements regarding your writing anxiety in Turkish. The homework-exams you have had in the technical writing course will be assessed to examine the relationship between your writing performance in English and writing anxiety level. For this section, you can make your markings by considering the Turkish lessons in your pre-university education or the situations you need to write in Turkish in general.

Your credentials, the assignment grades you have received from Technical Writing Course and your answers to the questionnaires will be kept strictly confidential and will only be used for this research. In order to complete the study successfully, it is very important that you carefully read all the items in the questionnaires and answer them sincerely. If you would like to receive more information about the study and the results obtained afterwards, you can contact me via the e-mail address below.

Thank you in advance for your participation and your time.

Instructor Nejla DAL
Anadolu University
Department of Foreign Language Education
MA in English Language Teaching Program
Contact: nejladal@gmail.com

Certificate of Consent

I have been invited to participate in this research study about foreign language writing anxiety. I have read all the details, and I consent voluntarily to be a participant in this study.

Date: / /

Signature:

Name:

PART 1. PERSONAL INFORMATION

1. Gender: Male (_____) Female (_____)

2. Section:

Daytime classes: **A** _____ **B** _____ **C** _____ **D** _____

Evening Program classes: **A** _____ **B** _____ **C** _____ **D** _____

PART 2. 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) **Not Sure** (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.

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. While writing in English, I'm not nervous at all.	1	2	3	4	5
2. I feel my heart pounding when I write English compositions under time constraint.	1	2	3	4	5
3. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	1	2	3	4	5
4. I often choose to write down my thoughts in English.	1	2	3	4	5
5. I usually do my best to avoid writing English compositions.	1	2	3	4	5
6. My mind often goes blank when I start to work on an English composition.	1	2	3	4	5
7. I don't worry that my English compositions are a lot worse than others.	1	2	3	4	5
8. I tremble or perspire when I write English compositions under time pressure.	1	2	3	4	5
9. If my English composition is to be evaluated, I would worry about getting a very poor grade.	1	2	3	4	5
10. I do my best to avoid situations in which I have to write in English.	1	2	3	4	5
11. My thoughts become jumbled when I write English compositions under time constraint.	1	2	3	4	5
12. Unless I have no choice, I would not use English to write compositions.	1	2	3	4	5
13. I often feel panic when I write English compositions under time constraint.	1	2	3	4	5
14. I'm afraid that the other students would think my English composition was terrible if they read it.	1	2	3	4	5
15. I freeze up when unexpectedly asked to write English compositions.	1	2	3	4	5
16. I would do my best to excuse myself if asked to write English compositions.	1	2	3	4	5
17. I don't worry at all about what other people would think of my English compositions.	1	2	3	4	5

	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
18. I usually seek every possible chance to write English compositions outside of class.	1	2	3	4	5
19. I usually feel my whole body rigid and tense when I write English compositions.	1	2	3	4	5
20. I'm afraid of my English composition being chosen as a sample for discussion in class.	1	2	3	4	5
21. I'm not afraid at all that my English compositions would be rated as very poor.	1	2	3	4	5
22. Whenever possible, I would use English to write compositions.	1	2	3	4	5

APPENDIX III
WRITING ANXIETY SCALE IN L1
YAZMA KAYGISI ÖLÇEĞİ (ANA DİLDE)

BÖLÜM 3. Bu anket Türkçede yazma kaygınızı içeren ifadeleri kapsamaktadır. Bu bölümü için üniversite öncesi eğitiminizdeki Türkçe derslerinizi ya da genel olarak Türkçe yazmanız gereken durumları düşünerek ve HER BİR İFADEYİ OKUDUKTAN SONRA SİZE EN UYGUN OLAN SEÇENEĞİ İŞARETLEYİNİZ.

Türkçede	Kesinlikle Katılmıyorum	Katılmıyorum	Emin Değilim	Katılıyorum	Kesinlikle Katılıyorum
1. Sınıf ortamında kompozisyon metni yazmak beni tedirgin eder.	1	2	3	4	5
2. Yazdığım kompozisyon metnini arkadaşlarıma göstermekten kaçınırım.	1	2	3	4	5
3. Kompozisyon metni yazılacağı zaman o derse girmekten kaçınırım.	1	2	3	4	5
4. Yazdığım kompozisyon metninin öğretmen tarafından değerlendirilmesi beni tedirgin eder.	1	2	3	4	5
5. Sınırlı bir zaman diliminde kompozisyon metni yazmak durumunda kalınca panik olurum.	1	2	3	4	5
6. Yeterli bilgiye sahip olmadığım bazı konularda kompozisyon metni yazmak beni endişelendirir.	1	2	3	4	5
7. İyi bir kompozisyon metni yazamama düşüncesi strese girmeme neden olur.	1	2	3	4	5
8. Yazdığım kompozisyon metinlerinden kötü not alacağım düşüncesi beni kaygılandırır.	1	2	3	4	5
9. Kompozisyon metni yazarken yazdıklarım sınıfta değerlendirilmesin diye ağırdan alırım.	1	2	3	4	5
10. Kompozisyon metni yazılacak derslerde, yazılmayacak derslere göre daha endişeli olurum.	1	2	3	4	5
11. Kompozisyon metni yazılması gerektiğinde yazım ve noktalama hatası yaparım diye elim kaleme gitmez.	1	2	3	4	5
12. Sevdiğim/bildiğim bir konuda bile kompozisyon metni yazarken paniklerim.	1	2	3	4	5
13. İyi bir kompozisyon metni yazamamak beni kaygılandırır.	1	2	3	4	5
14. Kompozisyon metni yazmak gerekecek diye kalbim çarpar.	1	2	3	4	5
15. Sınıf ortamında kompozisyon metni yazarken beynim durur kalır.	1	2	3	4	5
16. Kompozisyon yazarken ya vücudum kasılır ya da halsiz olurum.	1	2	3	4	5

	Kesinlikle Katılmıyorum	Katılmıyorum	Emin Değilim	Katılıyorum	Kesinlikle Katılıyorum
17. Verilen kompozisyon metni yazma ödevlerini sorun ederim.	1	2	3	4	5
18. Arkadaşlarımdan benden daha iyi kompozisyon yazabilmeleri beni kaygılandırır.	1	2	3	4	5
19. Düşüncelerimi yazı ile anlatmak durumunda kalınca rahatsız olurum.	1	2	3	4	5
20. Kompozisyon metni yazmak durumunda kalınca kalbim çarpmaya başlar.	1	2	3	4	5
21. Yazdığım kompozisyon metni sınıfa okunacak diye kalbim çarpmaya başlar.	1	2	3	4	5
22. Bazı konularda kompozisyon metni yazmaya başlayınca yazacaklarımı unuturum.	1	2	3	4	5
23. Sınıf dışında ve yalnız başıma bile kompozisyon metni yazmaktan kaçınırım.	1	2	3	4	5
24. Yazdığım kompozisyon metninin arkadaşlarımdan daha kötü olacağı düşüncesi beni endişelendirir.	1	2	3	4	5
25. Kompozisyon metni yazmamak için türlü bahaneler uydururum.	1	2	3	4	5
26. Verilen kompozisyon yazma ödevlerini kendime dert ederim.	1	2	3	4	5
27. Yazacağım kompozisyon metni ile arkadaşlarıma rezil olmaktan korkarım.	1	2	3	4	5
28. Yazdığım kompozisyon metinlerinden iyi bir not alamayacağım düşüncesi beni tedirgin eder.	1	2	3	4	5
29. Kompozisyon metnimi teslim ettikten sonra iyi yazamadım diye tedirginlik duyarım.	1	2	3	4	5
30. Düşüncelerimi yazılı metin haline getirememek beni kaygılandırır.	1	2	3	4	5
31. Yazacağım kompozisyon metninin arkadaşlarımdan tarafından beğenilmeyeceğini düşünmek beni kaygılandırır.	1	2	3	4	5
32. Kompozisyon metnini yazmaya başlayamamak beni panikletir.	1	2	3	4	5
33. Yazarken düşüncelerimi organize edememek beni strese sokar.	1	2	3	4	5
34. Yazarken okur tarafından anlaşılama ya da yanlış anlaşılma düşüncesi beni kaygılandırır.	1	2	3	4	5
35. Yazacak bir şey aklıma gelmediği için kompozisyon yazmaktan kaçınırım.	1	2	3	4	5

APPENDIX IV

INTERVIEW QUESTIONS (ENGLISH VERSION)

- 1.** How do you feel or behave when you are writing in English?
- 2.** How do you feel or behave when writing in L1 (in Turkish)? / What kind of feelings do you have when you are writing in Turkish?
- 3.** How do you evaluate your own writing performance in English?
 - Do you think you have a good or bad/ successful or unsuccessful writing performance in English? Why and why not?

APPENDIX V

INTERVIEW QUESTIONS (TURKISH VERSION)

1. İngilizce bir şeyler yazarken kendini nasıl hissedersin veya davranırsın?
2. Türkçe yazarken ne tür duygular hissedersin veya davranırsın?
3. İngilizcede yazma performansını nasıl değerlendiriyorsun?
 - İngilizce performansının iyi veya kötü /başarılı ya da başarısız hangi kategoride olduğunu düşünüyorsun? Neden başarılı ya da başarısız olduğunu düşünüyorsun?

APPENDIX VI

A DIALOGUE BETWEEN THE RESEARCHER AND AN INTERVIEWEE

The following extract represents a dialogue between the researcher and one of the participants during the interview:

Researcher: Hazırsan başlayabiliriz istersen.

(We can start right now if you wish.)

Interviewee: Tabii.

(Sure.)

Researcher: Öncelikle şunu sormak istiyorum. Özellikle İngilizce bir kompozisyon yazman gerektiğinde neler hissediyorsun ve düşünüyorsun?

(First of all, I'd like to ask you this: In particular, how do you feel and what do you think when you are required to do a writing task in English?)

Interviewee: Şimdi önceden bir hazırlık yaptıysam ve konulara hakimsem, aklıma gelen şeyleri yazabiliyorum. Bu arada, dikkat etsem de gramer hatalarım çok oluyor. Ama hani o konu hakkında hiçbir bilgim yoksa, önceden karşıma çıkmamışsa hiç, böyle bir on beş yirmi dakikamı düşünerek harcıyorum. Böyle olunca yazmaya bir türlü başlayamıyorum. Panik yapıyorum. Sonra yazmak benim için stres kaynağı haline geliyor. Bu sefer kendimi sakinleştirmeye çalışıyorum. Böyle de zaman kaybediyorum. Acaba ne yapmalıyım ne yazmalıyım kaygısıyla, bir de sürenin az kaldığını görünce falan iyice panik halinden çıkamıyorum. Saate bakıyorum sürekli böyle durumlarda. Yani yazarken özellikle bilmediğim konularda çok heyecanlanıyorum. Bir de zaman daralıyorsa stres düzeyim iyice artıyor.

