

LANGUAGE ANXIETY IN SECOND LANGUAGE WRITING: IS IT REALLY A STUMBLING BLOCK?

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ABSTRACT

This study investigates how foreign language anxiety is related to second language writing anxiety among second language (L2) English learners in Korea and how English writing anxiety affects second language writing performance. It also investigates possible sources of anxiety from the learners' perspective, which should provide better understanding of possible obstacles that L2 learners may face during language learning. The data came from two survey instruments, the Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz, Horwitz & Cope, 1986) and the English Writing Anxiety Scale (EWAS; Lee, 2005), as well as a background questionnaire. The surveys were administered to an intact class of 26 junior high school students of English as a foreign language, where the teacher had implemented an innovative writing portfolio assignment. The study's results indicate that there is a significant positive correlation between the FLCAS and the EWAS. There was not a significant correlation between EWAS and writing performance as observed in the student portfolios, but students with high EWAS scores did tend to show poor performance on the writing portfolio. Several causes of anxiety in the classroom from the students' point of view were uncovered. The research findings suggest that instructors should seek more effective ways to ease the anxiety that students might feel when learning and writing English so as to support successful language learning experiences.

INTRODUCTION

Horwitz and Cope (1986) defined anxiety as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 125). Most L2 learners would not deny the fact that they have experienced this tension more often than

not while learning an L2. Many might feel embarrassed without knowing what to do about this subjective feeling of anxiety. Do we really have to address this vague feeling—*anxiety in second language acquisition*? Gardner (1980) argued that affective variables play an integral role in second language acquisition and we cannot have a thorough understanding of second language learning if we ignore these social-psychological factors. Out of many affective variables, anxiety is one that it may indeed be possible to quantify, and developing hypothesis-driven research on the impacts of anxiety on language learning may facilitate the process of guiding L2 learners towards a more pleasant learning experience in the long run.

Although there has been some research on the correlation between anxiety and language acquisition, most of it has been conducted in an ESL context with college-level students. Therefore, a goal of this study is to expand research on anxiety in language learning by conducting research in an EFL context with junior high school students. More specifically, the research was designed to find out whether general language learning anxiety is related to anxiety in second language writing, and to uncover possible sources of anxiety related to English writing performance. By focusing on the role of anxiety in writing performance among L2 English learners in Korea, I hope to provide some genuine understanding of anxiety and how it can be addressed in order to support successful second language acquisition in EFL high school and junior high school contexts.

Review of the Literature

Anxiety researchers commonly divide anxiety into three categories: trait anxiety, state anxiety, and situation specific anxiety. Trait anxiety refers to “a stable predisposition to become anxious in a wide range of situations” (Spielberger, 1983, cited in MacIntyre, 1995, p. 93). State anxiety refers to “an immediate, transitory and emotional experience with immediate cognitive effects” (Spielberger, 1983, cited in MacIntyre, 1995, p. 93). The term “situation specific anxiety” was coined by MacIntyre and Gardner (as cited in Horwitz, 2001, p. 113) and refers to the continuous and varied nature of some anxieties. According to Gardner (1979) and Horwitz et al. (1986), foreign language anxiety should be understood as situation specific anxiety, which can give researchers or instructors an opportunity to see how anxiety triggered by specific learning environments affects language learning itself. Horwitz et al. (1986) expected learners to show three major performance anxieties (communication apprehension, test anxiety, and fear of

negative evaluation) in general foreign language learning classrooms, and they concluded that anxiety could take place in any setting intertwined with language performance.

Researchers soon realized that they needed to measure anxiety itself by using objective tools if they wanted to see whether a high level of anxiety hinders language learning or not. With the increasing demand for tools to measure anxiety, Horwitz et al. (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS). Many researchers have since used or adapted the FLCAS to measure foreign language classroom anxiety among learners and tried to correlate anxiety to students' language performance.

Most of the research done on anxiety, however, has focused on finding correlations between anxiety and oral performance (Hewitt & Stephenson, 2011; Horwitz, 2001; Liu, 2007; Phillip, 1992; Young, 1986; Zhang, 2004). That is because many researchers believe that speaking is the most anxiety-provoking of the four language skills. It requires risk-taking from students and asks for students to reveal their possibly insufficient linguistic knowledge in front of the whole class (Daly, 1991; MacIntyre & Gardner, 1991). Moreover, when anxiety began to be investigated during the 1980s, it was a time filled with interest and enthusiasm for communicative language teaching, which of course emphasized orally oriented classroom activities. Therefore, it seemed natural that many researchers showered interest on speaking. Recently, however, more researchers have started to look into the relationship between anxiety and the other language skills as well: reading (Brantmeier, 2005; Saito, Garza, & Horwitz, 1999), listening (Elkhafafi, 2005; Vogely, 1998), and writing (Cheng, 2004).

The majority of findings have implied that anxiety plays a detrimental role in language acquisition. MacIntyre and Gardner (1989) found that there was a significant negative correlation between anxiety and performance on a vocabulary learning task among 104 psychology students, and Aida (1994) also found a significant negative correlation between foreign language classroom anxiety and final grades among Americans majoring in Japanese, in terms of speech and negative evaluation. Moreover, Elkhafafi (2005) did an empirical study of the effect of foreign language learning anxiety on students' achievement in Arabic and showed low listening comprehension scores among anxious students.

According to Cheng (2002), there have been only a few studies that directly deal with L2 writing anxiety. Those that exist have been done with ESL students from heterogeneous first language backgrounds. Thus, there is even less research on anxiety among linguistically homogenous second language groups studying in EFL contexts. This means we should turn the

research spotlight on L2 writing anxiety and on EFL contexts. Cheng, Horwitz, and Schallert (1999) stated that writing anxiety is a “language-skill specific anxiety,” which is different from a general classroom type of anxiety (p. 417). Also, according to Daly (1978), writing apprehension is a “situation and subject-specific individual difference” (p. 10), and highly apprehensive writers have a tendency to avoid the very activities they need to be successful writers: writing, practicing writing, and getting feedback on writing. As a result, many apprehensive learners end up showing quite poor performances in writing. Faigley, Daly, and Witte (1981) also mentioned that highly anxious writers produced shorter and less fluent writing than writers with low anxiety.

Although some researchers agree that there is a significant negative correlation between language anxiety and writing performance (e.g., Cheng et al., 1999; Daly, 1978; Faigley et al., 1981), there are other researchers who argue that the focus should be not on anxiety per se but on students’ beliefs about their own capability or competence, which is what brings about different outcomes in students’ actual writing performance (e.g., Pajares & Johnson, 1994). In other words, these researchers say that anxiety itself is not an independent variable but a “common mechanism”(p. 164), which is heavily influenced by the confidence or self-efficacy that students might have when performing tasks, and eventually influences academic outcome. While they acknowledge that there is a correlation between anxiety and students’ writing, they think writing anxiety does not directly influence students’ writing performance. The present study will not address this matter, because there have been few empirical investigations to explore the influence of the role of students’ perceptions on their own competence. This could be a new research area in the future.

