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RELATIONSHIP BETWEEN EFL STUDENTS' WRITING ANXIETY AND THEIR ACHIEVEMENT IN EFL CONTEXT

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ÖZET

Yazma işi, yabancı dil olarak İngilizce (YDİ) öğrenen öğrenciler için kritik bir öneme sahiptir. Ancak, YDİ öğrencileri yabancı dilde yazarken kaygı yaşayabilir ve bu da performansı, motivasyonu ve öz yeterliliği etkileyebilir. Bu çalışma, YDİ öğrencilerinde yazma kaygısı ve başarı arasındaki ilişkiyi incelemektedir. Bu çalışmada, Türkiye'deki bir devlet üniversitesinin Yabancı Diller Yüksekokulu'nda öğrenim gören, yaşları 18 ile 34 arasında değişen ve yaş ortalaması 21,23 olan 118 erkek ve 193 kadın olmak üzere toplam 311 öğrencinin katılımıyla gerçekleştirilen anketin sonuçları analiz edilmiştir. İkinci Dilde Yazma Kaygısı Envanteri (İDYKE) (Cheng, 2004) ölçeğine göre her biri farklı disiplinlerde öğrenim görecek olan İngilizce Hazırlık Sınıfı öğrencilerinin 198'i zorunlu hazırlık öğrencisi, 113'ü ise isteğe bağlı öğrencidir. Katılımcıların %78,5'i İngilizce yeterlilik düzeylerinin başlangıç ile orta arasında olduğunu belirtirken, %70,5'i İngilizce yazma becerilerinin çok zayıf ile orta arasında olduğunu belirtmiştir. Katılımcı öğrencilerden değerlendirmeleri istenen 22 ifadeden oluşan araştırma anketimize verilen cevapların güvenilirlik analizi 0,920 olup, buna göre yüksek derecede

güvenilirdir. Anketimize katılan öğrencilerin %74,9'unun en son girdikleri yazma sınavından 'başarılı' not aldıkları görülmüştür. Cinsiyet ayrımı gözetmeksizin tüm katılımcılar değerlendirildiğinde somatik kaygı puan ortalamasının en yüksek, bilişsel kaygı puan ortalamasının ise en düşük olduğu görülmüştür. Araştırmaya katılan hazırlık sınıfı öğrencilerinin İngilizce yeterlilik düzeyleri ve kaygı puan ortalamaları incelendiğinde, İngilizce yeterlilik düzeyleri arttıkça tüm kaygı puan ortalamalarının düştüğü tespit edilmiştir. Anketimizin ana hipotezini oluşturan kaygı ve başarı arasındaki ilişki incelendiğinde ise başarısız öğrencilerin tüm kaygı puan ortalamalarının başarılı öğrencilere göre daha yüksek olduğu görülmüştür. Bu analiz doğrultusunda, çalışmamızın sonucunda, kaygının başarı üzerinde olumsuz bir etkiye sahip olduğu söylenebilir.

Anahtar Kelimeler: *Yazma kaygısı*, *Yazma Başarısı*, *Yabancı Dil Olarak İngilizce (YDİ).*

ABSTRACT

Writing affair is critical for students learning English as a foreign language (EFL). However, EFL students may experience anxiety when writing in a foreign language, which can impact performance, motivation, and self-efficacy. This study examines the relationship between writing anxiety and achievement in EFL students. In this study, we analyzed the results of the survey conducted with the participation of 311 students, 118 males and 193 females, ranging in age from 18 to 34, with an average age of 21.23, studying at the School of Foreign Languages of a state university in Turkey. According to the Second Language Writing Anxiety Inventory (SLWAI) (Cheng, 2004) scale, 198 of the English Preparatory Class students, each of whom will study in different disciplines, are mandatory preparatory students, while 113 are optional students. While 78.5% of the participants stated that their English proficiency level was between beginner and intermediate, 70.5% of them stated that their English writing skills were between very poor and intermediate. The reliability analysis of the answers given to our research questionnaire, which consists of 22 statements that the participating students were asked to evaluate, is 0.920, and accordingly, it is highly reliable. It was observed that 74.9% of

the students who participated in our survey received a successful grade in their most recent writing exam. When all participants, regardless of gender, were evaluated, it was observed that the somatic anxiety score mean was the highest and the cognitive anxiety score mean was the lowest. When the English proficiency levels and anxiety score means of the preparatory class students participating in the study were analyzed, it was found that all anxiety score means decreased as the English proficiency levels increased. When the relationship between anxiety and achievement, which constituted the main hypothesis of our questionnaire, was analyzed, it was seen that all anxiety score means of unsuccessful students were higher than those of successful students. In line with this analysis, as a result of our study, it can be said that anxiety has a negative effect on achievement.

Key words: *Writing Anxiety*, *Writing Achievement*, *English as a Foreign Language (EFL).*

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LIST OF ABBREVIATIONS

ANOVA   : Analysis of Variance

CSAQ   : The Cognitive- Somatic Anxiety Questionnaire

EFL   : English as a Foreign Language

f   : frequency

FLA   : Foreign Language Anxiety

FLCA   : Foreign Language Classroom Anxiety

FLCAS   : Foreign Language Classroom Anxiety Scale

FLWA   : Foreign Language Writing Anxiety

L1   : First Language

L2   : Second/ Foreign Language

m   : Mean

n   : Number of the Students in the Sample

SLWA   : Second Language Writing Anxiety

SLWAI   : Second Language Writing Anxiety Inventory

SPSS   : Statistical Package for the Social Sciences

STAI   : The State-Trait Anxiety Inventory

WA   : Writing Anxiety

WAT   : Writing Apprehension Test

WES   : Worry-Emotionality Scale

p   : Degree of Significance

s   : Standard Deviation

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CHAPTER 1

INTRODUCTION

1.1. General Information about the Study

Anxiety, defined as 'the feeling of being very worried' as a lexical meaning according to the Cambridge Dictionary (Cambridge Dictionary, 2023), is a humanitarian concept that emerges naturally during the language learning process, like many stages in life. It is a complicated phenomenon that can have a significant impact on aspects of the learning process (Daud and Kassim, 2016). It can interfere with attention, memory, and problem-solving skills, which may lead to poor academic performance. Furthermore, anxiety can negatively affect motivation and self-efficacy, which play a critical role in the language learning process.

On the other hand, anxiety may have a significant and dramatic impact on language abilities, which are among the cornerstones of the language learning process, and hence on writing skills. At this juncture, writing anxiety is defined in the literature as anxiety produced by factors such as a lack of writing abilities, uncorrected mistakes, and a fear of being assessed poorly as a result of writing. Writing anxiety, specifically, refers to a state of unease or nervousness that arises when an individual embarks on a writing task. This anxiety is often traited to a host of elements, covering a lack of confidence in one's writing ability, a fear of failure, or pressure to produce high-quality work.

Writing is an essential skill for language learners, especially those receiving education in an EFL context. However, many EFL students experience anxiety when writing in English, which can negatively impact their ability to develop their writing skills and achieve academic success. At the same time, writing anxiety is a complex phenomenon that can be influenced by a variety of factors, including cultural and linguistic differences, a lack of confidence, the fear of making mistakes, and negative evaluation (Aydin, 2008).

Research has shown that writing anxiety can have a significant impact on academic achievement, particularly in the EFL context. Students who experience high levels of writing anxiety may struggle to complete writing assignments, avoid writing tasks, and perform poorly on writing assessments. In contrast, students who are more confident and less anxious when writing tend to achieve higher grades and develop stronger writing skills (Hassan, 2001).

Despite the importance of writing anxiety in the EFL context, there is still much to be learned about its causes, effects, and potential solutions. Researchers are working to identify effective strategies for reducing writing anxiety and improving EFL students' writing skills. By gaining an improved comprehension of the relationship between writing anxiety and academic achievement, research shows that educators can make an effort to create more effective writing instruction and support for EFL students in more understandable contexts and in a less stressful learning environment by means of effective communication (Aydin, 2008).

After researchers' findings of the reasons and effects of EFL students' writing anxiety, studies show that writing anxiety is influenced by factors such as prior writing experiences, perceived writing ability, attitudes toward writing, and cultural and linguistic backgrounds. Writing anxiety can lead to negative outcomes such as lower grades, decreased motivation, and a lack of confidence. It can also have long-term consequences, such as avoiding writing tasks. At this point, the role of educators and teachers in helping their students deal with anxiety is undeniably important. It is vital that students are not demoralized or judged; on the contrary, they should be treated in line with their requirements and expectations in their writing process (Rezaei and Jafari, 2014).

Writing anxiety can lead to procrastination, writer's block, and an inability to complete writing tasks. People who experience writing anxiety may feel overwhelmed, stressed, or frustrated when they sit down to write. These negative emotions can interfere with the writing process and make it difficult to produce quality work. Writing anxiety can be especially

challenging for students who are required to complete writing assignments as part of their coursework. Writing, which cannot be said to be easy even in the first language, can be even more challenging in second and foreign languages. Then the difficulties are also more difficult in second and foreign languages (Ekmekci, 2018). In this study, writing anxiety will be investigated more in the context of a foreing language setting. English as a foreign language (EFL) students often experience writing anxiety, which is a feeling of fear or apprehension while writing in a foreign language. Writing anxiety can affect EFL students' writing performance, motivation, self-efficacy and even self-esteem.

On the other hand, this study is a presentation of how possible it is for students and learners of English as a foreign language to write in a limited time by combining the right words with the right structures, by trying to write in a logical plane, by coping with panic, by dealing with the fear of being misunderstood about what the students and the learners want to explain, and with the anxiety about being criticized and ridiculed for what they have written. The relationship between EFL students' writing anxiety and their achievement is a vital research area with significant implications for educators and students. By studying the reasons and results of writing anxiety and implementing effective strategies, educators can help EFL students achieve academic success and develop the confidence and skills needed to succeed in and out of the classroom.

1.2. General Outline of the Study

In this part, the purpose, significance, constraints of the thesis, and descriptions of the terms are presented.

1.3. Purpose of the Study

The essence target of our thesis is to inspect the connection between writing anxiety in English as a foreign language and the achievement of language learners. The essence of the

study is the connections between anxiety and anxiety levels, which are the basis of perceptions that have a devastating effect on English writing performance due to external factors, together with the negative perception that develops spontaneously, and writing proficiency.

The major goal of this research is to look at the link between writing anxiety and academic achievement among EFL students in an EFL context. The study could aim to determine whether there is a correlation between the level of writing anxiety experienced by EFL students and their academic accomplishment in EFL courses.

1.4. Significance of the Study

The most striking significance of the current study is the possibility of facilitating language learning by determining the anxiety levels of the students and taking an attitude towards reducing their anxiety through the findings obtained in line with the data collected from the questionnaire study in which English university preparatory students participated with the Second Language Writing Anxiety Inventory (SLWAI) included in the study. According to the anxiety scale applied, it can be analyzed whether there is such an anxiety in reality or not, and in which situations this anxiety is higher, what can be the suggestions against anxiety, and the ways to provide the necessary circumstances to reduce and even eliminate anxiety.

1.5. Research Questions

Three clear research questions that reflect the purpose of our study and can be answered with appropriate data and information are as follows:

1) Which type of anxiety is predominant among EFL students in EFL setting?

2) Is there a connection between EFL students' writing anxiety and their achievement in EFL context?

3) Which type of anxiety affects EFL students' writing achievement the most in the EFL context?

1.6. Assumptions of the Study

The assumptions of the study are that there is a relationship between EFL students' writing anxiety and their achievement in an EFL context. It is assumed that high levels of writing anxiety negatively affect EFL students' writing achievement, while low levels of writing anxiety positively affect their achievement. Additionally, it is assumed that other factors such as gender, age, and writing ability may influence the relationship between writing anxiety and achievement. The study assumes that the research instruments used to measure writing anxiety and achievement are valid and reliable, and that the student sample is representative of the EFL student population. Finally, it is assumed that the data collected from the research instruments is accurate and unbiased and that the statistical methods used to analyze the data are appropriate and valid.

1.7. Limitations of the Study

In general sense, difficulty in accessing data, insufficient exemplifications, and a lack of method applications may be regarded as limitations of a study. In this study, the possible limitation can be regarded as the fact that the research was applied via a restricted quantity of students in a limited amount of time to complete the questionnaire. In fact, in order to carry out the questionnaire SLWAI for the students of the School of Foreign Languages, the necessary permissions were obtained from the state university, and the questionnaire was delivered to the advisor teachers of each department and distributed to all students. However, the number of students participating in the survey was limited to 311.

Although the statistical program SPSS used for the analysis of the survey data is highly reliable, consistent, and comprehensive, it may not be clear how serious the students were in

filling out the questionnaire. In addition, the fact that final exams were held at the same time as the poll was given to the participants may have reduced the participation rate and caused them to read the statements of the questionnaire cursorily.

1.8. Definition of Terms

Throughout the current study, it has been referred to by the following terms.

Writing: Writing is defined as the activity or skill of writing; the activity of creating pieces of written work, such as stories, poems, or articles in the Cambridge Dictionary (Cambridge Dictionary, 2023).

Writing skills: This phrase refers to specific abilities that help writers reveal their thoughts by using words in a logical form and transferring the message.

English as a Foreign Language (EFL): The Cambridge Dictionary defines it as an acronym for English as a Foreign Language: the teaching of English to students whose first language is not English. In more descriptive words, EFL is on the carpet in countries where English is not used in the normal course of daily life. That is, English is generally learned at schools in a non-English speaking region. Despite their English education at school, learners may also be less motivated because they do not have much exposure to English outside of the classroom (Cambridge Dictionary, 2023).

Anxiety: Anxiety is a feeling of worry or nervousness about something with an ambiguous outcome. It can be defined as an emotion that leads to physical and mental changes such as a nervous mood, anxious thinking, and increased blood pressure. Individuals with anxiety may have recurrent intrusive thoughts and worries, and it is highly likely that they avoid certain situations because of these concerns.

Language Anxiety: Language anxiety is a psychological condition that affects those learning or using a second language, causing fear, stress, or panic when speaking, listening, or writing.

It can be caused by an uncertainty, perfectionism, or the complexity of the language. Symptoms include avoidance of language activities, difficulty in communicating, and negative self-talk.

Writing Anxiety: Writing anxiety is a psychological situation having an impact on writers and is characterized by fear, stress, or panic when writing. It can be caused by a lack of confidence, a fear of failure or criticism, or a feeling overwhelmed. Symptoms include procrastination, perfectionism, self-doubt, and difficulty in concentrating.

Second Language Writing Anxiety (SLWA): Second Language Writing Anxiety (SLWA) is a type of anxiety experienced by individuals who learn to write in a non-native language. SLWA is a complex phenomenon that can be influenced by a number of components, covering the individual's language proficiency, cultural background, and educational experiences. SLWA can manifest in a number of ways, including fear of making mistakes, a lack of confidence in one's writing abilities, and difficulty in generating ideas. SLWA can impact an individual's writing performance, leading to avoidance behavior, procrastination, and writer's block. It can also lead to pessimistic feelings such as frustration, anxiety, and stress.

Furthermore, SLWA can be managed through a variety of strategies, including setting realistic goals, breaking tasks into smaller steps, seeking feedback, and engaging in self-reflection. It is important to recognize that SLWA is a normal experience for many second language learners and that it is possible to improve one's writing skills through practice and feedback.

Foreign Language Writing Anxiety (FLWA): Foreign Language Writing Anxiety is a type of anxiety that occurs when a person is required to write in a language that is not their first language. It can be caused by a lack of confidence in one's ability to write in a foreign language, a fear of making mistakes, or a fear of being judged by others. To reduce foreign language writing anxiety, it is significant to practice writing in the foreign language as much as possible,

seek feedback from others, and try to focus rather than the final product. Foreign Language Writing Anxiety is a psychological condition in which a person experiences anxiety or fear when required to write in a language that is not their first language. It can lead to negative consequences such as reduced motivation, decreased performance, and avoidance of writing tasks.

Writing Achievement: Writing achievement is the level of success or accomplishment that a writer has attained in their writing. It can be measured by a variety of factors, such as writing quality, publications, recognition, and impact. It is influenced by talent, skill, hard work, persistence, opportunity, and even luck.

Writer's block: Writer's block is when a writer cannot produce written content due to factors like lack of inspiration, fear of failure, stress, or distractions. It can be frustrating and prevent writers from meeting deadlines, achieving goals, or expressing themselves. Strategies to overcome writer's block include taking a break, changing the writing environment, brainstorming, or seeking feedback.

1.9. The Scope of the Study

The scope of the thesis survey is to evaluate the connection between EFL students' writing anxiety and their achievement in the EFL context. The study will focus on students who are learning English as a foreign language and explore how their writing anxiety affects their academic performance. The study will examine the different types of writing anxiety experienced by EFL students and how these anxieties have an impact on their writing skills. The research will also investigate the strategies that EFL students use to manage their writing anxiety, and how these strategies affect their academic performance. The results of this study will contribute to our understanding of the relationship between writing anxiety and academic achievement in the EFL context and may provide insights into how to improve EFL students'

writing skills. In general terms, the current study includes a literature review and parts of a methodology for the sake of this cause. After a comprehensive overview, a conclusion and some suggestions for researchers, practitioners, educators, teachers, and even students are to be presented at the last phase.

CHAPTER 2

LITERATURE REVIEW

2.1. Writing and Writing Skills

Writing is an indispensable tool and the main process for interaction and self-individuality. It enables us to express our way of thinking, opinions, and feelings to others, while also facilitating the organization and clarification of our own thinking. Then, it can be stated that it is a potent means of self-reflection and personal development. It can be put into practice in terms of its various forms such as informative, persuasive, and imaginative writing (Applebee, 1986).