(Well, if I have already made preparations in advance, and I have a topical knowledge, I can write things that come to mind into the paper. Meanwhile, even though I pay attention to grammar, I make a lot of grammatical mistakes. However, if I do not have any knowledge about that topic and I have not been familiar with it before, I waste my fifteen or twenty-minute time. Then I cannot start writing immediately. I panic and then writing becomes a source of stress for me. This time I try to calm myself down. I lose time like this. Feeling anxious about what to what to do or what to write, and seeing there is little time left, I cannot go out of

panic. I keep looking at my watch in such situations. So, I am very excited about the topics that I do not especially know when writing. And if the time is getting shorter, my stress level is increasing.)

Researcher: Peki böyle hissetmenle ilgili başka değinmek istediğin bir nokta var mı?

(Is there any other point you would like to mention about your feeling so?)

Interviewee: Yazarken kendime pek de güvenim yok açıkçası. İngilizcem çok iyi olmadığı için bir de kelime ve bağlaç bilgim yetersiz de olabilir. Sözlük kullanamadığımız zamanlarda, kelime bilgisi yetersizliğinden dolayı kendi düşündüğüm şeyleri yazamıyorum bazen. Bundan dolayı da hangi kelimeyi kullanabilirim gibisinden şeyler düşünmek zorunda kalıyorum. Diğer önemli şeyleri belki de gözden geçiriyorum ve vakit kaybediyorum haliyle. Kısaca işte ne yazmam gerektiğine odaklanamıyorum.

(Honestly, I do not have much confidence in myself when writing. As my English is not very good, and my knowledge about vocabulary and conjunction use can also be inadequate. Sometimes when we are not allowed to use a dictionary, I cannot express what I think because of the lack of lexical knowledge. That is why I have to think about things like what words I can use while writing. The other important things to consider might go unnoticed and clearly, I waste my time in that way. In short, I clearly cannot focus on what I should write about.)

Researcher: Anlıyorum. Peki İngilizce yazarken kendini nasıl hissettiğin üzerinde durduk. Biraz da Türkçe bir kompozisyon metni yazarken nasıl hissediyorsun, onun üstüne konuşalım. Ne gibi tepkiler veriyorsun Türkçe yazman gerektiğinde?

(I understand. We were talking about how you feel when you write in English. Let's talk about how you feel when you write a composition essay in Turkish. What reactions do you give when you need to write in Turkish?)

Interviewee: Daha en azından kendimi rahat hissediyorum. Böyle hani kendi dilimiz olunca daha kolay yazabildiğim için biraz daha hafif stres altında yazıyorum. Şöyle, not alıyorsak tabi ki de daha fazla özen gösteriyorum yazdığım şeye. Hani ister istemez, bir karşılık alacağım için uğraşıyorum daha iyisini yazmak için. Ama kelime bilgim daha

fazla olduđu için, anadilimiz sonuçta, daha kolay geliyor yazmak ve aklımdakileri organize etmek. Daha çok benim İngilizce ile olan gerginliğim, o dildeki yetersizliğimden kaynaklanıyor aslında. Dile hâkim olmadığım için, hani üst sınıfın sınavına girmiş gibi hissediyorum kendimi. Panik oluyorum. Ama Türkçede daha iyi yazabildiğimi düşünüyorum. Tabii, bu yüzden, sınav sırasında daha az stres oluyorum. Ama sınav falan olduğunda ve zaman daraldıkça, ben yine yazdığım şeyi bitiremedikçe stres, heyecan düzeyi artıyor tabi ki de.

(At least, I feel comfortable. You know, I write under a little bit less stress because I can write easier when it is such a strange language. Well, if our writing is evaluated, of course, I pay more attention to what I write., I necessarily try to write better as I will receive a high grade in turn, but because I have more lexical knowledge in Turkish as it is our mother tongue, writing something in Turkish and organizing my ideas are much easier for me. My tension with English is mainly due to my inadequacy in that language. Since I do not a have full mastery of the language, I feel like I'm taking the test of the top class. I feel panicked. Yet, I think that I am better at Turkish writing. But once again, when there is an exam and the time is getting shorter, the level of stress, excitement increases, of course, again unless I cannot finish it on time.)

Researcher: Son bir sorum daha olacak. İngilizce yazma becerini genel olarak nasıl değerlendiriyorsun? Eğer başarılı-başarısız veya iyi-kötü diye bir kategoriye koymak gerekirse, nerede olduğunu hissediyorsun?

(One last question for you. How do you evaluate your English writing skills in general? If you need to put your English writing performance in a category of successful-unsuccessful or good-bad, where do you feel?)

Interviewee: Başarısız görüyorum kendimi yazmada. Hem kelime hem gramer eksikliği var bende. Yani çok kelime bilmeyince iyi ifade edemiyorum düşüncelerimi tabi. Hani Türkçe düşünsem bile kafamdakileri yazamıyorum. Bu belli başlı eksiklikler hani engelliyor iyi yazmamı. Daha önce dediğim gibi, çok fazla gramer hatası yapıyorum. Sürekli puan kaybediyorum zaten buradan. Hatta hocaların yazdığı dönütler benim

yazdıklarımın fazla oluyor bazen. Ondan dolayı ne bileyim yazma konusunda kendimi başarılı bulmuyorum pek açıkçası.

(I regard myself unsuccessful in writing. I have limited knowledge of both grammar and vocabulary. That's why I cannot convey my ideas effectively. Even if I have some ideas in Turkish, I cannot transfer them onto the writing paper. These major shortcomings are hindering me to write well. As I said before, I make too many grammatical mistakes. I always lose points in my writings because of them. Even the feedbacks I receive from the teachers are sometimes more than what I have written. Because of that, I do not quite perceive myself to be successful in English writing.)

Researcher: Dildeki yetersizlikler dedin, özellikle gramer bilgisindeki. İngilizce yazmada başarısız olduğunu düşünmene yol açan faktörler neler olabilir sence?

(You talked about having inadequacies in English, especially in grammar. What do you think are the factors that lead you to think that you are unsuccessful at writing in English?)

Interviewee: Kelime haznemi bir türlü genişletemiyorum mesela. Hani dizi izlerken bile sanırım kelimelere falan çok dikkat etmiyorum. Bir de ne bileyim yeni öğrendiğim kelimeleri sınıf dışında çok kullanma fırsatım olmadığı için herhâlde sürekli unutuyorum. O yüzden hem kelime yetersizliğinden hem gramer kalıplarını falan bilmeyince organize edebilsen bile kafamdakileri kâğıda yazamıyorum. O yüzden böyle bir sıkıntı oluyor.

(I cannot expand my vocabulary at all. I guess I do not even pay much attention to the words in English series even when I'm watching them. Also, I constantly forget the words I have newly learnt as I do not have much chance to use them outside the class. Therefore, I cannot convey the ideas in my mind onto the paper even if I can organize them because I have a lack of lexical knowledge and grammatical patterns in English. That's why such a trouble with it occurs.)

APPENDIX VII

TURKISH VERSION OF THE QUOTATIONS FROM THE PARTICIPANTS

“Sınıfta İngilizce bir kompozisyon yazmamız gerektiğinde, ilk başta hani yazıya başlayabilmek çok zor konuyu bilmediğimiz ve araştıramadığımız için. Bence en önemlisi o, hani zaten iyi bir başlangıç yapabilmek. Ama işte iyi bir başlangıç yapamazsam, hani sürekli acaba ne yazsam diye düşünüyorum? Bir türlü fikirler aklıma gelmediği zaman da sıkıntı, bir rahatsızlık, ya da endişe oluyor bende. Sözlüğe de izin verilmeyince, kelimelere takılıp kalıyorum. Fiziksel açıdan bir gerginlik oluyor o anlarda diyebilirim. Yetiştiremeyeceğim, yapamayacağım korkusu ve bunun sonucunda ana konudan uzaklaşıp daha farklı şeyler yazıyorum.” [1]- p. 76-77

“... Hocalar dönüt verince tabi yazdığım şeyde hatalarımı görüyorum; hatalarımı görünce biraz tedirgin oluyorum, sıkılıyorum. Sanki başarısızlığım yüzüme vurulmuş gibi hissediyorum. Ama sınıfta değil de böyle hiç hatalarıma odaklanılmadan, sırf kural olmaksızın yazınca kendimi daha iyi ve rahat ifade edebildiğimi düşünüyorum.” [2]- p. 77

“Eğer özellikle sınıf ortamındaysam yazarken stresli hissediyorum. Hani bana bir anda bu konuda düşündüklerini yaz denince anda ben kalıyorum. Ama ben o konu hakkında bilgi edindiğimde, evde yazma şansım oluyor ve çok hani yüksek notlar aldığım da oldu. Çok fazla kelime bilgim yok maalesef. İnternet üzerinden baktığım, için o konuya dair kelimeleri öğreniyorum. Ama sınıf ortamında bir anda zaten telefonları kullanamıyoruz. Sözlüklerden de zaten İngilizce- İngilizce yani sözlük kullanımında sıkıntı yaşıyoruz ... Daha önceden bilgim olmadığında hep aynı kelimeleri tekrar tekrar yazıyormuşum gibi hissediyorum. Basit cümleler kurunca da çok yazdığımdan tatmin olmuyorum.” [3]- p. 78

“Şimdi konuya önceden bir hazırlık yapamadıysam ve konulara hâkim değilsem, aklıma sanki hiçbir fikir gelmiyor. İlk böyle bir on beş yirmi dakikayı düşünerek genellikle boşa harcıyorum. Bir de hani bir şey yazamadıkça panik yapıyorum, strese giriyorum. Bu sefer kendimi sakinleştirmeye çalışıyorum. Böyle de zaman kaybediyorum. Saate bakıyorum

sürekli. Yani yazarken özellikle bilmediğim konularda çok heyecanlanıyorum, bir de zaman daralıyorsa. [4]- p. 78

“... Ya bu hani içimizden gelen bir şey olsa çok güzel aslında ama belli bir sınav süresi oluyor yazmamız gereken ve konu belli oluyor öyle olunca insan bir baskı hissediyor illa ki. Benim sıkıntım Türkçe konusunda. Şunu demek istiyorum, Türkçede de fikir üretmiyorum. Sınavın büyük bir süresini ben ona harcıyorum Ya şimdi mesela o sürenin sonuna doğru geldiğimizde özellikle bekleneni verememe korkusu oluyor demek istediğim ya da belli bir not almanız gerekiyor. Yeterli notu alamayacağını fark ediyorsun o biraz sınavın kalanını etkiliyor açıkçası, o biraz beni stres yapıyor. Yani aslında belki daha iyisini yapabileceksin ama düşük not alma ve yazmayı yetiştirememe kaygısı olunca performansım da baya düşüyor haliyle.” [5]- p. 78

“Değerlendirilmeyeceksem, kendimi yazarken çok daha rahat, özgüvenli hissediyorum. Çünkü not olunca, biraz daha resmi hani biraz daha düzgün yazayım, biraz daha profesyonel olsun şu cümle yerine şunu koyayım falan diye kaygılanıyorum. Yazıyorum aa iyi olmadı diye düzeltiyorum. Düşüncelerimi toparlayamıyorum. Daha çok hata yapıyorum gibi böyle olunca. Değerlendirilme olduğunda, birazcık daha kendimi sıkıyorum hoca şöyle mi istemişti böyle mi istemişti diye düşünmekten odaklanamıyorum yazdığımın kalitesine.” [6]- p. 78