Purpose of the Study

This study addresses the issue of how foreign language classroom anxiety and English writing anxiety are related among junior high school L2 English learners in Korea. The major goal is to see whether students who demonstrate general language anxiety in the classroom will also be anxious about L2 writing and vice versa. The secondary aim is to explore how English writing anxiety affects learners’ actual writing performance during their EFL course. Although there are not many writing tasks done in traditional Korean English classrooms, the learners targeted in this study had free writing in English on a biweekly basis. They wrote freely about various topics such as family, hobbies, favorite movies, songs etc. assigned by the instructor during a 45-minute class. They eventually compiled this free writing into a performance-based

portfolio assignment that their teacher formally graded. Thus, they seemed to have enough experience to participate in the survey and share their personal experience related to L2 writing. Finally, the third aim of this study is to find out learners' own explanations about their L2 writing anxiety and to see what made these Korean L2 learners feel frustrated or less motivated in their L2 writing in this junior high school class. This study addresses three research questions:

1. Is English writing anxiety related to general foreign language classroom anxiety?
2. How does English writing anxiety affect English writing performance on the performance-based portfolio assignment implemented in this course?
3. What do the students identify as the sources of their English writing anxiety?

Hypotheses

Research question 1. The first hypothesis is that there is a high correlation between foreign language classroom anxiety and English writing anxiety. Students who say they suffer from high anxiety in general in this EFL classroom are expected to also suffer from high anxiety about L2 writing.

Research question 2. Performance-based tests in Korea serve as a complementary test measurement of students' class grades, especially for writing and speaking skills in English, which are assumed to be hard to measure through traditional paper and pencil tests. The group participating in the research had done free writing activities throughout the semester, leading to a writing portfolio assignment. Students did free writing on various topics on a biweekly basis. They submitted the writings, which would be grouped as a portfolio at the end of the semester, and then the teacher graded them according to the rubric she had introduced at the beginning of the semester. Therefore, the grades for the writing portfolio assignment can be considered an indirect measure of how well or poorly students performed in their actual writing, and then the grades can be compared to the individual responses about English writing anxiety. Students with less English writing anxiety are expected to have better grades on their writing portfolios than students with more English writing anxiety, because highly anxious students are not expected to produce lengthy or fluent written pieces, due to their lack of confidence or their tendency to avoid writing.

Research question 3. Although the participating students had not had much experience with English writing in the classroom other than their free writing in this course, they were expected to be able to talk about what they perceive to be possible sources of their nervousness, based on

their experience with free writing for their portfolio assignment. The hypothesis is that anxious students will attribute their anxiety to the difficulties they face because of their limited proficiency in English. The researcher expected that anxious students would face difficulties attributed to their limited proficiency in English.

METHODOLOGY

Participants

A total of 26 ninth graders (13 females and 13 males), who were enrolled in an advanced English track in their junior high school in Korea, and their EFL teacher participated in the study, as did their EFL teacher. The age of the students ranged from 14 to 15 years old; the average age was 14.7 years old. None of them had any experience going abroad to take intensive English courses. One of the students had visited an English-speaking country for two months, but did not take any intensive course or classes while abroad. The majority (20 out of 26 students) reported that they had taken an English writing class outside of school. Each student's total years of studying English ranged from 4 to 10 years, with an average of 7.2 years. As ninth graders in junior high school, they take a 50-minute English class three times a week as a required course, and there are no other second language classes. These students had free writing on a biweekly basis as part of a final portfolio assignment, for which their final scores were based on the total scores for all the biweekly writings. They did not engage in any genres of writing other than free writing in the classroom.

Instruments

The participants completed two anxiety surveys designed to measure (a) foreign language classroom anxiety and (b) English writing anxiety.

The first anxiety survey was the Foreign Language Classroom Anxiety Scale (FLCAS), originally designed by Horwitz et al. (1986) and consisting of two parts (see Appendix A). The first part was designed to elicit basic background information including gender, age, number of years of English study, any experience going abroad to study English, and exposure to extra English writing courses outside the classroom. The second part was intended to measure students' general foreign language anxiety in the classroom. I adapted the original FLCAS survey for Korean junior high school EFL students by eliminating eight unnecessary items that

did not fit into EFL contexts and translating the questionnaire into Korean. The 25 items asked participants to respond in a 5-point Likert-scale format. The response continuum was: 1= Strongly Disagree, 2= Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree. For each participant, an anxiety score was derived by adding his or her ratings of the 25 items. Lower scores showed lower anxiety and higher scores, higher anxiety. When statements in the FLCAS were negatively worded, responses were reverse-coded, so that in all instances, a high score represented high anxiety in the English classroom.

The second anxiety survey was an adaptation of Lee's (2005) English Writing Anxiety Scale (EWAS), which was designed for assessing English writing anxiety among students (see Appendix B). I adapted the EWAS, like the FLCAS, for Korean junior high school EFL students and translated it into Korean. The EWAS as I administered it consisted of two sections. The first section had 15 items, each to be rated on a 5-point Likert scale: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree nor Disagree, 4=Agree, 5=Strongly Agree. As with the FLCAS, each student's English writing anxiety score was calculated by adding the student's ratings of the 15 items. Again, when statements were negatively worded, responses were reverse-coded, so that higher scores always represent higher anxiety. The second section was an open-ended question that asked the students to explain, from their own perspective, what factors make them nervous when they write in English for class assignments. This question was not part of the original EWAS questionnaire, but I developed and added it specifically for this study. While individual interviews would have provided more information, there was no opportunity to interview the students; this open-ended question was an alternative measure to find out students' own explanations for their nervousness about English writing.

Procedures

At the end of October, which was around the middle of their fall semester, the participants completed the two anxiety surveys (to be described in the next section) in their English class and returned them to their instructor. After collecting the surveys, the instructor mailed the completed surveys to the researcher. At the end of the semester, the instructor also provided the performance-based test scores from the free writing assignments of the students. However, out of the 26 students who took the surveys, the researcher received writing scores for only 18 students. The reason for this was that two of the students did not complete the portfolio (i.e., they did not

submit one of their writings) and another six students were transferred to an intermediate English track after the mid-term, and thus did not finish the portfolio assignment.

After collecting the data and analyzing them, the researcher felt the need to talk to the instructor to get more information about how the class writing assignments had been done, the way students' writings were graded, and her observations of the students throughout the semester. Accordingly, the researcher conducted an interview with the instructor via Skype.

The Assessment of Writing

During the semester, these students had six free writings in total, and the instructor graded each writing according to a rubric. The instructor provided the researcher with the rubric that she used for assessing students' writing and the grades she had given to each student and each piece of writing (see Appendix C). She graded four writings for each student and calculated their final scores as a total of those four writing scores. The other two writings did not contribute to the final score because they had been assigned as credit or no-credit. When the students had finished all their writing assignments and assembled them in their portfolios, the instructor selected some of the portfolios to display at the English festival, where students' in-class performance would be on display for students and general public to see as well; these were ones that were high quality or that belonged to students who were enthusiastic about showing others their writing performance. The instructor mentioned that she wanted the students themselves to see their own progress in writing from the very first free writing assignment to the last, which was the main goal of having the final portfolio.