In numerous professional and academic settings, writing is a critical skill for conveying information and the meaning of information, making arguments, and communicating messages to readers through written language. It requires a deep understanding and a profound comprehension of the essential systems of a language, including grammar, punctuation, syntax, lexicon, accurate spelling, and formatting.

Besides, writing takes many forms, such as essays, stories, reports, and emails, and serves a variety of purposes, including communication, information, persuasion, and entertainment. Being regarded as a critical skill for success in academic, professional, and personal contexts, it involves several stages such as prewriting, drafting, revising, editing, and publishing, and it entails creativity, critical thinking, attention to detail, and an awareness of the conventions and expectations of different genres and backgrounds. At this point, it is clear that writing skills pertain to the ability to write clearly and efficiently. A proficient writer can communicate their message to the reader effectively, without using excessive language and by means of an understandable style. Writing skills encompass more than just the act of writing itself. Some affairs such as research, preparation and outlining, editing, proofreading, grammar

and spelling, and structuring are all essential elements of the writing process (Kaplan, 2023). As can be seen, there is an undeniable relationship between writing and writing skills. At this juncture, writing competence can be mentioned as the benefit that the strong connection between writing and writing skills brings with it.

2.1.1. Writing Competence

Writing competence generally refers to an individual's ability to produce appropriate written texts for a given audience with a certain purpose and in a specific context. Writing competence encompasses a range of skills, covering the ability to generate and organize ideas, use proper grammar and vocabulary, and structure written texts effectively. Furthermore, writing competence is necessary for academic and professional success, as it is required in many fields. The development of writing competence is influenced by various factors, including education, language proficiency, and exposure to different types of writing. Our study explores the relationship between EFL students' writing anxiety and their writing achievement, which is closely related to writing competence since it addresses one of the factors that contribute to the development of writing competence. Writing anxiety can negatively impact a student's ability to produce and arrange ideas, benefit from appropriate grammar and vocabulary, and configure written text effectively, which are all skills that are important for writing competence. By searching for the relationship between writing anxiety and writing achievement, this study will contribute to our understanding of the challenges faced by EFL learners in developing their writing competence and revealing their writing performances.

2.1.2. Academic Writing

Academic writing is a formal, objective type of writing used in academic settings to communicate research findings, theories, arguments, and ideas. It requires a specific format and is expected to be well-researched, organized, and free of errors. It is essential for communicating new ideas, research findings, and theories and involves specialized terminology

and concepts. Academic writing requires critical thinking, research skills, and effective communication and uses evidence to support arguments and claims.

In this sense, it can be stated that good writing skills are essential for academic writing. Academic writing requires a high level of proficiency in grammar, spelling, and punctuation, as well as the ability to write clearly and concisely. It also requires the skill to organize and offer data in a logical and coherent manner. Strong writing skills are also necessary for effectively communicating research findings, theories, and ideas to the academic community. Overall, good writing skills are crucial for success in academic writing.

Additionally, in order to understand writing anxiety, which will be discussed in depth throughout the present study, it would be the best step to first divide this noun phrase writing anxiety into two parts and start analyzing it in the categories of writing and anxiety in order to make sense of the information provided.

2.2. Anxiety

Anxiety is a distinct human reaction to a perceived threat that involves biochemical alterations, past experiences, and the social environment. Unlike animals' way to feel fear, humans use their minds and creativity to go backwards and forwards in time, making anxiety more complex. Expectation of future events is a vital factor in anxiety, and it is essential to differentiate between anxiety as a feeling and anxiety as a psychiatric diagnosis. Anxiety is often a symptom of other psychiatric disorders (Cognitive Anxiety, 2023).

Anxiety is both a physical and mental response directly related to worry, fear, stress, and panic. In general terms, it can be described as a sense of intense anxiety and panic arising from a particular distressing situation, event, or mass of negative thoughts. This feeling can reach such high levels that it can cause the person experiencing anxiety not to fulfill daily tasks and negatively affect the quality of life. Moreover, it may not only limit but also prevent the

person's school or work life, success and performance at school or work, communication with other people, and all other social interactions.

This feeling of anxiety does not only damage one's connection and relationship with the outside world. At this point, it is an undeniable reality that the real destructive effect of anxiety can cause serious wounds in the person's bond with himself or herself. Although anxiety is actually a very general concept as a definition, it can become more subjective in the process of experiencing it. When anxiety becomes chronic in a person's life, it can lead to anxiety disorders, depression, panic attacks, sleep disorders, heart palpitations, and even cardiac arrhythmias. In other words, it is obvious that anxiety can be regarded as an endless phenomenon and a pervasive variable after being the subject of various studies in different branches in the context of meaning, concept, comprehension, and experience.

In the simplest terms, anxiety is 'the state of being very anxious, fearful, in fear, inquisitive, worried' (Cambridge Dictionary, 2023). Following this lexical definition of Cambridge publications, when we continue to examine the word anxiety in terms of etymology; from the Latin word anxietatem (nominative anxietas) 'anguish, worry, anxiety' , from the word 'anxius' 'restless, troubled mind', it means 'anxiety caused by danger, misfortune, or error, uneasiness of mind about an uncertainty, restless fear of some evil'. While 'angsumnes' was used for anxiety and distress in Old English, 'anxumnesse' had the same meaning in Middle English. In the 1660s, it was mostly evaluated in the pathological context, that is, within the science of diseases, while its existence in the modern psychiatric field dates back to 1904 (Online Etymology Dictionary, 2023).

The growing influence of the word anxiety and its impact have also been reflected in literature. For example, the English poet and critic Wystan Hugh Auden, who had a great impact on the poetry of the 20th century, wrote in his 1948 Pulitzer Prize-winning long poem The Age of Anxiety (Poetry Foundation, 2023).

As Endler and Kocovski pointed out in their research, the identification The Age of Anxiety was considered appropriate for this century by poets, writers, musicians, and psychologists of the 20th century, including Camus, Leonard Bernstein, Rollo May as well as Auden. It was recognised and accepted by these literary and scientific figures that the concept of anxiety is intricately intertwined with the concepts of personality that embody all other notions of the self. For the 20th century, this idea is accepted, but considering the increasing confusion and uncertainties of today's society, it may be reasonable to say that the Age of Anxiety is a longer-term and deep-rooted period (Endler and Kocovski, 2001).

As Endler and Kocovski highlighted, although anxiety has a long history, it has a short past. In addition to this background, there have been many definitions and classifications. The concept of anxiety, which first emerged in the Classical Greek Period, is found in the hieroglyphics of the Ancient Egyptian period in the development process in this conceptual sense until the concept of fear, which is the continuation of anxiety. In this whole process, the development momentum of the concept of anxiety has progressed in conjunction with the perception of self and self-awareness in Western philosophy. Anxiety is influenced by cultural factors, and the perception and understanding of anxiety can vary across different cultures. Therefore, the experience of anxiety is not only dependent on situational factors but can also be shaped by cultural factors (Endler and Kocovski, 2001).

From the point of view of Aubrey Lewis, the psychiatrist who had the biggest impact after the Second World War (Jones, 2003), anxiety is a complex emotion that can be defined in different ways according to cultural and individual factors, as stated in the previous paragraph. It can be experienced as a subjective emotional state that is closely related to fear and can manifest in both psychological and physical symptoms. Furthermore, anxiety can be viewed as a characteristic, a situation, a trigger, feedback, an instinct, and a motivation. The multifaceted nature of anxiety highlights the importance of understanding its different dimensions in order

to provide effective treatment and support for individuals experiencing this emotion (Lewis, 1970).

In the same way, Spielberger described anxiety as having increasingly gained importance in modern life and having a significant impact on people's culture. Anxiety can be discussed and portrayed in various forms of art, science, religion, and literature. It is widespread and is being recognized and addressed in many different ways. At the same time, anxiety is a complex emotion that can arise from a variety of factors, such as individual characteristics, personal experiences, cultural influences, and environmental factors, and can damage a person's physical and psychological health. Moreover, anxiety can be inherent or situational. In this sense, it is important to understand the different dimensions of anxiety to treat it effectively. Providing an appropriate treatment plan that meets individual needs and provide support is essential (Spielberger, 1966).

As another description and explanation, it can be clarified that anxiety is an innate response to stress that enables individuals to manage challenging circumstances. Nevertheless, when anxiety exceeds a threshold and develops into an irrational and disproportionate fear of commonplace situations, it may evolve into a debilitating disorder. Anxiety has a holistic impact on human beings, encompassing emotional, behavioral, and physical components. Although anxiety shares similarities with fear, the cause of anxiety is often unclear (Oflaz, 2010).
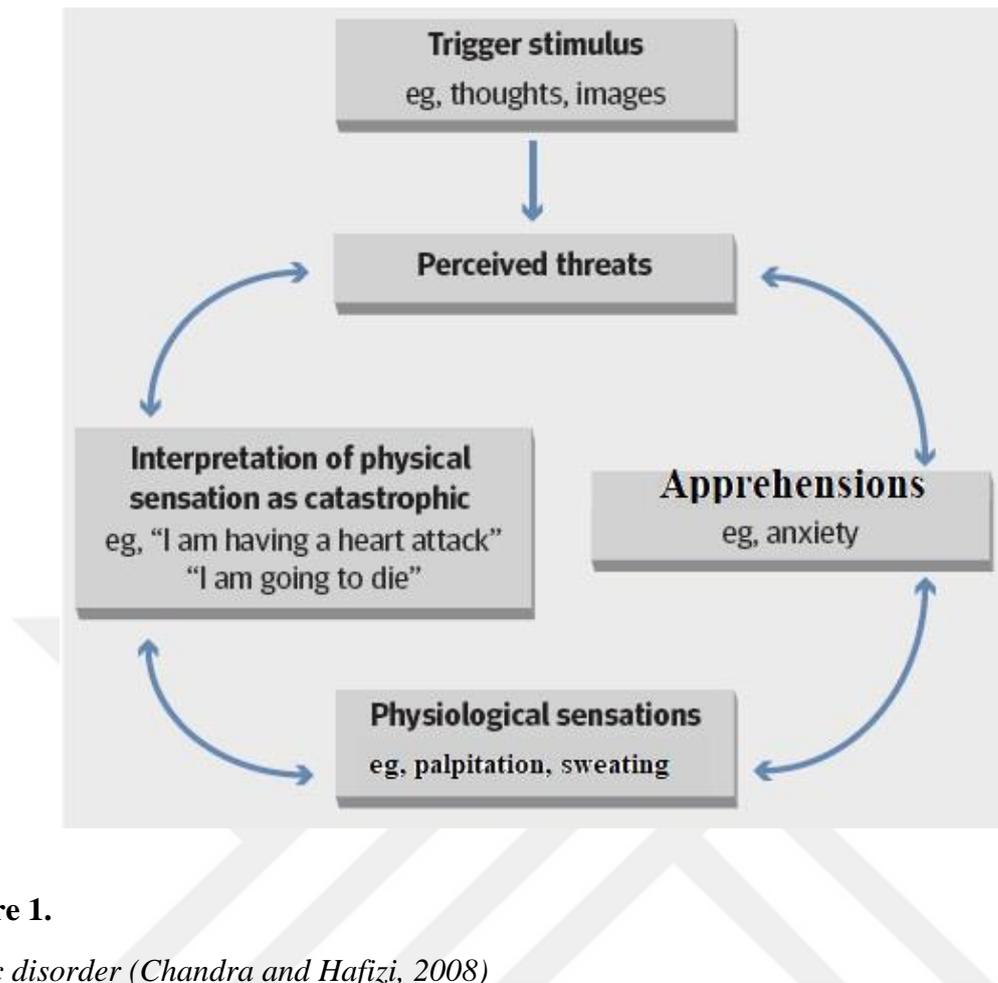
Figure 1.

Panic disorder (Chandra and Hafizi, 2008)

In consonance with Figure 1, it can be stated, as the last word of this part, that anxiety, which literally gives the person a hard time by interacting with the mind and body, occurs as sudden and excessive bursts of anxiety in the face of any triggering thought or a difficult situation. Symptoms include palpitations, sweating, a feeling of pressure in the chest, nausea, dizziness, an inability to control, and even fear of death (Chandra and Hafizi, 2008).

2.2.1. Anxiety from Freudian Perspective

Sigmund Freud's reference to the word anxiety shows that it is a similar sense with fear. At the same time, Freud expressed it is not easy to determine a precise description of the words anxiety, fear, or fright and to make a separation among these words. Additionally, anxiety can be regarded as a more general expression (Freud, 1920).

Freud classified people's anxieties into three different types: Realistic Anxieties, Neurotic Anxieties, and Moral Anxieties. Realistic anxieties are anxieties that arise in the event of real danger (for example, a fire or someone pointing a gun). Neurotic anxieties are anxieties that arise when a person experiences a conflict between his or her own desires and thoughts. Moral anxieties are anxieties that arise when there is a conflict between one's conscience and one's desires (Freud, 1924).

Being one of the most influential thinkers of the 20th century, which is a method for treating psychopathology through dialogue, Sigmund Freud put forward that anxiety is a natural part of human life in its natural flow. According to Freud, anxiety is such natural feeling that everyone has experienced it at one time or another. Therefore, it can be stated that there would be no need to mention and explain it (Freud, 1920).

Freud avoids debating whether anxiety, fear, or fright refer to the same or different things. He suggests that anxiety is used to describe a condition without any specific object, while fear is directed towards a particular object. Fright is used to describe the effects of a sudden danger that is not expected. He argues that anxiety can protect people from fright. The author notes that the term anxiety is often ambiguous and vague and refers to a subjective condition caused by the perception of an evolution of fear. Freud defines emotion as a complex phenomenon that includes motor innervations, sensations of pleasure and pain, and the perception of motor activities that have already taken place (Freud, 1921).

Anxiety is a widely experienced emotion; however, the current understanding of its source and phrase is inadequate, the relationship of anxiety with other feelings remains ambiguous. Freud's ultimate discourse on anxiety posits that it is the most arduous emotion to comprehend (Freud, 1971; cited in Blau, 1955).

On the other hand, Blau believed that anxiety is the most important emotion related to displeasure and that it is the root cause of other such emotions. The researcher also suggests that because of the imprecise designations, concepts, and methods of observation, there is a lack of agreement on the definitions of fundamental terms related to emotions such as anxiety, emotion, affect, and feelings (Blau, 1955).

The effect of anxiety on second language acquisition and performance had been recognized by experts as early as the mid-1960s, although the documentation of this was much later. Subsequent studies have found both negative correlations between anxiety and achievement and, interestingly enough, positive correlations, and in a few studies, no correlation at all. In these studies, contrary to the general judgment, it was observed that very anxious students were much more successful and received higher grades. In this context, it is worth noting that more specific criteria such as test anxiety or facilitative-debilitative anxiety come into play (Horwitz, 2001).

Although the number and content of previous studies on this subject are not satisfactory, the fact that anxiety, which has been proven to exist as a result of clinical experiences, experimental findings, and personal reports in the field, has a negative effect on the language learning process is in the focus of language teachers and language learners as well as researchers (Horwitz, 2001).

According to Brown (2001), anxiety can be defined in the context of specific anxiety instead of trait anxiety (Brown, 2001; cited in Horwitz et al., 1986).

"I just know I have some kind of disability: I can't learn a foreign language no matter how hard I try." "When I'm in my Spanish class, I just freeze! I can't think of a thing when my teacher calls on me. My mind goes blank." "I feel like my French teacher is some kind of Martian death ray. I never know when

he'll point at me!" "It's about time someone studied why some people can't learn languages. (Horwitz et al., 1986)

In their research, Horwitz et al. expressed that some students and language learners can feel as if they have problems understanding a language and coping with possible difficulties related to language learning. Furthermore, they added that phrases of this nature are commonplace among learners of foreign languages. Numerous individuals assert to possess a cognitive obstruction against assimilating a foreign language, though they may exhibit aptitude in other circumstances, possess a strong sense of motivation, and harbor genuine affection for speakers of the language in question. What, therefore, constrains them from attaining their intended objective? In various instances, they may experience an anxiety-related response that hinders their capacity to perform proficiently in a foreign language course (Horwitz et al., 1986).

From a broader perspective, learning a foreign language can already be considered a potential cause of anxiety. When faced with a foreign language or exposed to it in some way, as foreign language teachers know very well, one of the situations that learners may encounter is the interruption of their thinking or memory ability for a while. This situation, which is a kind of psychological barrier, is called the writer's block in the writing world. This anxiety reaction, which manifests itself in this situation, interferes with the person's possible abilities in foreign language classes and hinders her or his performance. At this point, autonomic nervous system stimulants such as increased tenseness, heart rate, sweating, trembling, difficulty in breathing, and palpitations like a sense of impending disaster come into play, and thus, anxiety becomes a major obstacle and the profound impacts of anxiety manifest themselves (Horwitz et al., 1986).

In this sense, it can be stated that second language research, which has been carried out more frequently, has not focused enough on foreign language anxiety or addressed its

specific effects on foreign language learning within this concept. Essentially, foreign language anxiety can be defined as a variable that is not conceptually the same in the foreign language learning process. In addition, this foreign language anxiety can be evaluated in the context of existing theoretical and empirical studies on specific anxiety reactions (Horwitz et al., 1986).

The State-Trait Anxiety Inventory (STAI) is a well-established tool for quantifying anxiety in adults, serving to differentiate between state anxiety and trait anxiety. STAI-S Anxiety Scale gauges apprehension, tension, nervousness, and worry, which rise in reaction to stress and wane with relaxation training. The STAI-T Anxiety Scale evaluates trait anxiety, where psychoneurotic and depressed patients typically exhibit elevated scores (Spielberger, 1983).

