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Research Article

The Relationship between Foreign Language Classroom Anxiety and English Writing Anxiety among Turkish, Kurdish and Zazaki Native High School Students

Türkçe, Kürtçe ve Zazaça Anadilli Lise Öğrencilerinde Yabancı Dil Sınıf Kaygısı ile İngilizce Yazma Kaygısı Arasındaki İlişki

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Abstract

Although anxiety is considered as the common problem among students in many departments, which may cause them to feel incompetent and insecure, the anxiety in the English language classrooms have only been focused in this study. The main goal is to investigate whether there is a positive relationship between two types of anxiety; foreign language anxiety in the classroom setting and writing anxiety in English. One of main objectives of the study is also to indicate whether any native languages such as Turkish, Kurdish or Zazaki posits any issue on anxiety in the target language. We administered two questionnaires to 68 participants with the mean age of 17 from 11th grade in Turkey. The study took four weeks, and the participants completed a questionnaire consisting of four parts, each of which was completed individually. The first part included questions about their background; in the second part, there was *Foreign Language Classroom Anxiety Scale (FLCAS);* in the third part, there was *English Writing Anxiety Scale (EWAS)*; and in the last part, there was an open-ended question interrogating participants' perceptions. The data regarding demographic part, FLCAS and EWAS were analyzed quantitatively via SPPS program. On the other hand, the data analyses about the perceptions of the participants were conducted qualitatively. The results of the analyses revealed that the participants held English anxiety and writing anxiety at a great rate. Also, it was found that the gender and native language did not affect the level of anxiety among the participants since they all held both the foreign language and writing anxieties almost at the same level.

Makale Bilgisi

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Anahtar sözcükler: kaygı, İngilizce, Kürtçe, Türkçe, Zazaca, yazma, algılar.

Öz

Kaygı, öğrenciler arasında birçok bölümde kendilerini yetersiz ve güvensiz hissetmelerine neden olabilecek ortak bir sorun olmasına rağmen, bu çalışmada yalnızca İngilizce dil sınıflarındaki kaygıya odaklanılmıştır. Temel amaç, iki tür kaygı; sınıf ortamında yabancı dil öğrenme kaygısı ile İngilizce yazma kaygısı, arasında pozitif bir ilişki olup olmadığını araştırmaktır. Türkçe, Kürtçe veya Zazaça gibi ana dillerden herhangi birinin hedef dilde kaygı sorunu oluşturup oluşturmadığını da ortaya koymak çalışmanın temel amaçlarından biridir. Türkiye'de 11. sınıftan yaş ortalaması 17 olan, 68 katılımcıya iki anket uyguladık. Çalışma dört hafta sürdü ve katılımcılar, dört bölümden oluşan her bir anketi bireysel olarak tamamladılar. İlk bölümde, demografik bilgileri hakkında sorular; ikinci bölümde ise Yabancı Dil Sınıf Kaygı Ölçeği (FLCAS) ile ilgili sorular; üçüncü bölümde ise İngilizce Yazma Kaygısı Ölçeği (EWAS) soruları; son bölümde ise katılımcıların algılarını sorgulayan açık uçlu bir soru yer almıştır. Demografik bölüm, FLCAS ve EWAS ile ilgili veriler SPPS programı ile nicel olarak analiz edilirken, katılımcıların algılarına ilişkin veri analizleri nitel olarak yapılmıştır. Analiz sonuçları, katılımcıların yüksek oranda İngilizce kaygısı ve yazma kaygısı taşıdıklarını ortaya koydu. Ayrıca katılımcıların hem yabancı dil hem de yazma kaygılarını hemen hemen aynı düzeyde tuttukları için cinsiyet ve ana dilin katılımcıların kaygı düzeylerini etkilemediği bulunmuştur.

