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Research Article

Exploring the Link Between Writing Success and Writing Anxiety of International Students in Türkiye

Türkiye'deki Uluslararası Öğrencilerin Yazma Başarısı ile Yazma Kaygısı Arasındaki İlişkinin İncelenmesi

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Abstract

Writing is one of the four fundamental language skills and enables students to communicate their ideas and emotions clearly. In the context of foreign language acquisition, writing skill is generally more challenging to develop than other language skills and demands sustained effort. Writing performance is shaped by a variety of influences, and one of the most significant is writing anxiety. There is clear evidence that writing anxiety impacts writing performance, either facilitating or hindering the process. This study aims to determine the link between writing anxiety and the writing success of international students studying in Türkiye. Participants were 165 international students studying at Turkish teaching centers within various universities in Türkiye. The relational survey model was used in the study The collected data were examined utilizing regression analysis. The research data included the "Writing Anxiety Scale" and the "Writing Skills Rubric". According to the results, a moderate negative correlation that was statistically significant found between writing success and writing anxiety of international students in Türkiye. The results showed that as students' writing anxiety decreases, their writing success scores increase, and as their writing anxiety increases, their writing success scores decrease.

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Anahtar Kelimeler

Yazma kaygısı
Yazma başarısı
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Öz

Yazma dört temel dil becerisinden biridir ve öğrencilerin fikir ve duygularını net bir şekilde ifade etmelerine olanak sağlar. Yabancı dil edinimi bağlamında, yazma yeterliliğinin geliştirilmesi genellikle diğer dil becerilerine göre daha zordur ve sürekli çaba gerektirir. Yazma performansını etkileyen pek çok faktör bulunmaktadır ve bunlardan biri de yazma kaygısıdır. Yazma kaygısının yazma performansı üzerinde süreci kolaylaştırıcı ya da engelleyici önemli bir etkisi olduğu açıktır. Bu çalışmanın amacı, Türkiye'de öğrenim gören uluslararası öğrencilerin yazma kaygısı ile yazma becerileri arasındaki ilişkiyi belirlemektir. Çalışmaya, Türkiye'deki çeşitli üniversitelerin Türkçe öğretim merkezlerinde öğrenim gören 165 uluslararası öğrenci katılmıştır. Çalışmada ilişkisel tarama modeli kullanılmış ve elde edilen veriler regresyon analizi ile çözümlenmiştir. Araştırma verileri "Yazma Kaygısı Ölçeği" ve "Yazma Becerileri Rubriği" kullanılarak elde edilmiştir. Araştırma sonuçlarına göre, Türkiye'de öğrenim gören uluslararası öğrencilerin yazma kaygısı ile yazma başarısı arasında istatistiksel olarak negatif yönde ve orta düzeyde anlamlı bir ilişki bulunmuştur. Sonuçlar, öğrencilerin yazma kaygısı azaldıkça yazma başarı puanlarının arttığını, yazma kaygısı arttıkça yazma başarı puanlarının azaldığını göstermiştir.

Introduction

Foreign language teaching aims to provide the individual with comprehension and expression skills such as reading listening, writing and speaking. Writing skills are among the fundamental components of foreign language teaching and can develop only after a certain amount of knowledge. Students can only achieve these skills by the structure and vocabulary of the target language. For this reason, writing in the target language is a difficult skill to acquire and demands greater effort compared to other basic language skills. Therefore, many factors may affect students' writing performance during the process. First is anxiety about writing. Karlina & Pancoro (2018) stated that students' psychological aspects, like writing anxiety, affected their motivation and attitude toward writing. “Writing anxiety is a reaction to writing that revealed in emotional reactions including sadness, fear, and anger in situations where more writing is required. This reaction, affecting individuals' writing performances negatively, can be seen at all levels of education” (Tiryaki, 2012).