2.3. Writing Anxiety: Causes and Effects

Individuals may experience anxiety when required to write about a topic with which they have no prior practical experience. This apprehension can lead to difficulty in initiating the process of writing or speaking. This phenomenon is particularly pronounced among English as a Foreign Language (EFL) students, who face additional challenges due to their limited language skills in the early stages of the second or foreign language learning process (Saricoban, 2018).

Anxiety, which makes it difficult to focus and retain information that can hinder the learning process (Zhang, 2001), contributes negatively to the writing skill, which is seen as a productive skill and at the same time a challenging task by students, and this existing anxiety can actually be related to language; that is, the complexity of language in general context also triggers this anxiety in students, especially in EFL students. When the complexity of language is added to the complexity of a writing skill, it can often get out of hand (Kara, 2011).

As it has been repeated many times and is known, writing is a fundamental aspect of language learning and is evaluated as one of the most challenging and efficient skills for EFL students to acquire. That is to say, the importance of writing in the EFL context has been recognized as a vital component of language learning, as it helps students develop their language skills and express their thoughts and ideas in an effective way. As can be understood from the definitions and explanations, writing is not a simple task to be taken lightly. Even in one's mother tongue, one may have serious difficulties in writing, and when it comes to a foreign or second language, it may be even harder to cope with since many variables such as language proficiency, writing skills, perception of success, anxiety level, and ability to deal with the crisis for which the anxiety in question can be the reason can play a serious role. As such, the anxiety process begins with the emergence of negative emotions such as feeling apprehensive and uncomfortable for students and language learners who are faced with a foreign or second language (Ekmekci, 2018).

Anxiety about a foreign language may stem from the concept of self, the self-perceptions of the learners of this foreign language, the difficulties they feel while learning a language, any differences between the target language and their mother tongue, or even the cultural differences that the languages belong to (Hashemi, 2011).

Writing anxiety is as much a common phenomenon as it is a complex phenomenon among EFL students, particularly for those who are not proficient in the language. The causes of writing anxiety can be attributed to several factors, including lack of confidence, fear of making mistakes, and unfamiliarity with the writing process. Writing anxiety mostly refers to the negative emotions that writers may experience when given a writing task. As stated before, these emotions can include tension, worry, nervousness, and more. The extent to which a writer experiences these emotions can vary depending on the context of the writing (The Writing Center, 2023).

On the basis of the fact that the users of a language have to deal with some demanding difficulties, such as feelings of tension and apprehension, in a second language context, it can be claimed that they most probably encounter more challenging feelings of tension and apprehension. Therefore, it can be stated that anxiety is the name of the feeling of being very worried about the newly learned language in the context of learning a foreign or second language. This has led many researchers to carry out studies concerning anxiety and the relationship between anxiety and language learning. As a result, the impact of anxiety on foreign or second language learning has been under the spotlight by researchers for a long time (Ekmekci, 2018).

Writing anxiety can be influenced by various factors, including individual differences, cultural factors, and instructional practices. That is, it is essential to adopt a holistic approach to address writing anxiety in the EFL context. This study will adopt a sociocultural perspective to explore the relationship between writing anxiety and achievement among EFL students in an EFL setting. The sociocultural perspective emphasizes the role of social and cultural factors in shaping individuals' cognitive processes and learning experiences. By adopting this perspective, the study will examine how cultural and instructional factors influence EFL students' writing anxiety and performance and provide insights into how to develop effective interventions to address writing anxiety in EFL contexts.

According to Ekmekci, research related to writing anxiety can be classified into two extensive categories. The first category includes causes, types, levels, and results of foreign or second language writing anxiety. The relationships between writing anxiety and writing achievement take place in the second category (Ekmekci, 2018). As can be understood from these sentences, all these variables, factors, and concepts are tightly connected to each other. Therefore, it would be correct to claim that the existence or absence of one determines the fate of the other.

Writing anxiety refers to the feeling of unease or nervousness that a writer may experience when faced with the task of writing. This anxiety can manifest itself in several ways, including chronic procrastination, difficulty in concentrating, and fear of evaluation. Chronic procrastination is when a writer consistently puts off writing until the last minute, resulting in a rush to complete the work. Difficulty in concentrating can occur when a writer finds it hard to focus on their writing due to distractions or other factors. Fear of evaluation is when a writer is afraid of being judged or criticized for their work, leading to self-doubt and anxiety (Bloom, 1981).

Bloom's (1981) research suggests that writing anxiety is specific to certain situations and tends to resolve on its own over time. Writing anxiety can be observed in individuals' behavior and performance, but it can be overcome by rational instruction. At the same time, Bloom's (1981) research emphasizes the importance of understanding the factors that contribute to writing anxiety and how it can be effectively managed in different writing contexts (Bloom, 1981; cited in Rezaei and Jafari, 2014).

Additionally, over the past years, researchers in the field of speech communication have studied the impact of anxiety about interpersonal communication on human interaction. These studies have shown that communication apprehension is a common anxiety trait that can significantly affect a large proportion of the population. Communication apprehension can manifest in a variety of ways, such as being nervous or self-conscious when speaking in public, avoiding social situations that require communication, or feeling anxious about initiating or maintaining conversations with others. The impact of communication apprehension can be all-encompassing, as it can affect an individual's personal, academic, and professional lives. However, there are strategies that can be used to manage communication apprehension, such as practicing relaxation techniques, seeking support from others, and gradually exposing oneself to anxiety-provoking situations (Daly and Miller, 1975).

On the other hand, anxiety and apprehension related to communication can have a significant impact on an individual's personal and professional lives. According to Daly and Miller's study, the best description of the anxiety is that individuals with high communication apprehension experience anxiety about communication that is greater than the perceived benefits of the situation. As a result, they may avoid communication situations or react in an anxious manner when forced into them due to the anticipation of negative outcomes. This can manifest in a variety of ways, such as by avoiding public speaking engagements, social gatherings, or even one-on-one conversations. The experience of communication apprehension can be distressing and can lead to feelings of isolation, low self-esteem, and reduced opportunities for personal and professional growth (Daly and Miller, 1975).

It can be said that the reaction of students or language learners to writing anxiety often and initially manifests itself as an attempt to avoid writing (Daly and Miller, 1975). When students, who have this tendency to escape and perhaps feel themselves in a bottleneck, fail to get out of the writing task, many other negative feelings, such as dissatisfaction with their situation, a sense of intense rush, and so on, follow one after the other. As predicted, although the symptoms of anxiety in students are similar and sometimes even the same, the level of anxiety will reveal the difference in anxiety among students. This difference in anxiety may be due to internal factors such as anxiety perception and self-awareness as well as external factors such as negative comments, social pressure, teacher pressure, and peer pressure. All these variables affect the frequency of students' anxiety levels (Faigley et al., 1981).

To emphasize, these uncomplicated levels of anxiety, which appear as high anxiety, moderate anxiety, and low anxiety, play a major role in students' writing and even academic success. It can be said that writing anxiety, which is the compass of writing motivation, writing performance, and writing success, works as follows: If a student (this can be any person) has a low level of writing anxiety, it is expected that her or his motivation to write will increase and

even her or his desire to write, and as a result, her or his writing performance and achievement will also increase. On the contrary, if another student has a high level of writing anxiety, it is expected that her or his motivation to write and subsequently, her or his writing performance and success will decrease, because this is how the anxiety tendency generally works (Daly, 1979).

Apart from all that, the feeling of taking responsibility can be seen as a cause of anxiety in itself. The writing task is a responsibility. Just thinking about it can bring a student's anxiety to very high levels. If negative grounds such as uncorrected deficiencies and uncorrected mistakes in writing skills, inadequate language proficiency, negative feedback from teachers when they attempt to write, and an inability to manage their time are also ready for this, an anxiety explosion is inevitable (Harvley-Felder, 1979).

2.3.1. Perspectives on Anxiety Types

Anxiety is a complex emotion that can manifest in different ways depending on the individual and the situation. In the literature, there are various perspectives on the types of anxiety. One perspective distinguishes between trait anxiety, which is a stable characteristic of one's personality, and state anxiety, which is a transient emotional state and a reaction to a particular anxiety trigger. Another perspective focuses on situation-specific anxiety, which refers to anxiety that is specific to a certain situation or context (Rezaei and Jafari, 2014).

As stated before, it is possible to speak of several perspectives on anxiety types that have a great impact on writing anxiety. One perspective suggests that anxiety can be categorized into three types: trait anxiety, state anxiety, and situation-specific anxiety. Trait anxiety refers to a general tendency to experience anxiety across a range of situations, while state anxiety is a temporary emotional state that is specific to a particular situation. As for situation-specific anxiety, it refers to a temporary emotional state that is specific to a particular situation.

Another perspective can be classified into two categories: facilitative anxiety and debilitative anxiety. Facilitative anxiety is a moderate level of anxiety that can help individuals perform better in certain situations, such as during a test or public speaking. Debilitative anxiety is a high level of anxiety that can negatively impact performance and well-being.

The other perspective suggests that writing anxiety can be organized into cognitive anxiety, somatic anxiety, and avoidance behavior. Cognitive anxiety involves negative thoughts and worries about writing, while somatic anxiety involves physical symptoms such as sweating, trembling, and a rapid heartbeat. Regarding avoidance behavior, anxiety can be accepted as a barrier to effective writing when one avoids writing due to anxiety.

Additionally, anxiety can be categorized as either facilitative or debilitative. Facilitative anxiety is the type of anxiety that enhances performance, while debilitative anxiety can have a negative impact on performance. Understanding the different types of anxiety and their effects can help individuals manage their anxiety and perform at their best in different situations.

2.3.1.1. Trait Anxiety, State Anxiety, and Situation-Specific Anxiety

Trait anxiety, as a character feature, is a stable and long-lasting predisposition to experience anxiety in a variety of situations. Individuals with high trait anxiety may experience anxiety symptoms even in situations that are not inherently stressful or anxiety-provoking. They may feel anxious about minor events or activities, such as meeting new people or trying new things. Trait anxiety is often associated with a range of negative outcomes, including depression, low self-esteem, and poor academic or work performance (Rezaei and Jafari, 2014).

State anxiety, on the other hand, is a reaction and a temporary feeling of anxiety that is brought on by a specific situation or event. It is often characterized by feelings of nervousness, tension, and worry. State anxiety can be triggered by a wide range of events, such as public

speaking and taking a test. Although state anxiety is temporary, it can still have an important impact on a person's well-being and performance (Rezaei and Jafari, 2014).

Situation-specific anxiety is a type of anxiety that is related to a specific situation or event. It is often characterized by feelings of fear, apprehension, or nervousness that are specific to a particular context. For instance, someone might feel anxious about flying on an airplane but not in other situations. Situation-specific anxiety can be treated through exposure therapy, which involves gradually exposing the person to the feared situation or event in a controlled and supportive environment (Rezaei and Jafari, 2014).

Anxiety is exposed to definitions and conceptualizations in many different areas because it is directly related to the human factor. It has a wide range of effects, from human attitudes and behaviors to mental performances. In recent years, the undeniable impact of these conceptualizations on the aforementioned attitudes, behaviors, and mental performances has gained a significant place in research. By the way, inadequate anxiety scales, such as scales of test anxiety and general trait anxiety, have not included responses based on EFL or ESL learners' personal experiences, identifying more specific and detailed information about the learners' perspectives. It can be said that the studies carried out on the relationship between writing anxiety and second language success were blocked due to the lack of an anxiety measure that has been verified in relation to language learning. Besides this lack of measurement, according to educators, teachers, and students, anxiety emerges as an obstacle that needs to be overcome in the second language learning process (Horwitz, 1986).
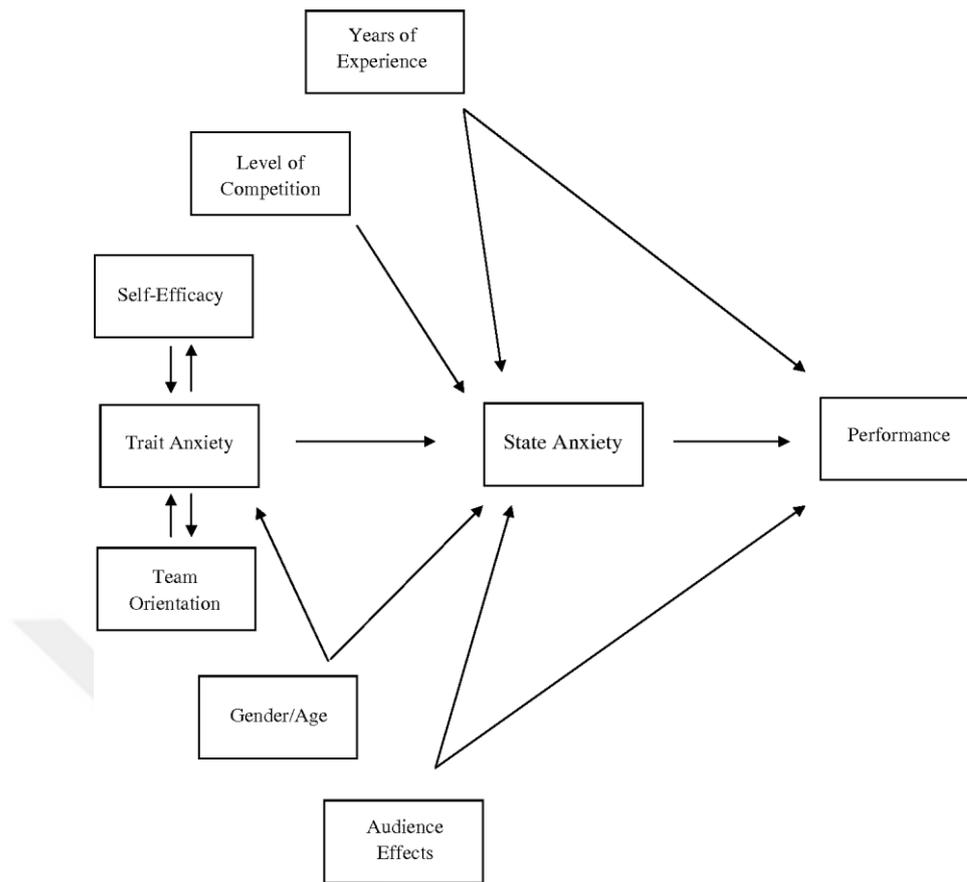
Figure 2.

Visual diagram of relationships between psychological factors that influence competitive performance, (Whiteley, 2013).

Trait anxiety is a state of feeling anxious in different situations, while state anxiety is a type of anxiety that manifests itself in a specific situation. It can be said that people who experience high levels of trait anxiety usually experience state anxiety. In addition, as can be seen from Figure 2, anxiety can have positive and negative effects on achievement and performance based on some psychological variables like self-efficacy and other factors such as gender and age (Whiteley, 2013).

2.3.1.2. Facilitative and Debilitative Anxiety

Facilitative anxiety is a type of anxiety that can improve performance and productivity. It is characterized by a moderate level of anxiety that arises when an individual faces a

challenging situation, such as an exam or job interview. Facilitative anxiety can motivate a person to prepare and perform well. Unlike debilitative anxiety, which is experienced at a higher level and can interfere with a person's ability to function effectively, facilitative anxiety can be helpful in improving performance (Nanda, 2023).

Although anxiety has a negative image in terms of general perception, it is known that a type of anxiety called facilitative anxiety is a type of anxiety that is beneficial to performance. According to people who experience facilitative anxiety, stress is not a threat. On the contrary, since they have the capacity to cope, it can be said that stress is a challenge for them (Nanda, 2023).

Facilitative anxiety is often referred to as good stress because it can help individuals stay alert, focused, and energized. It can provide a sense of urgency and motivation to prepare for a challenge and perform at their best. In contrast, debilitative anxiety can cause negative thoughts, self-doubt, and physical symptoms such as sweating, shaking, and nausea, which can impair performance. To manage anxiety effectively, individuals can use strategies such as deep breathing, positive self-talk, and visualization. By managing anxiety, individuals can perform at their best and avoid the debilitating effects of anxiety (Nanda, 2023).

Debilitative anxiety is a type of anxiety that can impair performance and interfere with an individual's ability to function effectively. It is characterized by a higher level of anxiety than facilitative anxiety and can cause negative thoughts, self-doubt, and physical symptoms such as sweating, shaking, and nausea. Unlike facilitative anxiety, which is moderate and can enhance performance, debilitative anxiety can negatively impact performance (Nanda, 2023).

In contrast to facilitative anxiety, debilitative anxiety, which has a negative effect on performance, even a regressive and inhibitory effect on performance, makes the person feel

exhausted during and at the end of the task. For people with this type of anxiety, stress is a danger (Nanda, 2023).