1. INTRODUCTION

Anxiety is the "worry and negative emotional reaction aroused when learning or utilizing a second language" (Young, 1991, p. 27). The main concern in the field of English Language Teaching is the anxiety level of second/foreign (hereafter L2) learners. Some amount of it may be considered as a crucial aspect for the boosting the L2 skills in classrooms. It has been highlighted in many studies that a positive parallelism is observed between language anxiety and foreign language learning in the classroom settings (Bailey, Daley & Onwuegbuzie, 1999; Gardner & MacIntyre, 1993).

In this study, the anxiety level of the students while writing in L2 is taken into consideration. Writing is considered as a rather significant skill for L2 learners to manage in the target language, and it is regarded as a difficult discipline to deal with. It is also claimed that the writing skill has received significant attention and a considerable act in L2 teaching and learning, but teaching writing is unlike from teaching the other language skills (listening, speaking, and reading) because it is generally employed as a supportive skill (Bline, et all, 2001; Bugoon: Hale, 1983 & Reid, 2002). Petroskey (1976) conducted a study to decrease the writing anxiety with the purpose of checking how instructors could cope with it. The results yielded that the reactions and stability of both the instructors and learners affected the anxiety in writing. In addition, it has been asserted that students having writing anxiety are not so talented, and their anxiety shows their interest in writing, and such students may not want to write and take actions in writing tasks; hence, they may be considered as less risk-takers , less straightforward, and clear while writing (Smith, 1984). Writing anxiety has substantial impacts for producing written texts; apprehensive writers might produce lower quality work that is why some learners have lower quality of work due to the apprehension and negative feedback (Daly, 1978; Daly, 1979). Thus, it is important to minimize this anxiety occurred within learners. Rankin-Brown (2006) also searched possible ways for reducing writing anxiety and found that the participants actively abstained from writing, as they felt worried on evaluations such as self-evaluation, teacher evaluation, and peer evaluation. In addition, it has been stated that they can be afraid of losing their identity because their writing anxiety leads to repeated errors.

2. LITERATURE REVIEW

Many L2 learners come across with different types of difficulties not only in productive skills but also in perceptive skills. On the account of the fact that it is nearly impossible to detect acquisition directly from the perceptive data a great deal of scholars have been conducting their researches eliciting and analysing the productive date, with the hope of finding how acquisition occurred. Therefore, they examined/have been examining either speaking or writing as productive skills (Yas, 2017). Either can cause anxiety in connection with many factors in the language classrooms; among these, we believe that the widespread hindrance may be the L2 writing, which brings about the problem of writing anxiety for L2 learners. This is the "fear of the writing process that outweighs the projected gain from ability to write" (Thompson, 1980, p. 121). Hence, English teachers should deal with it while teaching the target language because of its negative effects on the writing performance of L2 learners (Pajares & Johnson, 1994; Smith, 1984). Rezaei & Jafari (2014) investigated the reasons of some Iranian EFL learners' writing anxiety. There were 120 EFL students studying higher education in Shiraz, Iran. The researchers used *the Second Language Writing Anxiety Inventory (SLWAI)* (Cheng, 2004), and developed *Causes of Writing Anxiety Inventory (CWAI)* in accordance with the observations of the classroom. The findings revealed that the level of writing anxiety was high including fear of negative feedback from teachers, cognitive anxiety, insufficient linguistic knowledge, and low self-esteem. Kountz (1998) also did a research on how people experience writing anxiety differently. Among those, considering this skill unnecessary, abundant, and insensitive were the most frequent ones.