As with other fundamental skills, anxiety emerges as a problem in the acquisition of writing skills. Many researchers draw attention to anxiety among the factors affecting the language learning processes (Kurt & Atay, 2008). Choi (2013) stated that foreign language learners have anxiety while learning the target language. Polatcan (2018) expresses the anxiety experienced by a foreign language learner as "retreating into one's shell due to the feeling of failure." Among other emotional variables, anxiety has attracted particular attention in recent years, especially in the process of acquiring and learning a language. One of the essential reasons is its potential to affect academic success negatively (Gardner, 1985; Ehrman & Oxford, 1995). Writing requires individual work. Writing is a

product-oriented action for students to learn a foreign language and experience writing anxiety while performing their writing tasks. Students may develop sufficient knowledge and present this information accurately, understandably, and within a certain logic. While learning a foreign language, students at all levels may feel lonely and afraid of making mistakes when they try to produce the information they have loaded in their minds. This process causes anxiety and affects student performance. According to Tsiu (1996), writing in another language induces a level of anxiety comparable to that experienced when learning other language skills

Each student's writing anxiety level is different from each other. While performing the writing task, some students may experience low levels of anxiety, while others may experience very high levels of anxiety. Anxiety may occur for different reasons: fear of receiving negative comments, feedback, and evaluations from the teacher (Lin & Ho, 2009), low self-efficacy and insufficient language proficiency, and unfamiliarity with the learned language structure (Huwari & Abd Aziz, 2011). Maden, Dinçel, and Maden (2015) stated that students should feel anxiety during the writing activity, but this anxiety should be maintained at a moderate intensity. Otherwise, too low or too high anxiety will cause failure. According to Cheng (2002), individuals with high writing anxiety avoid writing tasks. Tighe (1987) stated that students who have high anxiety about writing write less skillfully than their more confident peers and that this anxiety prevents students from developing their writing skills, so students avoid writing situations and other courses which supports the development of their writing skills. In their study on Iraqi students learning English for non-native speakers, Sabti, Rashid, Nimehchisalem, and Darmi (2019) concluded that the higher the students' writing anxiety, the lower their writing performance. According to the results of the research, the effect of anxiety on writing performance is undeniable.

This study included international students studying in Türkiye and aimed to reveal the link between writing anxiety and writing success. Some studies show that increased writing anxiety tends to interfere with the writing process (e.g., Cheng, 2002; Bannister, 1992), often leading to reduced performance in writing-related tasks (Daly & Miller, 1975b; Faigley et al., 1981). This negative correlation has been consistently highlighted across different contexts (Lee & Krashen, 1997; Richmond & Dickson-Markman, 1985). These studies indicated a reverse relationship between writing anxiety and writing achievement in teaching English as a foreign language. In other words, students with high writing anxiety had low writing success. Moreover, Başkan (2021) found a meaningful positive association between writing self-efficacy and writing anxiety.

Most studies examining the link between writing anxiety and writing success have focused primarily on students learning Turkish as their native language or EFL students. This research differs from previous research in that it examines the link between writing anxiety and writing success among international students learning Turkish as a foreign language in Turkey. The research also contributes to the literature by presenting findings obtained from multicultural samples, including speakers of Arabic, Persian, African, and Indo-European languages, which are underrepresented in the literature. In this regard,

the study expands on previous research from a different perspective, offering insights into the relationship between writing anxiety and writing success among international students learning Turkish.

The research investigates the potential link between writing success and writing anxiety of international students studying in Türkiye. Accordingly, the investigation aimed to explore the following research questions:

1. How are the writing anxieties of international students studying in Türkiye?
2. What relationship exists between writing anxiety and writing success among international students?
3. Is the writing anxiety of international students a significant predictor of their writing success?

Methodology

Research Design

The study employed a relational survey design, a type of quantitative research method, to examine the strength and direction of the association between independent and dependent variables (Crano & Brewer, 2002). A regression analysis was employed to explore how writing anxiety relates to the writing success of international students studying in Türkiye. Regression analysis is a statistical technique used to examine the effect of independent variables on a dependent variable.

Population and Sample

The population consists of international students studying in Türkiye between the 2022-2023 academic year, and the sample consists of 165 students at the B1, B2, and C1 levels studying at Nevşehir Hacı Bektaş Veli University and Yozgat Bozok University Turkish Language Teaching Centers. The sample included 95 female and 70 male participants. 152 were between the ages of 17-23, and 13 were 24 and over. When the participants' Turkish language proficiency levels were examined, it was seen that 47 were at B1, 88 were at B2, and 30 were at C1. When the participants' native languages were examined, it was understood that 79 were Arabic, 41 were European languages, 19 were African languages, and 10 were Persian. The convenience sampling method was used for the sample. The demographic profiles of the students are given in Table 1.