“Yazarken çok fazla farklı kelime, kural ya da ne bileyim böyle değişik kalıpları etili bir şekilde kullanmamızı bekliyor hocalar. Sınıfta ya da sınavlarda süre zaten kısıtlı. Planlamayı iyi yapıp üstüne bu kadar çok şeyle uğraşmak zorunda olmak çok bunaltıcı ve bir baskı oluşturuyor üzerimde. Şunu demek istiyorum kısaca, bu durumun fikirlerimi, yaratıcılığımı sınırlandırdığına inanıyorum.” [7]- p. 79

“... O anda zaten sıkıntı yaşayarak giriyorum. Yani bir stres var. Üzerimde bir şey oluyor, hani onu bildiğim bir konu hakkında yazarken, mesela genel gidişatını oluşturmak konusunda bile sıkıntı yaşıyorum. Kaygılanıyorum genel yazarken sanırım. Çünkü İngilizce seviyem yeterli değil. Yani nasıl, nereden başlayacağım, artık bu bile sıkıntı yaşıyor. Ya zaten İngilizce bilgim çok fazla olmadığı için çok hata yapıyorum. Hal böyle olunca, yazarken bir özgüven eksikliği oluyor.” [8]- p. 79

“Benim sıkıntım İngilizce den çok yazma ile ilgili. Kendimi başarısız buluyorum bu konuda. Aslında sorun tam olarak şu, düşüncelerimi İngilizce ye nasıl çeviririmden ziyade bunu nasıl yazarım. Hani kafam bomboş oluyor, aklıma böyle gelmiyor yeni bir fikir. Gelse de bu sefer bunları nasıl yerleştirim derdim oluyor. Sadece düşünme ile çok vakit kaybediyorum. Genel yazmaya yatkınlığım yok ... Nasıl daha iyi yazabilirim dair çok bir bilgim olmayınca, aynı kalıpları ve bağlaçları tekrar ediyor gibi oluyorum hani.” [9]- p. 79

“... Hani akademik bir şey yazmak bana zor geldi açıkçası. Biraz moralimi bozdu beklediğim gibi gelmeyince notlarım. Hani belli kurallar koymak, kısıtlamak falan o biraz sıkıntı oldu ama araştırmayı gerektiriyor hani sürekli araştırmamız, teknik kelime öğreniyor, biliyor olmamız ve farklı organizasyon teknikleri kullanmamız gerekiyor.” [10]- p. 80

“... Ama ders veren kişiler bilmiyorlar ki bölümdeki öğrenciler daha hayatında hiç o şekilde bir akademik olarak yazmadı. Hazırlıkta da iyi yazmayı öğrenip öğrenemediklerini de bilemezler ki. Ve bu şekilde bizim ne yazıp yazamayacağımızı bilmeden bu kadar zor kurallı bir şeylerin yazmamızı beklemeleri beni soğutuyor, hevesimi kırıyor yani. Nasıl yazacağımızı tam öğrenmeden genelde başka bir ödev ya da sınav gelmiş oluyor üstelik ...” [11]- p. 80

“Genelde İngilizce bir şey yazmam gerektiğinde bilemiyorum, yani kaygılı hissediyorum. Stresten tabi yetişmeyecek diye, bazen bir ellerim titrer, terler falan. Boğazım kurur ne bileyim. Yani sınavlarda mesela bir kelime bulamazsam daha çok oluyor bu durum. Yani eğer sözlüğüm falan yoksa teknik/akademik kelime kullanmada çok zorlanırım.” [12]- p. 80

“Şu an bölümde yaptığımız yazma etkinliklerini teknik ve sıkıcı buluyorum. Yazmak istemiyorum açıkçası hiç. Konular ilgi çekici olmayınca ve bir fikrim yoksa, pek yazma hevesim olmuyor. Yaratıcı şeyler yazabileceğimiz, hocaların bu kadar hatalarımıza odaklanmadığı şeyler yazabilsek, yazma konusunda daha rahat ve ilgili hissedebilirdim.” [13]- p. 80-81

“Yani yazarken sıkıntı duymuyorum. Kelime konusunda yeni alternatif üretmek biraz zor geliyor bana sadece. Onun dışında zaten düşüncelerimi İngilizceye uyarlamak çok da sıkıntı olmuyor... Hazırlıksız yakalanınca biraz zor oluyor hani bir anda düşüncelerin aklımıza gelmesi ve hani spesifik bir şey veriyorsunuz bize bazen direk o konuda düşünmemiz isteniyor. Ama ben de şey oluyor mesela başladığım zaman mesela gerisi bir şekilde geliyor akıyor yani. Çok da bir stresim, kaygım olmuyor yani o yüzden.” [14]- p. 81

“Yazarken kendimi gayet iyi, rahat hissediyorum. Zorlandığımı düşünmüyorum. Bunları etkili bir şekilde kâğıt üzerine aktarabilmiş olmak beni iyi hissettiriyor ne yalan söyleyeyim. Hem de bunları yazdıktan sonra okuduğumda hani o hissettiğim o haz daha farklı benim için. Bir şey ürettiğimi görmek beni mutlu hissettiriyor. İngilizce de yazdığım şeyler daha kişisel, bana ait bir şeymiş gibi geliyor, ondan dolayı hani iyi hissediyorum yani.” [15]- p. 81

“... Sınavlarda hani ya da verilen ödevlerde kötü bir dönüt almadım. Genel olarak yazmada başarılıyım diye düşünüyorum. Sonra kendim de yazmayı seviyorum zaten. Kötü mü yazarım acaba, aklıma fikirler gelmez mi diye kaygılarım olmuyor. O yüzden hani kendimi iyi ifade ettiğimi düşündüğüm biçimlerden biri yazmak. Planlama kısmında biraz dikkatli olunca, düşünceleri bağlamak kolay oluyor, gerisi geliyor sanırım öyle olunca.” [16]- p. 82

“... düşüncelerimi organize ederken, gerçekten hani rahat bir şekilde ve severek yazıyorum yani. Zorla yazmadığım için böyle düşünüyor olabilirim çünkü hani isteksiz yazan arkadaşlarım var, ama istemedikleri için çok sıkılıyorlar. Bundan sonraki bütün derslerde çok önemi olan bir beceri. Bu yüzden teknik kural öğrenmek ve ödev yapmak bana anlamsız gelmiyor.” [17]- p. 82

“Bir şey yazmak istediğimde konuşmaya göre daha iyi; kendimi daha güvende hissediyorum. Konuşmaktansa yazmayı tercih ederim yani. Konuşurken hemen cümle kurup bir tepki vermek bana göre daha zor. Tabi bir de yazarken yazdığım şeye daha iyi odaklanabiliyorum. Yani düşünüp hatalarımı düzeltme şansım oluyor...” [18]- p. 82

“Böyle hani kendi dilimiz olunca daha kolay yazabildiğim için biraz daha hafif stres altında yazıyorum. Şöyle, not alıyorsak tabi ki de daha fazla özen gösteriyorum yazdığım şeye. Hani ister istemez, bir karşılık alacağım için uğraşıyorum daha iyisini yazmak için ... Ama sınav falan olduğunda ve zaman daraldıkça, ben yine yazdığım şeyi bitiremedikçe stres, heyecan düzeyi artıyor tabi ki de.” [19]- p. 83-84

“... Yazdığım şeye not verileceği zaman böyle not birazcık daha baskı yapıyor bende. Baskı derken şöyle; yani sonuçta bu değerlendirmeye katılacak bir şey. O yüzden ister istemez bende böyle birazcık daha düzgün bir şey yazayım, böyle organizasyonu iyi yapılmış olsun istiyorum ve noktalamalarını falan filan hepsini düşünüyorum ayrı ayrı. Hani böyle yapayım diye o yüzden birazcık daha sıkıntı oluyor. Bir de kendi dilimiz de yazınca, şimdi düşük not almak sınıfta insanı baya kötü hissettiriyor.” [20]- p. 84

“Türkçe yazarken de aynı durum oluyor bende tamamen. Yani resmi kurallı bir şey yazdığımda stresli ve baskı altında hissediyorum. Sınıfta düşüncelerimi toparlamak biraz zor geliyor sanırım bana. Odaklanamıyorsam yeterince, yazacak pek bir şey aklıma gelemeyebiliyor çünkü her zaman ...” [21]- p. 84

“... Bizi sıkı kısmı şöyle, mesela bize Türkçede bile bize beş altı sayfalık kompozisyon yazın denmemiştir. Şu ana kadar öyle şimdiki İngilizce yazma derslerindeki gibi resmi, uzun bir şey yazmamışızdır. Yazmış bile olsak ne kadar akademik olduğu tartışılır. En büyük problem bence şu; Türkçede İngilizce de beklendiği gibi belli kurallarla, araştırma teknikleriyle veya alıntı teknikleriyle falan bir kompozisyon yazmamış olmamız.” [22]- p. 84

“Türkçe not alacağımız bir şey olduğunda bazen geriliyordum. Beni rahatsız eden şey şu oluyordu daha çok: sonuçta Türkçe kendi dilimiz olduğu için herkes bu konuda iyi yazabiliyor. Sınıftaki çoğu arkadaşımın genelde iyi olduğu bir şeyde açıkçası çok hata yapıp, düşük not alırsam diye bir kaygılanıyordum işte bazen. Dalga geçerler mi, yaptığım basit bir hataya gülerler mi diye düşünürdüm bir yani elimde olmadan.” [23]- p. 85

“Yeterli bilgiye sahip olmadığım bir konuda yazmam gerekiyorsa, genelde benim için sıkıntı oluyor. Konuyu pek bilmeyince, beynim duruyor sanki. Aklıma yazacak bir şey gelmiyor. Yazdığım şeylere yeterli örnek bulup destekleyemiyorsun bu durumda mesela. Eee yazamadıkça daha rahatsız, kötü oluyorum, doğal olarak...” [24]- p. 85

“Konu ilgilendiğim bir konuya açıkçası oturur yazarım, hatta biraz fazlasını yazarım. Ama mesela bilmediğim ya da sıkıcı bir konuya, biraz öf pöf oluyor açıkçası, biraz bir bıkkınlık hissi gibi bir şey oluyor, yani bunu niye yapıyorum ben gibisinden sorguluyorum. Benim bir işime mi yarayacak diye düşünüyorum yani. Özellikle mesela üniversitede olunca, yoğunluktan, hani biraz gereksiz geliyor ama sevdiğim veya ilgi duyduğum bir konuya gayet de isteyerek yazarım, yani sıkıntı olmuyor pek.” [25]- p. 85

“Türkçe yazarken nasıl hissettiğim yazmak istediğim şeyin konusuna göre değişiyor. Şimdi eğer ilgi duyduğum veya ilgi alanıma yakın bir konuya, tabi ki biraz daha hani kendi düşüncelerimi de katarak, belli bir şekilde iyi yazabiliyorum. Ama yani beni çekmeyen konular olunca yazma konusunda sıkıntı olabiliyor. Bunların temel nedeni de bence biraz Türkçeden gelen dilbilgisi eksikliği. Türkçe dilbilgisini iyi anlayamamam. Hatta, bu İngilizce yazma performansına da doğal olarak yansıyor.” [26]- p. 86

