

# PRE-SERVICE EFL TEACHERS' FOREIGN LANGUAGE WRITING ANXIETY: SOME ASSOCIATED FACTORS

Özge Gül Zerey

## *Abstract*

*Anxiety studies have gained much interest in recent years with the advent of the significance of the impact of affective factors to the fore on foreign language learning process, which deal with “the emotional reactions and motivations of the learner” (Scovel, 1978:16). Psychological and complicated in nature, anxiety is associated with such negative feelings as fear, apprehension and worry. A great body of research has been devoted to examine the role of anxiety on specific language skills, especially speaking and listening. However, defined as “fear of the writing process that outweighs the projected gain from the ability to write” (Thompson, 1980:121), writing anxiety deserves a closer look since prevalence of writing anxiety in foreign language classes affecting the L2 performance and achievement in a negative way has been acknowledged in many studies. Hence, the aim of the present study is twofold: to determine the extent of writing anxiety experienced by 63 prep-class students at English Language Teacher Training (ELT) department with a specific reference to the role of gender and the type of high school they graduated from, and unravel the underlying causes. With convenience sampling of the participants, data were collected through Second Language Writing Anxiety Inventory (SLWAI) (Cheng, 2004), Second Language Writing Anxiety Reasons Scale (SLWARS) (Kara, 2013) and semi-structured interviews. The study revealed that majority of the ELT students experience high or average level of writing anxiety towards writing tasks in general, the participant-related variables like gender and the type of high school has no significant effect on the students' total writing anxiety scores, and various reasons, except from the teachers' pedagogical practices and feedback preferences, have a role to play in students' feeling anxious when they are asked to write in L2.*

**Key words:** *foreign language writing anxiety, possible causes.*

## HİZMET ÖNCESİ İNGİLİZCE ÖĞRETMENLERİNİN YABANCI DİLDE YAZMA KAYGISI: BUNUNLA İLGİLİ BAZI ETKENLER

### Öz

*Duyuşsal faktörlerin yabancı dil öğrenim sürecinde önem kazanmasıyla birlikte son yıllarda “öğrenenin duygusal tepkileri ve güdüleri” (Scovel, 1978:16) ile ilgilenen kaygı çalışmaları büyük bir ivme kazanmıştır. Yapısal olarak psikolojik ve komplike olan kaygı, korku endişe ve üzüntü gibi daha çok olumsuz hislerle ilişkilendirilir. Pek çok çalışma kaygının belli dil becerileri üzerindeki etkisini incelemiştir, özellikle de konuşma ve dinleme becerileri. Fakat, “yazma becerisinden elde edilen kazançtan daha gır basan yazma süreci kaygısı” olarak tanımlanan yazma kaygısı daha yakından bir incelemeyi gerektirmektedir çünkü yazma kaygısının öğrencinin performans ve başarısını etkilediği birçok araştırmada bulunmuştur. Bundan dolayı, bu çalışmanın iki amacı vardır: 63 İngilizce öğretmenliği öğrencisinin yazma kaygısı düzeyi, özellikle cinsiyet ve mezun oldukları okul değişkenlerine göre farklılaşıp farklılaşmadığı ve ikinci amacı da bu kaygının altında yatan sebepler. Çalışmanın verileri Yabancı Dil Yazma Kaygısı Ölçeği (Cheng, 2004), Yabancı Dil Yazma Kaygısı Sebepleri Ölçeği (SLWARS) (Kara, 2013) ve yarı-yapılandırılmış mülakatlarla toplanmıştır. Çalışma bulguları İngilizce öğretmenliği öğrencilerinin çoğunun yüksek ya da ortalama derecede yazma kaygısına sahip olduğu, cinsiyet ve mezun olunan okulun öğrencilerin toplam yazma kaygısı düzeyinde önemli düzeyde bir etkisinin olmadığı, ve öğretmenin pedagojik uygulamaları ve geribildirim tercihlerinden başka pek çok faktörün öğrencilerin yazma becerisine karşı kaygılı duygularına sebep olduğu bulunmuştur.*

***Anahtar kelimeler:** ikinci dil yazma kaygısı, muhtemel sebepler.*

## **Introduction**

The critical role played by affective factors in language classrooms has been well established to date (Scovel, 1978; Dörnyei & Skehan, 2003; Wei, 2007). Among the other affective factors, considered as one of the most important predictors of success in foreign language learning contexts, anxiety has been widely investigated for its impact on achievement and performance. Though controversial (Cheng, 2004), the results indicate mostly debilitating effects intervening in different phases of learning process in class in addition to the demands of the task itself; putting an extra burden on the part of learners. In the studies conducted so far anxiety has mostly been associated with oral skills and there emerged a great deal of research which found a negative correlation between the two (Cheng, 2001; Elkhafaifi, 2005). However, recent research put much effort to shed light on the multifaceted relationships between anxiety and other specific skill areas like listening (Kimura, 2008), and reading (Saito, Horwitz & Garza, 1999).

Featuring in a significantly less prominent place in the research agenda, though, the existence of writing anxiety has been recognized and highlighted in many research (Daly & Miller, 1975). Mostly product-oriented in nature, since the skill itself is an ongoing and complex task requiring learners to invest in their effort with the mental processes such as creating ideas, deciding on the exact vocabulary, organizing them into sentences and check for the relatedness without support and encouragement (Tsui, 1996; Raimes, 1983), learners may generate some sort of “distress associated with writing and a profound distaste for the process” (Madigan, Linton, and Johnson, 1996:295).

The negative correlations between anxiety and writing performance has already been confirmed (Cheng, Horwitz & Shallert, 1999; Hassan, 2001) claiming that it causes learners to experience “writer’s block” (Leki, 1999:65), adopting some sort of avoidance behavior. As a result, the products of high anxious learners do not reflect the effort invested in it. That is, in Daly’s (1975) words, their scores are lower on standardized test of writing with lower evaluations for their essays which are lower in quality and less competent with respect to the syntactic structure. Similarly, Daly and Miller (1975) highlighted that individuals with feelings of high anxiety and fear of negative evaluation, do not attend classes when writing is required and always expect failure in writing, exhibiting negative attitudes. Thus, unravelling the reasons lie behind may present an in-depth insight to suggest some potential solutions to enhance learners’ self-confidence and ability.

To date, however, anxiety research aimed to unveil the reasons of writing anxiety on many facets of writing skill has mostly been conducted in the first language. The issue in question from the foreign language learning perspective has been far from being satisfactory, especially in EFL student-teachers context whose future class-

room practices may be influenced by the level of anxiety they feel (Atay & Kurt, 2006). Thus, this study aims to find out the extent of writing anxiety experienced by student-teachers taking into consideration the participant-related factors like gender and the type of high school. Additional aim is to determine the possible causes to shed more light on the issue in question.