For each of the four writings that were graded by the instructor based on the criteria of the rubric, the maximum score was 25 points and so the maximum total score was one hundred. The instructor presented the rubric at the beginning of the semester right before starting to do the biweekly free writing activities, so students were aware of what elements would be assessed in the grading. In the rubric, there were four major criteria for assessment: organization and content, linguistic accuracy, fulfillment of the writing task or purposes, and neatness. Each of the first three criteria consists of four intervals of scores with brief descriptions, while neatness has two intervals, either legible or not. Organization and content accounted for the largest proportion of the overall score, 40%, and the other three criteria accounted for 20% each. This suggests that the teacher put more emphasis on content and creativity than linguistic accuracy, reflecting the characteristics of free writing.

RESULTS

Before addressing the three research questions, this section first presents the descriptive statistics of the data collected from the three sources. As shown in Table 1, the total scores on the FLCAS ranged from 48 to 108 out of a possible total score of 125, with a mean of 72.62 ($SD = 16.69$). When the ratio between the mean and the total score of this study (56%) is compared to the ratio of other studies, Elkhafaifi (54%), Aida (58%) and Horwitz (57%) reported in previous studies that have used the FLCAS with other L2 learning populations, we see that the participants in the present study, as a whole, are anxious overall. Elkhafaifi (2005) studied the effect of general FL learning anxiety on university students' performance; that study's participants' mean score was 90.06 ($SD = 23.81$). Aida (1994) investigated the general FL anxiety of 96 first-year university students learning Japanese, who had a mean score of 96.7 ($SD = 22.1$), which was slightly higher than the mean score of 94.5 ($SD = 21.4$) found in Horwitz et al.'s (1986) study of general foreign language classroom anxiety among students enrolled in an introductory university Spanish class.

With the EWAS, as also shown in Table 1, the total scores in this study ranged from 30 to 69 out of a possible total score of 75, with a mean of 45 ($SD = 8.15$). It is impossible to compare these numerical results to those found in the only previous study to use the EWAS, that in which it was developed. Lee (2005) reported separate scores for four indicators: enjoyment of writing (writing anxiety 1), confidence in writing (writing anxiety 2), fear of writing (writing anxiety 3), and avoidance of writing (writing anxiety 4), whereas this study calculates a single final score as one indicator of general English writing anxiety. This was done because the purpose of the present study is to focus on students' general second language writing anxiety while doing class assignments rather than on understanding the different characteristics of writing anxiety.

Finally, the average cumulative score for the students' free writing portfolio, which 18 of the 26 students completed, was 77.89 out of 100 points ($SD = 14.49$). As Table 1 shows, individual student scores on the portfolio ranged from a rather low 52 to a perfect 100.

Table 1

Descriptive Statistics

Variable	<i>N</i>	<i>M</i>	<i>Mdn</i>	<i>SD</i>	Min-Max
FLCAS	26	72.62	68.5	16.69	48–108
EWAS	26	45.96	45	8.15	30–69
Portfolio	18	77.89	77.5	14.49	52–100

Note. FLCAS = Foreign Language Classroom Anxiety Scale; EWAS = English Writing Anxiety Scale. The highest possible score was 125 for FLCAS, 75 for EWAS, and 100 for the portfolio assignment.

Research Question 1: Is English writing anxiety related to general FL classroom anxiety?

While the FLCAS showed good internal reliability of .89, the EWAS did show relatively low internal reliability of .67 (Cronbach's alpha, $N = 26$). This suggests that the FLCAS scale measures foreign language anxiety adequately but the EWAS might not. The index of relationship between the FLCAS and the EWAS was a Pearson product-moment correlation coefficient. The Pearson r (see Table 2) indicated a statistically significant positive relationship between the two sets of scores ($r = .58, p < .05$). The shared variance was $r^2 = .33$, indicating that 33% of variance in foreign language anxiety is shared with English writing anxiety. In other words, students with high foreign language anxiety seemed to have relatively high levels of writing anxiety and vice versa.

Research Question 2: How does English writing anxiety affect English writing performance in the course?

It will be remembered that out of the 26 students who took the EWAS survey—the measure of the students' English writing anxiety—only 18 students completed the final writing portfolio and had writing scores—the measure of the students' writing performance in the course. The index of relationship between the EWAS and the portfolio scores was a Pearson product-moment correlation coefficient. The Pearson r indicated a non-significant correlation between English writing anxiety and English writing performance ($r = -.40, p = .099$). In other words, as it was

not significant, this otherwise sizeable, negative correlation coefficient could have occurred by chance alone. Therefore, I cannot claim that there is a significant correlation between these students' English writing anxiety and their English writing performance in the course, but there is a tendency of high anxiety to mean poor performance.

Research Question 3: What do the students identify as the sources of their English writing anxiety?

Of the students' comments in response to the open-ended question at the end of the EWAS survey (Table 3), half (50.2%) were related to the fact that students were afraid that they might make grammatical mistakes in English writing. The second most reported source of anxiety was insufficient vocabulary knowledge (15.3%). The third most common reason that the students gave for being nervous about writing was lack of confidence and anxiety (13.4%).

The "other" category comprised a mixed but large category (21.1%) and offered many interesting insights. For example, one of the students perceived salient differences between Korean and English writing and worried about negative transfer from L2 to L1. Another student stated his or her unwillingness to write in English, attributing it to lack of assistance. Other students did not feel comfortable with writing in English without knowing how to express their own ideas. The qualitative findings reported in Table 3 are revisited in the following section, which provides a discussion of the study. In the discussion, the insights obtained from the Skype interview with the instructor will also be considered in order to interpret the results more fully, given the classroom context.

Table 3

Sources of Students' English Writing Anxiety: EWAS Part II

Source of anxiety	Examples of student comments	Percent
Grammatical mistakes	<ul style="list-style-type: none"> ▪ I am afraid that I might make grammatical mistakes in English writing. ▪ Grammar is too difficult in English writing. ▪ I don't know which grammatical forms I should use in writing. ▪ I do not want to show others my lack of grammatical knowledge. 	50.2%
Insufficient vocabulary knowledge	<ul style="list-style-type: none"> ▪ I don't have much vocabulary. ▪ Whenever I try to write in English, I fail to come up with appropriate English words. 	15.3%
Lack of confidence or anxiety	<ul style="list-style-type: none"> ▪ I feel anxious that I might make mistakes in front of others. ▪ I am afraid of using English because of my lack of confidence. ▪ I am afraid my peers would make fun of my mistakes in writing. 	13.4%
Other comments	<ul style="list-style-type: none"> ▪ I could not express my ideas well in English. ▪ I am afraid that I might be off the topic in English. ▪ I do not feel like writing in English because there is no one to provide me with help. ▪ I do not know how to start writing in English. ▪ I am afraid English writing has a negative impact on my Korean writing ability. 	21.1%

Note. All comments were written in Korean so that students could write their answers as freely and informatively as possible. After classifying students' comments into four major categories, the researcher translated them into English.