“Ana dilimizde de olsa yazma konusunda kendimi yetersiz hissediyorum. Hani nasıl deyim istenen seviyede yazamıyorum onun için. Mühendislik öğrencisi olunca zaten yazmaya pek yatkınlığım yok herhalde. Valla ne yalan söyleyeyim pek yeteneğim yok. İlkokul birinci sınıftan beri kompozisyon ödevlerimi babam yapar yani o kadar kötüyüm. ... Sınıfta bir şey yazılacaksa illaki benim için büyük bir gerginlik kaynağı yazmak o yüzden ... Bir şey yazmam gerektiğinde başım ağrımaya başlar stresten. Ağzım kurur, bir düşüneyim, yani sıcaklık basar falan böyle, aşırı terlerim haliyle.” [27]- p. 86

“Yani Türkçede çok fazla sıkıntı olmuyor, rahat yazabiliyorum. Türkçede yazamayacağım bir şey yok gibi. Yani her konu hakkında yazabilirim ... Sürekli Türkçe şeyler, kitaplar okuyorum tabi. Aslında, daha önce okuduğum şeyler yazmamı olumlu etkiliyor bence. Tabi şunu da düşünmek lazım. Kendi dilimizle ilgili dilbilgisi kuralları konusunda, yani yıllardır aldığımız bir eğitim var. Bütün derslerde buraya gelene kadar kendimizi Türkçe ifade ettik. Onları transfer ediyoruz sadece yazarken ...” [28]- p. 87

“Ya Türkçe yazarken kendimi iyi ifade edebildiğimi düşünüyorum. Aklıma gelen fikirleri en baştan beri, aynen okulda öğrendiğimiz şekilde yazıyorum. Şunu demek istiyorum bu kurallar bize ilkokuldan beri gösteriliyor. Artık Türkçedeki bu belli dilbilgisi, bağlaç kalıpları bizde iyice oturmuş durumda kullana kullana. Sürekli bir şeyler okuyoruz zaten kendi dilimizde. Kelime haznemiz haliyle geniş ve zenginleşiyor hep. O yüzden pek sıkıntı olmuyor ... Yani bir kere başarılı ve gururlu hissediyorum hani kolayca yazabildiğimi gördüğüm zaman.” [29]- p. 87

“Kendimi ifade edebilme konusunda ve duygu ve düşüncelerimi kâğıda dökebilme konusunda kendime gerçekten çok güveniyorum... Türkçede çok iyi yapabildiğim bir şeyi İngilizcede yapamıyor olmayı başarısızlık olarak nitelendiriyorum ve gerçekten başarısız olduysam o şeyi öğrenmekten genelden vazgeçerim. Anadilimde hani kendimi istediğim gibi ifade edebildiğim için çok rahat bir şekilde Türkçe bir metin, kompozisyon yazabiliyorum ama İngilizceye karşı hissettiğim o çekingenlikten, tedirginlikten dolayı yazma motivasyonum yok.” [30]- p. 87

“Yazmamı genel olarak başarılı buluyorum. Yazma konusunda bir endişem yok, rahat yazıyorum öyle olunca. Ben mesela İngilizce bir şey yazarken tıkanmıyorum öyle. Şu ana kadar da gayet iyi notlar aldım. Sadece technical writing (İngilizce teknik yazma dersi) de biraz bocaladığım oldu. Technical writing biraz daha akademik yazım olduğu için, bazı kuralları bilmemiz lazımdı. İşte onların da zamanla yaza yaza oturacağını ve daha hâkim olacağımızı düşünüyorum...” [31]- p. 89-90

“Ya, böyle mükemmelim diyemiyorum. Ama ortalamanın daha üstü olduğumu düşünüyorum ben hani. Notlardan çıkardığım sonuçlara göre, bu konuda biraz iyi olduğumu düşünüyorum. Ne bileyim bir şey yazılacaktır, zorunlu değildir ama ben genelde onu kendi isteğiyle yazmak isteyen öğrenci modeliyim. İyi yazabilmemi ilk olarak ilgi duyup sevmeme bağlıyorum. Düşüncelerimi iyi ifade edebiliyor olmak beni daha da motive ediyor ...” [32]- p. 90

“... İngilizceye ilgiyi ilk önce küçükken atacaksın ondan sonra kimse konuşmaktan ve yazmaktan bence korkmuyor. Yani dinlediğin, okuduğun, gördüğün her şeyi yazmaya ve

konuşmaya aktarmadan dili öğrenemezsin. Şunu demek istiyorum. Hepsi birlikte olmalı. O yüzden başarıyı ilgimin olmasına ve bunu yapmış olmaya bağlıyorum ben. Yani bir zorunluluk olmadan, artı olarak bir şeyler yaparım hep. İngilizce haber gazetelerini okurum. Başka, İngilizce dizileri altyazısız izlerim. Şiirler yazarım İngilizce. Günlük bile tutardım yazmayı sevdiğim için. Öyle öyle geliyor hani veya bunların hepsi belli oranlarda insanların daha iyi konuşmasında ve yazmasında önemli derecede etkili.” [33]- p. 90

“Daha iyi yazmak için organizasyon konusuna dikkat ediyorum diyebilirim öncelikle. Ben on dakika boş bakıp düşünürüm ama az sonra ne yazacağım belli olduğu için daha kısa sürede yazarım. İşte sonra eş anlamlı kelime kullanma veya cümleyi değiştirerek yazmak, bakış açısını değiştiriyor insanın yazarken. Birazcık daha süslü ve uğraş verilmiş duruyor herhalde yazdığın şey, puanlandırılırken de hani dikkat ediliyor...onun dışında mutlaka kendime işte, bir taslak hazırlarım, Türkçe olarak konudan sapmamak için biraz da. Bir de kontrol listesi gibi bir şey. Şunlardan, bunlardan bahset, şunu unutma diye. Sonra hani şunu yaptım, bunu yaptım diye tik ata ata giderim.” [34]- p. 90-91

“... Akademik bir şey yazacaksak, konuyla alakalı kaynakları okuyup kısa zamanda odaklanabiliyorum yazacağım şeye. Konu araştırmasını iyi ve detaylı yapınca, daha hızlanabiliyorum, hani sözlüğe bakmaya gerek kalmayabiliyor. Hemen fikirlerimi bir taslak yapıyorum. O yönden bir sıkıntı olmuyor yazarken. Gerekli teknikleri kuralları ortalama bir şekilde kullanabiliyorum. Bu yazma becerimi olumlu etkiliyor diyebilirim.” [35]- p. 91

“Ya ben işte lisedeyken ve hazırlıkta falan da çok iyi bir eğitim aldığımı düşünüyorum İngilizce konusunda hani. Belki onun etkisi olmuş olabilir hani. Daha önceden iyi bir eğitim alınca buraya zaten hazır olarak gelmiş gibi oldum. Akademik kurallarla yazmak bana zor ya da ağır gelmedi. İkincisi bence çevreden aldığımız tepkiler de önemli. Hocaların veya arkadaşlarımızın mesela. Hocalarım bu konuda çok ılımlı ve destekleyici davrandı açıkçası. Hevesimi kıracak şeyler hiç söylemediler mesela, bir sürü hata yapıyordum aslında.” [36]- p. 91

“... Yani sınıfta yazmamız gerekiyor maalesef çoğu zaman. Hocalar belli bir süre sınırı koyuyor tabi. Performansımı büyük derecede etkileyen bir şey bu mesela. Bende yazarken bir baskı oluşturuyor bu. Fikirler hemen aklıma gelmiyor çünkü. Kelime bilgim çok yetersiz ondandır belki de. Zaten ilk yarım saatim böyle geçiyor, bunalımla geçiyor diyebilirim. Yazmaya başladığımda bir şekilde devam ettiriyorum. Ama hani o yazmaya başlayabilmek en zor kısmı o benim için valla. Girişi yazabilmek, lanet bir süreç gerçekten.” [37]- p. 92

“... Mesela en son sınavdan bahsedebilirim. Yazma konusu piller hakkında. O konu hakkında ben hiçbir şey bilmiyordum. Bu yüzden, sınavda kaynak belirterek alıntı yapmamız için verilen makaleleri okuduğumda da zaten, o anda sınav heyecanıyla pek bir şey anlayamadım. Bir de makaleler benim seviyemin baya bir üstüydü, bilmediğim bir sürü teknik kelime vardı. O yüzden de işte bilmediğim bir konuya denk gelince çok strese girdim, iyi yazamadım yani. Her şey sanki allak bullak oldu.” [38]- p. 92

“Değerlendirileceğini bildiğimde, mesela, ödevlerimizdeki yazma performansımı bence olumsuz etkiliyor. Tabi sonunda not verildiği için biraz daha insan kaygılanıyor hani, bir oranda baskı ve heyecan oluyor üzerimizde. Hani hızlı yazayım derken belli başlı hatalar yapıyorsun. Ya tam iyi düşünemiyorum hani. Hemen başlayım, hemen bitireyim, bir an önce bitsin istiyorum. Kısaca, işin açıkçası, bir an önce yazıp kurtulmak tek umursadığım o anda.” [39]- p. 92

“Orta düzeyde başarılı bulsam da kendimi bu konuda, yazmamı etkileyen sorunlar var baya tabi. Mesela kelime dağarcığı eksikliği ve basit gramer hataları diyebiliyorum, hani bir kelime yerine kullanabilecek çok fazla alternatif bilemiyorum. Hep aynı kelimeler üzerinden cümleleri basit basit yürütüyorum. Hocaların beklediği değişik, üst seviye kalıplar, ya da geçiş kelimeleri falan kullanmadığım için basit duruyor haliyle yazdıklarım. Dile çok hâkim olmamamla alakalı bu herhalde.” [40]- p. 93

“... benim en büyük sorunum şu oluyor genelde. Geçen dönem bir sürü kompozisyon çeşidi öğrendik ve tek bir dönemde üst üste yazmak zorunda kaldık. Hepsinin amacı farklı ve ayrı kuralları var. Bir de ona göre bağlaç kullanmak gerekiyor. Bunlardan biri aniden yazdırıldığında, kafam karışıyor tam olarak. Yazacağım şeyleri iyi planlayamıyorum bu

yüzden. Taslak çıkarmak da zor geliyor biraz açıkçası. İşte böyle olunca biraz rasgele yazıyorum kompozisyonları.” [41]- p. 93

“... Bu teknik yazma dersi beni çok kastı yani böyle çok fazla kuralı kaidesi falan var ya. Diğerlerini hani kafamıza göre böyle daha özgürce yazabiliyorduk işte hani. Bir de çok uzun şeyler yazmıyorduk. Zaten kompozisyon olarak, en fazla iki ya da üç paragraf yazıyorduk genelde. Ama teknik yazma birazcık daha böyle belli kuralların ve daha üst seviye kelimelerin uygulanmasını gerektiriyor. İşte yazmak için okumamız gereken kaynaklar, daha böyle akademik konular olunca falan biraz daha sıkıcı ve zor oldu. Bu kadar kurallı ve uzun yazmak zorunda olunca yani, yapmak istemiyorum mesela, istemeyerek yapıyorum, öyle olunca hani biraz tabi niteliğini etkiliyor yazdığım şeyin.” [42]- p. 93-94