### **1. Literature Review**

Whether in native language (L1) or in foreign language (L2), as a skill, writing is always considered as a cognitively complex and demanding task since, in Myle's (2002) words, being proficient in the skill area requires conscious effort and much practice invested in composing, developing and analyzing the ideas. The student writer faces the arduous and time-consuming task of transmitting a piece of information in the expected format such as narrative, descriptive, argumentative or expository. It is generally agreed that L1 skills of writing are transmitted to L2 writing forming a repertoire full of strategies and techniques. However, Silva (1993) points out that L2 writing accommodates strategical, rhetorical and linguistic differences compared to L1 writing, which, in turn, makes L2 writing problematic for L2 learners who becomes face to face with the challenge of overcoming the language barrier and the process of composing, revising, choosing the appropriate vocabulary and providing a coherency throughout the written product. Considering that each stage of writing –prewriting, while writing and post-writing (Petric & Czarl, 2003)- necessitates different strategy to use like planning and revising with lexical and grammatical concerns (Silva, 1993), learners are challenged to achieve well-organized products. However, as highlighted by Myles (2002), “limited knowledge of vocabulary, language structure and content can inhibit a L2 writer's performance” since the quality of the products are –to a large extent- determined by the writer's lexical knowledge and vocabulary size.

As an indispensable outcome, learners gradually start to hold negative attitudes toward writing which, naturally, heightens the anxiety level- a prominent factor that stands as a threat against proceeding in the skill. Bloom (1985) defines this feeling, writing anxiety, as “a label for one or combination of feelings, beliefs or behaviours that interfere with a person's ability to start, work on, or finish a given writing task that he or she is intellectually capable of doing”. These negative feelings and uneasiness affect learners' ability to write in a debilitating way creating an avoidance behaviour towards writing and writing classes, which then, as emphasized by Pajares and Johnson's (1994), results in poor performance. These clear indications lead researchers to reserve much place and conscious attention to the phenomenon in question. As a result, there emerged many studies conducted to deal with the issue searching for the different variables that have a role to play from a methodological and theoretical standpoint.

In these endeavours, foreign language writing anxiety (FLWA) has been reported to correlate with various factors including overall FLWA levels (Cheng et al., 1999; Alnufaie and Grenfell, 2013), sources (Lin, 2009) relationship between self-efficacy and writing apprehension (Latif, 2007), effects on performance (Negari and Rezaabadi, 2012), age and socio-economic status (Huwari and Aziz, 2011) and methods to reduce the level (Öztürk and Çeçen, 2007). To illustrate, Cheng et al. (1999) investigated the empirical and systematical constructs of second language classroom anxiety and second language writing anxiety in relation to second language speaking and writing achievement and the study revealed that second language anxiety and second language writing anxiety affect students negatively and in different ways. Similarly, to test the deficit theory, which puts that students who have low performance are more anxious in writing than high performing ones, Daud et al.'s (2010) study indicated that data collected from 186 third-year students confirmed the theory. That is, poor performance, low proficiency, and limited vocabulary and lack of experience in using the language increased the students' writing anxiety levels.

Performance relationships have also been investigated searching for the effects of various factors. For instance, Erkan and Saban (2011) conducted a study with 188 Turkish EFL learners and negative correlations were found between writing performance, writing anxiety and writing self-efficacy unlike the positive correlation between writing apprehension and attitudes towards writing. The characteristics of high and low anxious students when it comes to writing has also received much scholarly attention since these certain types of responses can be the predictors of the influence anxiety creates. In Daly's (1975) words, high apprehensiveness causes student writers to come out with shorter and low quality papers using less developed language compared to their low anxious counterparts. In a similar vein, investigating the relation between anxiety and performance, Book (1976) found that low apprehensive students wrote more paragraphs with three times more words and less spelling errors than high apprehensive ones, which meant that their products were in better quality. Likewise, high apprehensive students' writing was found undeveloped compared to their low anxious peers (Onwuegbuzie et al., 1999). Related to this, age and socio-economic status were found to have significant relationship with writing apprehension level of students (Huwari and Aziz, 2011).

All these negatives effects of anxiety have urged researchers to find ways to reduce the level for enhancing student effectiveness in writing tasks. For instance, Jahin (2012) investigated the effect of peer reviewing on writing apprehension and essay writing ability of 40 prospective EFL teachers using Second Language Writing Inventory (Cheng, 2004) and essay writing test. The analysis indicated that peer reviewing positively influenced students' writing apprehension and essay writing

ability. Similar findings were also observed in Kurt and Atay's study (2007) which revealed that with peer feedback participants became aware of their mistakes and they received opinions from their friends to elaborate on. This kind of collaboration helped them gain a different perspective for their essays. In a similar vein, taking the educational importance of portfolios into account, Öztürk and Çeçen (2007) searched for the effectiveness of the tools on the writing anxiety of students. The interview results showed a positive influence of the application since the participating students declared that they highly benefited from the process in terms of learning ownership, vocabulary expansion, critical thinking and creativity. Besides, in the reflective sessions, they also stated the effect of portfolio on overcoming their writing anxiety creating some positive changes in their emotional states.

Determining the factors that generate anxiety in writing tasks holds a great utility to overcome the undesired results and provide classroom practices accordingly. The literature presents several attempts to detect the underlying causes behind this uneasiness. The reasons are found to range from teachers' effect, individuals' ability to write, fear of being assessed, the degree of preparation to complete the writing task, reduced confidence and self-esteem to linguistic constrains (Daly, 1979; Daly & Miller, 1975). However, most of these studies were conducted in the field of the first language, which reveals a need for studies searching for the reasons in the field of second language writing, particularly in the student-teachers context since teachers play an undeniable role in shaping students' attitude towards writing (Palmquist & Young, 1992). In L1 settings, there emerged several studies investigating the relation between teachers' writing anxiety and their classroom practices, which generally indicate negative correlations between teachers' writing anxiety and the number of writing assignments and instructional techniques used in teaching compositions (Claypool, 1980).