DISCUSSION

The study showed a statistically significant correlation between foreign language classroom anxiety and second language writing anxiety (Table 2). However, there was no statistically significant correlation between second language writing anxiety as measured by the EWAS and actual writing performance as measured by the cumulative scores on the portfolio assignment. Students reported various sources of writing anxiety, which help expand the understanding of the affective domain of second language acquisition. In this section, three aspects of the findings from the study will be discussed. First, I will present an in-depth analysis of individual differences related to foreign language anxiety and writing anxiety based on a Skype interview with the instructor. Second, I will suggest several possible reasons for the absence of significant correlation between second language writing anxiety and writing performance. And third, I will discuss some of the interesting sources of anxiety, based on students' comments. Throughout the discussion, I will employ the insights I gathered from the teacher interview to help contextualize the results and perhaps even to suggest potential additional interpretations of the data.

Individual Differences

The finding of an association between general and writing anxiety was a predictable result in some ways, and I thought that an in-depth analysis of the data from some of the individual participants would provide better understanding of this association as it relates to individual variables. Six of the participants showed interesting patterns in this regard, I talked to the instructor through Skype to get a better idea of how they behave in class. Four students had scores of over 100 (out of 125 possible) on the FLCAS, which indicated that they were overanxious in the language classroom. It is of particular interest, however, that these four showed different anxiety levels when it came to L2 writing, with EWAS scores ranging from a low of 40 to a high of 69 (the highest EWAS score of any participant; see Table 1). According to their teacher, the student with the score of 40 and the student with the score of 69 shared some behavioral characteristics, like being ashamed of making mistakes, having low self-confidence in English, and not wanting to volunteer to give answers in the classroom. Why then did one of these overanxious students differ so markedly on the English writing anxiety score, which was very low compared to his/her foreign language classroom anxiety score? The instructor provided a possible explanation. Based on her observations during the class, she thought that this student

was not an aggressive learner, but a reflective and thinking learner with deep understanding of the class content and assignments. In other words, the student might have felt more relaxed when engaging in free writing than in other classroom activities that required active engagement and public, oral contributions. This, in part, may explain why overall language classroom anxiety need not be related to anxiety in L2 writing, at least not for all learners.

Two other students, in a different way, also did not follow the general expected pattern supported by the correlation between the FLCAS and the EWAS. One had the lowest general language classroom anxiety score, but not the lowest writing anxiety score. The other, who did have the lowest writing anxiety score, scored in the middle on general anxiety. To be more specific, the former student, with the lowest general foreign language classroom anxiety, scored 43 in terms of English writing anxiety, which was close to the group mean ($M = 45.69$). The latter student, who had the lowest English writing anxiety score, had a score of 73 for general foreign language classroom anxiety, which was close to the group mean ($M = 72.62$). The teacher remembered that, although the former student was afraid of speaking up in the classroom, he/she seemed to enjoy English writing because it was less stressful, being done alone and based on self-reflection. The latter student, on the other hand, did not like volunteering answers in the classroom because of his/her passive personality, according to the teacher. However, he/she tried hard to make contributions during the class to get extra credit. It is hard to tell whether anxiety per se plays a pivotal role in language learning. But considering how the many affective factors that are intertwined with anxiety bring about individual differences, it is meaningful to draw the conclusion that anxiety might affect second language writing performance, whether or not it can be considered one of the major indicators to gauge a student's potential to perform well in L2 writing.

To be sure, many individual cases fit the pattern supported by the fairly strong correlation between the two types of anxiety. There were two participants with low scores on both FLCAS and EWAS, who, according to the instructor, were calm, confident, sociable, and light-hearted students who were willing to ask questions whenever they had difficulty understanding something. As would be expected given their low EWAS scores, they also did well in their English writing. The teacher described one as being not so good at linguistic accuracy, but liking to express his/her opinion (orally and in writing) with creativity; and the other student as seeming not to consider writing a burden and being good at improvising on a given writing topic.

The Absence of a Correlation Between Second Language Writing Anxiety and Writing Performance

Contrary to my expectations, there was no significant correlation between English writing anxiety and English writing performance in the course. There are three possible reasons for this unexpected finding. First, as mentioned, there were eight students whose data were excluded from the final analysis; four because they left the class, and two failed to submit a complete final portfolio because of incomplete task performance and inevitable transfer to another class. Four of the eight had high writing anxiety scores; and of these four, two were the students who remained in the class but failed to submit a complete writing portfolio. In other words, if these students could have been included in the data analysis, the results for this research question might have been more meaningful. Second, free writing assignments could be perceived as the least anxiety-provoking writing genre. For example, three students whose survey scores showed high writing anxiety scored 85, 86, and 97 respectively (out of 100) on the portfolio assignment, with a mean of 77.89. This could imply that because free writing assignments are less overwhelming and have lower stakes than other kinds of academic writing, some students with high writing anxiety (as measured by the EWAS) do well on this kind of assignment. Finally, it might be that the rubric the instructor devised was not fine-grained enough to bring out the variation in the students' competence in writing in their portfolio scores. For example, the category of "organization and content" is divided into only four score intervals based on brief general descriptions; the lack of detail in the grading system could reduce the reliability of the analysis based on this grading system. Furthermore, one of the criteria in the rubric, "neatness," is not relevant for judging students' writing competence.

In summary, an inevitable omission of data, the limited type of writing, and the lack of a more detailed, valid assessment and small sample size may have contributed to the absence of a correlation, which should not be interpreted as the absence of an effect. In the end, the study could not provide enough empirical evidence for either the absence or the presence of the posited negative influence of writing anxiety on writing performance.

Writing Context and Sources of Anxiety: The Student (and Teacher) Perspective

To better understand where Korean EFL students' English writing anxiety comes from, it is first necessary to have some understanding of the role and status of English writing in the Korean educational system. English writing in Korea has been neglected and has received less attention

than reading and grammar mainly because of teachers' lack of the knowledge necessary to teach L2 writing. In addition, the absence of any English writing performance tests in the college entrance exam means that there has been no immediate need for L2 writing competence (Yi & Shim, 2011). Therefore, there are no English writing performance tests in Korea's English language junior high or high school classrooms; most of a student's grade depends on mid-term and final tests that measure reading comprehension and grammatical knowledge only.

In this study, participants engaged in free writing about various topics on a biweekly basis. The instructor told me that most of her classes in the past had focused on grammar and speaking. However, she felt that the students did not show much progress in English proficiency. She had developed this activity to provide students with opportunities to write in English as a new way to try to improve their English. The instructor believed that by engaging in L2 writing, students could test their language ability, learn about their own strengths and weaknesses, and eventually become aware of what they could do with English beyond getting a good grade on a test. She recounted that it was hard to build a writing-friendly environment at first, because free writing is not part of the regular curriculum. In general, English writing in the classroom is considered to be of low importance because there is no English writing section in the Korean Scholastic Aptitude Test. In addition, within the Korean education system it is widely assumed that there are major challenges to teaching English writing, such as teachers' limited experience in L2 writing and their low confidence about teaching it, as well as inadequate materials (Yi & Shim, 2011). Nevertheless, this instructor decided to use the free writing activity because she wanted to challenge herself and her students as well. As this research has shown, the activity was not without anxiety for the students. As mentioned above, the students reported some interesting sources of anxiety in English writing. First of all, the fact that over half of the comments in response to the open-ended question concerned grammar (Table 3) implies that students set a high value on producing error-free English writing; based on these student comments, it can be assumed that much emphasis is placed on accuracy in learning English in Korea.