Table 1: *Demographic Profiles of Participants*

		f	%
Gender	Female	95	57.6
	Male	70	42.4
	Total	165	100.0
Age	17-23 years old	152	92.1
	24 and over	13	7.9
	Total	165	100.0
Language Level	B1	47	28,5
	B2	88	53,3
	C1	30	18,2
	Total	165	100,0
Mother Tongue	Arabic	79	47.9
	Persian	10	6.1
	Turkish Noble	7	4.2
	Russian and Slavic Languages	1	.6
	Asian Languages	6	3.6
	African Languages	19	11.5
	European Languages	41	24.8
	Urdu language	2	1.2
Total		165	100.0

Limitations

The study was limited to 165 students at state universities in the academic year 2022/2023. The research can be enriched by reaching more participants across the university, which will enable the research to be viewed from a broader perspective.

Data Collection Tools and Data Analysis

Data collection included the “Writing Anxiety Scale” (Karakuş Tayşi, 2018). This scale consists of 19 items and has three factors that explain 44.668% of the total variance. A Cronbach’s Alpha value of .834 was obtained, indicating strong internal reliability of the scale. The reliability (internal consistency) values for the relevant scale were computed as 0.817 for “Pre-Writing”, 0.729 for “Assessment”, and 0.612 for “Writing Process”. It can be concluded that the scale is highly reliable. In this study, the Cronbach's alpha (α) internal consistency coefficient was .76 for "Pre-Writing," .76 for "Assessment," and .66 for "Writing Process." As part of the analyses performed in this study, the internal consistency of the scale was assessed using Cronbach's alpha (α), which was calculated as 83.4. These values indicate that the scale has sufficient Cronbach's alpha (α) internal consistency coefficient values to be used in the study.

“Writing Anxiety Scale has a five-point Likert scale. The evaluation ranged from "exremely low anxiety" with an arithmetic mean between 1.00-1.80 to “ relatively low anxiety” for items between 1.81-2.60 to “moderate level of anxiety” for items between 2.61-3.40 to “considerably high anxiety” for items between 3.41-4.20, and to “exremely high anxiety” for items between 4.21-5.00. The averages were determined based on the interpretation of students' answers.

Researchers presented three different topics to evaluate students' writing performances. Researchers asked students to choose one of these topics to write. Students' writing performances were evaluated based on the Writing Skills rubric (Büyükikiz, 2015). Two Turkish language experts scored the rubric data and used Cohen's Cappa analysis to calculate the reliability of the coding process. Reliability was calculated as 0.83 (almost perfect agreement). Moreover, the regression analysis was conducted to explore the link between writing anxiety and writing achievement of these students. Researchers applied the data collection tools face-to-face.

Findings

The findings yielded by the current study are presented and interpreted in the form of tables below.

How are the Writing Anxieties of International Students Studying in Türkiye?

Descriptive data analysis was conducted to reveal the writing anxiety of international students studying in Türkiye. The findings of this analysis are shown in Table 2.

Table 2: *Descriptive Analysis of the Data Obtained From the Writing Anxiety Scale For International Students Studying in Türkiye*

	Always		Usually		Sometimes		Rarelly		Never		X	SS
	f	%	f	%	f	%	f	%	f	%		
Item 1. I get anxious when I am asked to write in class.	16	9.7	28	17	43	26.1	37	22.4	41	24.8	2.64	1.28
Item 2. I get nervous when I am asked to write outside the classroom.	6	3.6	33	20	1	0.6	50	30.3	54	32.7	2.23	1.14
Item 3. It is difficult for me to write what is in my mind in Turkish.	14	8.5	28	17	55	33.3	46	27.9	22	13.3	2.79	1.13
Item 4. I feel like I can't write before I even start writing.	9	5.5	28	17	51	30.9	38	23	39	23.6	2.57	1.17
Item 5. My body contracts while writing.	4	2.4	10	6.1	21	12.7	46	27.9	84	50.9	1.81	1.03
Item 6. I worry about how to use suffixes in my writing.	22	13.3	34	20.6	47	28.5	35	21.2	27	16.4	2.93	1.26
Item 7. I get anxious when I have to write to official institutions.	29	17.6	45	27.3	35	21.2	36	21.8	20	12.1	3.16	1.28
Item 8. I don't want to take that class if it's a writing class.	9	5.5	15	9.1	19	11.5	30	18.2	92	55.8	1.90	1.23
Item 9. I find it hard to write because I don't know any words.	17	10.3	43	26.1	35	21.2	40	24.2	30	18.2	2.86	1.27