“Ben orta dereceli başarılı biri olarak görüyorum kendimi yazma konusunda. Ne iyiyim ne kötüyüm yani. Çünkü yazmamı geliştirmek için ekstra alıştırma yapmıyorum hiç sınıf dışında, pratik yapmıyorum. Sürekli konuşmaya çalışıyorum aktif olarak İngilizceyi, bir şeyler okuyorum ama hadi bir oturayım da kendim sınıfta öğrendiklerimi pekiştireyim diye bir şeyler yapmıyorum. Bu çoğumuzun sorunu sanırım şu an. Sınıfta yazıp çıkıyoruz, o orda bitiyor bizim için. Dolayısıyla yazma performansımız sınırlı ölçüde geliyor.” [43]- p. 94

“Şu zamana kadar hiç böyle yazmayla ilgili bir çalışma yapmadım, merakım olmadı ve özel bir ilgim olmadığı için bir anda bunların önüme koyulması, benim yine ona ayak uyduramama neden oluyor. Yani insan ilgi duymadığı bir şeyi de severek yapamaz. Yani o yüzden zaten başarısızlığımın bir kısmını da buna bağlıyorum. Sonuçta insanlar her şeye ilgi duyacak, her şeyi beğenecek diye bir şey yok. Ve bu yazma beni bunalttığı için, böyle insanlarla yarış şeyine soktuğu için böyle kendimi kötü hissediyorum. Gerçekten böyle kafese sıkıştırılmış kendimi kaplan gibi hissediyorum ve o kafesi parçalayıp çıkmak istiyorum.” [44]- p. 94

“Yazma becerisi bence öyle bir anda gelişmiyor. Gene de orta düzeyde bir yerde bence benim yazmam. Bizim tam bilmiyorum ama sistemden mi kaynaklı, üniversite öncesi okullarımızın programı çok gramer ağırlıklıydı. Keşke nasıl diyeyim ilkokuldan beri

konuşma ağırlıklı olsa ya da yazma ağırlıklı olsa. Sonrasında da şu an aldığımız yazma derslerinin de yetersiz olduğunu düşünüyorum bir taraftan da. Öğrendiklerimizi destekleyecek pratik yeterince yapamıyoruz benim gördüğüm. Bu kadar öğrencinin her yazdığı şey için detaylı dönüt alma şansı olmuyor zaten haliyle.” [45]- p. 95

“Başarısızlığımın kaynağı bence Türkçeden başlıyor. Çünkü ben Türkçe düşünemediğim için, bir de böyle kompozisyon hiç yazmadığım için, sanırım bu yetersizlik İngilizceme de yansıyor belli ki. Türkçe dersim falanda zayıftı zaten. Paragrafla ilgili çok temel şeyleri bile pek bilmediğim için İngilizceye de aktarıp bir kompozisyon formatında iyi organize edemiyorum aklımdakileri.” [46]- p. 95

APPENDIX VIII
ESL COMPOSITION PROFILE: ESSAY RUBRIC

Student: _____

Date: _____

Topic: _____

Total score: _____

	Score	Level	Criteria	Comments
Content		30-27	EXCELLENT TO VERY GOOD: - knowledgeable, -substantive, -thorough development of thesis, -relevant to assigned topic.	
		26-22	GOOD TO AVERAGE: - some knowledge of subject, -adequate range, -limited development of thesis, -mostly relevant to topic but lacks details.	
		21-17	FAIR TO POOR: -limited knowledge of subject, - little substance, -inadequate development of topic.	
		16-13	VERY POOR: -does not show knowledge of subject, -non-substantive, -not pertinent, - OR not enough to be evaluated.	
Organization		20-18	EXCELLENT TO VERY GOOD: - fluent expression, - ideas clearly stated/supported, - succinct, -well-organized, -logical sequencing, -cohesive	
		17-14	GOOD TO AVERAGE: - somewhat choppy, -loosely organized but main ideas stand out, -limited support, -logical but incomplete sequencing.	
		13-10	FAIR TO POOR: - non-fluent, - ideas confused or disconnected, -lacks logical sequencing and development	
		9-7	VERY POOR: - does not communicate, - no organization, - OR not enough to be evaluated	
Vocabulary		20-18	EXCELLENT TO VERY GOOD: - sophisticated range, -effective word/idiom choice and usage, -word from mastery, - appropriate register.	
		17-14	GOOD TO AVERAGE: - adequate range, -occasional errors of word/idiom form, choice, usage but meaning not obscured.	
		13-10	FAIR TO POOR: -limited range, - frequent errors of word/idiom form, choice, usage, - meaning confused or obscured.	
		9-7	VERY POOR: - essentially translation, - little knowledge of English vocabulary, idioms, word form – OR not enough to be evaluated.	

<p>Language Use</p>		<p>25-22</p> <p>21-18</p> <p>17-11</p> <p>10-5</p>	<p>EXCELLENT TO VERY GOOD: - effective complex constructions, - few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.</p> <p>GOOD TO AVERAGE: - effective but simple constructions, -minor problems in complex constructions, -several errors of agreement, tense, number, word order/function, articles, pronouns, prepositions but meaning seldom obscured.</p> <p>FAIR TO POOR: - major problems in simple/complex constructions, -frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions and/or fragments, run-ons, deletions, - meaning confused or obscured.</p> <p>VERY POOR: - virtually no mastery of sentence construction rules, - dominated by errors, -does not communicate, - OR not enough to be evaluated.</p>	
<p>Mechanics</p>		<p>5</p> <p>4</p> <p>3</p> <p>2</p>	<p>EXCELLENT TO VERY GOOD: - demonstrates mastery of conventions - few errors of spelling, punctuation, capitalization, paragraphing.</p> <p>GOOD TO AVERAGE: -occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.</p> <p>FAIR TO POOR: - frequent errors of spelling, punctuation, capitalization, paragraphing - poor handwriting - meaning confused or obscured.</p> <p>VERY POOR: - no mastery of conventions -dominated by errors of spelling, punctuation, capitalization, paragraphing. - handwriting illegible - OR not enough to evaluate.</p>	

APPENDIX X
SAMPLES FROM STUDENTS' ESSAYS
(WRITING PROFICIENCY PAPERS)

Write a well-developed EFFECT ESSAY (at least four paragraphs- with minimum two supporting paragraphs) on the following topics. Write at least 250-300 words.

1. An increasing number of people all around the world are now using social networking sites (Facebook, Twitter, WhatsApp, Snapchat, etc.) for different purposes. What are the effects of these social networking sites on our lives? Explain with enough details and examples.
2. Stress, seemingly a normal part of life these days, is now a major problem in many countries around the world. What are the possible effects of stress on our daily lives? Explain with enough details and examples.

Sağlık (kanser), bağımlılık, psikolojik
odaklanma, işkiler, sağlık

The Modern Disease

Developing world and modern people's culture have been bringing some problems into our lives together. Our daily life has speeded up and time we have has shortened. The modern disease which has increased by the new life order is stress. Stress has three main effects on our daily lives.

The first effect of stress is focusing problem. Working - work life people, students or doing a daily activity like driving requires focusing on them. However, stress always occupies people's minds and distracts them. So, people may not get efficiency in their job and even they can have an accident in working areas or while they driving.

The second effect is that people may be addicted to harmful stuffs. Stress affects psychology and people want to escape from that evil effect in their mind and release themselves into space. They get addicted to drugs, alcohol or cigarette to provide that.

The last and the most important effect is that stress gives health problems to people. Cancer risk increases by being stressed according to some researches. Also, like mentioned in the second effect, adding some harmful stuffs due to being stressed, affects people's health badly.

As a conclusion, stress - the modern disease - is a global problem and it affects daily life, psychological health and main health badly. We have to cope with this problem.

to feel free of stress

physical

with

offer a solution!

Write a well-developed EFFECT ESSAY (at least four paragraphs- with minimum two supporting paragraphs) on the following topics. Write at least 250-300 words.

1. An increasing number of people all around the world are now using social networking sites (Facebook, Twitter, WhatsApp, Snapchat, etc.) for different purposes. What are the effects of these social networking sites on our lives? Explain with enough details and examples.
2. Stress, seemingly a normal part of life these days, is now a major problem in many countries around the world. What are the possible effects of stress on our daily lives? Explain with enough details and examples.

How Stress Affects Us

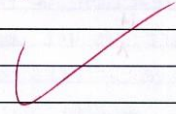
As the life continues, everybody has some responsibilities depending on the circumstances. It's sometimes easy to keep the changes up but is somewhat challenging. This try to overcome the things may make the people stressful which is a commonly known problem these days. Although it is a simple reaction of human body to adapt ^{to} the changes and to be more alert, ^{it} is yet dangerous in high levels as well. Stress has some negative effects on people physically and behaviorally. ✓ T.S

Firstly, stress affects our health and causes some physical problems in long term. Muscular ^{muscular} ache ^{the} result of muscular tension which is a reflex reaction to stress is one of the problems. Muscles tense up until the stress passes and then they release. But if you're constantly under stress muscles don't relax and it causes back and shoulder pain and headache. Moreover, stress may lead to sleep problems. People who ^{have} insomnia can't fall asleep easily and their sleep cycle is not so long during night when they wake up in the morning, they don't feel refreshed. Another ^{other} diseases ^{aches} sleep apnea and sleepwalking are also the results of sleep disorder because of stress. Furthermore, people ^{may have} the respiratory problems a lot. For those who have an asthma, it is hard to breathe ^{when they have} stress. In addition, rapid breathing is the other problem and it may bring on a panic attack.

Secondly, there are obvious behavioral symptoms. Stressful people are pessimistic. They avoid ~~from~~ ^{have a} people and lack of communication. They feel sad, depressed and more vulnerable. These psychological situations reflect to the behaviours.

between the people. They deprive the people of emotion and empathy - the ability to understand and share the feelings of another. - Because of that those people are inclined to commit a suicide, moreover they tend to ^{have a} lack of concentration. It is ^{the} big problem while making a decision ^{about} on important issues and so it is inevitable to make a mistake. Avoiding responsibilities is ^a the major subject which is faced with very often. With the depression, people ^{keep themselves} are away from chores because of feeling frustrated. One may waste all ^{their} day to do a simple thing, if she had begun. It would finish in a new hours. It means being unsystematic and failing. failure

As a conclusion, life brings us many things and duties are getting increased day by day as we get older and older. stress has effects both ~~is~~ physically and behaviorally. However, being stressful is normal if it's controlled, if we take care of us. ourselves



EFFECTS OF SOCIAL NETWORKING SITES ON OUR LIVES

Social networking ^{is} ~~are~~ ^{being} used much more day by day. However, these sites affect our lives in ~~x~~ lots of ways. People can communicate with ~~somebody~~ ^{anybody} who ~~is~~ ^{has} ~~that~~ far away. Also, we can learn the news that happened in the world and we use ~~the~~ these sites for searching. — No ~~these~~ statement!