### **1.1 Statement of the Problem**

Among the four skills (reading, writing, listening and speaking), speaking and writing were found to be the most anxiety-provoking skills in a language classroom (e.g. Horwitz, et al., 1986; Woodrow, 2006). And together with this, it is most commonly agreed by students and language teachers that writing is one of the most neglected skill since teachers mostly adopt grammar-based approach to language teaching during the high school education because of the university entrance system in Turkey. Therefore, students solely prepare for a three-hour multiple choice exam and get accustomed to developing test-taking competence rather than communicative or writing competence to use the language for practical purposes. This aspect is also confirmed in the SWOT analysis study of İçbay (2005: 134) who explores

the strengths, weaknesses, opportunities and threats of the university entrance system in Turkey. He emphasizes that “students tend to disregard the parts of secondary education curricula that are not assessed in the examination” and for this reason “[t]hose neglected parts in the curricula have become unattractive and dysfunctional for the students in the long term”. Here, it may be inferred that this situation is also true for the students at foreign language departments in high school as they do not focus upon the writing tasks for which they are not responsible in the Foreign Language University Entrance Exam. For this reason, they do not experience many opportunities to practice writing in English and they are left with a lack of self-confidence and courage. This situation gradually causes them to generate some sort of anxious feelings related to writing tasks when they have been accepted to a university. This situation is also common for the students in ELT department at Çukurova University since, in the informal interviews, the majority of the instructors confirmed that most of the students experience difficulty in writing tasks. They even show some visible symptoms as tenseness, and feeling of nervousness and apprehension when they are called on to write. There may various reasons of this situation ranging from lack of vocabulary, grammar knowledge to teacher feedback techniques. All these evidences paved the way to investigate the level of anxiety they feel and the underlying reasons behind such kind of negative feelings towards writing tasks.

### **1.2 The Writing Program in the Research Setting**

As for most of the university-level language programs, writing skill in this context, at Cukurova University, School of Foreign Languages (YADYO), is given much importance since in their departments students will be assigned projects and they will take written examinations in English. The ESL writing program where the data were collected offers regular writing hours to teach various kinds of products ranging from personal letters to the different kinds of paragraphs like advantage/disadvantage and cause and effect. The pedagogies are based on process-based approach. That is, following the theoretical explanations on the rules of writing each piece, students are asked to keep portfolio which are then handed in their teachers to get feedback. The topics are generally pre-determined, but most of the times they have some options to choose from. In the first few weeks of the instruction, the feedbacks are generally direct and this lends itself to the indirect ones in parallel with the progress in language proficiency. The teachers use some codes for grammar, capitalization, and spelling underlying the erroneous sentences or phrases expecting an elicitation from students on their own mistakes. The rough drafts are then turned back to the students to make suitable corrections for the final draft which will be placed in their portfolio folder. Each piece of writing is graded individually and at the end of each term, they have a total grade from these pieces that they have pro-

duced throughout the term. And this grade is added to their achievement test results. All the quizzes and achievement tests include a writing section which is based on the ones taught in the lessons.

## **2. Purpose of the study**

This study was designed to seek answers to the following research questions:

To what extent EFL student-teachers experience writing anxiety?

Is there a significant difference in the participants' anxiety scores with respect to gender and the type of high school they graduated from?

What are the factors that instigate students' writing anxiety?

## **3. Methodology**

### *3.1 Participants*

There were 98 students enrolled in prep-classes in English Language Teacher Training department (ELT) of a public university. However, 63 of them returned the inventories, which means that the study was conducted with 63 students. A background information questionnaire was distributed to collect data related to the participants' age, gender and type of high school they graduated from. They were native speakers of Turkish and their mean age was 19.47 (74,6%) of them were female and 16 (25,4%) were male. They were graduate of different kinds of high schools; Normal High School, Anatolian High School, Super High School and Teacher Training High School. The participants were selected through convenience sampling (Cohen, Manion & Morrison, 2007) because they were the only prep-class students that the researcher could reach. The reason of conducting the study with prep-class students lies in the MacIntyre's (1999) suggestion that in the early years of training, negative experiences of foreign language learners have a determinant role on their subsequent anxiety development.

### *3.2 Instruments*

The present study employed two instruments: Participants' writing anxiety level was measured by Second Language Writing Anxiety Inventory (SLWAI) (Cheng,2004). SLWAI was designed to measure the degree of writing anxiety students feel in L2 writing. It composes of 22 items scored on a 5-point likert-type scale ranging from 1 (strongly disagree) to 5 (strongly agree). The items can be divided into three categories of anxiety: Cognitive Anxiety (1,3,7,9,14,17,20,21), Somatic Anxiety (2,6,8,11,13,15,19) and Avoidance Behavior (4,5,10,12,16,18,22).



SLWAI has high internal consistency, with a Cronbach alpha coefficient reported of .91 (Cheng, 2004).

The second instrument used in the study was the Second Language Writing Anxiety Reasons Inventory (SLWARI). It was developed by Kara (2013) to describe students' attitudes and how they feel towards writing and the reasons of anxiety in writing courses. The items can be categorized into four; reasons related to how learners feel towards writing activity, writing as a skill, teacher and coursebook. SLWARI is a 5-point likert-type inventory scored on five points ranging from "strongly disagree" to "strongly agree". The inventory has high internal consistency with a Cronbach alpha coefficient reported of .91. And it has also a good convergent and discriminant construct validity with .66.

According to Price (1991), interviews are highly useful tools in the anxiety studies as well in terms of obtaining the interviewee's own description of the case of anxiety with his/her own feelings. Therefore, this study utilized semi-structured interviews to validate the data from the questionnaires and obtain deeper insights as to the underlying reasons of participants' anxious feelings towards writing tasks. Thereby, the data collected by the two inventories was triangulated with semi-structured interviews to provide thorough findings on the phenomenon in question.

### *3.3 Procedure*

The present study was conducted in the fall semester, in the 15<sup>th</sup> week of the term, which means that students experienced writing different kinds of paragraphs such as advantage/disadvantage, compare/contrast and cause and effect and had their writing grades from the first achievement. At first, participants were administered the SLWAI to determine the writing anxiety they feel in writing tasks. This took approximately 15 minutes to respond to. And then the other inventory SLWARI was administered to elicit participants' subjective perceptions on the possible underlying causes of this negative feeling. The interviews were conducted one week after the administrations of the inventories to prevent overlapping of the ideas from the reasons inventory. 20 volunteer participants expressed their views on the reasons of their anxious feelings towards writing tasks in detail in the interviews ranging between 7 to 10 minutes.

### *3.4 Data Analysis*

The present study is a mixed methods research in which the key feature is "its methodological pluralism or eclecticism" (Johnson & Onvuegbuzie, 2004); combining both qualitative and quantitative data to obtain more reliable results. Data col-

lected from the SLWAI were analyzed by summing the subjects' ratings of the 22 items. Five items (i.e. items 1,4,17,18,22) are negatively worded and require reverse-scoring before the total scores were summed up. Thereby, in all instances a higher score received from SLWAI stands for a high level of writing anxiety. Responses were processed statistically using the Statistical Package for Social Sciences (SPSS) –Version 17. Similarly, the responses given to the SLWARI were entered into the program and descriptive analysis of SPSS was used to present the frequencies, percentages and mean scores of the each item of the questionnaire. The qualitative data obtained from interviews were analyzed using the content analysis technique to “transform data into findings” (Patton, 2002: 432). “Identifying, coding, categorizing, classifying and labelling the primary patterns in the data” were the steps taken while transforming the data into the informative whole (Patton, 2002: 463).