Kay, Golen, and Lynch (1999) conducted a study on 684 students to get some information about the role of written communication in language profession and business communication. They found that accounting departments held the ultimate anxiety levels, and marketing departments had the lowest anxiety in all the business degrees. The study showed that it would be better for students to be aware of on how much writing they would need for their chosen career paths. Mark (2000) conducted another similar study, but the setting was online; the aim was to study to what extent the participants operated online in some communicative environments. For this study, two online settings were chosen: Global computer conference that included internet and local computer conferences consisting of familiar people in a certain environment. The data collection duration lasted for four weeks. The participants in the local group seemed to be more relaxing and could start discussion and write longer

responses. The results highlighted that the ones holding high anxiety reclaimed having anonymity. Aksoy and Balcı (2021) conducted a study on 214 tourism guidance department students to determine students' self-efficacy beliefs about the 4 basic language skills of English, and they found out that the students showed the lowest self-efficacy belief in the writing sub-dimension. According to Mark (2000), there are also multiple variables such as self-efficacy, emotional issues, beliefs, attitudes, tutorial interactions, and learning strategies affecting the writing anxiety of learners.

Similarly, Davida, Newman, and Palmquist (1995) studied the samples of students' writings including multiple learning styles and attitudes. The study was conducted in intensive writing courses with different students. It was found that the active learners were tend to consider writing easy to handle and develop; however, the passive ones regarded writing a either good at or bad – or may be a gift that could not be learned. These led to the capacity of the students conducting tasks in writing intensive courses. In addition, Ho (2016) conducted some researches in order to find out writing anxiety beliefs of graduate students having English classes at the engineering departments. The results of the study revealed that the students of master and Ph.D. held similar reasonable rate of anxiety; however, senior Ph.D. ones had a great rate of writing anxiety. Next, Jalili & Shahrokhi (2017) examined some Iranian EFL learners' writing anxiety and its effects based on individual and collaborative teaching environments. The results of this study pinpointed that there was a positive attitude for collaborative writing because it diminished writing anxiety within learners. Reeves (1997) put forward the idea that writing anxiety is not directly connected to self-efficacy. There are other possible factors triggering writing anxiety such as socio-economic status, past experience, and interpersonal and intrapersonal tasks. Besides, Susan (1987) and Golda (2017) investigated the relationship aroused between emotions and writing anxiety. They both found that there were multiple emotions affecting writing anxiety such as motivation, beliefs about one's ability, feelings of discomfort, disappointment, instability, apprehension, or worry. The researchers concluded that the strategies worked well with their participants because they were able to develop positive emotions for writing.

There are also various studies conducted by researchers to define the impacts of writing anxiety on the academic capacity of some learners. For example, Faigley, et all (1981) conducted a study on 110 freshmen with the aim of getting some specific ideas on writing apprehension and the final written product. During the study, participants had tests to define their level of anxiety towards writing. Then, they used various genres for writing essays. The findings indicated that the participants with high anxiety produced lower quality works as they had received inadequate language learning with simple structures. It was concluded that new techniques were needed for assessing writing, and the more they evaluated students, the higher anxiety levels aroused; therefore, conducting different types of writing with many students might decrease learners' anxiety. Berk and Unal (2017) also investigated secondary school students' writing anxiety and dispositions whose main purpose was to determine the significance among writing tendency, learners' levels and genders. The results of the study revealed that writing tendency was significant for anxiety and levels, and genders held significance between anxiety and tendency.

In addition, Daud, Daud, and Kassim (2016) conducted another study to seek the relationship between performance and anxiety via the deficit hypothesis. According to them, writing is a difficult skill to acquire; therefore, most of learners have problems of anxiety related to writing. 186 participants completed *Writing Apprehension Test (WAT)* of Daly and Miller's (1975) consisting of 26 items which surveyed students' tendencies and feelings of learners towards writing. They found a strong positive relationship (0.83 Cronbach's alpha). The students holding low performance were more anxious than the ones with higher performance because of their lacks in some aspects of writing skills such as language use and vocabulary. Güneyli (2016) also explored some secondary school students' writing anxiety in Northern Cyprus, and some aspects such as learners' behaviors, families, and educational process impact, teachers, and schools were investigated within the framework of anxiety. The results revealed that the students reading books, keeping diaries or holding their own written stories, essays, and poems had lower anxiety than those who did not, and motivation was required for the students to conduct such tasks during school hours.