Firstly, social networking sites ^{enable people} provide to communicate ^{with} lots of people ^{around} for us. For example, we find our old friends on Facebook. and we learn what he/she does ^{and} also where he/she lives. So we can communicate ^{with} old friends. However, we can negotiate with our friends or family as a video talk on Facebook or Skype. Also, we can talk as messaging. Especially, people can meet ~~with~~ somebody who ^{is} in the far ^{places} end of the world. ^{at the} by means of developing social networking sites. Another thing is, ^{that} we can see our friends what ^{our friends} they do ^{are doing} at that moment on Snapchat. For example we use Whatsapp for messaging and calling.

Secondly, we can use social networking sites for receiving news. For example, we can learn an event that happened far away through Facebook or Twitter. Also, we want to search, we can find the information easily by means of internet. When we want to learn something or news, we don't have to watch TV. These are found on Facebook, Twitter and the other sites.

To sum up, people ^{are} use ^{the} networking sites much more day by day. These sites make easier ~~x~~ communicate ^{with} each other ~~and~~ ~~to~~ learn lots of things. Namely, social networking sites affect our lives on several counts.

Write a well-developed EFFECT ESSAY (at least four paragraphs- with minimum two supporting paragraphs) on the following topics. Write at least 250-300 words.

1. An increasing number of people all around the world are now using social networking sites (Facebook, Twitter, WhatsApp, Snapchat, etc.) for different purposes. What are the effects of these social networking sites on our lives? Explain with enough details and examples.
2. Stress, seemingly a normal part of life these days, is now a major problem in many countries around the world. What are the possible effects of stress on our daily lives? Explain with enough details and examples.

Effects of Social Media.

Technology ^{has} changed everything in World. Computers, mobile phones ^{the} and other devices became an important part of our lives. And they inspired people for the inventions of new things, such as ^{the} Internet. Investigation of Internet made us have new things in our lives. The most important one is social media. Social media has several effects on our lives but we can classify them ^{into} two parts: Good effects of social media, Bad effects of social media.

The good effects of social media is about our relations with people ~~people~~ ^{are} who close to us and who ^{are} is from all around the world. For example, today we can communicate with people from different countries or we can communicate with our old friends by using social networking sites. As ~~we~~ said above, we can have friends from all around the world and we can talk to them and share our opinions. It will help us to improve our language skills, or we can learn about their cultures and let them know about theirs. It will help us to know things about other nationalities and It will help us to know about their ideas. It may help us to have a new perspective on life. In addition, we can use social networking sites to communicate with people from our countries. For example: We can communicate with our old friends and we can meet ~~with~~ him/her again or we can communicate with people about our professions or about our educations and we can ask them for something about it or we can ask them something we have trouble ^{with} or we confused about.

The bad effects of social media is ^{one} about our relations too. It ^{has} made us ~~to~~ be able to do so many things about our relations but from another side it ^{has} made us lonely. We started ~~to~~ not ^{to} meet with people face to face. Most of ^{the} people ~~has~~ ^{have} hundreds or thousands of friends on their social network accounts. Maybe they ~~didn't~~ ^{haven't} even meet before. We have those friends. It may show us as a sociable person but the truth is that we aren't. Because connecting with people from internet doesn't mean that you are a sociable person. In addition, we spend most of our time ~~on~~ social networks and we can't even understand the amount of it. It's something like a magic. ~~Magis~~ ^{Magis} that makes us forget about time and forget about everything. That's why we start to have 'problem' with our families and friends. We become the addicts of social networks, and we start to not ^{to} care about our duties and relations. The consequences of it will be bad for us. We started ~~to~~ not ^{to} spend time with people we love and we will suffer ~~about~~ ^{from} it in ^{the} future. We will miss ^{the} ~~spend~~ ^{spend} time with them but we won't be able to catch these years.

In conclusion; Social networks is ^{is} important for our lives but we must be careful about it. We must control ourselves about using it. We mustn't become an addict of it and we must know where to stop using it. But it doesn't mean that we shouldn't use it. We must use it for making good relations, not becoming an unsociable person or addict of it.

✓

APPENDIX XI
TWO SAMPLE EXAMS PREVIOUSLY USED IN TECHNICAL WRITING
COURSE

Write a four-paragraph essay (an introduction, two body paragraphs, and conclusion) to explain the effects and prevention of flu. Use the articles as sources. Use at least four in-text citations. Add a works cited list to the end.

Your essay must have a good thesis statement and support.

Grading	
<i>Thesis statement and outline</i>	_____ <i>out of 20</i>
<i>Topic sentences</i>	_____ <i>out of 20</i>
<i>Supporting details</i>	_____ <i>out of 20</i>
<i>In-text citations</i>	_____ <i>out of 15</i>
<i>Works cited List</i>	_____ <i>out of 15</i>
<i>Orderliness</i>	_____ <i>out of 10</i>
Total	_____

OUTLINE

Thesis: _____

1. _____

a. _____

b. _____

c. _____

2. _____

a. _____

b. _____

c. _____

ARTICLE 1 (TO BE USED FOR CITATIONS)

Worried about the flu? Get a mask

By [Coco Ballantyne](#) on January 26, 2009



You can cut your risk of contracting the flu or other respiratory viruses by as much as 80 percent by wearing a mask over your nose and mouth, according to a new study.

"This is the first clinical trial to show a positive effect of masks on preventing the transmission of respiratory viruses," says Raina MacIntyre, an epidemiologist and head of the School of Public Health and Community Medicine at the University of New South Wales in Sydney, Australia, and lead author of the study published today in *Emerging Infectious Diseases*, the journal of the Centers for Disease Control and Prevention (CDC).

The U.S. has been stockpiling face masks to distribute to people in the event of a deadly bird flu or other viral outbreak, but MacIntyre says that until now clinical evidence that they're effective has been thin. She says this study shows they could limit the spread, which is crucial given that it could take up to six months for scientists to roll out vaccines and drugs targeting the responsible virus.

During the winters of 2006 and 2007, MacIntyre and her team tested the effectiveness of masks on 286 adults (mostly parents) in 143 households in Australia. They split participants into three groups: one in which participants wore surgical masks (used in hospitals), another in which members wore a mask known as a P2 that's specially designed to filter out water droplets containing viruses, and, finally, one in which subjects did not don cover-ups.

All of the participants were initially healthy but at risk for catching viruses from their children, who had documented cases of respiratory illness. The researchers found that, after a week, the non-mask wearers were four times more likely to catch a variety of viruses, including the common cold and flu, than those who wore them properly (meaning they strapped them on whenever they happened to be in the same room as their sick children). The masks appeared to be equally effective.

The U.S. has already stockpiled 51,794,600 surgical masks and 105,873,370 N-95 masks (similar to the P2 variety used in the study), according to CDC spokesperson Von Roebuck. He notes that each state has its own supply, which the feds will augment if necessary.

For those of you who are interested, surgical masks (made of paper) can be purchased at most local pharmacies for less than a buck, while N-95's (a paper/fabric combination) are available at pharmacies or online for as little as six dollars a pop.

Recent reports underscore the fact that avian flu, the bird virus that could potentially mutate to cause a major epidemic in humans, is an ongoing threat. Just today, China announced the H5N1 strain of avian flu claimed its fifth victim there this month -- an 18-year-old man in the southwestern Guangxi province, according to Reuters.

ARTICLE 2 TO BE USED FOR CITATIONS

What is swine flu? U.S. declares public health emergency

By Ivan Oransky on April 26, 2009

U.S. officials declared a public health emergency today over swine flu, now that 20 cases of the illness have been confirmed in the country, with 80 dead and 1,300 infected in Mexico.

Twenty cases—in California, Kansas, New York State and Texas, although none fatal—may not sound like a lot, but the U.S. Centers for Disease Control and Prevention (CDC) acting director Richard Bessertold reporters in Washington, D.C., that is probably just the beginning. “We are seeing more cases of swine flu,” Besser said. “We expect to see more cases of swine flu. As we continue to look for cases, I expect we’re going to find them.”

So what is swine flu? Swine flu "is a respiratory disease of pigs caused by type A influenza viruses that causes regular outbreaks in pigs," according to the CDC. Humans are not usually affected, although such infections can happen. "Swine flu viruses have been reported to spread from person to person, but in the past, this transmission was limited and not sustained beyond three people."

The virus responsible for the current outbreak, however—strain H1N1—is contagious between humans, says the CDC, although it's unclear just how easily that happens. "Flu viruses are spread mainly from person to person through coughing or sneezing of people with influenza," the agency notes in a Q&A. "Sometimes people may become infected by touching something with flu viruses on it and then touching their mouth or nose."

Symptoms of the swine flu are the same as those of other types of flu: fever, cough, sore throat, body aches, headache, chills and fatigue, all of which may be more severe in those who are already sick or have chronic medical conditions. To prevent it, the CDC urges hand washing, plenty of sleep, and drinking plenty of fluids. (You can't get it from pork, if you're wondering, although you may recall that pigs have also now been found to carry "superbugs".)

There is no effective vaccine against swine flu at the moment, but the CDC recommends using Tamiflu (oseltamivir) or Relenza (zanamivir) to treat or prevent it. Tamiflu-maker Roche said today it was ready to deliver three million doses of Tamiflu, which is only available by prescription in the U.S., but typical flu viruses seem to be more and more resistant to the antiviral medication, as we've reported.

In 1976, with the lessons of the 1918 Spanish flu pandemic never far from their minds, U.S. health officials responded to the death of a private at Fort Dix from the swine flu by launching a campaign to vaccinate 220 million Americans against swine flu. The 1976 pandemic never came, leading many, in hindsight, to question the decision to vaccinate, although the 1918 Spanish flu strain was similar and killed a half million people in the U.S. and more than 20 million around the world.

SAMPLE EXAM PREVIOUSLY USED IN TECHNICAL WRITING COURSE

ID number: _____ Name: _____ Signature: _____ Group: _____

Summarize the following essay into one paragraph. No electronic devices are allowed.

Energy Sources: A Dilemma for the Twenty-First Century

All of us have come to expect that reliable sources of energy will be available forever. We drive our cars wherever and whenever we want. When the gas tank gets low, we simply pull into the nearest gas station. At home, whenever we need to change the temperature, prepare food, listen to music, or watch TV, we simply turn on the nearest appliance. What is the source of all this energy that we use so carelessly? In most of the world, energy is created by burning fossil fuels—coal, natural gas, and oil. The problem is that these resources are finite. At our current rate of use, we will be out of petroleum in 30 to 40 years. That means that if you are under the age of 40, the day will probably come when you will not have gasoline for your car or electricity for your appliances. The three most commonly proposed solutions to this worldwide problem are increasing the efficiency of appliances and vehicles, improving conservation efforts, and finding alternative energy sources.

The first solution, improving the efficiency of appliances and vehicles, is something that manufacturers have been working on for two decades. For instance, televisions now use 65 to 75 percent less electricity than they did in the 1970s, refrigerators use 20 to 30 percent less electricity, and cars need less gas to travel more miles. Unfortunately, there are so many more televisions, refrigerators, and cars in the world now that overall consumption continues to rise.