#### **4. Findings**

The findings are presented in relation to the research questions. At first, students' writing anxiety level was determined and then the effect of the variables such as gender and type of high school students graduated from on their anxiety level was investigated to find out whether there is significant difference among the groups. Finally, the results of the questionnaire and interviews related to the possible reasons of writing anxiety are presented with example extracts from the interview analysis.

##### **4.1 Writing anxiety level of students**

Subjects were divided into three groups based on their total scores from the SLWAI. A total score above 75 points indicates a high level of writing anxiety, a total score below 57 points indicates a low level of writing anxiety, and a total score in-between indicates an average level of writing anxiety. As stated in the data analysis section, the responses were summed up to yield total scores. Table 1 presents the distribution of the participants according to their scores.

**Table 1.**

*Numbers and Percentages of Participants With Regard to Three Anxiety Categories*

Anxiety Category	<i>f</i>	%
High Anxiety	22	34,9
Average Anxiety	37	58,7
Low Anxiety	4	6,3
Total	63	100,0

As indicated in Table 1, 22 students (34,9%) were found to have high levels of writing anxiety. In addition, it is illustrated that 37 students (58,7%) have average level of writing anxiety. The number of the students who have low level of anxiety is relatively less than the other two groups (n=4), which might reinforce the conclusion that most of the prep-class students in ELT department have either high or low level of anxiety in writing tasks. This finding was an interesting one if the high level of language proficiency of the students is taken into consideration. The statements which received the highest scores from high anxiety (HA) and average anxiety (AA) groups were found to the questions 3, 11 and 13. Question three is related to the feelings of uneasiness and worry when writing English compositions and the other questions refer to feeling panic and learners' thought becoming jumbled when writing under time constraints.

#### 4.2 Role of gender and high school on writing anxiety scores

To probe further into the participant-related reasons underlying the total writing anxiety scores, further analyses were conducted between the participants' total anxiety scores and personal information gathered with the background information questionnaire at the beginning of the study. An Independent T-test was conducted to find out whether gender was a factor affecting the total anxiety scores. That is, it was investigated if there was a significant difference in the anxiety scores with respect to gender. The results are illustrated in the Table 2 below.

**Table 2.**

*The Independent T Test Results with Regard to the Writing Anxiety Scores Based on Gender*

Groups	N	$\bar{x}$	Sd	t	Df	P
Female	47	70,19	9,36	-1,170	61	.247
Male	16	73,18	7,02			

As table 2 indicates, the results revealed that the total SLWAI scores of female (N=47) and male (N=16) participants did not show a statistically significance difference ( $t_{61} = -1,170$ ,  $P > .001$ ). Therefore, it was inferred that gender was not a variable in the total SLWAI scores of the participants.

In addition, the relationship between the high school the participants graduated from and their total writing anxiety scores was analyzed through one-way ANOVA test. Table 3 presents the descriptive results with regard to the mean scores.

**Table3.**

*Descriptive Values with Regard to the Writing Anxiety Scores of Four Groups of Students Graduated From Different Types of High Schools*

Groups	N	$\bar{x}$	Sd
<b>Normal High School</b>	10	66,40	9,29
Anatolian High School	42	71,83	9,30
Super High School	3	75,00	4,58
Teacher Training High School	8	70,50	5,63

As clearly indicated in Table 3, majority of the students graduated from Anatolian High School (n=42). The number of the students who took their education in **Normal High School** is 10 (15,87%). Teacher Training High School graduates constitute 12, 69% (n=8) of the whole participants. The lowest percentage belongs to the ones who graduated from Super High School (n=3). The results of the ANOVA test which was conducted to find out whether there was any significant difference among the four types of high schools with regard to students' total writing anxiety scores are presented in Table 4.

**Table 4.**

*The Results of One-way ANOVA Test with Regard to the Writing Anxiety Scores of Four Groups of Students Graduated From Different Types of High Schools*

	Sum of Squares	df	Mean Square	F	P
Between Groups	290,624	3	96,875	1,244	.302
Within Groups	4594,233	59	77,868		
Total	4884,857	62			

The analysis in table 4 demonstrated that there was not a statistically significant correlation between the SLWAI scores and high school type ( $F_{2-62} = 1,244$ ,  $P > .001$ ). In other words, whether the participants graduated from Normal High School, Anatolian High School, Super High School or Teacher Training High School was not significantly related to their SLWAI scores.

#### **4.3 Possible reasons of writing anxiety**

In this section, results of the questionnaire on some possible reasons of writing anxiety are presented with frequencies and percentages together with the interview analysis with example student extracts. Table 5 indicates the results of the SLWARI.

**Table 5.** Descriptive Values With Regard to the SLWARI

Items	Strongly disagree		Disagree		Not strong feelings		Agree		Strongly agree	
	%	f	%	f	%	f	%	f	%	f
1. I have difficulty in writing because I did not take writing course before.	7,9	5	23,8	15	14,3	9	30,	19	23,8	15
2. The teacher does not teach the subject clearly.	54,0	34	38,1	24	3,2	2	3,2	2	1	1,6
3. When there is a topic, I do not know what to write about that topic.	11,1	7	31,7	20	23,8	15	23,8	15	9,5	6
4. I can not express myself in English because I lack grammar knowledge.	28,6	18	34,9	22	20,6	13	14,3	9	1,6	1
5. The teacher does not answer students' questions.	61,9	39	22,2	14	6,3	4	7,9	5	1,6	1
6. The coursebook does not contain enough examples.	25,4	16	41,3	26	14,3	9	19,0	12	---	---
7. The teacher does not give feedback to student writing.	49,2	31	28,6	18	3,2	2	19,0	12	---	---
8. The coursebook is boring.	9,5	6	25,4	16	22,2	14	33,3	21	9,5	6
9. The teacher does not encourage students to write better.	33,3	21	36,5	23	3,2	2	23,8	15	3,2	2
10. I have difficulty in finding topics to write.	3,2	2	23,8	15	15,9	10	36,5	23	20,6	13
11. I do not like writing class.	9,5	6	31,7	20	14,3	9	34,	22	9,5	6
12. I have difficulty in this course because I do not have writing habit.	4,8	3	19,0	12	19,0	12	42,9	27	14,3	9
13. There are not enough exercises in the coursebook.	7,9	5	27,0	17	20,6	13	36,5	23	7,9	5
14. I do not know how to begin writing.	9,5	6	25,4	16	23,8	15	31,7	20	9,5	6
15. Writing is a skill, only skilled people can write good pieces.	15,9	10	30,2	19	14,3	9	30,2	19	9,5	6
16. I can not organize my ideas to write.	---	---	22,2	14	23,8	15	38,1	24	15,9	10
17. I can not improve my English because I do not read enough.	7,9	5	11,1	7	15,9	10	49,2	31	15,9	10
18. The teachers passes on the new subject very fast.	19,0	12	46,0	29	7,9	5	22,2	14	4,8	3
19. I can not organize what I want to write.	7,9	5	25,4	16	25,4	16	22,2	14	19,0	12
20. I get bored because the teacher is boring.	38,1	24	30,2	19	6,3	4	23,8	1	1,6	1
21. I can not combine ideas to each other when I write	4,8	3	28,6	18	23,8	15	28,6	18	14,3	9
22. I can not express what I think.	7,9	5	20,6	13	23,8	15	38,1	24	9,5	6