Debilitative anxiety is a form of anxiety that can negatively impact performance by causing negative thoughts, self-doubt, and physical symptoms such as sweating, shaking, and nausea. It can interfere with an individual's ability to function effectively, and it is often experienced at a higher level than facilitative anxiety. To avoid poor performance in challenging situations, it is crucial to learn how to manage anxiety so that it remains at a facilitative level (Nanda, 2023).
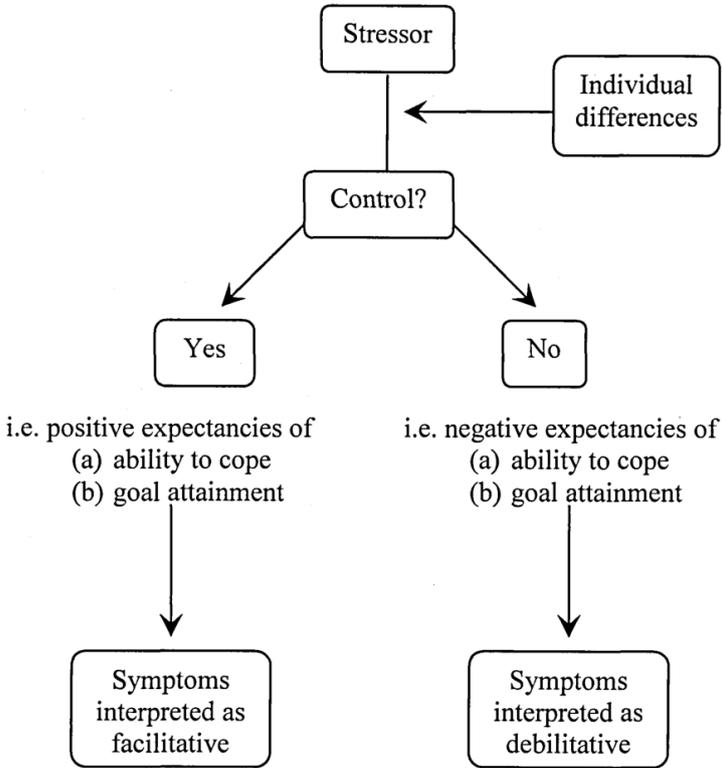
Figure 3.

A Control Model of Facilitative and Debilitative Competitive Anxiety, (Thomas, 2004).

As can be seen from Figure 3, The factor causing stress is called a stressor. It can be said that this stressor is shaped by many differences, such as age, gender, and the way we perceive stress. With the positive and negative contributions of these differences, if the self-

control mechanism is activated, facilitating features of anxiety emerge; if the self-control mechanism is not activated, debilitating features of anxiety emerge (Thomas, 2004).

2.3.1.3. A Short Glance at Cognitive Anxiety, Somatic Anxiety, and Avoidance Behavior

Cognitive anxiety relates to the psychological aspects of anxiety, including negative thoughts, worry, and fear. Somatic anxiety refers to the physical symptoms of anxiety, such as increased heart rate, sweating, and muscle tension. Avoidance behavior is a confronting strategy that involces avoiding situations or activities that trigger anxiety or fear. While it can provide temporary relief, it may contribute to anxiety in the long run.
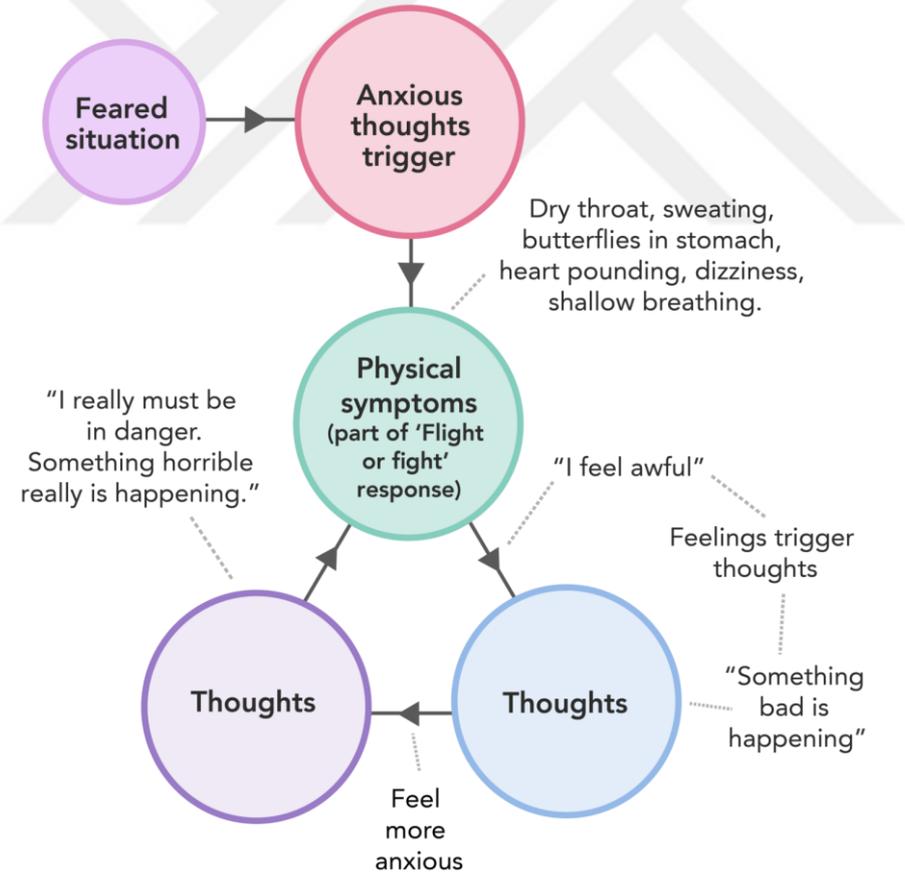
Figure 4.

The Vicious Cycle of Anxiety (Mindwell, 2023).

As can be seen in Figure 4, which shows the vicious cycle of anxiety in a schematic way, perceived difficulties as a trigger literally ignite the anxiety fuse. At this point, anxiety is divided into cognitive and somatic anxiety and avoidance behavior, as shown in Figure 5 below:
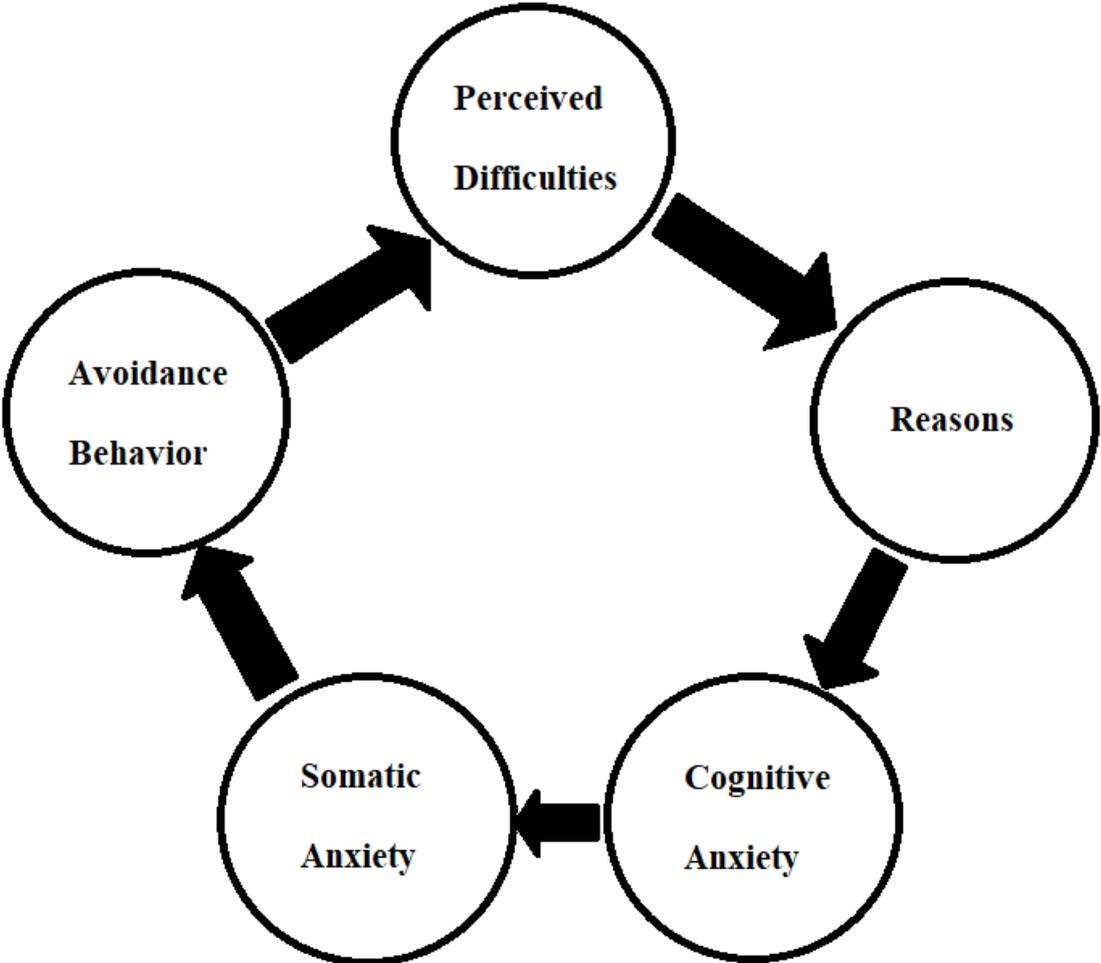
Figure 5.

The Cycle of Self-Fulfilling Prophecy in Writing (Rahmat, 2019).

As can be seen from Figure 5, anxiety and fear are a continuous system working together and have become a vicious circle. The feeling of fear leads to more anxiety; more anxiety leads

to more fear. When the appropriate environment is created, cognitive anxiety, somatic anxiety, and escape behavior occur one after another thanks to triggers (Rahmat, 2019).

2.4. Second Language Writing Anxiety (SLWA)

For a long period of time, researchers have conducted various studies to investigate how individual differences affect foreign or second language learning. These studies have shown that learners vary in many ways, such as cognitive abilities, motivation, and attitudes towards learning, which can all impact their proficiency in acquiring a second language. These studies that have been conducted previously have also shown that anxiety is one of the most widely investigated personal discrepancies, which can significantly have an unignorable impact on language learning (Gkonou, 2011).

Anxiety has a core link between learners and their performance. Academic anxiety is a term used to describe the anxieties experienced by learners while at school, and it can interfere with their ability to achieve maximum success in that specific area (Cassady, 2010).

In addition to all the given information, academic anxiety is a term used to describe the anxieties experienced by learners while in school. Learners' appraisals of specific contextual cues within the academic arena that lead to the development of academic anxiety interfere with their ability to achieve maximal success in that specific area. It is important to recognize the distinct individual and contextual differences demonstrated in each case of academic anxiety. While math and reading anxiety may function similarly to test anxiety, the underlying operations of interference, distraction, or motivational drive will vary significantly across individuals and settings (Horwitz et al., 2010).

On the other side, language anxiety and writing anxiety are phenomena that cannot be underestimated to such an extent that there are many inventories prepared in a diversified manner on this subject. Some of these are the Second Language Writing Anxiety Inventory

(SLWAI), the Foreign Language Classrom Anxiety Scale (FLCAS), and the Writing Apprehension Test (WAT). In the present study, information about other scales, in addition to SLWAI, which we have used as a scaling tool, is also included.

Those outside the inventory, which are the focus of our study, will be briefly mentioned. In line with some researchers' arguments that second language or foreign language anxiety is a conceptualization that is specific to the L2 learning context, certain instruments have been developed and adapted to this particular anxiety. One of the mentioned instruments is FLCAS, which was developed by Horwitz et al. (1986) in order to measure Foreign Language Anxiety (FLA) in classrooms. FLCAS is a 33-item tool that assesses anxiety levels in language classrooms by assessing various aspects of anxiety, such as fear of negative evaluation and communication apprehension. It helps identify students who may require additional assistance in managing anxiety in language learning environments (Horwitz et al., 1986; cited in Cheng, 2004).

As another inventory among the academic studies on second language writing anxiety, the Daly-Miller's Writing Apprehension Test (WAT) was the most widely known and most frequently used second language anxiety measurement inventory. Although this inventory has sufficient internal consistency, reliability, and validity, it requires improvements in order to take an active role in future studies. In fact, WAT was designed for first language learners, especially English native speakers, and was not created only in an effort to address second language writing anxiety in detail. WAT is an instrument that evaluates the anxiety levels of individuals when it comes to writing. It consists of 20 items that assess different aspects of writing anxiety, such as fear of evaluation and lack of confidence. The test is useful for identifying individuals who may need extra support in managing anxiety in writing situations (Cheng, 2004).

To refocus on the main inventory of the current study, when it comes to writing anxiety, one of the first names that comes to mind as a pioneer in this field is Professor Yuh-show Cheng

from the English Department of National Taiwan Normal University. He is the developer of SLWAI. Due to the fact that the scales developed from a multidimensional perspective on L2 writing anxiety have a deficiency, it is aimed to develop a measure focused on 'self-evaluation' while measuring L2 writing anxiety. As a result of the studies carried out for the development of SLWAI, it has been found that both the total scale and the subscales are reliable at a good level and have sufficient validity. Furthermore, SLWAI is a means composing of three subscales: *Somatic Anxiety*, *Cognitive Anxiety*, and *Avoidance Behavior* (Cheng, 2004).

SLWA is a phenomenon characterized by individuals' avoidance of writing in a second language, particularly in situations where writing is required and may be subject to evaluation. This anxiety stems from the fear of being judged or evaluated based on one's writing ability. The study under discussion focuses on the specific issue of SLWA (Rezaei and Jafari, 2014).

In a similar way, Daly and Miller (1975) provided a related explanation of this phenomenon. According to Daly and Miller, SLWA is a situation that an individual may approach or avoid due to the potential requirement of writing and the possibility of evaluation. This means that individuals who experience SLWA may feel anxious or uncomfortable when they are required to write in a second language, especially when their writing will be evaluated. They suggested that the fear of evaluation is a key factor that contributes to SLWA and revealed the importance of understanding the psychological factors that underlie SLWA and the fact that these factors may impact individuals' writing ability and performance (Daly and Miller, 1975; cited in Rezaei and Jafari, 2014).

2.4.1. Types of SLWA as A Three-Dimensional Conceptualization of Anxiety

Writing anxiety can take many forms, and it can manifest differently for different individuals. In fact, it has long been known that writing itself is a skill that is not easy to acquire, and is seriously scary for students in a general sense (Gupta, 1998).

In agreement with the previous statement, some common types of writing anxiety contain fear of not being good at writing enough, fear of not thinking in a creative way, which is called writer's block, fear of not succeeding, and fear of being criticized and of negative comments because of writing, inadequate writing skills, and time pressure (Ekmekci, 2018). Because of these fears, people can experience anxiety. In order to understand this writing anxiety in more detail, it is necessary to go deeper, and for this reason, by analyzing the types of writing anxiety, they will be addressed.

Cheng's (2004) three-dimensional model of anxiety presents a comprehensive framework that facilitates an understanding of the diverse facets of anxiety experienced by individuals in relation to writing. The model comprises three dimensions, namely somatic anxiety, cognitive anxiety, and avoidance behavior, which collectively enable a nuanced comprehension of the ways in which anxiety affects writing processes and behaviors, encompassing physiological, cognitive, and behavioral effects. By focusing on the cognitive components of anxiety, such as negative self-talk and worry about performance, educators can assist students in managing writing anxiety, thereby enhancing their writing performance (Cheng, 2004; cited in Rezaei and Jafari, 2014).

2.4.1.1. Cognitive anxiety

A basic knowledge of the symptoms of anxiety can be useful in order to better understand anxiety and to be able to identify a strategy for dealing with it. Cognitive symptoms consist mostly of repetitive and obsessive thoughts, ideas that the worst will happen, deep fears, flight of ideas and confusion, and an inability to focus (Cognitive Anxiety, 2023).

In this type of anxiety, the distress and difficulties experienced are realized in the psychological environment. All symptoms manifest themselves as feelings, thoughts, emotions, and impulses (The Awareness Centre, 2023).

Cognitive anxiety is a type of anxiety that involves negative thoughts, worries, and concerns about performance, outcomes, and other aspects of a situation. It is often linked to threatening situations like public speaking, exams, or sports events. Symptoms include racing thoughts, difficulty in concentrating, and negative self-talk. Physical symptoms can include tension, headaches, and gastrointestinal distress. Cognitive anxiety differs from somatic anxiety, which involves physical symptoms like sweating, trembling, and an increased heart rate. While some anxiety can be helpful, excessive cognitive anxiety can interfere with performance and lead to avoidance behavior.

In order to understand the cognitive anxiety that puts people in such difficult situations, even the following statements may be sufficient: "I cannot remember anything. I hope this question does not come up because I am terrible at it. I just know I will fail this." (British Broadcasting Corporation, 2023)

As can be understood from the above statements, cognitive anxiety can become our inner voice and affect almost all mechanisms in the human body. Cognitive anxiety in students may be more teacher-centered and anxiety criteria may be related to their teachers' expectations of them and the extent of these expectations, their teachers' feedback, and the meaning of these feedbacks (Rezaei and Jafari, 2014).

2.4.1.2. Somatic anxiety

The word somatic means 'sōmatikos', meaning 'body' in Greek. Somatic anxiety, or other words 'somatization', which occurs with somatic or physical symptoms, can seriously reduce the quality of life (The Awareness Centre, 2023).

In fact, if we define somatic anxiety as the embodiment of cognitive anxiety, we would not be making the wrong definition. The somatic, that is, physical symptoms of anxiety include headache and dizziness, nausea and even vomiting, pale face color, sweating, difficulty in

breathing, tingling, numbness, and pressure in the head, neck, chest, and hands, which are activated in a fight or flight reaction (Cognitive Anxiety, 2023).

Additionally, somatic anxiety, which can be defined as a physical side effect of moments of intense pressure (British Broadcasting Corporation, 2023), is a type of anxiety that is characterized by physical symptoms, caused by factors such as stress, fear, or anxiety disorders. It can be a debilitating condition that affects daily life by causing physical discomfort and impairing concentration. Moreover, it is such a challenging condition that causes physical symptoms like muscle tension, sweating, and an increased heart rate, and shortness of breath. It can be caused by stress, fear, or anxiety disorders and can interfere with daily life.