Item 10. Not knowing how to start writing makes me anxious.	20	12.1	33	20	33	20	49	29.7	30	18.2	2.78	1.29
Item 11. I am afraid of getting a bad grade in writing class.	46	27.9	32	19.4	29	17.6	25	15.2	33	20	3.20	1.49
Item 12. I am afraid of making too many mistakes in writing activities.	29	17.6	43	26.1	31	18.8	37	22.4	25	15.2	3.08	1.34
Item 13. I'm afraid of making mistakes in writing lessons.	19	11.5	45	27.3	26	15.8	38	23	37	22.4	2.82	1.35
Item 14. I get anxious when there is little time for writing activities.	39	23.6	40	24.2	46	27.9	30	18.2	10	6.1	3.41	1.20
Item 15. Writing is the most difficult skill when learning Turkish.	19	11.5	28	17	41	24.8	32	19.4	45	27.3	2.66	1.34
Item 16. I worry about making typos in my writing.	28	17	36	21.8	43	26.1	36	21.8	22	13.3	3.07	1.28
Item 17. I get nervous when I think I can't write a good article.	42	25.5	44	26.7	25	15.2	34	20.6	20	12.1	3.32	1.37
Item 18. I get stressed when I cannot express my thoughts in Turkish.	36	21.8	43	26.1	43	26.1	27	16.4	16	9.7	3.33	1.25
Item 19. Not being able to organize my thoughts while writing makes me anxious.	21	12.7	44	26.7	44	26.7	30	18.2	26	15.8	3.02	1.26

Table 2 showed that international students experienced a low degree of anxiety in line with the answers they gave for Item 5 (X=1.81) and Item 8 (X=1.90), a very high level of anxiety in line with the answers they gave for Item 14 (X=3.41) and a moderate level of anxiety in all items except these three items (between X=2.23 and 3.33). Students' responses to Item 14 (I get anxious when there is little time for writing activities) showed that the limited time for writing activities increases students' writing anxiety.

What Relationship Exists Between Writing Success and Writing Anxiety Among International Students?

To identify the connection between writing success and writing anxiety of the students, a correlation analysis was conducted. The findings of this analysis are shown in Table 3.

Table 3: *The Link Between Writing Success and Writing Anxiety of International Students*

		Writing Anxiety	Writing Success
Writing Anxiety	Pearson Corelation	-.306**	1
	Sig. (2-tailed)	.000	
	N	165	165
Writing Success	Pearson Corelation	1	-.306**
	Sig. (2-tailed)		.000
	N	165	165

Note. **The correlation is significant at the 0.01 level.(2-tailed)

Table 3 demonstrated a moderate negative link between writing anxiety and writing success of the students. These findings also showed that as students' writing anxiety decreased, their writing success scores increased, and as their writing anxiety increased, their writing success scores decreased.

Is the Writing Anxiety of International Students a Significant Predictor of Their Writing Success?

Regression analysis was performed to determine if the writing anxiety of international students studying in Türkiye significantly predicts their writing achievement. The findings of this analysis are shown in Table 4.

Table 4: *Whether the Writing Anxiety of International Students is a Significant Predictor of Their Writing Success*

Variable	B	Standard Deviation	β	t	p
Constant	16.767	1.247		13.447	.000
Anxiety	-1.763	.430	-.307	-4.102	.000

*Note.*a. Dependent Variable: Writing Success Score
b. Predictors: (Constant). Anxiety General

Table 4 showed that writing anxiety had a negative, moderate, and significant relationship with writing success ($R = -0.30$. $R^2 = 0.94$. $p < 0.05$). This indicates that writing anxiety accounts for 94% of the total variance in writing success. Additionally, an examination of the standardized (β) coefficients and t-values revealed that writing anxiety was a significant predictor of writing success.