23. I have difficulty in writing because I am used to taking tests	4,8	3	15,9	10	19,0	12	33,3	21	27,0	17
24. I organize my ideas in Turkish while writing, therefore; I can not express them in English.	4,8	3	25,4	16	25,4	16	25,4	16	19,1	12
25. The teacher does not give enough examples	22,2	14	41,3	26	6,3	4	22,2	14	7,9	5
26. The teacher does not direct students to write well.	31,7	20	39,7	25	6,3	4	19,0	12	3,2	2
27. I can not write because I lack vocabulary	12,7	8	14,3	9	20,6	13	31,7	20	20,6	13
28. I do not like writing.	14,3	9	9,5	6	17,5	11	46,0	29	11,1	7
29. I can not generate ideas, so I am not creative.	4,8	3	23,8	15	19,0	12	33,3	21	19,0	12
30. The examples in the coursebook are not exploratory	6,3	4	30,2	19	22,2	14	34,9	22	6,3	4
31. I am not successful because I do not study regularly for writing course.	6,3	4	23,8	15	12,7	8	46,0	29	11,1	7

As stated before, the inventory was categorized into four: how learners feel towards writing activity, writing as a skill, teacher and coursebook. In table 5, when students' views concerning the possible reasons of their writing anxiety were examined, it was observed that they mostly strongly agree / agree (54%) that their anxiety stems from the fact that they did not have enough writing courses in the high school. That is, they could not do much practice on writing tasks because they used to taking tests (60,3%, item 23). Sometimes students' anxiety may stem from the topic on which they do not have many ideas. When the results are examined, it is clear that while 42,8% of the students strongly disagree or disagree that they do not know what to write on a topic, 33,3% of them strongly agree or agree on this item. It is illustrated in the table that lacking grammar knowledge was not considered as a reason of writing anxiety since majority of the participants (63,5%) strongly disagree or disagree on this item. That is, they do not think that they lack of grammar knowledge.

On the other hand, majority of the students (57,1%) suffer from not finding topics to write. When it comes to "liking or disliking writing lessons" as one reason of their anxiety, it is clear in the table that the number of students who dislikes writing lessons (44,4%) and who likes the skill ( 41,2%) are close to each other. Majority of the students (57,2%) attribute their writing anxiety to not having writing habit and most of them (41,2%) even do not know how to begin writing. Similarly, majority of the students have difficulty in organizing, combining and expressing ideas when writing (54,0%, item 16; 41,2% item 19; 42,9% item 21; 47,6% item 22) and

they (65,1%) accept that they do not read enough to improve their writing skills. Sometimes students' thinking in their native language makes it difficult to express their ideas in English and they may create anxiety towards writing (54,5%). Lacking of vocabulary is also an important source of anxiety for majority of the students (52,3%). Similarly, lack of self-confidence was also considered as one source since most of the students (52,3%) think that they are not creative enough to generate ideas. In a similar vein, majority of the students (57,1%) attribute their anxiety and failure to not studying enough on writing.

It is clear that items 2,5,7,9,18,20,25,26 are related to teacher effect on writing anxiety in terms of teaching the subject, answering students' questions, giving feedback to students' writing, encouraging students to write better, teaching rate, giving enough examples and directing the students to write well. The responses to these items clearly illustrate that students do not consider their teacher as a source of their writing anxiety since majority of them either strongly disagree or disagree on the teachers' role on their anxiety.

The items 6, 8, 13, 30 are related to the role of coursebook on writing anxiety. Majority of the students (66,7%) strongly disagree or disagree that the coursebook does not contain enough examples. On the other hand 42,8% agree that coursebook is boring. Similarly, to 44,4% there are not enough exercises in the coursebook and the proportions are close to each other when it comes to the explanatory nature of the examples in the course book (36,5 % strongly disagree or disagree; 41,2% strongly agree or agree).

Findings acquired from the interviews seem to support the findings from the questionnaire in the sense that nearly all the participants have similar reasons for their writing anxiety like linguistic difficulties such as lacking vocabulary and grammar knowledge, thinking in their own language but writing in another language, not knowing enough to write about the topics and how to organize ideas, fear of negative evaluation, not having enough practice in the high school, time constrains and not studying regularly on writing. The following extracts clearly illustrate these aspects:

With regard to item 1 –not taking writing course before (6 citations), two student-teachers expressed the following:

“I feel anxiety in writing task because I hadn't done such an activity before in high school and at first I had really a great difficulty when writing...” [ST5].

“I feel anxious towards writing task because we did not have any writing lessons in high school. In fact, I only learned how to write in prep-class” [ST7].

For the item 3 –not knowing what to write about that topic (9 citations), the following quotations illustrate the situation:

“I really feel anxious when I do not have any idea about the topic I will write. Sometimes I don’t know anything about the topic. This makes me feel anxious ...” [ST1].

“If I don’t have many things in my mind about the topic, this increases my anxiety since it is difficult to write under this circumstance” [ST9].

“If I don’t have any idea or produce an idea about the topic, I start to feel anxious” [ST10].

Another aspect that the students focused on as a reason is related to items 4, 23, and 27, 31- lacking grammar and vocabulary knowledge, being used to taking tests, not studying regularly for writing course (15 citations). They expressed their point of views in the following manner:

“I feel anxious because I am not sure what I have written is correct or not in terms of grammar and vocabulary I use. I know that I don’ have enough vocabulary knowledge...” [ST11].

“The most obvious reasons for me are my lack of vocabulary, not practicing enough and not knowing which grammatical structure will be used in what kind of sentences” [ST2].