2.4.1.3. Avoidance Behavior

The other and last type of writing anxiety, except for these two components, is avoidance behavior, a type of behavior related to coping mechanisms that involves avoiding situations, people, places, or objects perceived as threatening, uncomfortable, or unpleasant. It is a symptom of anxiety or other mental health conditions that can reinforce anxiety and make it harder to overcome. Avoidance behavior can manifest as procrastination, social withdrawal, or physical symptoms like panic attacks. It can limit one's ability to enjoy activities and meet responsibilities and lead to feelings of isolation, low self-esteem, and depression. As previously stated, avoidance behavior can be considered the result of cognitive and somatic anxiety.

Figure 6.

Safety behaviours and avoidance (Mindwell, 2023)

  As seen in Figure 6, anxiety can create a vicious cycle where our thoughts, emotions, and actions are interconnected. Negative thoughts triggered by anxiety can lead to negative feelings, which can then manifest in behaviors like avoidance or isolation. These behaviors can reinforce negative thoughts and feelings, causing the cycle of anxiety to continue and become increasingly challenging to overcome (Mindwell, 2023).

2.4.1.4. Test Anxiety

Test anxiety is a type of anxiety that is experienced by individuals when they are taking tests or exams. It is characterized by excessive stress, worry, or fear, and can have negative effects on test performance, even in individuals who are well-prepared. Symptoms of test anxiety can be both physical and psychological in nature, and may include sweating, rapid heartbeat, nausea, negative thoughts, and worry.

Anxiety, which is directly related to psychology and therefore physiology, manifests itself in clinical cases both cognitively and somatically. Anxiety, which has many different components in both cognitive and somatic aspects, appears as concern and emotionality in the field of test anxiety (Steptoe and Kearsley, 1990).

While we are on the subject, it is also useful to mention briefly the scales that emerge during the research phase of this in-depth subject. The first one is The Cognitive-Somatic Anxiety Questionnaire (CSAQ), presented by some researchers (Steptoe and Kearsley, 1990). As introducers of this questionnaire, Schwartz et al.'s study on anxiety highlights the interplay of various processes in its generation and self-regulation. They compared the effects of physical exercise and meditation on anxiety using a scale that measures both cognitive and somatic components. At its core, the CSAQ is a self-report questionnaire that assesses the cognitive and somatic symptoms of anxiety. It measures some subscales such as cognitive anxiety, somatic anxiety, worry, concentration disruption, fear of losing control, and physiological arousal. The CSAQ has been used in research studies to evaluate anxiety symptoms in various populations, including athletes, students, and patients with anxiety disorders. It is a reliable and valid measure of anxiety symptoms and can be used in both clinical and research settings. The study found that physical exercise decreases somatic pain and increases cognitive anxiety. Relaxation involves a general physiological reduction and specific changes depending on the technique used (Schwartz et al., 1978).

Being the second measure, the Worry-Emotionality Scale (WES) was utilized as an evaluation of test anxiety in this setting. WES is a psychological self-assessment tool that measures emotional distress caused by worry and appraises an individual's inclination towards worrying. It asks questions about the frequency, intensity, and duration of worry-related thoughts and feelings. It evaluates cognitive and affective aspects of worry; anxiety disorders and is employed to investigate the correlation between worry and psychological conditions. The scale ranges from 1 to 5 or 1 to 7, with higher scores indicating more severe emotional distress. The scale is used in research and clinical settings to identify individuals who may require additional support or treatment. The WES has been found to be reliable and valid in its results (Steptoe and Kearsley, 1990).

2.4.2. The Causes of Anxiety from the Perspective of Researchers in a Writing Setting

Anxiety can stem from a variety of factors, including genetics, environment, personality, and life experiences, while writing anxiety can be caused by fear of evaluation, lack of confidence, negative past experiences, and cognitive overload. It can also be influenced by the writer's perception of the audience, task, and context. Understanding the causes of anxiety can help educators develop effective interventions to reduce its effects and enhance students' writing performance. Writing anxiety can manifest in different ways and affect writers of all levels.

Given the potential consequences of SLWA, it is important for educators and instructors to be aware of these factors and to work with students to develop strategies to mitigate writing anxiety. SLWA, or writing anxiety in a general context, is a condition that can impede a writer's performance and lead to negative outcomes. To address this issue, scholars have endeavored to identify the etiology of writing anxiety. Bloom (1981) identified additional variables, including self-imposed pressure for perfection and difficulties with the topic. Taken together, these

findings indicate that writing anxiety can stem from a variety of factors, such as time constraints, a lack of writing proficiency, negative feedback, and personal pressure, which can negatively impact a writer's overall performance and well-being. Given the potential consequences of SLWA, it is important for educators and instructors to be aware of these factors and to work with students to develop strategies to mitigate writing anxiety (Bloom, 1981; cited in Rezaei and Jafari, 2014).

In agreement with these causes, Heaton and Pray (1982) discovered that a paucity of time to plan, write, and revise can be a contributing factor to writing anxiety. Inadequate writing skills, such as insufficient instruction, difficulties with ideation and organization, and issues with writing mechanics such as penmanship, punctuation, and vocabulary, can also elicit anxiety. Negative feedback from teachers can lead to a lack of confidence and self-doubt among writers, which can further exacerbate the condition (Heaton and Pray, 1982; cited in Rezaei and Jafari, 2014).

2.4.3. Writing Anxiety Levels

Writing anxiety levels can be categorized into three levels: high level of anxiety, moderate level of anxiety, and low level of anxiety. In EFL and ESL contexts, firstly, students mostly encounter with a high level of anxiety; secondarily, they face a moderate level of anxiety, followed by low level of anxiety (Dar and Khan, 2015).

Writing anxiety levels range from low to severe, inhibiting the ability to write. Low levels of anxiety include self-doubt, grammar and spelling worries, and clarity concerns. A moderate level of anxiety involves fear of criticism, rejection, and difficulty in generating ideas. A high level of anxiety can cause panic attacks, sweating, trembling, and avoidance behavior. Factors such as past experiences, task importance, and resources have a deniable impact on anxiety levels.

In the literature review, the following information was obtained: that writing anxiety revealed as notable research in L1. Besides, some research has been developed in the L2 context, whereas there has been little research in the EFL context. Moreover, some language educators believed that teachers have a natural understanding of the existence of writing anxiety and that there is no requirement for empirical measurement. However, a reliable measurement of anxiety in L2 could assist both teachers, educators, and researchers. Such an accurate measurement could help to define at stake writers, forecast the academic success of writers, and offer a standard to assess solutions aimed at reducing writing anxiety (Cronwell et al., 1999). However, writing research has become a distinct field in the last twenty years and has been associated with cognitive psychology, which has dominated empirical investigations of L1 and L2 writing. Many studies have concentrated on modeling and clarifying the mental processes involved in writing, while disregarding the role of affect and emotion (Cheng, 2004).

2.5. Writing Achievement

Writing achievement can also refer to the ability to write creatively, express thoughts and emotions effectively, and communicate ideas clearly through written words. It is an important skill for academic, professional, and personal success.

Writing anxiety can be a huge barrier to achievement, particularly for second-language and foreign-language learners. The fear of making mistakes, the pressure to perform well, and the complexity of the writing process can all contribute to feelings of anxiety and stress. These negative emotions can hinder the flow of ideas and disrupt the logical framework that is necessary for effective writing (Kara, 2011).

The impact of writing anxiety on writing performance, writing quality, and writing success can vary depending on multiple factors. For example, the severity of the anxiety, the age of the writer, the type of writing task, and the level of proficiency in the language can all

influence the outcome. In some cases, writing anxiety can lead to writer's block, where the writer is unable to produce any written work at all. In other cases, it may result in poor-quality writing that is riddled with errors and lacks coherence (Kara, 2011).

In the sense of the effects of writing anxiety, it can be asserted that writing anxiety, which follows writing quality like a shadow, is related to many variables. As Kean et al. (1987) included in their common work, The variables on which writing anxiety depends can be classified as cognitive variables and emotional variables. Cognitive variables include factors such as the students' ideas about the writing process, the fear of failure in this process, the evaluation of the writing they have written, and the anxiety they feel towards the criticism of what they have written. Emotional variables, on the other hand, include emotional states such as anxiety, fear, restlessness, embarrassment, shaken self-confidence and consequently lack of self-confidence, and stress that the students experience during the writing process. Therefore, it can be stated that while cognitive variables are related to the person's thoughts about anxiety, emotional variables are related to the student's emotional state due to anxiety (Kean et al., 1987).

One of these aforementioned variables is the pressure of time, which can have a significant impact on the quality and quantity of writing produced by a student. When a student is under the pressure of time, the anxiety associated with writing can become even more pronounced, leading to a range of negative outcomes such as writer's block, poor organization, and a lack of coherence. These outcomes can, in turn, affect the overall quality of the writing and have implications for the student's academic performance. Therefore, it is important for students to develop strategies for managing writing anxiety and time pressure in order to produce high-quality work within the constraints of academic deadlines (Kean et al., 1987).

As another cognitive variable, verbal ability can be counted. Students with higher verbal ability may show higher levels of writing anxiety during the writing task under the pressure to produce high-quality work. However, on the contrary, students with higher verbal ability may

make fewer punctuation, spelling, and grammatical mistakes and thus have lower levels of anxiety. In this case, it can be said that "the variable itself may vary according to the situation" (Kean et al., 1987).

On the other side, there are also common variables, which can be exemplified in the following way: Evaluation anxiety is a condition that arises from the combination of cognitive and emotional variables and includes a cognitive component that involves concerns about students' performances as well as an emotional component that is related to situations such as exams or performance evaluations (Kean et al., 1987).

Despite the challenges posed by writing anxiety, there are strategies that can help writers overcome these obstacles. For example, teachers can create a supportive learning environment that encourages experimentation and risk-taking while also providing constructive feedback and guidance. Additionally, writers can learn to manage their anxiety through techniques such as deep breathing, visualization, and positive self-talk. By addressing writing anxiety head-on, writers can improve their writing performance, quality, and success (Kara, 2011).

Writing is a complex process that involves many different skills, such as idea generation, organization, drafting, revising, and editing. It requires the ability to communicate effectively and fluently in writing, which is a challenging task for many students. Writing is also an iterative process, which means that it involves continuous tracking of advancements towards the objectives of the task. This requires students to monitor their progress, evaluate their work, and make adjustments as needed (Bruning and Horn, 2000).

While being a skilled writer is fulfilling, it is a prolonged and arduous process that requires a lot of practice and effort. Many students struggle with writing, and they may feel discouraged or frustrated when they encounter difficulties. However, with the right support and

guidance, students can develop their writing skills and become more confident and proficient writers (Bruning and Horn, 2000).

Speech development provides some models to boost writing motivation, but it is not enough. Writing motivation requires special attention to the conditions that support it. Teachers can help create these conditions by fostering functional beliefs about writing, such as the idea that writing is a valuable and important skill. They can also stimulate participation by introducing unique writing tasks that are engaging and relevant to students' interests and experiences. Providing a supportive environment for writing is also crucial, as it helps students feel safe and comfortable expressing their ideas and opinions. Finally, creating a positive emotional atmosphere, such as by providing positive feedback and encouragement, can help students feel motivated and engaged in the writing process (Bruning and Horn, 2000).

In some studies conducted so far, it has been an issue whether writing anxiety is a cause of unsuccessful performance or a consequence of unsuccessful performance. At this point, models of anxiety come to the fore. Before moving on to explaining the models, a brief explanation in the form of a sample: The deficit model argues that the students' "skills" that have not developed sufficiently are the reason for the decline in performance or the inability to improve performance. The Interference Model, on the other hand, suggests that the students exhibit low performance due to the difficulties they have experienced in remembering the information (Kara, 2011).

2.6. Models of Anxiety

Models of anxiety refer to theoretical frameworks that aim to explain how anxiety can impact cognitive processes that are involved in processing information. These models suggest that anxiety can lead to cognitive biases and distortions that interfere with effective information processing. For example, anxious individuals may have difficulty in directing their attention

towards important information and may instead focus on irrelevant stimuli. This can lead to a distorted perception of the situation and ultimately impact their memory of the event. Additionally, anxiety can cause individuals to selectively attend to negative information and ignore positive information, leading to a negative bias in their thinking. These models help us understand how anxiety can impact cognitive processes involved in information processing and suggest that interventions aimed at reducing anxiety may be effective in improving cognitive functioning. In the present study, three models are in question: The interference model of anxiety, the deficit model of anxiety, and the information-processing model of anxiety.

2.6.1. Interference Model of Anxiety

According to the interference model of anxiety, anxiety can disrupt cognitive processes like attention, working memory, and processing speed, which can have a negative effect on performance. The model proposes that anxiety can draw attention away from the current task, creating difficulty in concentrating on pertinent information. Furthermore, anxiety can hinder working memory, making it tough to retain information while performing a task. Lastly, anxiety can decelerate processing speed, which can make completing tasks efficiently quite challenging. Overall, the interference model of anxiety suggests that anxiety can adversely affect cognitive processes, leading to subpar performance (Tryon, 1980).

2.6.2. Deficit Model of Anxiety

The skills-deficit model is a theoretical framework that proposes that high levels of test anxiety can be explained by a lack of study skills and resources. According to this model, students who experience high levels of test anxiety are believed to have deficits in their study skills, including organizational skills, which prevent them from performing well academically. These deficits can be addressed through the development of specific skills and strategies, such as time management, note-taking, and test-taking techniques. However, the skills-deficit model has been challenged by some researchers, who argue that it oversimplifies the complex

relationship between anxiety and academic performance. Some studies suggest that other factors, such as socio-economic status, family support, and cultural differences, may also play a role in shaping the academic outcomes of highly test-anxious students (Naveh-Benjamin, 1991).

The deficit model of anxiety claims that anxiety arises from a shortage of coping skills or resources necessary to manage a difficult situation. In this model, anxiety is viewed as a deficiency or inadequacy that requires correction through skill-building or other types of interventions. This approach is commonly used in cognitive-behavioral therapy, where individuals acquire coping skills and strategies to handle anxiety-inducing circumstances. Nevertheless, some critics contend that this model can be stigmatizing and may neglect the contribution of environmental and social factors to anxiety.

One of the critics was Tobias, who raised concerns about the skills-deficit model and argued that the model cannot fully explain the anxiety experienced by highly test-anxious students who have good study skills. Tobias' critique of the model was based on the observation that some students who experience high levels of anxiety in testing situations may have excellent study skills, such as good time management and organization, but still struggle with test performance. Tobias suggested that the skills-deficit model may be incomplete and that other factors, such as cognitive processes, emotional regulation, and environmental factors, may also contribute to test anxiety. Tobias' critique of the skills-deficit model sparked further research into the complex nature of test anxiety, and researchers continue to explore the role of various factors in the development and maintenance of test anxiety (Sieber et al., 2013).

2.6.3. Information-Processing Model of Anxiety

The information-processing model of anxiety is a theoretical framework that explains how anxiety can affect cognitive processes that are involved in processing information. This

model proposes that anxiety can create cognitive biases and distortions that can hinder effective information processing. For instance, anxious people may have difficulty in focusing on important information and instead concentrate on irrelevant stimuli. This can result in a distorted perception of the situation and ultimately affect their memory of the event. Furthermore, anxiety can cause individuals to selectively attend to negative information and disregard positive information, resulting in a negative bias in their thinking. This can ultimately affect their ability to process information effectively and make accurate decisions. In general, the information-processing model of anxiety underscores the importance of understanding how anxiety can affect cognitive processes involved in information processing and suggests that interventions aimed at reducing anxiety may be effective in enhancing cognitive functioning (Naveh-Benjamin, 1991).

2.7. Writing Anxiety and Theories

Key theories on writing anxiety aim to explain why it occurs and how it can be reduced. These theories suggest that writing anxiety can be caused by diverse factors, including fear of failure, a lack of confidence, and negative past experiences. Strategies for reducing writing anxiety include building self-confidence, setting realistic goals, and concentrating on the writing process rather than the ultimate product.

2.6.1. Krashen's Input Hypothesis and Writing Anxiety

Krashen's Input Hypothesis, which has been used in the development of language teaching methodologies, argues that language learning occurs when language learners and students are exposed to input that is slightly above their current level of competence. This theory suggests that language learning occurs in a natural sequence and that explicit instructions are not necessary. Krashen also states that emotional factors such as motivation and anxiety can influence language learning. In the context of writing anxiety, this theory may suggest that students who are exposed to writing tasks that are too difficult or beyond their proficiency level

may experience increased anxiety. Comprehensible input, which is at the center of this theory, should be possible for the students (Krashen, 2009).

Furthermore, students may make mistakes in the process of language acquisition. The same is true when they are given writing tasks. If teachers intervene too much in the language learning process or in the writing process, if they do not allow students to make mistakes, if they stop them every time they make a mistake, and if they correct their mistakes by giving them instructions, they can cause serious and intense anxiety in students. In this case, teachers should give up this oppressive attitude and instead mentor their students in situations where the students may already be anxious by giving them the opportunity to make mistakes and giving suggestions (Krashen, 2009).

2.6.2. Vygotsky's Zone of Proximal Development Theory and Writing Anxiety

Vygotsky's Zone of Proximal Development is the area between the tasks that learners can accomplish on their own in the process of language learning and development and the tasks that they can accomplish with the guidance of their peers who are more skilled than them or with the mentoring of teachers or adults. There is cooperation in this area. Educators and teachers should provide appropriate learning experiences and support to help learners and students realize their potential. Teachers should support their students to remain authentic in their language learning, language development processes, and writing tasks. Each student should be encouraged and guided in their own autonomous process to develop the skills they have acquired in their own developmental processes (Billings and Walqui, 2018).