Another solution to the dangerous energy situation is to improve our conservation efforts. For example, all of us must get in the habit of recycling whatever we can. We have to install high-efficiency lightbulbs in our homes and offices and turn off the lights in rooms that we are not using. It would also help if we biked, walked, carpoled, or used public transportation more and used our cars less. Unfortunately, improvements in both conservation and efficiency are only temporary solutions. They extend the useful life of our current fuels, but they do not explain what we will do when these fuels run out.

The best solution, then, is to find alternative sources of energy to meet our future needs. The current leading alternatives to fossil fuels are fusion and solar energy. Fusion is a nuclear reaction that results in an enormous release of energy. It is practically pollution-free and is probably our best long-range option. Unfortunately, it will not be available for at least 20 years. The other possible energy source, solar power, is really the source of all energy, except nuclear, on Earth. When people think of solar energy, they generally think of the many ways that individual homeowners can utilize the power of the sun for heating water and buildings. But solar energy can also be utilized to generate electricity and to purify fuels for automobiles.

It is clear that for us to have sufficient energy resources for the twenty-first century, it will be necessary to pursue the development and encourage the use of alternative energy sources worldwide. If we ignore this problem, what will become of our children? What will life be like for them in the year 2050?

(Source: K. Blanchard, *Ready to Write More*, New York: Addison Wesley Longman, 1997, p. 112)

Example Summary: According to K. Blanchard (“Energy Sources: A Dilemma for the Twenty-First Century” in *Ready to Write More*), the energy sources will be depleted in near future, and there are three proposals to solve the energy problem. First of all, the appliances and engines should use the energy more efficiently. This will save energy. The second solution is being more conscious about conserving energy. This will also prolong the sources of energy. The third solution is finding alternative energy sources. Fusion and solar energy can be exploited. If this issue is not dealt with, the future will be dark (112).

APPENDIX XII
DETAILED VERSION OF THE INTERVIEW CATEGORIES

Table 4.13. *Detailed Version of the Categories of the Participants' Feelings and Reactions with regard to Writing in English*

Frequency					
Categories	Low	Mid	High	Total	Percent
1. Negative feelings and reactions while writing in English	S1, S3, S4, S5, S6	S7, S8, S9, S10, S11, S12	S13, S14, S15, S16, S17, S18	17	94,4%
1.a. The feelings of distress/uneasiness/tension	S4, S5, S6	S7, S10, S11	S13, S15, S16, S17, S18	11	61,1%
1.b. The feelings of anxiety /stress/ panic	S1, S5	S7, S9, S12	S13, S14, S15, S17, S18	10	55,5%
1.b.1. Fear of being evaluated in exams	S1, S5	S8, S11, S12	S13, S14, S15	8	44,4%
1.b.2. Time pressure while writing					
1.b.2.1. Feeling insecure due to the fear of making mistakes	S5	S9, S11, S12	S13, S14, S15, S18	8	44,4%
1.b.3. Feeling under pressure/ Feeling restricted by so many rules	S3		S15, S16, S17, S18	5	27,8%
1.c. Having low self-esteem					
1.c.1. Feeling hopeless and like a failure		S7, S8, S10, S11	S13, S15, S16, S17	8	44,4%
1.c.2. Feeling discouraged due to highly demanding tasks not appropriate for their writing proficiency level	S3, S4, S5		S14, S15, S16, S18	7	38,9%
1.d. Physiological manifestations	S3	S10, S11	S13,14,15,16	7	38,9%
1.e. Not feeling motivated to write in English		S8, S10, S12	S13, S16, S18	6	33,3%
2. Positive feelings and reactions about EFL writing	S1, S2, S3, S4, S5, S6	S7, S9	S15	9	50,0%
2.a. Feeling relaxed and comfortable/no stress	S1, S2, S3, S4, S5, S6	S7, S9		8	44,4 %
2.c. Being highly motivated/enthusiastic to write	S1, S2, S3, S5, S6	S9		6	33,3%
2.d. Feeling safer and focused compared to speaking	S1, S6		S15	3	16,7%

Table 4.14. Detailed Version of the Categories of the Participants' Feelings and Reactions with regard to Writing in Turkish (L1)

Frequency					
Categories	Low	Mid	High	Total	Percent
1. Negative feelings and reactions while writing in L1	S1, S2, S4, S5,	S7, S9, S10, S11, S12	S13, S14, S15, S17, S18	13	72,2%
1.a. The feeling of stress, pressure, tension, panic, confusion					
1.a.1. When being evaluated under a certain time limit	S4, S5	S10, S11	S13, S14, S15, S17	8	44,4 %
1.a.2. When required to write academically in the class environment	S4, S5	S7, S10	S14, S17, S18	7	38,9%
1.b. Uneasiness and nervousness	S1, S2, S5	S11, S12	S13, S14, S17	8	44,4%
1.b.1. Fear of making a mistake in their native language					
1.c. Feeling anxious and uncomfortable	S2, S5	S7, S9	S13, S15	6	33,3%
1.c.1. Not having topic familiarity					
1.d. Boredom and weariness, so not feeling motivated to write					
1.d.1. If the topic is not appealing enough		S7, S9, S10	S13, S15, S16	6	33,3%
1.e. Feeling like a failure and feeling incompetent /Fear of being evaluated by their peers	S1	S7	S12, S13	4	22,2%
1.f. The physiological manifestations of negative feelings		S12	S13, S14, S15	4	22,2%
2. Positive feelings while writing in L1	S3, S4, S6	S7, S8, S9, S10, S11	S15, S16, S17, S18	12	66,7%
2.a. Feeling relaxed /comfortable	S3, S4, S6	S7, S8, S9, S10, S11	S15, S16, S17, S18	12	66,7%
2.b. Feeling successful, and self-confident					
2.b.1. Feeling freer, more focused and more secure because of having a good command of the language	S3, S6	S7, S8, S10, S11	S15, S16, S17, S18	10	55,5 %
2.c. Feeling more motivated and encouraged to write (compared to English)		S7, S8, S9, S10	S15, S16, S17, S18	8	44,4, %

Table 4.15. *Detailed Version of the Categories of How the Students Evaluated Their Writing Performance in English*

Frequency					
Categories	Low	Mid	High	Total	Percent
1. Perceived himself/herself as having a successful writing performance in English	S1, S2, S3, S4, S5, S6	S7, S9, S12	S14, S18	11	61,1%
2. Perceived himself/herself as having an unsuccessful writing performance in English		S8, S10, S11	S13, S15, S16, S17	7	38,9%

Table 4.16. Detailed Version of the Categories with regard to Factors Which Affected the Participants' Writing Performance

Categories	Frequency			Total	Percent
	Low	Mid	High		
1. Positive factors that affected their writing performance	S1, S2, S3, S4, S5, S6	S7, S9		9	44,4%
1.a. Feeling confident/comfortable while writing	S1, S2, S3, S4, S5, S	S7, S9		8	44,4%
1.b. Having a high motivation for English and writing	S1, S2, S4, S5, S6	S7, S9		7	38,9 %
1.b.1. Being willing to improve their English outside the class as well					
1.c. Feeling successful and competent at English					
1.c.1. Being good at organization of the writing tasks and research skills about the topic	S1, S2, S4, S5, S6	S7, S9		7	38,9%
1.d. Positive feedback/support from teachers and peers	S5, S6	S7		3	16,6%
2. Negative factors that affected their writing performance	S1, S3, S5, S6	S8, S9, S11, S12	S13, S14, S15, S16, S17, S18	14	77,7%
2.a. Feeling anxious and stressed due to the obligation to write a task in the class environment	S3, S5	S8, S9, S11	S13, S14, S16, S17, S18	10	55,6%
2.a.1. Writing under time pressure	S3, S5	S8, S9, S11, S12	S13, 14, S17, S18	10	55,6 %
2.a. 2. Lack of topic familiarity and not having the chance to select the topic	S3, S5	S9, S11, S12	S16, S17, S18	8	44,4%
2.b. Fear of being evaluated in exams	S1, S5	S7, S8, S9	S14, S15, S16, S17	9	50,0%
2.c. Not being competent enough at English		S8, S10, S11, S1	S13, S15, S16, S17, S18	9	50,0 %
2.d. Not being competent at organizational skills	S3	S7, S11	S13, S14, S15, S17, S18	8	44,4%
2.e. Having difficulty applying the rules of academic writing	S4, S5, S6		S13, S15, S16, S17, S18	8	44,4%
2.f. Not doing extra writing practice outside the class	S3	S8, S10	S13, S14, S18	6	33,3%
2.g. Lack of motivation to write		S8, S10, S12	S13, S16, S18	6	33,3%
2.h. Insufficient and ineffective writing instruction		S8, S10	S14, S18	4	22,2%
2.i. Incompetence at writing in L1/not having a writing aptitude			S12, S13, S14	3	16,7%

APPENDIX XIII

RESULTS OF THE STATEMENTS IN SLWAI SCALE (ITEM STATISTICS)

Statements	N	M	SD	Answer Choices	f	%
1	107	2,93	1,16	Strongly Disagree	11	10,3
				Disagree	34	31,8
				Not Sure	23	21,5
				Agree	30	28,0
				Strongly Agree	9	8,4
2	107	2,99	1,18	Strongly Disagree	12	11,2
				Disagree	29	27,1
				Not Sure	23	21,5
				Agree	34	31,8
				Strongly Agree	9	8,4
3	107	3,04	1,18	Strongly Disagree	9	8,4
				Disagree	34	31,8
				Not Sure	19	17,8
				Agree	34	31,8
				Strongly Agree	11	10,3
4	107	2,36	1,08	Strongly Disagree	25	23,4
				Disagree	39	36,4
				Not Sure	26	24,3
				Agree	13	12,1
				Strongly Agree	4	3,7
5	107	2,98	1,17	Strongly Disagree	12	11,2
				Disagree	27	25,2
				Not Sure	29	27,1
				Agree	29	27,1
				Strongly Agree	10	9,3
6	107	2,72	1,09	Strongly Disagree	11	10,3
				Disagree	43	40,2
				Not Sure	24	22,4
				Agree	23	21,5
				Strongly Agree	6	5,6

Results of the questions in SLWAI scale (continuing)

Statements	N	M	SD	Answer Choices	f	%
7	107	3,08	1,10	Strongly Disagree	6	5,6
				Disagree	34	31,8
				Not Sure	20	18,7
				Agree	39	36,4
				Strongly Agree	8	7,5
8	107	2,65	1,21	Strongly Disagree	20	18,7
				Disagree	35	32,7
				Not Sure	22	20,6
				Agree	22	20,6
				Strongly Agree	8	7,5
9	107	3,08	1,17	Strongly Disagree	9	8,4
				Disagree	30	28,0
				Not Sure	22	20,6
				Agree	35	32,7
				Strongly Agree	11	10,3
10	107	2,95	1,15	Strongly Disagree	11	10,3
				Disagree	33	30,8
				Not Sure	20	18,7
				Agree	36	33,6
				Strongly Agree	7	6,5
11	107	3,05	1,18	Strongly Disagree	13	12,1
				Disagree	24	22,4
				Not Sure	23	21,5
				Agree	39	36,4
				Strongly Agree	8	7,5
12	107	3,42	1,18	Strongly Disagree	8	7,5
				Disagree	16	15,0
				Not Sure	27	25,2
				Agree	35	32,7
				Strongly Agree	21	19,6