It is also interesting to see that students' worries about grammar in English writing extended even to the free writing activity. In this writing assignment, students knew that grammatical mistakes would not determine their entire grade if their writing was comprehensible. Linguistic accuracy was one of the criteria for assessing students' writing performance, but it accounted for only 20% of each writing assignment and 5% of the final score. Despite its relatively small proportion of the final grade, the students might have felt some extra concern about accuracy

because they were not allowed to review or revise their writing once they submitted the assignment. The instructor encouraged students not to worry about minor grammatical errors because grammar was not the only area being assessed, and she reiterated to them that the reason she included linguistic accuracy as one of criteria was to encourage comprehensible and readable writing. As it turned out though, many students had strong apprehensions about making grammatical mistakes despite the instructor's efforts. Nevertheless, in spite of the seemingly negative influence of including accuracy in the rubric, the instructor expressed concern about the idea of leaving accuracy out of the rubric entirely, because she could not ignore the accuracy issue if students failed to convey their intended message if she let them pursue fluency at the expense of accuracy.

The instructor pointed out two more possible reasons for the students' strong apprehension about grammar accuracy. First, it may also have come from their previous English writing instruction, as students in Korea are supposed to spend a great deal of time learning and practicing grammar for their grammar-laden tests. Therefore, students might have a mistaken perception that they could not write a single sentence without adequate grammatical knowledge. Second, after students finished their first writing assignment, the instructor showed students some writings from her other classes as good and bad examples. Her intention was to encourage them to do better on the next writing assignment by sharing these extremely different writings, but, in retrospect, she suspected that she might have created an erroneous impression among students that their writings were also shown to others for comparison. In other words, it seemed that her intention to share good and bad examples might have backfired if it made some students think that their writings with grammatical mistakes might be shared openly and made fun of by others.

It was also interesting that 15.3% of the students' comments indicated that they were concerned that they did not have enough vocabulary to produce English writing and that they seemed to have problems with word choices. In other words, some students felt that writing in English was a demanding task because they could not express their thoughts clearly owing to a lack of sufficient vocabulary. Based on this finding, it can be assumed that there is a large gap between the students' current vocabulary size and the vocabulary size the students felt was necessary for the writing task. It may also be that they had greater receptive vocabulary knowledge than productive vocabulary knowledge, considering some students' struggle to find the words they wanted. Studying the relationships among vocabulary size, changes in anxiety or

confidence in L2 writing, and quality of writing performance would be a fruitful area for future research, particularly in EFL high school contexts.

The student who commented on the differences between Korean and English writing and his/her worry about negative transfer from L2 to L1 offers an intriguing case. English rhetorical conventions differ from those of Korean, which shows characteristics of inductiveness that come from the traditional rhetorical pattern of *ki-sung-chon-kyul*. Unlike English, most Korean writing genres place value on an indirect style and digression other than frequently written genres in L1 such as literature and personal writing (Kim, 2008). As a result, many Korean students seem to have difficulty changing their already established way of writing when engaging in L2 English writing. Quite a few might be reluctant to readjust their writing to fit the target language style because they believe it might have a negative influence on their L1 writing performance.

Students' understanding of the nature of writing may also be seen in their concerns about sharing their writings with other students and their fear of showing a lack of writing competence, mainly because of insufficient grammar and vocabulary. As the instructor explained, she may have inadvertently added to this source of anxiety by showing examples of other students' writing. This action on the part of the instructor did not take into consideration students' vulnerability when it comes to sharing their writing. With regard to this issue, instructors need to consider students' vulnerability when they design a writing class.

In sum, the Korean L2 English learners in this study seemed to have not been exposed to consistent and systematic instruction in English writing, with the result that they may have viewed writing as burdensome and more often than not had no idea where and how to start to write in English. Some students had difficulty writing in English because of lack of vocabulary knowledge, and a few felt like trying to write in English without much assistance or advice. The instructor in this study described her struggle to produce an optimal rubric. She also expressed the view that she was not fully satisfied with her assessment tool because she found that it was not detailed and concrete enough to make a sensible judgment on unexpected issues in students' writing. Finally, it turned out that some students might feel vulnerable just thinking that their writings would be shared, leading to increased writing anxiety, which suggests that instructors should be more sensitive to students' feelings when it comes to sharing their writings.

CONCLUSION

Pedagogical Implications

In this research, some but not all of the junior high school EFL student participants exhibited considerable levels of foreign language classroom anxiety as well as English writing anxiety, and there was also a significant correlation between these two types of anxiety. As previously mentioned, many researchers and instructors believe that speaking is the main anxiety-provoking area in second language education. The findings of this research suggest that writing anxiety can also be considerable in EFL contexts. In this section, I discuss some pedagogical implications that could help instructors facilitate learners' language learning in the future.

First of all, there should be more English writing instruction because lack of opportunities to write in English might be one of the reasons that this activity produces anxiety among students. This suggestion is based on comments students made in this study. Some students expressed a lack of confidence in English writing, and a few said they had no idea how to start writing in English even when they were engaged in free writing. Whether this lack of confidence and uncertainty come from previous L1 writing experience or L2 writing experience needs further research. But it is clear that many students were not confident enough to write in English and took writing not as enjoyable communication between a writer and a reader but as a demanding test. If instructors carefully design more writing tasks that consider students' proficiency levels in English as well as previous L1 and L2 writing experience, and if they provide learning aids such as teaching common expressions and giving supportive feedback, students themselves may see writing as a less daunting and more pleasant experience in the classroom.

Second, the fact that there is a relatively high correlation between foreign language classroom anxiety and English writing anxiety could imply that reducing classroom anxiety in general is a prerequisite for easing English writing anxiety. Horwitz et al. (1986) suggested that there were two ways to deal with anxious students; one is to help them cope with the situation causing anxiety and the other is to make the learning context less stressful. One of the most effective ways to alleviate classroom anxiety as well as help students to be less anxious about writing may be to establish collaborative writing activities. Collaborative writing could be a particularly good alternative for those students who have struggled in L2 writing because they consider writing an extremely solitary act in which they do not have much assistance from others. Unlike individual writing, collaborative writing engages students in interaction, and writing itself

becomes a reciprocal and pleasant experience instead of a solitary and dreary one. Shehadeh (2011), who recently investigated this topic, mentioned that “writing does not need to be a solitary act and collaborative writing can be used as a pedagogical tool to encourage student collaboration and create a positive social atmosphere in the classroom” (p. 297). In sum, reducing anxiety levels through collaborative writing can establish a learner-friendly classroom and create a positive environment for English writing without much fear or stress among students. Specialized teacher training and good implementation of collaborative writing tasks are not only important but absolutely necessary to guarantee successful outcomes.