“I have anxiety because I don’t practice on writing enough. If I do enough exercises, I am sure that my anxiety will decrease” [ST6].

“Knowledge of vocabulary is really important in writing tasks. This makes me anxious because I don’t think that I have enough knowledge of vocabulary. It becomes especially difficult in achievement tests and quizzes” [ST8].

“I think I cannot express myself in writing because I don’t have enough vocabulary knowledge to write and unfortunately, I don’t do enough practice on writing since I feel anxious whenever I start to write...” [ST14].

“... my vocabulary knowledge is not enough for me to express what I’m thinking” [ST3].

In parallel with the questionnaire, other remarks concern the problem of organizing and combining ideas and express what they think in their native language in another language. These aspects are related to items 14, 16, 19, 21, 22, and 24 in the questionnaire. Following extracts exemplify the issue:



“There are lots of things in my mind regarding the topic, but I cannot organize them into a meaningful whole ...” [ST3].

“I don’t think that I can express myself in the way that I want” [ST12].

“... foreign language is really different from my native language. In foreign language writing and reading are different from each other. I cannot express what I think in Turkish into English” [ST6].

“When our teachers give us portfolio homework, I really think on the topic for hours but I have a great difficulty in expressing my thoughts in English and it takes long hours...” [ST11].

“I cannot organize my ideas and combine them to create a good product” [ST14].

In the interviews, there emerged other remarks that were not expressed as reasons in the questionnaire. In other words, student also highlighted the role of time constraints, fear of negative evaluation by the others, -peers or teachers-, achievement and quizzes and lack of self-confidence. The following extracts clearly illustrate these sources of anxiety:

“The major source of my anxiety is my lack of self-confidence in writing” [ST15]

“I feel anxious because I am not confident in writing and my products. I am afraid of losing face in front of others because of my products” [ST13].

“I feel writing anxiety because sometimes I feel that I cannot write a good paragraph and I fear of negative evaluations from my peers in the class...” [ST17].

“I feel anxiety mostly in the exams and quizzes since we have a really short time to organize ideas” [ST20].

“Especially in the exams, when it comes to writing section I feel anxious and stressful since we have a short time” [ST19].

“Especially in the exam, when we are asked to write a paragraph I fear that I will not be able to express what I think. That’s why I fear of negative evaluation” [ST16].

In line with the questionnaire, in the interview, none of the participants raised their concerns and critics about the anxiety generating factors that stem from teachers and made them recede from development at the personal level. The narrative data

revealed that lacking of self-confidence, vocabulary and grammar knowledge, time constrains, organizational problems and fear of negative evaluation are among the most anxiety creating reasons. In other words, variety of sources is responsible for the existing anxiety level.

## **5. Discussion and Implications**

Though it is a common belief that strategies with regard to L1 writing can be conveyed into L2 writing making the process easier for learners, or the ones who are better L1 writers are also good at L2 writing, anxiety proves to be correlated with writing in L2 contexts due to the negative influence of several factors such as linguistic difficulties and language proficiency. The study aimed to determine the writing anxiety level experienced by students, search for the difference in the levels, if any, with respect to gender and type of high school, and the possible sources of students' anxiety towards writing tasks.

With reference to first research question, the results of the present study revealed that the majority of the participating student-teachers were found to have high and average writing anxiety. In a similar vein, the bulk of research points to the higher level of anxiety in the first few years of language learning process declining in parallel with the progress in language level (MacIntyre, 1995). Accordingly, since the participants in this study are prep-class students, their anxiety level can be expected to decrease in the following years of education. The finding also gave credence to many studies which found a high level of writing apprehension experienced by university EFL students (*e.g.* Latif, 2007; Hassan, 2001; Sawalha et al., 2012; Huwari & Aziz, 2011) and the one that exhibited students' mostly high and average level of writing strategy-related writing apprehension (Alnufaie & Grenfell, 2013).

In an investigation to the role of gender on participants' anxiety level, the findings indicated that there was no significant relationship between the two. In other words, students' anxiety level is not related with whether they are female or male. Although male students were found to be more anxious than their female counterparts, the difference was not significant. However, a comprehensive review of research in the literature on gender differences does not permit us draw firm conclusions. Put simply, there emerged some studies that insistently highlighted the existence of gender differences unlike the ones that revealed no connection pointing out that gender has no role to play. To illustrate, whereas Shawish & Atea (2010) and Shang (2013) found no gender effect on students' writing apprehension level in favor of any groups, Rodriguez's (2009) study has reported significant effects for gender pointing to the females' significantly higher levels of general foreign language anxiety and writing anxiety. Similarly, Cheng (2002) claimed that gender creates differences in skill-

specific foreign language anxiety. In this sense, the present study added to the inconclusive nature of gender issue.

In an investigation to the other participant-related factor –type of high school the participants graduated from- the statistical analysis yielded the same result as gender role. That is, no statistically significant difference was found between the two variables. Participants' writing anxiety levels has nothing to do with the type of high school. Apparently, the participants' writing experiences in their respective high school were approximately the same. Reviewing the literature on such kind of relationship, it is interesting to find that no study has looked into the role of high school on writing anxiety although it can be predictable that insufficient practice in high schools will receive much place as one cause of writing anxiety. However, the issue has been handled to search for the relationship between age and socio-economic status (Huwari & Aziz, 2011) and differences attributed to the academic institution variable in writing apprehension levels (Shawish & Atea, 2010; Rodriguez, 2009). Accordingly, age and socio-economic status emerged as the variables that affect writing apprehension and significant difference were found among the students registered in three different universities.

Giving the findings on students' anxiety level, the underlying reasons appear to hold the potential of research and practical utility. Concerning the causes that lead to anxious feelings, the results of the inventory unveiled various factors that majority of the participants agreed on. The analysis of the interviews that asked for student-teachers' feelings towards writing and possible sources also shed further light to the findings from the inventory that was solely based on self-reports to the individual items. Attuning to our surprise –considering the related studies- , the findings from the two data collection tools unravelled that teachers' way of teaching the subject, not answering students' questions, not encouraging students to write better, not giving enough examples and not directing students to write better has no role to play in students' writing anxiety. Overwhelming majority of the students disagreed on these negative items with regard to the pedagogical practices of their teacher, which implies the other situations that generate anxiety. From this aspect, this finding does not lend support to many studies that highlighted the various negative influences of teachers on students' approach to L2 writing (e.g. Atay & Kurt, 2006; Lin, 2009; Cheng, 2004).