Results of the questions in SLWAI scale (continuing)

Statements	N	M	SD	Answer Choices	f	%
13	107	3,04	1,12	Disagree	22	20,6
				Not Sure	30	28,0
				Agree	36	33,6
				Strongly Agree	7	6,5
				Strongly Disagree	36	33,6
14	107	2,20	1,16	Disagree	37	34,6
				Not Sure	15	14,0
				Agree	15	14,0
				Strongly Agree	4	3,7
				Strongly Disagree	11	10,3
15	107	2,96	1,16	Disagree	31	29,0
				Not Sure	26	24,3
				Agree	29	27,1
				Strongly Agree	10	9,3
				Strongly Disagree	12	11,2
16	107	2,89	1,13	Disagree	30	28,0
				Not Sure	31	29,0
				Agree	26	24,3
				Strongly Agree	8	7,5
				Strongly Disagree	5	4,7
17	107	3,36	1,09	Disagree	21	19,6
				Not Sure	27	25,2
				Agree	39	36,4
				Strongly Agree	15	14,0
				Strongly Disagree	25	23,4
18	107	2,42	1,11	Disagree	36	33,6
				Not Sure	25	23,4
				Agree	18	16,8
				Strongly Agree	3	2,8
				Strongly Disagree	23	21,5
	107	2,52	1,20	Disagree	38	35,5

Results of the questions in SLWAI scale (continuing)

Statements	N	M	SD	Answer Choices	f	%
19				Not Sure	20	18,7
				Agree	19	17,8
				Strongly Agree	7	6,5
20	107	2,75	1,26	Strongly Disagree	21	19,6
				Disagree	30	28,0
				Not Sure	19	17,8
				Agree	29	27,1
				Strongly Agree	8	7,5
21	107	2,99	1,13	Strongly Disagree	9	8,4
				Disagree	30	28,0
				Not Sure	32	29,9
				Agree	25	23,4
				Strongly Agree	11	10,3
22	107	2,40	1,04	Strongly Disagree	20	18,7
				Disagree	44	41,1
				Not Sure	27	25,2
				Agree	12	11,2
				Strongly Agree	4	3,7

Note: N = number, M = mean, SD = standard deviation, f= frequency

APPENDIX XIV

RESULTS OF THE STATEMENTS IN WAS L1 SCALE (ITEM STATISTICS)

Statements	N	M	SD	Answer Choices	f	%
1	106	2,53	1,03	Strongly Disagree	12	11,2
				Disagree	52	48,6
				Not Sure	20	18,7
				Agree	18	16,8
				Strongly Agree	4	3,7
2	107	2,28	1,03	Strongly Disagree	22	20,6
				Disagree	52	48,6
				Not Sure	18	16,8
				Agree	11	10,3
				Strongly Agree	4	3,7
3	107	2,46	1,14	Strongly Disagree	22	20,6
				Disagree	44	41,1
				Not Sure	15	14,0
				Agree	22	20,6
				Strongly Agree	4	3,7
4	107	2,41	1,17	Strongly Disagree	23	21,5
				Disagree	48	44,9
				Not Sure	11	10,3
				Agree	19	17,8
				Strongly Agree	6	5,6
5	107	2,77	1,09	Strongly Disagree	10	9,3
				Disagree	41	38,3
				Not Sure	27	25,2
				Agree	22	20,6
				Strongly Agree	7	6,5
6	107	3,62	0,98	Strongly Disagree	5	4,7
				Disagree	10	9,3
				Not Sure	19	17,8
				Agree	60	56,1
				Strongly Agree	13	12,1

Results of the questions in WASLI scale (continuing)

Statements	N	M	SD	Answer Choices	f	%
7	107	2,79	1,06	Strongly Disagree	12	11,2
				Disagree	34	31,8
				Not Sure	30	28,0
				Agree	27	25,2
				Strongly Agree	4	3,7
8	107	2,93	1,23	Strongly Disagree	12	11,2
				Disagree	35	32,7
				Not Sure	22	20,6
				Agree	25	23,4
				Strongly Agree	13	12,1
9	107	2,52	0,99	Strongly Disagree	13	12,1
				Disagree	48	44,9
				Not Sure	26	24,3
				Agree	17	15,9
				Strongly Agree	3	2,8
10	107	2,98	1,14	Strongly Disagree	11	10,3
				Disagree	29	27,1
				Not Sure	26	24,3
				Agree	33	30,8
				Strongly Agree	8	7,5
11	107	1,90	0,79	Strongly Disagree	34	31,8
				Disagree	55	51,4
				Not Sure	13	12,1
				Agree	5	4,7
				Strongly Agree	0	0
12	107	2,05	0,99	Strongly Disagree	34	31,8
				Disagree	48	44,9
				Not Sure	13	12,1
				Agree	10	9,3
				Strongly Agree	2	1,9
				Strongly Disagree	12	11,2

Results of the questions in WAS L1 scale (continuing)

Statements	N	M	SD	Answer Choices	f	%
13	107	2,93	1,17	Disagree	34	31,8
				Not Sure	18	16,8
				Agree	36	33,6
				Strongly Agree	7	6,5
				Strongly Disagree	31	29,0
14	107	2,11	0,95	Disagree	45	42,1
				Not Sure	19	17,8
				Agree	12	11,2
				Strongly Agree	0	0
				Strongly Disagree	29	27,1
15	107	2,36	1,18	Disagree	38	35,5
				Not Sure	17	15,9
				Agree	18	16,8
				Strongly Agree	5	4,7
				Strongly Disagree	38	35,5
16	107	1,97	0,99	Disagree	48	44,9
				Not Sure	9	8,4
				Agree	10	9,3
				Strongly Agree	2	1,9
				Strongly Disagree	14	13,1
17	107	2,83	1,18	Disagree	33	30,8
				Not Sure	26	24,3
				Agree	25	23,4
				Strongly Agree	9	8,4
				Strongly Disagree	14	13,1
18	107	2,16	0,97	Disagree	50	46,7
				Not Sure	18	16,8
				Agree	10	9,3
				Strongly Agree	2	1,9
				Strongly Disagree	27	25,2
	107	2,26	1,03	Strongly Disagree	23	21,5
				Disagree	53	49,5

Results of the questions in WAS L1 scale (continuing)

Statements	N	M	SD	Answer Choices	f	%
19				Not Sure	14	13,1
				Agree	14	13,1
				Strongly Agree	3	2,8
20	107	2,10	0,95	Strongly Disagree	30	28,0
				Disagree	47	43,9
				Not Sure	21	19,6
				Agree	7	6,5
				Strongly Agree	2	1,9
21	107	2,39	1,04	Strongly Disagree	24	22,4
				Disagree	36	33,6
				Not Sure	30	28,0
				Agree	15	14,0
				Strongly Agree	2	1,9
22	107	2,84	1,02	Strongly Disagree	8	7,5
				Disagree	36	33,6
				Not Sure	33	30,8
				Agree	25	23,4
				Strongly Agree	5	4,7
23	107	2,65	1,13	Strongly Disagree	15	14,0
				Disagree	40	37,4
				Not Sure	26	24,3
				Agree	19	17,8
				Strongly Agree	7	6,5
24	107	2,18	1,01	Strongly Disagree	29	27,1
				Disagree	44	41,1
				Not Sure	23	21,5
				Agree	8	7,5
				Strongly Agree	3	2,8
25	107	2,39	1,11	Strongly Disagree	23	21,5
				Disagree	45	42,1

Results of the questions in WASLI scale (continuing)

Statements	N	M	SD	Answer Choices	f	%
				Not Sure	17	15,9
				Agree	18	16,8
				Strongly Agree	4	3,7
				Strongly Disagree	15	14,0
26	107	2,79	1,19	Disagree	35	32,7
				Not Sure	22	20,6
				Agree	27	25,2
				Strongly Agree	8	7,5
				Strongly Disagree	38	35,5
27	107	2,07	1,08	Disagree	42	39,3
				Not Sure	12	11,2
				Agree	12	11,2
				Strongly Agree	3	2,8
				Strongly Disagree	13	12,1
28	107	2,88	1,17	Disagree	33	30,8
				Not Sure	23	21,5
				Agree	30	28,0
				Strongly Agree	8	7,5
				Strongly Disagree	14	13,1
29	107	2,66	1,05	Disagree	37	34,6
				Not Sure	30	28,0
				Agree	23	21,5
				Strongly Agree	3	2,8
				Strongly Disagree	15	14,0
30	107	2,64	1,16	Disagree	46	43,0
				Not Sure	16	15,0
				Agree	23	21,5
				Strongly Disagree	32	29,9
31	107	2,04	0,93	Disagree	50	46,7
				Not Sure	15	14,0
				Agree	9	8,4

Results of the questions in WAS L1 scale (continuing)

Statements	N	M	SD	Answer Choices	f	%
				Strongly Agree	1	,9
32	107	3,24	1,13	Strongly Disagree	9	8,4
				Disagree	20	18,7
				Not Sure	25	23,4
				Agree	42	39,3
				Strongly Agree	11	10,3
33	107	3,35	1,06	Strongly Disagree	5	4,7
				Disagree	19	17,8
				Not Sure	31	29,0
				Agree	38	35,5
				Strongly Agree	14	13,1
34	107	2,86	1,09	Strongly Disagree	12	11,2
				Disagree	31	29,0
				Not Sure	28	26,2
				Agree	32	29,9
				Strongly Agree	4	3,7
35	107	2,68	1,23	Strongly Disagree	16	15,0
				Disagree	42	39,3
				Not Sure	22	20,6
				Agree	14	13,1
				Strongly Agree	13	12,1

Note: N = number, M = mean, SD = standard deviation, f= frequency

APPENDIX XV

RELIABILITY STATISTICS OF THE SCALES AND WRITING GRADES

Reliability Coefficient for SLWAI

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,901	,900	22

Cronbach Alpha Value for Writing Anxiety Scale in L1 (WASL1)

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
,947	,947	35

Intra-class Correlation Coefficient of the Writing Proficiency Grades

Intra-class Correlation Coefficient

	Intra-class Correlation^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	,932 ^a	,866	,966	28,417	31	31	,000
Average Measures	,965 ^c	,928	,983	28,417	31	31	,000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. The estimator is the same, whether the interaction effect is present or not.
- b. Type A intra-class correlation coefficients using an absolute agreement definition.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.

Intra-class Correlation Coefficient of the Writing Performance Grades

Intraclass Correlation Coefficient

	Intraclass Correlation^b	95% Confidence Interval		F Test with True Value 0			
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single Measures	,951 ^a	,899	,976	39,639	29	29	,000
Average Measures	,975 ^c	,947	,988	39,639	29	29	,000

Two-way mixed effects model where people effects are random and measures effects are fixed.

- a. The estimator is the same, whether the interaction effect is present or not.
- b. Type C intraclass correlation coefficients using a consistency definition-the between-measure variance is excluded from the denominator variance.
- c. This estimate is computed assuming the interaction effect is absent, because it is not estimable otherwise.