In essence, Vygotsky's Zone of Proximal Development Theory suggests that learning takes place when students are challenged to perform tasks that are just beyond their current level of competence, but with the support of a more knowledgeable partner. In the context of writing anxiety, this theory may suggest that students who receive support and guidance from

teachers or peers may be better able to cope with their anxiety, complete their writing tasks without fear, and improve their writing skills as they should (Denhere et al., 2013).

2.6.3. Flower and Hayes' Cognitive Process of Writing Theory and Writing Anxiety

Flower and Hayes' Cognitive Process of Writing Theory suggests that writing is a sophisticated process that covers multiple stages, including planning, drafting, revising, and editing. The theory aims to explain how writers use their cognitive abilities to create written works and how they can improve their writing skills through mindfulness and practice. In the context of writing anxiety, this theory implies that students who struggle with anxiety may find it challenging to manage the cognitive demands of writing, especially during the planning and drafting stages (Flower and Hayes, 1981).

Writing is essentially a set of distinctive thinking processes that involve the acts of arranging, sorting, and organizing (Flower and Hayes, 1981). From this point of view, it can be expressed for the connection between the present theory and writing anxiety that the cognitive process of writing theory proposed by Flower and Hayes (1981) can help writers manage writing anxiety by providing a framework that breaks down writing into different stages. The theory recognizes that writing is recursive, which means that writers may move between stages to refine their writing. By offering a clear understanding of the writing process, this theory can help writers develop a more positive and confident attitude towards writing, which can reduce writing anxiety.

2.6.4. Bandura's Self-Efficacy Theory and Writing Anxiety

According to Bandura's Self-Efficacy Theory, people's beliefs about their ability to achieve specific goals have a more significant influence on their motivation, emotional state, and actions than their actual skill level. As a result, these beliefs are crucial to shaping behaviors, effort, persistence, adaptability to setbacks, stress levels, and even self-perception

and perception of others. Bandura also highlights that humans are proactive and free and that self-efficacy can be modified through experiences, learning, persuasion, and the interpretation of physiological states. These beliefs play a critical role in self-control and self-determination (Bandura, 1997).

As stated, this theory implies that individuals' beliefs about their own abilities and competence can influence their motivation and performance. In the context of writing anxiety, this theory may suggest that students who have low self-efficacy beliefs about their writing abilities may be more likely to experience anxiety and perform poorly on writing tasks. Bandura's (1997) Self-Efficacy Theory can help reduce writing anxiety by increasing students' confidence in their writing abilities. According to this theory, students who believe in their ability to write well are more likely to approach writing tasks with a positive attitude and are more likely to persevere through challenges. By building self-efficacy, individuals can reduce anxiety and improve their writing skills. Writing practice and feedback can also help to build self-efficacy by providing the students with opportunities to learn from their mistakes and improve their writing skills.

CHAPTER 3

METHODOLOGY

3.1. General Information about the Questionnaire

In the study, a basic instrument is used to determine the levels and sources of writing anxiety in a second language and is valid for a foreign language. The instrument is the Second Language Writing Anxiety Inventory (SLWAI), which was created and developed by a professor named Yuh-show Cheng from National Taiwan Normal University (2004). The researcher who developed the scale also worked with the participants in the context of EFL during this process and stated that the inventory could also be applied to the context of foreign languages (Ekmekci, 2018). SLWAI was translated into the native language of the participants in line with three different expert opinions. Then, the questionnaire prepared for the study was carried out in the English Preparatory Department at the School of Foreign Languages of a state University with the participation of the university preparatory students.

3.2. Participants

The participants of the current study consisted of 311 university preparatory students. The sample consisted of 118 male and 193 female students studying at a foreign languages school of a state university in Turkey. All the students were from various disciplines and were enrolled in a foreign language school for university preparatory education before taking their departmental lectures. Additionally, because some of the students are in the optional program, it is not mandatory for all students in the foreign languages school to complete the preparatory program.

According to the demographic characteristics of the participants, some information like gender, age, the university they have been attending, the department they will attend, whether

they are in the mandatory or optional university preparatory school, and their English levels were investigated. Their ages varied from 18 to 34 during the survey.

3.3. Instruments

The research utilized the Second Language Writing Anxiety Inventory (SLWAI), which was developed by Cheng (2004), to recognize the types, levels, and sources of anxiety in writing foreign languages. The scale has 3 subscales: Somatic anxiety, cognitive anxiety, and avoidance behavior. The subscales can be used to investigate the relationship between different aspects of L2 writing anxiety, writing performance, and practices. Although Cheng's inventory was created for second language contexts, it can also be applied to foreign language contexts, as previously mentioned.

Somatic anxiety indicates the physiological impacts of anxiety, such as apprehension, stress, and palpitating. Avoidance behavior is defined as writer's block or procastination. Cognitive anxiety is associated with the mental side of anxiety, such as pessimistic attitudes, obsession with achievement, and one's image or reputation in the eyes of others (Ekmekci, 2018).

As stated before, the SLWAI comprises of 22 items with three subscales, and contains *somatic anxiety* (the first subscale with seven items containing items 2, 6, 8, 11, 13, 15, 19), *avoidance behavior* (the second subscale with seven items containing items 4, 5, 10, 12, 16, 18, 22), and *cognitive anxiety* (the third and last subscale with eight items containing items 1, 3, 7, 9, 14, 17, 20, 21). The response format is a five-point Likert scale. There are five options shaped like: 1 = *strongly disagree*; 2 = *disagree*; 3 = *neither agree nor disagree*; 4 = *agree*; 5: *strongly agree*.

When evaluating the statements given item numbers in parentheses, it should be taken into account that the participants will score the items in reverse (seven items requiring reverse coding: 1, 4, 17, 18, 21, 22).

3.4. Data Collection and Analyses

The current study was carried out via a quantitative data collection method. The quantitative data were collected through a survey questionnaire. The questionnaire was administered to English preparatory class students of the foreign languages school of a Turkish state university to gain a deeper understanding of their writing anxiety perceptions and the reflection of their experiences. The questionnaire included items related to demographic information, writing anxiety, and writing performance. The data collected from the questionnaire were analyzed using statistical techniques.

3.5. Research Questions of the Study

3.5.1. Research Question 1.

Which type of anxiety is predominant for EFL students in EFL context?

The present study aimed to investigate the predominant type of anxiety experienced by EFL students in an EFL context. The results indicated that somatic anxiety was the most commonly reported type of anxiety among EFL students. Somatic anxiety is characterized by physical symptoms such as rapid heartbeat, trembling, perspiration, a confused mind, feeling panic, freezing up, and nausea, and can negatively impact test performance.

3.5.2. Research Question 2.

Is there a relationship between EFL students' writing anxiety and their achievement in EFL context?

The present study was designed to examine the association between anxiety and academic performance. Specifically, the research aimed to test the hypothesis that students with higher levels of anxiety would exhibit poorer academic achievement than those with lower levels of anxiety. Following the collection and analysis of data, the results indicated that the average anxiety scores of unsuccessful students were significantly higher than those of successful students. This finding supports the notion that anxiety is a potential barrier to academic performance.

3.5.3. Research Question 3.

Which type of anxiety affects EFL students' writing achievement the most in the EFL context?

The present study sought to examine the impact of different types of anxiety on the writing achievement of EFL students in the EFL context. The results revealed that somatic anxiety had the strongest negative effect on EFL students' writing performance. These findings suggest that somatic anxiety may be a significant obstacle to the development of EFL students' writing skills.

CHAPTER 4

FINDINGS

4.1. Demographic Features of the Participants

This section includes data on the demographic characteristics of the EFL students who participated in the questionnaire, such as age, gender, university, post-preparatory programs, preparatory program requirements, English proficiency levels, and writing skills. The purpose of this section is to provide a clear picture of the participants' backgrounds and to help readers understand the context in which the study was conducted. By analyzing the demographic data, we can also identify any potential biases or limitations that may have affected the study's results. Overall, this section aims to provide a comprehensive overview of the participants' characteristics and contextualize the study's findings within the broader context of EFL education.

Table 1 *Frequency Distribution of the EFL Students According to Their Gender*

Gender	Frequency	(%) Percentage
Male	118	37.9
Female	193	62.1
Total	311	100

The study collected data on the gender of the EFL students who participated in the study, and the results showed that the majority of the participants were female. Specifically, 62.1% (193 students) of the participants were female, while 37.9% (118 students) were male, as shown in Table 1.

Table 2 *Distribution of the EFL Students According to Their Gender*

	Minimum	Maximum	Mean	Standard Deviation
Age (n:311)	18	34	21.23	2.05

The study collected data on the ages of the EFL students who participated in the study, and the results showed that the participants' ages ranged from 18 to 34 years old. The average age of the participants was 21.23 years old, as indicated in Table 2. This age range is typical of university students, as the study was conducted in a university setting.

Table 3 *Frequency Distribution of the EFL Students According to Their Universities*

University	Frequency	(%) Percentage
Necmettin Erbakan University	291	93.6
Other	20	6.4
Total	311	100

The study collected data on the universities that the EFL students who participated in the study were enrolled in, and the results showed that the vast majority of the participants were students of Necmettin Erbakan University. Specifically, 93.6% (291 students) of the participants were enrolled at Necmettin Erbakan University, as displayed in Table 3.

Table 4 *Frequency Distribution of the EFL Students According to Their Departments*

Department	Frequeuency	(%) Percentage
Aviation Management	81	26.0
Engineering Programs	83	26.7
Education Programs	39	12.5
Health Sciences Programs	43	13.8
International Relations and Political Science	55	17.7
Others	10	3.2
Total	311	100

The study collected data on the departments that the EFL students who participated in the study were enrolled in, and the results showed that the majority of the participants were from the Departments of Aviation Management, Engineering, International Relations and Political Science, as shown in Table 4.

Table 5 *Frequency Distribution of EFL Students According to Type of Preparatory Class (Optional or Mandatory Preparatory Class)*

Preparatory Class Status	Frequency	(%)Percentage
Mandatory	198	63.7
Optional	113	36.3
Total	311	100

The study collected data on the preparatory class status of the EFL students who participated in the study, and the results showed that the majority of the participants were in mandatory preparatory class, as shown in Table 5. Specifically, 63.7% (198 students) of the participants were in mandatory preparatory classes.

Table 6 *Frequency Distribution of EFL students' assessment of their own language proficiency level*

Language Proficiency Levels	Frequency	(%)Percentage
Elementary	31	10.0
Pre-intermediate	55	17.7
Intermediate	158	50.8
Upper intermediate	53	17.0
Advanced	14	4.5
Total	311	100

The study collected data on the self-evaluated foreign language proficiency levels of the EFL students who participated in the study, and the results showed that the majority of the participants considered their language proficiency levels to be intermediate or pre-intermediate/upper intermediate, as shown in Table 6. Specifically, 50.8% (158 students) considered their language proficiency levels to be intermediate, while about 34% (108 students) considered theirs to be pre-intermediate or upper-intermediate.

Table 7 *Frequency Distribution of EFL Students' evaluation of their own writing skills*

Writing Skills	Frequency	(%)Percentage
Very weak	19	6.1
Weak	63	20.3
Moderate	137	44.1
Strong	77	24.8
Very strong	15	4.8
Total	311	100

When the EFL students who participated in the study evaluated their own writing skills; 44.1% (137 students) evaluated their writing skills as moderate, 20.3% (63 students) evaluated theirs as weak, 24.8% (77 students) evaluated as strong as displayed in Table 7.

4.2. Evaluation of the Questionnaire Data

In this section, the evaluation of the questionnaire data on writing anxiety in English as a foreign language will be carried out. Furthermore, the responses to the questionnaire will be evaluated according to the fact that some items require reverse scoring. These are 1, 4, 7, 17, 18, 21, and 22. In addition, items 2, 6, 8, 11, 13, 15, and 19 in our questionnaire are intended to measure '*somatic anxiety*', while items 1, 3, 7, 9, 14, 17, 20, and 21 are intended to measure

'*cognitive anxiety*'. Additionally, items 4, 5, 10, 12, 16, 18, and 22 consist of statements to assess '*avoidance behavior*'.

The consistency and reliability of the answers given to the questions in the questionnaires are statistically measured by the Cronbach's Alpha value. Cronbach's Alpha value takes a value between 0 and 1. If the Cronbach Alpha value is 0.6 or less, it is considered poor; 0.7 is acceptable; 0.8 is good; and 0.9 is excellent. Accordingly, the total Cronbach's Alpha value of the 22 statements in our questionnaire is 0.920, and it is seen that the answers given are of high reliability.

Table 8 *Somatic Anxiety Subscale*

	Strongly Disagree	**Disagree**	**Undecided**	**Agree**	**Strongly Agree**
	n - %	**n - %**	**n - %**	**n - %**	**n - %**
I feel my heart pounding when I write English compositions under time constraint.	26 - 8.4	59 - 19.0	55 -17.7	124 - 39.9	47 - 15.1
My mind often goes blank when I start to work on an English composition.	23 - 7.4	107 -34.4	58 -18.6	82 - 26.4	41 - 13.2
I tremble or perspire when I write English compositions under time pressure.	41 - 13.2	99 - 318	53 -17.0	88 - 28.3	30 - 9.6
My thoughts become jumbled when I write English compositions under time constraint.	17 - 5.5	60- 19.3	57 -18.3	126 - 40.5	51 - 16.4
I often feel panic when I write English compositions under time constraint.	24 - 7.7	78 - 25.1	65 -20.9	106 - 34.1	38 - 12.2
I freeze up when unexpectedly asked to write English compositions.	30 - 9.6	92 - 29.6	57 -18.3	91 - 29.3	41 - 13.2
I usually feel my whole body rigid and tense when I write English compositions.	58 - 18.6	123 - 39.5	55 -17.7	49 - 15.8	26 - 8.4

Table 9 *Cognitive Anxiety Subscale*

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	n - %	n - %	n - %	n - %	n - %
While writing in English, I'm not nervous at all.	45 - 14.5	86 - 27.7	80 -25.7	77 – 24.8	23 – 7.4
While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	25 - 8.0	59 - 19.0	48 -15.4	125 - 40.2	54 - 17.4
I don't worry that my English compositions are a lot worse than others'.	42 - 13.5	92 - 29.6	62 -19.9	81 - 26.0	34 - 10.9
If my English composition is to be evaluated, I would worry about getting a very poor grade.	26 - 8.4	83 - 26.7	52 -16.7	107 – 34.4	43 - 13.8
I'm afraid that the other students would deride my English composition if they read it.	83 - 267	106 -34.1	42 -13.5	51 - 16.4	29 - 9.3
I don't worry at all about what other people would think of my English compositions.	25 - 8.0	92 - 29.6	69 -22.2	85 - 27.3	40 - 12.9
I'm afraid of my English composition being chosen as a sample for discussion in class.	46 - 14.8	113 -36.3	54 -17.4	74 - 23.8	24 - 7.7
I'm not afraid at all that my English compositions would be rated as very poor.	34 - 10.9	88 - 28.3	72 -23.2	83 - 26.7	34 - 10.9

Table 10 *Avoidance Behavior Subscale*

	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
	n - %	n - %	n - %	n - %	n - %
I often choose to write down my thoughts in English.	33 - 10.6	123 -39.5	78 -25.1	55 - 17.7	22 - 7.1
I usually do my best to avoid writing English compositions.	42 - 13.5	100 -32.2	56 -18.0	75 - 24.1	38 - 12.2
I do my best to avoid situations in which I have to write in English.	61 - 19.6	117 -37.6	39 -12.5	49 - 15.8	45 - 14.5
Unless I have no choice, I would not use English to write compositions.	16 - 5.1	56 - 18.0	63 -20.3	118 - 37.9	58 - 18.6
I would do my best to excuse myself if asked to write English compositions.	55 - 17.7	119 -38.3	71 -22.8	44 - 14.1	22 - 7.1
I usually seek every possible chance to write English compositions outside of class.	56 - 18.0	108 -34.7	81 -26.0	54 - 17.4	12 - 3.9
Whenever possible, I would use English to write compositions.	43 - 13.8	123 -39.5	75 -24.1	56 - 18.0	14 – 4.5

Table 11 *While writing in English, I'm not nervous at all.*

	Frequency	(%) Percentage
Strongly disagree	45	14.5
Disagree	86	27.7
Undecided	80	25.7
Agree	77	24.8
Strongly agree	23	7.4
Total	311	100

As a result of the responses to this statement in our questionnaire, 42.2% (131 students) were found to be nervous when writing in English, while 32.2% (100 students) were not nervous in Table 11. This shows that writing in a second language can be a source of anxiety for some individuals, which is called cognitive anxiety.

Table 12 *I feel my heart pounding when I write English compositions under time constraint.*

	Frequency	(%) Percentage
Strongly disagree	26	8.4
Disagree	59	19.0
Undecided	55	17.7
Agree	124	39.9
Strongly agree	47	15.1
Total	311	100

According to Table 12, the results of the evaluation of this questionnaire statement show that a significant proportion of participants, 55% (171 students), reported experiencing a rapid heartbeat while writing English under time constraints. This suggests that in some individuals, writing under pressure may lead to physiological reactions, which is an indication of somatic anxiety. However, it is important to note that 27.4% (85 students) of the participants did not report the same situation, indicating that not everyone responds in the same way to similar stressors.