Furthermore, when instructors plan and organize assignments, they should take into consideration whether the students’ writing should be public or not in order to address students’ potential feelings of vulnerability and fear about sharing their writing with others. As writing can remain available for inspection and frozen in time with mistakes that writers make, it is natural that students would feel uncomfortable about making mistakes, and even more so once they realize their writing, including mistakes, might be shared. Therefore, it is important for teachers and students to jointly decide in advance what to share and how to share in order not to create unpleasant feelings among the students. It could also be a good idea for the students themselves to select their best pieces of writing to share with others, which would help students feel more motivated and less daunted at the idea of sharing their writing, and more important, help students develop ownership and autonomy in writing in the long run (Lam & Lee, 2009).

Third, instructors should ensure that students are well-informed about possible sources of help whenever they are faced with problems in writing by allowing the use of dictionaries and online sources during writing activities. Including these tools in the design of writing tasks would show students without much experience in L2 writing, who often feel frustrated about producing logical and coherent writing on a topic, that writing can be supported in many ways that are self-regulated. Instructors could also provide students with opportunities for peer review, peer feedback, and instructor-guided conferences, which would increase sources of support as well as the sense that writing is not a solitary but a social act.

Fourth, this study shows that vocabulary is a source of anxiety for students, which suggests the importance of considering instructional strategies that support vocabulary learning. Unfortunately, vocabulary instruction has been de-emphasized in Korea because many EFL instructors focus heavily on reading instruction and believe that knowledge of vocabulary will follow reading incidentally. According to Paltridge et al. (2009), vocabulary learning starts with

needs analysis, setting learning goals, and providing opportunities to use newly learned words in written contexts. Vocabulary learning is not peripheral to writing (or reading) and needs more attention than it is receiving now. There should be indirect as well as direct approaches to help develop students' receptive and productive knowledge of vocabulary in order to help increase the quality of their writing and to boost their confidence about word choices when doing actual writing in the classroom.

Finally, instructors should make efforts to provide balanced evaluation and ask for support for developing more effective and reliable evaluation tools from researchers or other teachers to increase the validity of their assessment of writing. It is important that fluency and accuracy are assessed in a balanced way, and that students are aware of this. Over half of the students in this study were worried about making grammatical mistakes in writing because writing assignments were perceived to be summative assessments to see whether students achieved the goals of the course, which included linguistic accuracy as one of the assessment criteria. Although the instructor encouraged students to enjoy free writing without feeling too burdened by grammar, she felt she had no choice but to include linguistic accuracy in her rubric to assess writing adequately. While conducting this research, the researcher found how difficult it is for instructors to strike a balance between accuracy and fluency in writing assessment. It is not impossible to attain both accuracy and fluency strategically with a careful design of the class. Lam and Lee (2009) argued that portfolio assessment is usually considered as a summative assessment tool, but it is possible to let it play "dual summative-formative roles" in the classroom by maximizing the formative aspect of portfolio assessment by promoting learner choice, providing conferencing or peer evaluation, and incorporating delayed evaluation with interim drafts. In addition, instructors themselves should try their best to design appropriate assessment tools with the assistance of researchers or peers.

Limitations and Suggestions for Future Studies

As with any study, there are limitations that must be acknowledged and considered when evaluating the insights generated by the present study.

The generalizability of the present findings is constrained by two considerations. First, only one instructor and one class participated in the research. Also, the participants engaged in only one genre of writing and probably had little experience with other writing genres, according to the instructor. The findings from this research, therefore, might not represent Korean L2 learners

and English learning environments in general. For future research, researchers should include a greater age range, random and representative groups to better reflect Korean students in general, and groups with a wider range of English writing experience.

This research depended solely on the participants' self-report in the surveys/questionnaires, without student interviews or class observations. It is hard to check participants' understanding even though questions were clearly stated and given in their first language, Korean. For example, there was a question that asked whether students had any previous experience of taking English writing courses, to which the response was 77% positive. Considering this unexpectedly high positive response, the researcher had some doubts whether students understood the question, which was intended to see whether the students had taken any English class focusing on writing instruction in particular. It seems probable that many answered "yes," thinking that the question referred to general English classes. In Korea, usually only students planning to take the TOEFL test are interested in extra English writing courses. In other words, students' positive answers do not guarantee they have had any consistent English writing education considering the possibility that they seemed to have misunderstood the question.

Another limitation when using questionnaires is that the self-reported survey asked about classroom and writing experiences in general, but not about the actual classroom environment and the actual writing assignments done in it. This makes it hard to decide whether, among other possible variables, students' anxiety about English writing played a key role in influencing their writing performance. Therefore, to improve upon this research in the future, direct interviews with students and consistent classroom observations in addition to survey data would allow the researcher to better know what kinds of variables could influence students' writing performance.

In addition, there is doubt that the FLCAS adapted from Horwitz et al. (1986) is reliable and objective enough to measure foreign language classroom anxiety in a balanced way. In the FLCAS, 9 out of 25 items (36%) in the survey directly relate to speaking apprehension, which seems to be a high proportion in an assessment of general language classroom anxiety based on the four language skills.

The assessment of writing performance in the study should have been more consistent in order to be valid enough to show students' actual writing competence. Although there were guidelines and a rubric to evaluate students' writing performance, the performance scores were based on an instructor's judgments, which cannot be free of subjectivity. Besides, the instructor had to decide between score intervals based on quite general descriptions in the rubric. There is a

further limitation in gauging students' writing performance based on free writing assignments only, since free writing places a lot of emphasis on creativity and fulfillment of a writing task or purpose. Therefore, it is necessary to interpret this study's findings about the relationship between English writing anxiety and English writing performance with caution. Students' actual writing performance could be more reliably evaluated if they produced more diverse writing genres that were assessed on a regular basis with more concrete assessment guidelines and assessment tools; this would provide clearer pictures of students' writing competence. There is a growing demand for proper and standardized measurement for skill-specific writing anxiety because many researchers (e.g., Aida, 1994; Cheng et al., 1999; Leki, 1999; McKain, 1991) believe that current tools for measuring writing anxiety do not include essential elements to gauge writing anxiety per se. Therefore, a necessary task is to conduct more open-ended and descriptive research on writing anxiety and then, based on that research, to develop more reliable and standardized tools for measuring writing anxiety among students.

Finally, there are some issues to be dealt with to reduce confusion in future research. There is still an unclear and incomplete concept of what writing anxiety is among researchers, and few cross-cultural studies exist. Researchers are not sure whether anxiety plays a pivotal role in learners' actual writing competence because some researchers (Bailey, Daley, & Onwuegbuzie, 1999) argue that students' perception about their writing competence might determine their actual performance. It is imperative that researchers strive to clarify precisely what writing anxiety is and what other writing performance variables are. Furthermore, there should be more research that looks at writing anxiety not as a unitary or generalized thing but as something that may be situated and affected by the writing tasks instructors design for their students. Not everyone learns to love writing and to write well, even in their first language, which means poor performance on L2 writing might not come from writing-specific anxiety. It would be interesting to conduct research that looks for empirical evidence of whether L1 writing anxiety has anything to do with L2 writing anxiety. Such research could provide a wider range of insight and understanding about Korean L2 learners in terms of their L2 writing, inform further anxiety research among Korean L2 learners, and provide information that could be used to help frustrated L2 learners to have a more successful experience in second language acquisition.