For reducing the writing anxiety in the language classrooms, Smith (1984) suggests some techniques. He talks about the role of writing apprehension in classes. He puts some strategies for

diminishing writing anxiety. Processes and directions should be instructed in writing, and grading criteria are needed to be explicit. Peer cooperation or group works are also emphasized as assigning some unmarked written works among students' pairs or groups may alleviate students' anxiety levels about their papers. Bloom (1980) is another researcher conducting surveys on reducing writing anxiety with the aim of defining the categories of anxious writers. He found out that writing anxiety was mostly behaviouristic because they acted in accordance with their expectations. Bloom defined three types of anxious writers: the intransigents, the intermediate, and the full responsive ones. As a solution he suggested that a large assignment may be broken down into manageable smaller chunks because it would be easier to finish an overall writing.

Similarly, Heller (1998) puts forward some ideas on decreasing writing apprehension. He discusses that teachers do not do well while writing comments because they pinpoint minor things; therefore, students perform poorly as they mostly rely on the teachers' comments and act in accordance with what their teachers tell them to improve their papers. This is not fruitful since they cannot express their ideas and take actions on their own. To overcome this problem, it may be better for teachers to come up with a paragraph attached as draft on the front page. Any comments provided for students should also be shown on a separate page as an attachment in order to help students write on the wished effect and make them go back and make some changes on their own. Fox (1979) also investigated the treatment of writing apprehension and its effects on composition. The aim was to search for two methods affecting the teaching of writing apprehension. The period for the study was 16 weeks with two groups having different methods; in the first method, the students had criticism and feedback only from their teachers that was mostly based on a traditional manner. The second method was taught in a workshop, and the students received feedback from both their teachers and pairs. They were working in pairs and groups because cooperation was evoked. At the end of the study, the anxiety levels of both groups were pinpointed, and the ones participating in the workshop method had lower anxiety than the ones having a traditional manner.

In conclusion, writing anxiety is available within many L2 learners. This is mostly evident with the fear of learners since it generally leads them to failure in writing. In order to overcome this failure, it is always the best to apply alternative ways in diminishing writing anxiety. The main goal of the current study is to probe young adult learners' English language anxiety and writing anxiety while trying to find answers for the following research question:

R1: Is there a relationship between gender and English writing anxiety?

R2: To what extent do L2 learners hold foreign language and writing anxieties?

3. METHODOLOGY

3.1 Participants

The number of participants in the current study was 68 high school (Grade 11) students in Diyarbakır, Turkey. The students 'ages changed between 16 and 18. The students had been learning English as a foreign language (EFL) since primary school. There were 39 male and 29 female participants. Thus, the participants were chosen from the students having English classes for certain duration, which was eight years.

3.1.1 Demographic information

Table 1 ***Demographic information***

Number of Participants:		***68***		
Age	**16**	**17**	**18**	**Total**
	23 (M) 21 (F) =44	14 (M) 8 (F) = 22	2 (M) 0 (F) =2	68
Gender	**Male**	**Female**		
	39	29		68
Nationality	**Turkish**	**Other**		
	68	0		68
Native Language	**Turkish**	**Kurdish**	**Zazaki**	
	20 (M) 12 (F) =32	15 (M) 11 (F) =26	4 (M) 6 (F) =10	68

Table 1 shows demographic information of the participants in the study. Out of 68 participants, 39 of them were male, and 29 of them were female. Their ages changed between 16 and 18. Among them, there were 44 participants aged 16, 22 participants aged 17, and 2 participants aged 18. Regarding their native languages; 32 participants were Turkish, 26 participants were Kurdish and 10 participants were Zazaki.