Table 13 *While writing English compositions, I feel worried and uneasy if I know they will be evaluated.*

	Frequency	(%) Percentage
Strongly disagree	25	8.0
Disagree	59	19.0
Undecided	48	15.4
Agree	125	40.2
Strongly agree	54	17.4
Total	311	100

In Table 13, the results of the questionnaire study show that a significant proportion of participants, 57.6% (179 students), reported feeling anxious and uneasy while writing English essays if they knew that they would be evaluated. This suggests that the fear of evaluation can be a significant source of stress for some individuals. However, it is important to note that 27% (84 students) of the participants did not report feeling such anxiety and uneasiness, indicating that not everyone is affected in the same way by the fear of evaluation. Among 311 participants, 179 stated that they felt anxious and uncomfortable, indicating that they experienced cognitive anxiety.

Table 14 *I often choose to write down my thoughts in English.*

	Frequency	(%) Percentage
Strongly disagree	33	10.6
Disagree	123	39.5
Undecided	78	25.1
Agree	55	17.7
Strongly agree	22	7.1
Total	311	100

As a result of the evaluation of the next questionnaire sentence, it was found that half of the participants, that is, 50.1% of them (156 students), did not prefer to write their thoughts in English frequently. As can be understood from Table 14, these 156 students shows avoidance behavior.

Table 15 *I usually do my best to avoid writing English compositions.*

	Frequency	**(%) Percentage**
Strongly disagree	42	13.5
Disagree	100	32.2
Undecided	56	18.0
Agree	75	24.1
Strongly agree	38	12.2
Total	311	100

According to the evaluation result of statement 5, 36.3% (113 students) of the students generally want to avoid writing essays in English. However, 45.7% (142 students) did not agree with this idea as displayed in Table 15. Additionally, avoidance behavior was also studied in this table.

Table 16 *My mind often goes blank when I start to work on an English composition.*

	Frequency	**(%) Percentage**
Strongly disagree	23	7.4
Disagree	107	34.4
Undecided	58	18.6
Agree	82	26.4
Strongly agree	41	13.2
Total	311	100

In view of the evaluation report for item 6, it seems that 39.6% (123 students) of the participant students stated that their brains stopped when they were going to write an essay in English, while 41.8% (130 students) disagreed with this statement with a slight difference as revealed in Table 16. At this point, it can be deduced that a significant portion of the students have difficulty writing essays in English. However, it is also worth noting that the majority of the students did not agree with this idea. In addition, this questionnaire statement is one of the subscales measuring somatic anxiety.

Table 17 *I don't worry that my English compositions are a lot worse than others.*

	Frequency	(%) Percentage
Strongly disagree	42	13.5
Disagree	92	29.6
Undecided	62	19.9
Agree	81	26.0
Strongly agree	34	10.9
Total	311	100

As for statement 7, which is one of the subscales of cognitive anxiety and is discussed in table 17, we can state that 43.1% (134 students) of the EFL students felt worried that their English composition was much worse than that of others. On the other hand, 36.9% of the students stated that this was not the case for them.

Table 18 *I tremble or perspire when I write English compositions under time pressure.*

	Frequency	(%) Percentage
Strongly disagree	41	13.2
Disagree	99	31.8
Undecided	53	17.0
Agree	88	28.3
Strongly agree	30	9.6
Total	311	100

According to Table 18, 37.9% of them stated that they experienced physical symptoms of anxiety such as trembling and sweating, which are signs of somatic anxiety, while writing English essays under time pressure; 45% stated that this was not the case for them.

Table 19 *If my English composition is to be evaluated, I would worry about getting a very poor grade.*

	Frequency	(%) Percentage
Strongly disagree	26	8.4
Disagree	83	26.7
Undecided	52	16.7
Agree	107	34.4
Strongly agree	43	13.8
Total	311	100

In this statement indicating cognitive anxiety, 48.2% of the students (150 students) were worried about getting a low grade in the evaluation of their English compositions as seen Table 19.

Table 20 *I do my best to avoid situations in which I have to write in English.*

	Frequency	(%) Percentage
Strongly disagree	61	19.6
Disagree	117	37.6
Undecided	39	12.5
Agree	49	15.8
Strongly agree	45	14.5
Total	311	100

Table 20 shows that 30.3% of the students answered that they try their best to avoid situations where they have to write in English, and 57.25% of the students answered that such

a situation is not suitable for them. In terms of proportion, it is seen that fewer students exhibit avoidance behavior.

Table 21 *My thoughts become jumbled when I write English compositions under time constraint.*

	Frequency	(%) Percentage
Strongly disagree	17	5.5
Disagree	60	19.3
Undecided	57	18.3
Agree	126	40.5
Strongly agree	51	16.4
Total	311	100

As a result of the answers to this statement, which assesses somatic anxiety, 56.9% (177 students) of the students' thoughts are confused when writing an essay in English under time constraints, while 24.8% (77 students) of the students' thoughts are not confused when they are in the same situation as shown in Table 21.

Table 22 *Unless I have no choice, I would not use English to write compositions.*

	Frequency	(%) Percentage
Strongly disagree	16	5.1
Disagree	56	18.0
Undecided	63	20.3
Agree	118	37.9
Strongly agree	58	18.6
Total	311	100

According to Table 22, while 56.5% of the students (176 students) found this statement appropriate for themselves, 72 students (23.1%) disagreed with it. This attitude of the students reflects avoidance behavior which is one of the anxiety types.

Table 23 *I often feel panic when I write English compositions under time constraint.*

	Frequency	(%) Percentage
Strongly disagree	24	7.7
Disagree	78	25.1
Undecided	65	20.9
Agree	106	34.1
Strongly agree	38	12.2
Total	311	100

According to the results of the questionnaire statement in Table 23, 46.3% (144 students) of the students who wrote essays in English under time constraints confirmed that they often felt panic. In fact, some students' panic in the process of writing in a foreign language under time constraints is one of the somatic anxiety behaviors and can be seen as a common situation among students.

Table 24 *I'm afraid that the other students would deride my English composition if they read it.*

	Frequency	(%) Percentage
Strongly disagree	83	26.7
Disagree	106	34.1
Undecided	42	13.5
Agree	51	16.4
Strongly agree	29	9.3
Total	311	100

According to Table 24, which evaluates cognitive anxiety, only 25.7% of the students who participated in the questionnaire survey had a fear that they would be ridiculed if other students read their English compositions. However, 60.8% of them disagreed that they had such a fear.

Table 25 *I freeze up when unexpectedly asked to write English compositions.*

	Frequency	(%) Percentage
Strongly disagree	30	9.6
Disagree	92	29.6
Undecided	57	18.3
Agree	91	29.3
Strongly agree	41	13.2
Total	311	100

As shown in Table 25, 42.5% (132 students) of the students stated that they froze when they were asked to write an English composition unexpectedly, while 39.2% (122 students) stated that they did not freeze. Additionally, this survey sentence is related to somatic anxiety subscale.

Table 26 *I would do my best to excuse myself if asked to write English compositions.*

	Frequency	(%) Percentage
Strongly disagree	55	17.7
Disagree	119	38.3
Undecided	71	22.8
Agree	44	14.1
Strongly agree	22	7.1
Total	311	100

As shown in Table 26, only 21.2% (66 students) of the students who participated in the survey attempted to excuse themselves when asked to write an essay in English, while 56%

(174 students) did not attempt to do so. Moreover, this phrase is one of the subscales of avoidance behavior.

Table 27 *I don't worry at all about what other people would think of my English compositions.*

	Frequency	**(%) Percentage**
Strongly disagree	25	8.0
Disagree	92	29.6
Undecided	69	22.2
Agree	85	27.3
Strongly agree	40	12.9
Total	311	100

To Table 27, as a result of the evaluation of Statement 17, which is also one of the statements requiring reverse scoring, it is seen that 40.2% of the participants state that they are never interested in what others think when they write essays in English, while this is not the case for 37.6% of them. Moreover, this 37.6% of the respondents suffered from cognitive anxiety.

Table 28 *I usually seek every possible chance to write English compositions outside of class.*

	Frequency	**(%) Percentage**
Strongly disagree	56	18.0
Disagree	108	34.7
Undecided	81	26.0
Agree	54	17.4
Strongly agree	12	3.9
Total	311	100

As a result of the students' evaluation of the next statement, which requires reverse scoring, the following data were obtained: Only 21.3% of the students prefer to make use of the

opportunities to write an English composition outside the classroom. On the other hand, 52.7% do not prefer the same situation by exhibiting avoidance behavior as can be understood from Table 28.

Table 29 *I Usually Feel My Whole Body Rigid and Tense When I Write English Compositions.*

	Frequency	(%) Percentage
Strongly disagree	58	18.6
Disagree	123	39.5
Undecided	55	17.7
Agree	49	15.8
Strongly agree	26	8.4
Total	311	100

According to the result of the evaluation of this statement prepared for the measurement of Somatic Anxiety, the percentage of students who agreed with the statement that their bodies were rigid and tense while writing an English essay was only 24.2%, while the percentage of students who disagreed with it was 58.1%.

Table 30 *I'm Afraid of My English Composition Being Chosen as a Sample for Discussion in Class.*

	Frequency	(%) Percentage
Strongly disagree	46	14.8
Disagree	113	36.3
Undecided	54	17.4
Agree	74	23.8
Strongly agree	24	7.7
Total	311	100

While 31.5% of the students (98 students) were afraid of having their English compositions selected as discussion examples in class, almost more than half of the students (51.1%) disagreed that they would be afraid of this, as displayed in Table 30. Accordingly, it can be stated that cognitive anxiety was aimed to be measured by means of this questionnaire statement.

Table 31 *I'm not afraid at all that my English compositions would be rated as very poor.*

	Frequency	**(%) Percentage**
Strongly disagree	34	10.9
Disagree	88	28.3
Undecided	72	23.2
Agree	83	26.7
Strongly agree	34	10.9
Total	311	100

As shown in Table 31, 39.2% of the participating students (122 students) feared that their English compositions would be judged as poor, while 37.6% disagreed and indicated that they had no such fear, which is again a report measuring cognitive anxiety.

Table 32 *Whenever possible, I would use English to write compositions.*

	Frequency	**(%) Percentage**
Strongly disagree	43	13.8
Disagree	123	39.5
Undecided	75	24.1
Agree	56	18.0
Strongly agree	14	4.5
Total	311	100

As it can be seen from Table 32, only 22.5% (70 students) of the students who participated in the questionnaire preferred to use English as much as possible for writing essays, while more than half (53.3%) of them stated that they would not prefer to use English, which reveals that avoidance behavior is in question.

Table 33 *Achievement Status of Participants*

Achievement Status	Frequency	(%) Percentage
Successful	233	74.9
Unsuccessful	78	25.1
Total	311	100

The study found that out of the EFL students who participated in the writing exam, 74.9% (233 students) received a successful grade, while 25.1% (78 students) received a failing grade (Table 33). This suggests that a significant proportion of students were able to demonstrate proficiency in writing in English, while a smaller number struggled with the exam.

Table 34 *Relationship Between Gender and Anxiety Types*

Gender	n	Somatic anxiety score mean	Cognitive anxiety score mean	Avoidance behavior score mean	Total anxiety score mean
Male	118	3.06	2.90	3.06	2.96
Female	193	3.28	3.05	3.13	3.11
Total	311	3.20	2.99	3.10	3.05
		$p = 0.024$	$p = 0.093$	$p = 0.487$	$p = 0.089$

When the normal distribution analysis of the scores according to gender was performed, it was seen that they were normally distributed, and the independent sample t-test, which is a parametric test, was conducted between the paired groups. As a result, while there was a

difference between males and females in somatic anxiety scores, there was no significant difference in cognitive anxiety, avoidance behavior, and total anxiety score means. Additionally, when all participants, regardless of gender, were evaluated, it was observed that the somatic anxiety score mean was the highest among the others, as displayed in Table 34.

Table 35 *The Relationship Between Preparatory Class Status and Anxiety Types*

Preparatory Class Status	n	Somatic anxiety score mean	Cognitive anxiety score mean	Avoidance behavior score mean	Total anxiety score mean
Mandatory	198	3.24	2.94	3.11	3.04
Optional	113	3.12	3.08	3.107	3.06
		p = 0.214	**p** = 0.130	**p** = 0.676	**p** = 0.820

When the normal distribution analysis of the scores according to the preparation reading status was performed, it was seen that they were normally distributed, and the independent sample t-test, which is a parametric test, was conducted between the paired groups. As a result, it was seen that there was no significant difference in somatic anxiety, cognitive anxiety, avoidance behavior, and total anxiety score means as presented in Table 35.

Table 36 *The Relationship Between Writing Achievement Status and Anxiety Types*

Writing Achievement Status	n	Somatic anxiety score mean	Cognitive anxiety score mean	Avoidance behavior score mean	Total anxiety score mean
Successful	233	3.08	2.88	2.93	2.92
Unsuccessful	78	3.55	3.34	3.61	3.45
		p = 0.000	**p** = 0.000	**p** = 0.000	**p** = 0.000

Table 36 shows that when the normal distribution analysis of the scores according to achievement status was performed, it was seen that they were normally distributed, and the Independent Samples T-Test, which is a parametric test, was conducted between the paired groups. As a result, it was determined that there was a significant difference in somatic anxiety, cognitive anxiety, avoidance behavior, and total anxiety scores with achievement status, and it was determined that the anxiety score means of unsuccessful students were higher. As a result, it can be deduced that anxiety has a negative impact on achievement.

Table 37 *The Relationship Between English Proficiency Level and Somatic Anxiety Score*

	n	**mean**	**Std deviation**
Beginner/ Elementary	31	3.71	0.97
Pre-intermediate	55	3.57	0.67
Intermediate	158	3.15	0.75
Upper Intermediate	53	2.85	0.84
Advanced	14	2.37	1.15
Total	311	3.20	0.85

As shown in Table 37, One-Way ANOVA Test was conducted in order to compare English proficiency levels and somatic anxiety score mean, and the p-value was found to be less than 0.05. Paired groups were compared with Post-Hoc Tests, and the difference between the groups was examined. As a result, it was seen that the somatic anxiety scores decreased as the English level increased. (Test of homogeneity of variances, $p = 0.010$; ANOVA, $p = 0.000$)

Table 38 *The Relationship Between English Proficiency Level and Cognitive Anxiety Score*

	n	mean	Std deviation
Beginner/ Elementary	31	3.43	0.73
Pre-intermediate	55	3.35	0.62
Intermediate	158	2.93	0.73
Upper Intermediate	53	2.69	0.67
Advanced	14	2.55	1.02
Total	311	2.99	0.76

According to Table 38, in the comparison of English proficiency levels and cognitive anxiety score mean, One-way ANOVA Test was conducted, and the p-value was found to be less than 0.05. Post-Hoc Tests were used to compare the paired groups, and the difference between the groups was analyzed. It was then seen that the cognitive anxiety score decreased as the English proficiency level increased. (Test of homogeneity of variances, $p = 0.094$; ANOVA, $p = 0.000$)

Table 39 *The Relationship Between English Proficiency Level and Avoidance Behavior Score*

	n	mean	Std deviation
Beginner/ Elementary	31	3.71	0.84
Pre-intermediate	55	3.52	0.66
Intermediate	158	3.05	0.74
Upper Intermediate	53	2.69	0.58
Advanced	14	2.16	0.91
Total	311	3.10	0.81

In the comparison of English proficiency levels and avoidance behavior score mean, One-Way ANOVA Test was conducted, and the p-value was found to be less than 0.05. Post-Hoc Tests were used to compare paired groups, and the difference between groups was examined. As a result, it was observed that the avoidance behavior score decreased as the level of English increased as shown in Table 39. (Test of homogeneity of variances, p = 0.013; ANOVA, p = 0.000

Table 40 *The Relationship Between English Proficiency Level and Total Anxiety Score*

	n	**mean**	**Std deviation**
Beginner/ Elementary	31	3.59	0.74
Pre-intermediate	55	3.45	0.55
Intermediate	158	2.99	0.65
Upper Intermediate	53	2.69	0.60
Advanced	14	2.35	1.00
Total	311	3.05	0.72

In the comparison of English proficiency levels and total anxiety score mean, One-Way ANOVA Test was conducted, and the p-value was found to be less than 0.05. Paired groups were compared with Post-Hoc Tests, and the difference between the groups was analyzed. As a result, it was observed that the total anxiety score decreased as the level of English proficiency increased as Table 40 displayes. (Test of homogeneity of variances, p = 0.006; ANOVA, p = 0.000)

Table 41 *The Relationship Between English Writing Skills and Somatic Anxiety Score*

	n	mean	Std deviation
Very Weak	19	3.93	0.86
Weak	63	3.69	0.72
Moderate	137	3.21	0.66
Strong	77	2.77	0.80
Very Strong	15	2.29	1.20
Total	311	3.20	0.85

As pointed out in Table 41, One-Way ANOVA Test was conducted for the comparison of English writing skills and somatic anxiety score mean, and the p-value was found to be less than 0.05. Paired groups were compared with Post-Hoc Tests, and the difference between the groups was examined. As a result, it was observed that somatic anxiety scores decreased as English writing skills increased. (Test of homogeneity of variances, p = 0.004; ANOVA, p = 0.000)

Table 42 *The Relationship Between English Writing Skills and Cognitive Anxiety Score*

	n	mean	Std deviation
Very Weak	19	3.69	0.70
Weak	63	3.48	0.70
Moderate	137	2.99	0.61
Strong	77	2.59	0.67
Very Strong	15	2.25	0.90
Total	311	2.99	0.76

In the comparison of English writing skills and cognitive anxiety score mean, One-Way ANOVA Test was conducted, and the p-value was found to be less than 0.05. As a result of comparing the paired groups with Post-Hoc Tests and looking at the difference between the groups, it was seen that the cognitive anxiety score menas decreased as the English writing

skills increased as shown in Table 42. (Test of homogeneity of variances, p = 0.028; ANOVA, p = 0.000)

Table 43 *The Relationship Between English Writing Skills and Avoidance Behavior Score*

	n	**mean**	**Std deviation**
Very Weak	19	4.04	0.75
Weak	63	3.58	0.75
Moderate	137	3.11	0.62
Strong	77	2.63	0.64
Very Strong	15	2.19	0.95
Total	311	3.10	0.81

Table 43 shows that One-Way ANOVA Test was conducted for the comparison of English writing skills and avoidance behavior score mean, and the p-value was found to be less than 0.05. Post-Hoc Tests were used to compare paired groups, and the differences between the groups were analyzed. As a result, it was observed that the avoidance behavior score mean decreased as the level of English increased. (Test of homogeneity of variances, p = 0.004; ANOVA, p = 0.000)

Table 44 *Correlation Between Anxiety Types*

Somatic anxiety score – Cognitive anxiety score	**Pearson Correlation:** 0.715 **p** = 0.000
Somatic anxiety score – Avoidance behavior score	**Pearson Correlation:** 0.700 **p** = 0.000
Cognitive anxiety score – Avoidance behavior score	**Pearson Correlation:** 0.610 **p** = 0.000

When the correlation among binary anxiety types was analyzed, it was observed that there was a positive correlation. In detail, it is seen that there is a high correlation between somatic anxiety score and cognitive anxiety score and somatic anxiety score and avoidance

behavior score and a moderate correlation between cognitive anxiety score and avoidance behavior score as seen in Table 44.