The other themes determined as factors that lead to anxiety in student-teachers towards L2 writing offer additional endorsement to the previous research, including linguistic difficulties such as inadequate vocabulary and grammar knowledge (Lin, 2009; Gkonou, 2011), insufficient past writing practices (Atay & Kurt, 2006), fear of negative evaluation from the peers (Chang, 2004; Lin, 2009; Maria, 2006), lack of generating and organizing ideas (Alnufaie & Grenfell, 2013), lack of self-confi-

dence (Aljafen, 2013; Latif, 2007), lack of topical knowledge or uninterested topic (Lee, 2001), and time constraints (Chang, 2004; Lin, 2009). Additionally, the findings of the inventory indicated that the coursebook may also have a negative influence on triggering anxiety if the content does not contain suitable explanations and examples to teach writing. This may imply that sometimes the materials utilized may create anxious feelings towards writing tasks, which, then, gradually cause students to avoid writing classes. In a similar vein, another noteworthy finding in the interview concerns the exams and quizzes' emerging as stress generating factors, which echoed Horwitz et al.'s (1986) claim that foreign language anxiety shows up in testing situations causing students to forget what they know and have poor test performance leaving them far from producing effective and well-written products.

The themes conceptualized with both quantitative and qualitative data confirmed the aforementioned issues on writing anxiety and took it a step further finding out some other reasons. It is most generally agreed that anxiety manifests itself in nearly all language learning contexts regardless of the students' proficiency level. Similarly, the present study indicated that even the students in ELT department might feel anxiety to some extent when they are asked to write in L2. Since creating a low-anxiety and learner-centred classroom environment is one of the biggest challenge in foreign language classrooms (Young, 1991), the present study may yield essential implications language and teacher education programs. Needless to say, instructors should be informed that anxiety leads to a detrimental effect upon the students' writing in L2 even if they are advanced level ELT students. And also, instructors should be informed about this negative effect before attributing students' failure in writing to their low motivation and the lack of competence or their being fed up with the lesson. Some anxiety reducing activities may help students overcome the negative feelings they bring together to the foreign language class. For this reason, some training programs or seminars can be arranged for teachers on how to motivate their students to write and how to react on their written products in terms of choosing the right error correction strategy and organizing the class in a way that other students do not criticize each other or laugh at someone's mistake.

Besides, teachers may bring some interesting and current topics to the class so as to motivate students to write or the ones that the students are already familiar with (Rankin-Brown, 2006). Peer feedback (Grabe and Kaplan, 1996), ungraded writing tasks such as journal writing on a topic (Clark, 2005) and teaching vocabulary expanding strategies may also help to solve the problem. Prewriting discussions on students' compositions (see Shi, 1998) might be associated with anxiety and serve the same function to facilitate students' writing creating them a more secure ground to dwell on. Most importantly, the findings call for a re-evaluation of the amount of time and information on writing that language learners are exposed. Given that, if

the aim is to teach and improve writing skill, the instruction should begin in the early stages of language learning process, even in elementary or secondary schools, adopting a process-based approach since many studies emphasized the anxiety generating influence of the ones that base their pedagogies on product-based approaches. Further researches that will add to the ways to alleviate writing anxiety seem to be utmost importance.

### **Conclusion**

The study set out to answer questions concerning writing anxiety such as to what extent ELT students experience writing anxiety, whether the learner-related variables -gender and type of high school- could be a factor accounting for this negative feeling and the underlying sources. Statistical and qualitative analyses demonstrated that majority of the the student-teachers have either high or average anxiety. The number of the ones that do not feel anxious towards writing tasks is relatively lower. Gender and type of high school were not found to be correlated with students' writing anxiety. Furthermore, there emerged various causes ranging from the linguistic difficulties and fear of negative evaluation to lack of self-confidence and insufficient past experiences. Unlike many studies, participants in the present study did not point to their teachers' instructional techniques or feedback preferences as responsible for their anxious feelings. Considering the common belief that L2 writing anxiety is under-researched topic, this study might well contribute to further advancement in understanding the many facets of second language writing anxiety and may stimulate much scholarly effort to search the issue from different perspectives.

Nevertheless, like many studies, this study might be far from yielding generalizable results due to the certain limitations like the number of participants and the administration of the inventories in English, not in students' native language. A possible suggestion for further research may be conducting such kind of anxiety studies with more participants to reach sounder results with translated versions of the inventories.

### **References**

- Alnufaie, M. & Grenfell, M. (2013). EFL Writing Apprehension: The Macro or Micro. *Journal of Arts and Humanities (JAH)*, 3(2), 79-89.
- Atay, D., & Kurt, G. (2006). Prospective teachers and L2 writing anxiety. *Asian EFL Journal Quarterly*, 8(4), 100-118.
- Bloom, L. Z. (1985). The Composing Process of Anxious and Non-anxious Writers a naturalistic Study. *Paper presented at the Annual Meeting of the Conference on College Composition and Communication.*

- Book, V. (1976). *Some Effects of Apprehension on Writing Performance*. Paper presented at Annual meeting of the American Business Communication Association, December 28-30, Diego, USA.
- Cohen, L., Manion, L., & Morrison, K. (2007). *Research methods in education*. New York: Routledge.
- Cheng, Y.-S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation, *Journal of Second Language Writing*, 13, 313-335.
- Cheng, Y. S. (2001). Learners' beliefs and second language anxiety. *Concentric: Studies in English Literature and Linguistics*, 27(2), 209-223.
- Cheng, Y., Horwitz, E., and Schallert, D. (1999). Language Anxiety: Differentiating Writing and Speaking Components, *Language Learning*, 49(3), 417-446.
- Claypool, S. H. (1980). *Teacher writing apprehension: Does it affect writing assignments across curriculum?* (ERIC Document Reproduction Service No: ED 216 387).
- Daly, J. A., & Miller, M. D. (1975). The empirical development of an instrument of writing apprehension. *Research in the Teaching of English*, 9, 242-249.
- Daly, J. A. (1979). Writing apprehension in the classroom: Teacher role expectations of the apprehensive writer. *Research in the Teaching of English*, 13, 37-44.
- Dörnyei, Z., & Skehan, P. (2003). Individual differences in second language learning. In C. J.
- Doughty, & M. H. Long (Eds.), *The handbook of second language acquisition* (pp. 589-630). Oxford: Blackwell.
- Erkan, D. Y., & Saban, A. (2011). Writing Performance Relative to Writing Apprehension, Self-Efficacy in Writing, and Attitudes towards Writing: A Correlational Study in Turkish Tertiary-Level EFL, *The Asian EFL Journal Quarterly*, 13(1), 164-192.
- Elkhafaifi, H. (2005). Listening Comprehension and Anxiety in the Arabic Language Classroom, *Modern Language Journal*, 89(2), 206-220.
- Gkonou, C. (2011). Anxiety over EFL speaking and writing: A view from language classrooms, *Studies in Second Language Learning and Teaching*, 1(2), 267-281.
- Grabe, W., & Kaplan, R. B. (1996). *Theory and practice of writing*. The USA: Longman.
- Hassan, B. A. (2001). The Relationship of Writing Apprehension and Self-Esteem to the Writing Quality and Quantity of EFL University Students. *ERIC Document*, ED45167.
- Horwitz et al. (1986). Foreign Language Classroom Anxiety, *The Modern Language Journal*, 70, 125- 132.
- Huwari, I. F., Aziz, N. H., (2011). Writing Apprehension in English among Jordanian Postgraduate Students at Universitiutara Malaysia (UUM), *Academic Research International*, 1(2), 190-198.
- İçbay, M.A. (2005), "A SWOT Analysis on the University Entrance Examination in Turkey: A Case Study", *Mersin University Journal of the Faculty of Education*, 1(1), 126-140.