3.2 Instruments

In this study, the quantitative data were analysed in order to calculate the items' validity, reliability, mean, and standard deviation via SPSS 22.0 package program; on the other hand, the qualitative analysis was employed for the perceptions of the participants about foreign language and writing anxieties in the target language. The questionnaire consisted of four parts. The first part included demographic questions about the participants such as their age, gender, and the duration of studying English. In the second part, there was *FLCAS (Foreign Language Classroom Anxiety Scale)* (Horwitz & Cope, 1986) consisting of 33 items, each one on a 5 - point scale ranging from *"strongly agree"* (Scale point 1) to" *Strongly disagree"* (Scale point 5), the middle one "*Neutral- (Neither Agree nor Disagree)* "(Scale point 3). The aim of the scale is to find out the scope and level of anxiety in the classroom settings. As Horwitz (1991) indicates, the FLCAS has clearly demonstrated the sufficient reliability, internal consistency, and construct validity. The higher marks show higher anxiety, and lower marks show lower anxiety in this scale based on the points. The third part included Lee's (2005) *English Writing Anxiety Scale (EWAS)* to define the English writing anxiety of learners. It consisted of 15 items rated by 5-point Likert scale: *1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree* for each. Via EWAS, the participants' English writing anxiety score was determined within the rates of the items. When the expressions are defined negatively, replies are reverse-coded, and it is considered that there is a relationship between higher anxiety and higher score. At the end of the questionnaire, there were open-ending questions about the participants' views about possible reasons triggering their anxiety while learning the target language and writing something. These parts were all included in one form, and then back translation was applied in order to translate the questionnaire into Turkish by the researcher so that the participants could get the questionnaire in Turkish. Our aim was to minimize the language barrier.

3.3 Procedure

The data collection of the study took four weeks, and throughout the data collection, there were 68 participants in the study, and this process was conducted in four times since the number of the items was high, and each time such as 1,2,3 and 4 took one week in the study individually. In time 1, the participants had demographic part, and they were asked to complete this part until time 2. In time 2, they were asked to submit the demographic part, and complete FLCAS part until time 3. In time 3, the FLCAS parts were collected and they were asked to complete the EWAS part until time 4. In time 4, they were asked to submit EWAS part and fill in the open ended question of part 4. The same participants took roles in each time of the study actively, and these 4 times cycle took four weeks. Before conducting the FLCAS and EWAS questionnaires, the required permissions were obtained from the high school principality, and a consent letter was attached to the questionnaires as the participants were kindly requested to take parts in the study voluntarily. Besides, all of the items were translated into Turkish since it was thought that the participants might be able to grasp and answer the items explicitly. The researcher collected the data via printed version of the questionnaires in classroom context. In each week, the whole participants numbered 68 had a part from the questionnaire comprising of four parts about foreign language anxiety. The reasons for these tools were to obtain both qualitative and quantitative data. Also, the open ended question let the participants illustrate various perceptions clearly and freely since the other items in the questionnaire were Likert-scaled ones. The four parts were the followings:

Part 1: This part was about participants' background information including age, gender, the time for learning English, nationality and native language.

Part 2: The second part was FLCAS (Horwitz & Cope, 1986) including 33 items about foreign language anxiety.

Part 3: The third part was EWAS (Lee, 2005) including 15 items about English writing anxiety.

Part 4: In the last part, there was an open-ended question in the format of interview asking participants' perceptions about writing anxiety

After the administering the questionnaires in each part, the demographic information of the participants, and 5-point Likert scaled items were enrolled in SPSS 22.00 package program. Each part was analysed separately.