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APPENDIX A
BACKGROUND QUESTIONNAIRE & FOREIGN LANGUAGE CLASSROOM
ANXIETY SCALE

Note: This questionnaire was adapted from Horwitz et al. (1986)

PART I

Background questionnaire	
What is your name?	
Are you a male or female?	<input type="checkbox"/> Male <input type="checkbox"/> Female
How old are you?	
How long have you studied English?	
Have you ever studied English abroad? (If your answer is YES, please explain how long you have you been studied (e.g., 3 moths, 1 year)	<input type="checkbox"/> Yes <input type="checkbox"/> No
Have you ever taken any English writing class?	<input type="checkbox"/> Yes <input type="checkbox"/> No

PART II

Statements (1) through (25) describe how you feel about learning English. Please indicate whether you (1) *Strongly Disagree*, (2) *Disagree*, (3) *Neither Agree nor Disagree*, (4) *Agree*, or (5) *Strongly Agree*. Please read each statement carefully, give your *first* reaction to each statement, and mark an answer for every statement.

1. I never feel quite sure of myself when I am speaking in 1 2 3 4 5
my foreign language class.

2. I don't worry about making mistakes in language 1 2 3 4 5
class.

3. I tremble when I know that I'm going to be called on 1 2 3 4 5
in language class.

4. It frightens me when I don't understand what the teacher saying in the foreign language. 1 2 3 4 5
5. During language class, I find myself thinking about things that have nothing to do with the course. 1 2 3 4 5
6. I keep thinking that the other students are better at languages than I am. 1 2 3 4 5
7. I am usually at ease during tests in my language class. 1 2 3 4 5
8. I start to panic when I have to speak without preparation in language class. 1 2 3 4 5
9. I worry about the consequences of failing my foreign language class. 1 2 3 4 5
10. In language class, I can get so nervous I forget things 1 2 3 4 5
11. It embarrasses me to volunteer answers in my language class. 1 2 3 4 5
12. I would not be nervous speaking the foreign language with native speakers. 1 2 3 4 5
13. Even if I am well prepared for language class, I feel anxious about it. 1 2 3 4 5

14. I feel confident when I speak in foreign language class. 1 2 3 4 5
15. I am afraid that my language teacher is ready to correct every mistake I make. 1 2 3 4 5
16. I can feel my heart pounding when I'm going to be called on in language class. 1 2 3 4 5
17. The more I study for a language test, the more confused I get. 1 2 3 4 5
18. I feel every self-conscious about speaking the foreign language in front of other students. 1 2 3 4 5
19. Language class moves so quickly I worry about getting left behind. 1 2 3 4 5
20. I feel more tense and nervous in my language class than in my other classes. 1 2 3 4 5
21. When I'm on my way to language class, I feel very sure and relaxed. 1 2 3 4 5
22. I feel overwhelmed by the number of rules you have to learn to speak a foreign language. 1 2 3 4 5
23. I am afraid that the other students will laugh at me when I speak foreign language. 1 2 3 4 5

24. I would probably feel comfortable around native speakers of the foreign language. 1 2 3 4 5
25. I get nervous when the language teacher asks questions which I haven't prepared in advance. 1 2 3 4 5

APPENDIX B
ENGLISH WRITING ANXIETY SCALE

Note: This questionnaire was adapted from Lee (2005)

PART I

Below are a series of statements about English writing. There is no right or wrong answers to these statements. Please indicate the degree to which each statement applies to you by circling whether you (1) *Strongly Disagree*, (2) *Disagree*, (3) are *Uncertain*, (4) *Agree*, or (5) *Strongly Agree* with the statement. While some of the statements may seem repetitious, take your time and try to be as honest as possible.

- | | | | | | |
|--|---|---|---|---|---|
| 1. I avoid writing. | 1 | 2 | 3 | 4 | 5 |
| 2. I have no fear of my writing being evaluated. | 1 | 2 | 3 | 4 | 5 |
| 3. I look forward to writing down my ideas. | 1 | 2 | 3 | 4 | 5 |
| 4. I am afraid of writing essays when I know they will be evaluated. | 1 | 2 | 3 | 4 | 5 |
| 5. Handing in a composition makes me feel good. | 1 | 2 | 3 | 4 | 5 |
| 6. My mind seems to go blank when I start to work on composition. | 1 | 2 | 3 | 4 | 5 |
| 7. Expressing ideas through writing seems to be a waste of time. | 1 | 2 | 3 | 4 | 5 |
| 8. I like my ideas writing down. | 1 | 2 | 3 | 4 | 5 |
| 9. I feel confident in my ability to clearly express my ideas in writing | 1 | 2 | 3 | 4 | 5 |
| 10. I like to have my friends read what I have written. | 1 | 2 | 3 | 4 | 5 |

- 11. I'm nervous about writing. 1 2 3 4 5

- 12. People seem to enjoy what I write. 1 2 3 4 5

- 13. I enjoy writing. 1 2 3 4 5

- 14. I never seem to be able to clearly write down my ideas. 1 2 3 4 5

- 15. Writing is a lot of fun. 1 2 3 4 5

PART II

Answer the following question as specific as possible.

What kinds of things make you nervous when you have to write in English for a class activity?

APPENDIX C
WRITING ASSESSMENT RUBRIC

CRITERIA OF ASSESSMENT	CRITERIA FOR POINTS			
Organization & content	4 points	6 points	8 points	10 points
	Writing is not coherent at all and hard to understand the content	Writing is not coherent and consistent frequently and only lists information	Writing is logical and comprehensible without much creativity	Writing is coherent and logical creative
Linguistic accuracy (Grammar and spelling)	1 points	2 points	3 points	5 points
	If there are more than 15 grammatical mistakes or misspellings	If there are over 10 grammatical mistakes or misspellings	If there are 8 to 9 grammatical mistakes or misspellings	If there are less than 7 grammatical mistakes or misspellings
Fulfillment of the writing task or purposes	1 points	2 points	3 points	5 points
	Irrelevant to the topic with short amount of writing	Often off the topic with short amount of writing	Relevant to the topic with falling short of expected amount of writing	Highly relevant to the topic with appropriate amount of writing
Neatness	2 points		5 points	
	Illegible handwriting and irritating smudges		Legible handwriting or typing with neat layout	