Discussion and Conclusion

Writing anxiety is a negative state that an individual feels due to emotions such as anxiety, sadness, and stress during the writing process. According to Zorbaz (2011), the emotional response to writing can appear as feelings of sadness, anger, or fear, and in more severe cases, may even cause physical symptoms such as cramps when writing is mandatory, like during assignments, classroom activities, or exam essays. Especially in learning a foreign language, the individual should have both cognitive acquisitions related to language and world knowledge and textual knowledge acquisitions at the level to form a text. The fact that the individual feels negative emotions such as stress, anxiety, and worry at all stages of the process of producing a written product will show that a student has writing anxiety.

However, this anxiety may have a positive or negative influence depending on the level of emotions (Şengül, 2017).

Writing anxiety is a frequently discussed topic in the literature. Some of these studies focused on the development of a writing anxiety scale (Zorbaz, 2011; Özbay & Zorbaz, 2011; Tayşi & Taşkın, 2018; Şen & Boylu, 2017; Katrancı & Temel, 2018). Some examined students' writing anxiety in various variables (Ateş & Akaydın, 2015; Güneyli, 2016; Deniz & Demir, 2020; Arslan, 2018). There are also studies addressing the writing anxiety of foreign students in Türkiye (Maden, Dincel & Maden, 2015; İşcan, 2015; Özdemir, 2019; Polatcan, 2019). These studies reveal that the anxiety of foreign language learners does not differ in terms of gender and age variables. The relationship between anxiety and writing success has also been a subject of curiosity (Dewaele, 2010; Horwitz, Horwitz & Cope, 1986; MacIntyre & Gardner, 1994). This study examined the link between writing success and the writing anxiety of international students studying in Türkiye to fill the gap in the literature.

This research investigated the link between writing anxiety and the writing success of international students studying in Türkiye. The study found a moderately negative and meaningful association between writing anxiety and the writing success of international students studying in Türkiye. This result showed that as the writing anxiety of international students increased, their writing success decreased, and as their writing anxiety decreased, their writing success increased. These results aligned with the results of some other studies (Tighe, 1987; Sabti et. al., 2019). Similarly, the results included that there was a moderately negative association between secondary school students' writing anxiety and their academic self-efficacy beliefs (Arslan, 2018). Katrancı (2015) also stated that the level of anxiety felt during the writing process was an essential factor in the success of writing activities.

In a study by Choi (2013), Korean students learning English as a foreign language showed no variation in writing performance related to their levels of writing anxiety. This study stated that students with very high writing anxiety tended to show low performance in writing. Demirel (2019) conducted research with pre-service teachers to examine the relationship between writing anxiety and their creative writing achievement. This study found that as pre-service teachers' writing anxiety increased, their creative writing achievement decreased. The previous literature findings aligned with the results obtained in the current study. İşcan (2015) found that Jordanian students' anxiety about their Turkish writing skills was high in terms of somatic and social anxiety levels and low in terms of cognitive anxiety levels. There were factors students' compositions negatively influenced: fear, lack of self-confidence, and feeling under pressure due to time constraints. In many studies (Bastida & Saysi, 2023; Huwari & Abd Aziz, 2011; Lin & Ho, 2009; Quvanch & Si Na, 2022), it has been discovered that factors such as fear of receiving negative comments, feedback and evaluations from teachers, time pressure, pressure to be perfect, lack of confidence in one's abilities, language problems, limited language knowledge, and lack of understanding of academic writing cause writing anxiety. The results of this study revealed that students experienced elevated levels of anxiety,

particularly in response to the statement, "I get anxious when there is little time for writing activities." from Item 14. This pre-writing anxiety impacts their performance during the writing process. Based on these results, it is clear that there is a moderate negative relationship between students' writing anxiety and their writing success. It is essential to ensure that students' writing tasks are structured in a way that is appropriate to their level and does not create time pressure. Ultimately, it is esteemed that the findings of this research may provide various implications for teachers to avoid approaches that may increase writing anxiety in lessons and to be more aware of the importance of writing anxiety as a factor affecting writing achievement to improve students' writing achievement.

Ethical Approval

Ethical approval and written permission were obtained from the the Ethics Committee of Nevşehir Hacı Bektaş Veli University with the decision numbered 2100090053 dated 14/03/2022.

Author Contributions

Çiğdem Yalçın: Conceptualisation, Theoretical Background, Methodology, Data Collection, Data Analysis, Writing, Review and Editing

Kübra Şengül: Conceptualisation, Theoretical Background, Methodology, Data Analysis Writing, Review and Editing

Conflict of Interest

The authors declare no conflict of interest.

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