4. DATA ANALYSIS& FINDINGS

4.1 Data Analysis

The analyses of the first three parts in the questionnaire were done via SPPS package program. The individual anxiety score of participants were also defined in both FLCAS and EWAS. Frequency calculations were used to produce descriptive central tendency in order to present a whole view of the students' perceptions of the components affecting their foreign language classroom anxiety. The items 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, and 33 were scored as following; *"Strongly Agree"* is 5 points, *"Agree"* is 4 points, *"Neither Agree nor Disagree"* is 3 points, *"Disagree"* is 2 points, and *"Strongly Disagree"* is 1 point; However, items 2, 5, 8, 11, 14, 18, 22, 28, and 32 are the reverse-scored items. Therefore, the points assigned to the 5 point Likert scale had to be reversed and '1' was assigned for *"Strongly Agree"* and '5' was allocated for *"Strongly Disagree"* (Horwitz, 2008). In terms of the theoretical range for FLCAS, it may be considered that when the point is between 33 and 165, then it can regarded as high level of anxiety, while in contrast, the lower score obtained indicates lower level of anxiety. In other words, the score between 1 and 65 is regarded as "not very anxious", the score between 66 and 99 is "slightly anxious", and the last one between 100 and 165 is "fairly anxious**".** A similar process was also used for EWAS scale, and the score for each item is the followings: *Strongly Agree"* is 5 points, *"Agree"* is 4 points, *"Neither Agree nor Disagree"* is 3 points, *"Disagree"* is 2 points, and *"Strongly Disagree"* is 1 point. If the statements in EWAS are worded negatively, then replies are reverse-coded; it is considered that when there is a higher score, then the level of anxiety is always high. The individual anxiety score was calculated via Excel program since the SPPS program could not calculate the total scores; however, the frequency and the other values were analysed via SPPS. The general score for FLCAS was divided by 33 while the general score for EWAS was divided by 15. For EWAS scale, Lee (2005) comes up with multiple scores for four indicators such as enjoyment of writing (writing anxiety 1: the score is 1-15 pts.), confidence in writing (writing anxiety 2: the score is 16-30 pts), fear of writing (writing anxiety 3: the score is 31-45 pts.), and avoidance of writing (writing anxiety 4: the score is 46-60 pts.). For the last part in the questionnaires, qualitative analyses were used for the perceptions of participants about writing anxiety.

4.2 Findings

In this part, both the quantitative and qualitative data analyses are presented under the following sub-heading: The analyses of FLCAS, EWAS, and the perceptions.

4.2.2 The Descriptive Statistics of FLCAS and EWAS

In order to test out the reliability of the questionnaires, we first calculated Cronbach's Alpha as illustrated in Table 2. The obtained values indicate the significance.

Table 2 ***Reliability of the Questionnaires***

	N	*Cronbach's Alpha*	*N of Items*
FLCAS	68	0,669	33
EWAS	68	0,680	15
Valid N (listwise)	68		

In Table 2, the descriptive statistics obtained from the two questionnaires is given. The small sd. indicates the homogeneity of the participants in terms of both anxiety types.

Table 3. ***Distribution of the General Tendency of the Participants***

	N	*Mean*	*Std. Deviation*
FLCAS	68	2,9033	,41398
EWAS	68	2,9039	,38965
Valid N (listwise)	68		

Regarding the distribution of the general tendency from the items in FLCAS conducted in classroom atmosphere, it may be claimed that the results are rather similar to each other; hence, it may be concluded that almost all of the students faced with anxiety at different level but the average is generally slight. Besides, the overall descriptive statics of the items in EWAS scale shows similar results with FLCAS's, which may be asserted that there is a correlation among each other in terms of

writing anxiety, and the participants seemed to feel a great rate of anxiety in taking roles for writing activities or classes.

4.2.3 The Individual Anxiety Scores of FLCAS

In order to define the individual anxiety scores of the scale, the answer of the participants were graded based on the following scores: *Strongly Agree"* is 5 points, *"Agree"* is 4 points, *"Neither Agree nor Disagree"* is 3 points, *"Disagree"* is 2 points, and *"Strongly Disagree"* is 1 point . In other words, the higher the score is, the higher the anxiety is. Each item was multiplied based on Horwitz (1986)' anxiety calculations, and the individual anxiety score was tried to be found via them.