Table 45 *Relationship Between Age and Types of Anxiety*

Age - Somatic anxiety score	**Pearson Correlation:** -0.040	**p** = 0.486
Age - Cognitive anxiety score	**Pearson Correlation:** 0.010	**p** = 0.866
Age - Avoidance behavior score	**Pearson Correlation:** 0.024	**p** = 0.673

When the correlation between the age of the EFL students and the scores of anxiety types was analyzed, it was seen that there was no significant correlation.

Table 46 *The Relationship Between Preparatory Class Status and Writing Achievement*

Preparatory Class Status	Successful	Unsuccessful	Total
Mandatory	160	38	198
Optional	73	40	113
Total	233	78	311

When the relationship between preparatory class status and achievement status is analyzed using Crostabs, the statistical significance value of $p = 0,002$ is found, and it is seen that the students who have mandatory English preparatory education are more successful.

CHAPTER 5

DISCUSSION AND CONCLUSION

5.1. Discussion of the Findings and Conclusion

Writing is an important skill for language learners. However, it can be particularly demanding for EFL learners, as mentioned many times before. Writing anxiety is a common problem that EFL learners face when writing assignments or exams and can lead to feelings of fear, panic, or anxiety when writing in a foreign or second language. This anxiety can have a serious and often negative impact on their writing performance, writing success, motivation, and even self-confidence. At this point, the relationship between the type of anxiety EFL learners have and their achievement in writing is important. This study focuses on investigating the link between EFL learners' writing anxiety and their EFL writing performance and achievement. The main goal of this thesis study is to examine the potential correlation between EFL students' writing anxiety and their academic achievement in an EFL context by reviewing the results of the research survey on this topic. Accordingly, in our study, the relationship between writing anxiety and achievement was analysed with many variables such as age, gender, language proficiency level and writing skills.

Ultimately, one of the aim of the present study is to provide a better understanding of writing anxiety in EFL learners as well as examine the relationship between their existing anxiety and their achievement. In this study, SPSS statistical software tool was used for the quantitative analysis of the SLWAI applied to the students. When the relationship between anxiety and achievement is analyzed in line with the findings obtained from the questionnaire analyses applied to 311 students (118 males and 193 females) between the ages of 18 and 34, studying in a preparatory class at a school of foreign languages affiliated to a state university in Turkey, it is seen that anxiety negatively affects achievement. Additionally, the present study

administered a research questionnaire consisting of 22 statements to participating students, who were asked to evaluate them. In addition, the relationships among variables such as age, gender, English proficiency level, writing skills, writing exam grade indicating students' achievement, and anxiety types were examined and analyzed in a detailed and reliable manner. The reliability analysis score of the questionnaire was computed to be 0.920, which indicates a high degree of reliability.

The results of the study revealed that there was no significant correlation between the ages of EFL students and their anxiety type score means. In other words, the findings suggest that the age of the students does not play a significant role in determining their anxiety levels in the context of learning English as a foreign language.

The current study conducted an analysis of anxiety types based on gender. At the end of this analysis, it revealed a significant difference between females and males in somatic anxiety scores, indicating that females experience more physical symptoms of anxiety than males. However, the analysis did not reveal a significant difference in cognitive anxiety, avoidance behavior, and total anxiety score means between the genders, suggesting that both males and females experience similar levels of cognitive anxiety and avoidance behavior and have similar total anxiety score means. These findings provide important insights into the nature of anxiety and its relationship with gender.

On the other hand, in Cheng's study (2002), anxiety levels of females were found to be significantly higher than those of males, while in Min and Rahmat's study (2014), anxiety levels of male were found to be higher. However, no statistically significant difference was found between the male and female genders in the study conducted by Kirmizi and Kirmizi (2015). As can be seen, there are different findings in the literature about the relationship between gender and writing anxiety.

In addition, an analysis covering all participants, regardless of gender, was carried out, and as a result, it demonstrated that the score mean for somatic anxiety was the highest, indicating that physical symptoms of anxiety are more prevalent than cognitive symptoms. Conversely, the score mean for cognitive anxiety was found to be the lowest, suggesting that cognitive symptoms of anxiety are less prevalent than physical symptoms.

When other studies in the literature are examined, in the studies of Rezaei and Jafari (2014), Cheng (2004), and Zhang (2011), cognitive anxiety was found to be the highest type of anxiety among writing anxiety types, while somatic anxiety was found to be the most common type of anxiety in the study of Min and Rahmat (2014).

In the analysis of the relationship between EFL students' English proficiency levels and anxiety score means, a negative correlation was found between students' English proficiency levels and anxiety score means. In other words, as students' English proficiency levels increased, their average anxiety score means decreased. These results reveal the importance of improving EFL students' English language skills to reduce their anxiety levels.

In their study, Atay and Kurt (2006), which is in line with our findings on this subject, state that language anxiety, which may be high in the early stages of the language learning process, decreases as language learning develops, just as in MacIntrye and Gardner's (1989) theories stating that "foreign language anxiety causes low performance in a foreign language".

As for the relationship between achievement and anxiety, it was determined that 74.9% of the students who participated in our survey received a successful grade on their most recent writing exam. This is a positive sign that most of the students performed well with their writing skills. Moreover, it should be emphasized that the study did not investigate why certain students received a failing grade, and additional research is necessary to determine the factors that could impact student achievement or failure in writing exams.

Furthermore, it can be said that there is a strong and significant relationship between preparatory class status and achievement status. It shows that the relationship between the two variables is unlikely to have emerged by chance. Accordingly, the analysis reveals that students who take mandatory English preparatory education are more successful. These findings provide important insights into the factors that contribute to academic achievement among students and emphasise the role of English preparatory education in promoting this achievement. In particular, the findings suggest that students who receive mandatory English preparatory education are more likely to achieve higher levels of academic success than those who do not.

In conclusion, it was observed that EFL students with higher language proficiency levels, which enable students to gain achievement, had lower levels of anxiety. Accordingly, we can state that as the level of language proficiency increases, the level of anxiety decreases. That is to say, as the level of anxiety decreases, the students' achievement increases. In the light of all this information, our study, in which we examined and analyzed the relationship between EFL students' writing anxiety and their achievement, can provide many benefits in the field of education. Firstly, our study can increase students' awareness of writing anxiety by revealing the factors that cause this anxiety that EFL students may experience when they are given a writing task or subjected to a writing test. Then, in line with the data collected in our study and the results obtained according to the findings, the identification of somatic anxiety as the most common type of anxiety experienced by EFL students can shed light on the interventions and strategies that can be developed to reduce anxiety. In addition, our study on the relationship between EFL students' writing anxiety and achievement can be a part of existing research and can identify areas for future research.

Last but not least, a total of 311 EFL students voluntarily participated in the questionnaire we administered in our study. The high number of participants indicates a larger sample size than similar studies in the literature. This increases the applicability of the results

obtained from our study to a wider population. In addition, a larger sample size also makes the

results more reliable and thus provides a more comprehensive and reliable perspective on the

relationship between foreign language writing anxiety and achievement.

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APPENDICES

Appendix 1. Background Questionnaire in Turkish

Kişisel Profil

Kişisel bilgilerinizi lütfen eksiksiz doldurunuz.

1. Cinsiyetiniz: ( ) Kadın ( ) Erkek

2. Yaşınız: _____

3. Öğrencisi olduğunuz üniversite: _____

4. Bölümünüz: _____

5. Hazırlık sınıfı durumunuz: ( ) İsteğe bağlı ( ) Zorunlu hazırlık

6. İngilizce yeterlilik seviyenizi nasıl tanımlarsınız?

( ) Başlangıç düzeyi (Beginner/ Elementary)

( ) Alt orta seviye (Pre-intermediate)

( ) Orta seviye (Intermediate)

( ) Üst orta seviye (Upper intermediate)

( ) İleri düzey (Advanced)

7. İngilizce yazma becerileri seviyenizi nasıl derecelendirirsiniz?

( ) çok zayıf

( ) zayıf

( ) orta

( ) iyi

( ) çok iyi

Appendix 2. Second Language Writing Anxiety Inventory (SLWAI) in Turkish

Aşağıdaki anket soruları, yabancı dil olarak İngilizce yazma kaygısını ölçen ifadelerden oluşmaktadır. Lütfen eksiksiz bir şekilde okuyup size uygun seçenekleri işaretleyiniz.

İfadeler	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. İngilizce yazarken hiç gergin olmam.					
2. Zaman kısıtlaması altında İngilizce kompozisyon yazarken kalbimin çarptığını hissederim.					
3. İngilizce kompozisyonlar yazarken, değerlendirileceklerini biliyorsam endişeli ve huzursuz hissederim.					
4. Düşüncelerimi İngilizce olarak yazmayı sıklıkla tercih ederim.					
5. Genellikle İngilizce kompozisyon yazmaktan kaçınmak için elimden geleni yaparım.					
6. İngilizce bir kompozisyon üzerinde çalışmaya başladığımda sıklıkla beynim durur.					
7. Benim İngilizce kompozisyonlarımın diğerlerinden çok daha kötü olduğundan endişelenmiyorum.					
8. Zaman baskısı altında İngilizce kompozisyon yazarken titrer veya terlerim.					
9. İngilizce kompozisyonum değerlendirilecekse, çok düşük bir not alacağımdan endişe ederim.					
10. İngilizce yazmam gereken durumlardan kaçınmak için elimden gelenin en iyisini yaparım.					
11. Zaman kısıtlaması altında İngilizce kompozisyon yazdığımda düşüncelerim karışır.					
12. Başka seçeneğim yoksa, kompozisyon yazmak için İngilizce kullanmam.					
13. Zaman kısıtlaması altında İngilizce kompozisyon yazarken sık sık panik hissederim.					

İfadeler	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
14. Diğer öğrenciler okurlarsa, İngilizce kompozisyonumu alay konusu yapacaklarından korkuyorum.					
15. Beklenmedik bir şekilde İngilizce kompozisyon yazmam istendiğinde donup kalırım.					
16. İngilizce kompozisyon yazmam istendiğinde kendimi mazur göstermek için elimden geleni yaparım.					
17. Başkalarının İngilizce kompozisyonlarım hakkında ne düşündükleriyle hiç ilgilenmiyorum.					
18. Sınıf dışında İngilizce kompozisyon yazmak için her fırsatı değerlendiririm.					
19. İngilizce kompozisyon yazarken tüm vücudumun kaskatı ve gergin olduğunu hissederim.					
20. İngilizce kompozisyonumun sınıfta tartışma örneği olarak seçilmesinden korkarım.					
21. İngilizce kompozisyonlarımın çok zayıf olarak değerlendirileceğinden hiç korkmam.					
22. Mümkün olduğunda kompozisyon yazmak için İngilizce kullanırım.					

Appendix 3. Writing Achievement Evaluation Question in Turkish

Yazma anksiyetesi (writing anxiety) ve yazma başarısı (writing achievement) arasındaki ilişkinin değerlendirilmesi için, en son yapılan yazma sınavından aldığınız notunuza göre işaretleme yapınız.

(   ) 14 ve üzeri

(   ) 14 altı

Personal Profile

Please fill in your personal information completely.

1. Gender: ( ) Female ( ) Male

2. Age: _____

3. The university you are a student of: _____

4. Department of university: _____

5. Your preparatory class status: ( ) Optional ( ) Mandatory

6. How would you describe your level of English proficiency?

( ) Beginner/ Elementary

( ) Pre-intermediate

( ) Intermediate

( ) Upper intermediate

( ) Advanced

7. How would you rate your level of English writing skills?

( ) very weak

( ) weak

( ) moderate

( ) strong

( ) very strong

Appendix 5. Second Language Writing Anxiety Inventory (SLWAI) in English

The following questionnaire expressions consist of statements that measure writing anxiety in English as a foreign language. Please read them completely and tick the appropriate options for you.

Statements	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
1. While writing in English, I'm not nervous at all.					
2. I feel my heart pounding when I write English compositions under time constraint.					
3. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.					
4. I often choose to write down my thoughts in English.					
5. I usually do my best to avoid writing English compositions.					
6. My mind often goes blank when I start to work on an English composition.					
7. I don't worry that my English compositions are a lot worse than others'.					
8. I tremble or perspire when I write English compositions under time pressure.					
9. If my English composition is to be evaluated, I would worry about getting a very poor grade.					
10. I do my best to avoid situations in which I have to write in English.					
11. My thoughts become jumbled when I write English compositions under time constraint.					
12. Unless I have no choice, I would not use English to write compositions.					
13. I often feel panic when I write English compositions under time constraint.					

Statements	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
14. I'm afraid that the other students would deride my English composition if they read it.					
15. I freeze up when unexpectedly asked to write English compositions.					
16. I would do my best to excuse myself if asked to write English compositions.					
17. I don't worry at all about what other people would think of my English compositions.					
18. I usually seek every possible chance to write English compositions outside of class.					
19. I usually feel my whole body rigid and tense when I write English compositions.					
20. I'm afraid of my English composition being chosen as a sample for discussion in class.					
21. I'm not afraid at all that my English compositions would be rated as very poor.					
22. Whenever possible, I would use English to write compositions.					

Appendix 6. Writing Achievement Evaluation Question in English

For the measurement of writing achievement and for the evaluation of the relationship between writing anxiety and writing achievement, please mark one of the options according to your grade in the most recent writing exam.

( ) 14 and above

( ) Under 14

Appendix 7. Original Form of the Second Language Writing Anxiety Inventory

Second Language Writing Anxiety Inventory

(by Yuh-show Cheng, National Taiwan Normal University)

<u>Source</u>:

Y.S. Cheng. (2004). A measure of second language writing anxiety: Scale

development and preliminary validation. Journal of Second Language Writing,

13 (4), 313-335.

<u>Response format</u>: Five-point Liker scale (1 = strongly disagree; 2 = disagree; 3 =

neither agree nor disagree; 4 = agree; 5: strongly agree)

<u>Scale items</u>:

1. While writing in English, I'm not nervous at all.

2. I feel my heart pounding when I write English compositions under time constraint.

3. While writing English compositions, I feel worried and uneasy if I know they will

be evaluated.

4. I often choose to write down my thoughts in English.

5. I usually do my best to avoid writing English compositions.

6. My mind often goes blank when I start to work on an English composition.

7. I don't worry that my English compositions are a lot worse than others'.

8. I tremble or perspire when I write English compositions under time pressure.

9. If my English composition is to be evaluated, I would worry about getting a very

poor grade.

10. I do my best to avoid situations in which I have to write in English.

11. My thoughts become jumbled when I write English compositions under time

constraint.

12. Unless I have no choice, I would not use English to write compositions.

13. I often feel panic when I write English compositions under time constraint.

14. I'm afraid that the other students would deride my English composition if they read it.

15. I freeze up when unexpectedly asked to write English compositions.

16. I would do my best to excuse myself if asked to write English compositions.

17. I don't worry at all about what other people would think of my English compositions.

18. I usually seek every possible chance to write English compositions outside of class.

19. I usually feel my whole body rigid and tense when I write English compositions.

20. I'm afraid of my English composition being chosen as a sample for discussion in class.

21. I'm not afraid at all that my English compositions would be rated as very poor.

22. Whenever possible, I would use English to write compositions.

(Items that require reverse scoring: Items 1, 4, 7, 17, 18, 21, 22)

Scoring Options:

(1) If the interest is in total scale score: reverse scoring Items 1, 4, 7, 17, 18, 21, 22 → summing up responses to all of the 22 items

(2) If the interest is in subscale score: reverse scoring Items 1, 4, 7, 17, 18, 21, 22 → summing up all of the items of each subscale

   Somatic Anxiety Subscale: Items 2, 6, 8, 11, 13, 15, 19

   Cognitive Anxiety Subscale: 1, 3, 7, 9, 14, 17, 20, 21

   Avoidance Behavior Subscale: 4, 5, 10, 12, 16, 18, 22