- Jahin, J.H. (2012). The Effect of Peer Reviewing on Writing Apprehension and Essay Writing Ability of Prospective EFL Teachers, *Australian Journal of Teacher Education*, 37(11), 60-84.
- Johnson, R.B., Onwuedbuzie, A.J. (2004). Mixed Method Research: A Research Paradigm Whose Time Has Come, *Educational Researcher*, 33(14), 14-26.
- Kara, S. (2013). Writing Anxiety: A Case Study on Students' Reasons for Anxiety in Writing Classes, *Anadolu Journal of Educational Sciences*, 3(1), 103-11.
- Kimura, H. (2008). Foreign language listening anxiety: Its dimensionality and group differences. *JALT Journal*, 30, 173-196.
- Latif, M. (2007). Factors Accounting for Egyptian EFL University Students Negative Writing Affect, *Essex Graduate Student Papers in Language and Linguistics*, 9, 57-82.
- Lee, S.-Y. (2001). The relationship of writing apprehension to the revision process and topic preference: A student perspective. In P.-H. Chen & Y.-N. Leung (Eds.), *Selected papers from the tenth international symposium on English teaching*, Taipei, Taiwan: Crane, 504-516.
- Leki, I. (1999). Techniques for reducing second language writing anxiety. In D. J. Young (Eds.), *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom atmosphere*, 64-88, Boston: McGraw-Hill College.
- Lin, G.H.C. (2009). An Exploration into Foreign Language Writing Anxiety from Taiwanese University Students' Perspectives, *NCUE Fourth Annual Conference on Language, Teaching, Literature, Linguistics, Translations and Interpretation*
- MacIntyre, P. D. (1995). How does anxiety affect second language learning? A reply to Spark and Ganschow, *The Modern Language Journal*, 79(1), 90-99  
<http://dx.doi.org/10.1111/j.1540-4781.1995.tb05418.x>
- Madigan, R., Linton, P., & Johnson, S. (1996). The paradox of writing apprehension. In L. W. Gregg & E. R. Steinberg (Eds.), *Cognitive processes in writing*, 295-307.
- Myles, J. (2002). Second Language Writing and Research: The Writing Process and Error Analysis in Student Texts, *The Electronic Journal for English as a Second Language (TESL-EJ)*, 2(6), retrieved from <http://www.tesl-ej.org/wordpress/issues/volume6/ej22/ej22a1/?wsc>
- Negari, G. M., Rezaabadi, O.T. (2012). Too Nervous to Write? The Relationship between Anxiety and EFL Writing, *Theory and Practice in Language Studies*, 12(2), 2578-2586.
- Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999). Factors associated with foreign language anxiety. *Applied Psycholinguistics*, 20, 217-239.
- Öztürk, H. & Çeçen, S. (2007). The Effects of Portfolio Keeping on Writing Anxiety of EFL Students, *Journal of Language and Linguistic Studies*, 3(2), 218-236.
- Palmquist, M., & Young, R. (1992). The notion of giftedness and student expectations about writing. *Written Communication*, 9, 137-168.

- Patton, M. (2002), *Qualitative Research & Evaluation Methods*, London: Sage Publications.
- Petric, B. & Czár, B. (2003). Validating a writing strategy questionnaire. *System*, 31(2), 187-215.
- Price, Mary, L. (1991), "The Subjective Experience of Foreign Language Anxiety: Interviews with Highly Anxious Students" E.K. Horwitz, D.J. Young (Eds.), *Language Anxiety: From Theory and Research to Classroom Applications*, London: Prentice-Hall International (UK), 101- 108.
- Raimes, A. (1983). *Techniques in teaching writing*. Oxford: Oxford University Press.
- Rodriguez, Y., Delgado, V., and Colon, J.M. (2009). Foreign Language Writing Anxiety among Preservice EFL Teachers, *Lenguas Modernas*, 33, 21 – 31.
- Saito, Y., Horwitz, E. K., & Garza, T. J. (1999). Foreign language reading anxiety. *The Modern Language Journal*, 83(2), 202-218. <http://dx.doi.org/10.1111/0026-7902.00016>
- Sawalha, A., Salem, A.M., and Chow, T. (2012). The Effects of Writing Apprehension in English on the Writing Process of Jordanian EFL Students at Yarmouk University, *International Interdisciplinary Journal of Education - February 2012*, 1(1), 6-14.
- Scovel, T. (1991). The Effect of Affect o Foreign Language Learning: A Review of the Anxiety Research. In E.K. Horwitz & D.J. Young (Eds.), *Language Anxiety: From Theory and Research to Classroom Applications*, London: Prentice-Hall International (UK), 15- 23.
- Shawish, J. A. and Atea, M. (2010). An Investigation of Palestinian EFL Majors' Writing Apprehension: Causes and Remedies <http://files.eric.ed.gov/fulltext/ED512894.pdf> **ERIC Number: ED512894**
- Shi, L. (1998). Effects of Prewriting Discussions on Adult ESL Students' Compositions, *Journal of Second Language Writing*, 7(3), 319-345.
- Silva, T. (1993). L1 vs L2 writing: ESL graduate students' perceptions. *TESL Canada*, 10, 27-47.
- Thompson, M. O. (1980). *Classroom techniques for reducing writing anxiety: A study of several cases*. Paper presented at the annual conference on College Composition and Communication, Washington, D.C. (ERIC Document Reproduction Service No. ED 188661).
- Tsui, A. B. M. (1996). Reticence and anxiety in second language learning. In K. M. Bailey & D. Nunan (Eds.). *Voices from the Language Classroom* (145-168). Cambridge: CUP.
- Woodrow, L. (2006). Anxiety and Speaking English as a Second Language, *RELC Journal*, 37, 308- 328.