Table 4. ***Individual anxiety scores of FLCAS in total***

		"Not very anxious"	**"Slightly anxious"**	**"Fairly anxious"**	**Total**
Valid	Frequency	1	39	28	68
	Percent	1,47 %	57,35 %	41,18 %	100 %
	Score	1-65	66-99	100-165	

Table 4 shows the individual anxiety scores of the participants in FLCAS. According to the table, there were 68 participants, and their anxiety level had been calculated based on Horwitz's guideline. It was found that only one participant was not very anxious as the overall score of this participant's FLCAS was 65 constituting 1, 47 % out of the whole participants' percentage; 39 participants were slightly anxious as their overall scores are between 66 and 99 constituting 57,35 % out of the whole participants' percentage ; and 28 participants were fairly anxious constituting 41,18 % out of the whole participants' percentage.

4.2.4 The Individual Anxiety Scores of EWAS

It may be claimed that the higher the score is aroused within higher anxiety. EWAS's frequency calculations were used in order to find each participant's writing anxiety scale.

Table 5. ***Individual anxiety scores of EWAS in total***

		"Enjoyment of Writing"	*"Confidence in Writing"*	*"Fear of Writing"*	*"Avoidance in Writing"*	*Total*
Valid	Frequency	0	0	44	24	68
	Percent	0 %	0 %	64,70 %	35,3 %	100 %
	Score	1-15	16-30	31-45	46-60	

According to the individual writing anxiety scores of EWAS in the table 5, there were 68 participants, and while calculating the scores, the following grading system was adopted: *Strongly Agree"* is 5 points, *"Agree"* is 4 points, *"Neither Agree nor Disagree"* is 3 points, *"Disagree"* is 2 points, and *"Strongly Disagree"* is 1 point. The results showed that the whole grading was accumulated in just two categories: namely "fear of writing" and "avoidance in writing". It was also found that there was a rather high rate of writing anxiety among participants since there was none expressing enjoyment of writing and confidence of writing, and the number and the percentages for these categories are 0. Besides, when the other two categories are considered, it is clear that the writing anxiety level of participants were rather high. In other words, the number of the participants expressing "fear of writing" is 44 constituting 64,7 % out of the whole participants; and 24 participants had "avoidance of writing" constituting 35,3 % out of the whole participants.

4.2.5 Perceptions of Participants

Perceptions of participants were asked in the questionnaires in the fourth part; there was a question prepared in the format of interview, and each participant was kindly requested to express their thoughts freely about foreign language anxiety and writing anxiety in the foreign language. All of the participants answered the open-ended questions; however, only several views of them were considered based on the general reasons for anxiety. The following categorizations were employed for the qualitative analysis of the perceptions about anxiety: the first categorization was about the problems in choosing appropriate vocabulary, the second one revealed their views about

communicative problems, and the last one was about the duration of English classes and their education background.

Categorization 1

Most of participants expressed that they had the fear of making correct sentences in writing and choosing appropriate vocabulary in writing down sentences, as they did not know enough vocabulary. To exemplify, there are various participants' expressions below for choosing appropriate vocabulary and having difficulties for making sentences.

Participant 1 states that;

"I have anxiety when I make sentences and choose wrong vocabulary in a sentence."

Participant 2 states that;

"I do not want to write as I feel to choose wrong vocabulary. This takes me away from English. I cannot make sentences. I cannot write down as I do not have enough vocabulary to write down what I want."

Participant 3 states that;

"I act suspicious because I do not know whether I write correctly or not. As some of my friends do not know anything, I feel anxious about what they may understand from my sentences."

Participant 6 states that;

"I feel anxious whether my teacher feels satisfied about me in choosing appropriate vocabulary or not. "

Participant 11 states that;

"I cannot make sentences and feel excited as I have limited vocabulary. When I get excited, I forget my previous knowledge. I do not know what to do."

Participant 12 states that;

"The inadequacy of vocabulary impedes me writing down my thoughts."