4. 나는 영어시간에 선생님의 설명을 이해하지 못할 때
좌절감을 느낀다. 1 2 3 4 5
5. 영어시간에 나는 수업 이외에 다른 생각을 자주 하는 편이다. 1 2 3 4 5
6. 나는 다른 친구들이 나보다 더 잘하는 것을 자주 의식하는
편이다. 1 2 3 4 5
7. 나는 영어시험을 볼 때 편안함을 느낀다. 1 2 3 4 5
8. 나는 영어시간에 즉흥적으로 말할 때 두려움을 느낀다. 1 2 3 4 5
9. 나는 영어시험을 망칠까 봐 두렵다. 1 2 3 4 5
10. 나는 영어시간에 배운 내용을 잘 잊는 편이다. 1 2 3 4 5
11. 나는 영어시간에 자발적으로 발표를 하는 편이다. 1 2 3 4 5
12. 나는 원어민 선생님과 자신 있게 대화를 할 수 있다. 1 2 3 4 5
13. 나는 연습을 해도 영어시간에 잘하지 못할까 봐 걱정하는
편이다. 1 2 3 4 5
14. 나는 영어를 자신감 있게 말할 수 있다. 1 2 3 4 5
15. 나는 영어선생님이 실수를 지적할까 봐 두렵다. 1 2 3 4 5
16. 나는 영어시간에 선생님이 시킬 때 가슴이 두근거린다. 1 2 3 4 5
17. 나는 영어 공부를 하면할 수록 더 혼란스러움을 느낀다. 1 2 3 4 5
18. 나는 다른 친구들 앞에서 영어를 말할 때 실수를 하지 1 2 3 4 5

않으려고 노력하는 편이다.

19. 나는 영어시간에 뒤쳐질까 봐 걱정하는 경우가 많다. 1 2 3 4 5
20. 나는 다른 과목보다 영어시간에 더 긴장을 한다. 1 2 3 4 5
21. 나는 영어수업에 갈 때마다 마음이 편하다. 1 2 3 4 5
22. 나는 영어 문법 규칙을 배울 때 스트레스를 받는다. 1 2 3 4 5
23. 나는 영어시간에 다른 친구들에게 창피를 당할까 봐 두렵다. 1 2 3 4 5
24. 나는 외국인(모국어가 영어)들과 함께 있을 때 편안함을
느낀다. 1 2 3 4 5
25. 나는 영어시간에 선생님이 모르는 질문을 시킬 때 초조함을
느낀다. 1 2 3 4 5

APPENDIX B:
ENGLISH WRITING ANXIETY SCALE
(ADAPTED FROM SY-YING LEE, 2005)

PART I

영어 쓰기에 관한 다음 문장(1번-15번)을 읽고 자신의 의견과 가장 적합한 것을 고르세요.

(1: 전적으로 동의하지 않는다 2: 동의하지 않는다 3: 잘 모르겠다. 4: 동의한다 5: 전적으로 동의한다)

- | | |
|-------------------------------|-----------------------|
| 1. 나는 영어로 글쓰기기 하는 것을 피하는 편이다. | 1
2
3
4
5 |
| 2. 나는 영어 쓰기 평가에 대해 걱정하지 않는다. | 1
2
3
4
5 |
| 3. 나는 영어로 글을 쓰는 것을 즐기는 편이다. | 1
2
3
4
5 |
| 4. 나는 영어로 쓴 글을 평가 받는 것이 두렵다. | 1
2
3
4
5 |
| 5. 영어 쓰기 숙제를 제출하는 것은 즐겁다. | 1
2
3
4
5 |
| 6. 영어로 글을 쓰려고 할 때 멍해지는 편이다. | 1
2 |

	3
	4
	5
7. 영어로 글 쓰는 연습을 하는 것은 시간낭비라고 생각한다.	1
	2
	3
	4
	5
8. 나는 영어로 나의 생각을 표현하는 것을 좋아한다.	1
	2
	3
	4
	5
9. 나는 영어로 나의 생각을 잘 표현할 수 있다.	1
	2
	3
	4
	5
10. 나는 내가 영어로 쓴 글을 친구들에게 보여주는 것을 좋아한다.	1
	2
	3
	4
	5
11. 나는 영어로 글을 쓸 때 초조함을 느낀다.	1
	2
	3
	4
	5

12. 주변 사람들이 내가 영어로 쓴 글을 읽고 칭찬을 많이 해준다. 1
2
3
4
5
13. 나는 글쓰기를 좋아하는 편이다. (영어와 국어) 1
2
3
4
5
14. 나는 나의 생각을 영어로 명확하게 표현하지 못한다. 1
2
3
4
5

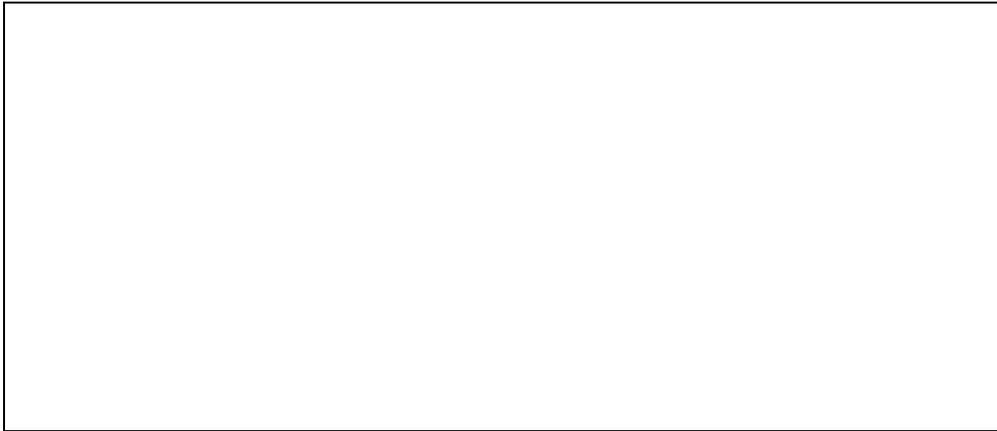
15. 글쓰기는 즐겁다.

1
2
3
4
5

PART II

다음 질문에 가능한 한 자세하게 답해주세요.

영어로 글쓰기를 하는 것이 두려운 이유는 무엇입니까?



APPENDIX C
WRITING ASSESSMENT RUBRIC

항목	점수기준표			
	구조 및 내용	4 점	6 점	8 점
글이 일관성이 없고 내용을 이해할 수 없음		글이 일관성이 없는 편이고 단순한 정보를 나열함	글이 논리적이고 내용은 잘 이해되나 창의성이 부족함	글이 일관성이 있고 논리적이며 창의적임
문법 및 철자	1 점	2 점	3 점	5 점
	15 개 이상의 문법 및 철자 오류가 있음	10 개 이상 15 개 미만의 문법 및 철자 오류가 있음	8-9 개 정도의 문법 및 철자 오류가 있음.	7 개 이하의 문법 및 철자 오류가 있음
글쓰기 완성도	1 점	2 점	3 점	5 점
	주제와 무관하고 분량이 짧음	가끔 주제에서 벗어나는 경향이 있고 분량이 짧음	주제와 관련성이 있으나 분량이 짧음	주제와 관련성이 있고 분량이 적절함.
기타	2 점		5 점	
	알아보기 힘든 손글씨와 다소 지저분한 디자인의 글		깔끔한 디자인으로 알아보기 쉬운 손글씨 또는 타이핑한 글	