Participant 25 states that;

"I cannot write down English words as I make spelling mistakes."

Participant 34 states that;

"I feel afraid of converting my sentences into English, especially I have problems in tenses while converting sentences. Even if I know vocabulary, I cannot make them."

Participant 40 states that;

"Even if I know the vocabulary, I feel anxious in making sentences."

Categorization 2

Several participants expressed that they felt anxious as they lacked some speaking skills, and due to this reason, they did not want to learn English and they did not want to participate in English classes. It could be alleged that they had the anxiety problems in communicating in the target language. There are some examples below highlighting this anxiety;

Participant 24 states that;

"As I do not know how to speak and pronounce the words in English, I really feel anxious."

Participant 5 states that;

"Not being able to speak makes me anxious. Also I feel very terrible when I do not understand what is spoken in the class."

Categorization 3

Some of the participants asserted that English is a need, and extra courses should be given in order to teach English at school; however, they faced many problems in learning English because they did not have a satisfactory English education in their previous schools. To exemplify:

Participant 42 states that;

"In my opinion, speaking English is very important as it is the language of the world; however, I had problems in my previous schools for learning English that is why I still have problems in my English courses now. I really want to learn English so that I can go abroad and have no difficulty in the future."

Participant 37 states that;

"I cannot learn English because I did not have a satisfactory education in English before."

Participant 17 states that;

"I have been learning English for 8 years but I do not think that I know anything in English; this may be due to the previous education system in Turkey."

Participant 20 states that;

"I am really afraid of English because I did not learn English wee enough at secondary school. Teachers were always making us write down the grammar rules instead of helping us speak. I have problems in English at school now. I get low marks in English, and as some of my friends consider English courses as needles, I feel anxious about them."

5. CONCLUSION

The study was conducted with 68 participants aged between sixteen and eighteen. The participants were the students of the 11th Grade A and 11thgrade B classes in a high school in the south-east region of Turkey.

In this study, it was aimed to catch what extent participants had the foreign language anxiety and English writing anxiety. The study was conducted in four weeks. In the first four weeks, all of the participants had questionnaire including four parts, and each part was conducted in each week. After application of the questionnaires, each of them was entered in SPSS package program, and they were analysed clearly. The results were valid and reliable because FLCAS' reliability was 0,669 and EWAS's reliability was 0,680. There was not a high discrepancy between standard deviation and mean of the questionnaires. According to the results, it was found that most of the participants were experiencing both foreign language classroom anxiety and English writing anxiety at great rate. In addition, the perceptions of students asked in the 4th part in the questionnaires revealed similar results with the analyses of questionnaires. Besides, it was found that the gender did not affect the level of anxiety among the participants since they all held the same level regarding the foreign language and writing anxieties. Similarly, participants hold different languages as native such as Kurdish, Turkish and Zazaki; however, none of native languages put emphasis on the development or regression for the anxiety in foreign language and writing.

As previously mentioned, students had writing anxiety and this anxiety affected their academic performance and they did not have the instinct to complete tasks during English classes or learn English, as a result, they really got low marks at their English courses (Faigley, Daly, and Witte, 1981). Also, it is important to keep in mind that teachers should always explore learners' anxiety and come up with satisfactory solutions in order to motivate the learners; therefore, some possible action techniques such as portfolio technique should be employed during writing classes in order to raises students' motivation and diminish anxiety occurred within language learning.

It is hoped that this study will constitute a good model for further studies in terms of pinpointing the necessity of catching the level of anxiety within learners. It is suggested that this study can be disseminated to different levels of students at different ages. In order to get more valid and reliable data, it may be more convenient to include various participants from multiple backgrounds, levels, and institutions. In the following studies, using more samples within different languages can give amply results for the catching the level of anxiety in both foreign language classroom and English writing. It may also be more valid and reliable to include post questionnaires and structured interviews at the end of the study so that students can feel more relax while expressing their thoughts and feelings.

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