Foreign Language Writing Anxiety: A Comparative Study of English and German language

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Diplomski studij engleskog i njemačkog jezika i književnosti

Sanja Vukelić

Foreign Language Writing Anxiety: A Comparative Study of English and German language

Diplomski rad

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SUMMARY

Anxiety is a rich research area. We differentiate between several types of anxiety such as foreign language anxiety, test anxiety, communication anxiety and more. Anxiety is also an area where opinions tend to collide. Some people believe that anxiety inhibits learners' performance, while others believe that learners use anxiety as an excuse for not being prepared. This research dealt with a certain type of anxiety, that is foreign language writing anxiety. Students tend to develop this type of anxiety due to lack of writing skills, limited knowledge and capacity to express themselves in the target language and fear of being evaluated and judged on the basis of their writing ability. Therefore the aim of the research was to explore the foreign language writing anxiety of English and German students and its effect on their writing competence and self-evaluation. The study was conducted on the sample of second and third grade high school students. In order to acquire necessary data, Writing Apprehension Test developed by Daly and Miller (1975a) was used. Students' grades in writing were taken as a measure of their writing competence. The results confirmed the existence of moderate foreign language writing anxiety and its negative correlation with the students' writing competence and self-evaluation. This paper also provides several methods and techniques for reducing writing anxiety.

Key words: anxiety, foreign language writing anxiety, writing competence, self-evaluation

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1. INTRODUCTION

Foreign language anxiety is still one of the most interesting areas of research for applied linguists and psychologists, in spite of numerous previously conducted researches. The reason for this could be the presence of anxiety in all aspects of our lives and especially in foreign language learning. Due to the fact that students have to learn and also use a completely unknown (foreign) system, a higher level of anxiety is present in foreign language learning than in learning of other subjects. According to Gardner and MacIntyre (1993, as cited in Mihaljević Djigunović, 2002) anxiety is defined as a fear or apprehension occurring when a learner is expected to perform in the second or foreign language, in which he is not fully proficient. It is a feeling of tension, nervousness and worry when we need to talk, read, write or understand in foreign language.

There are many types of anxiety, but this study concentrates on the foreign language writing anxiety. In the first semester of my master studies my colleague Anđela Lozančić and I were researching the level of classroom anxiety among primary, secondary and university students and comparing them to each other. This time I wanted to measure writing anxiety among high school students and compare its level between the learners of English and German language. The fact that this type of anxiety has not been explored as much as the others, such as speaking or test anxiety, inspired me to do this research. The reason why I have chosen to include high school students in the research was partially because these students showed the highest level of anxiety in my previous research and because primary school students do not write as much in the foreign language.

I started this research with the assumption that the writing anxiety would be present among the students, despite the fact that the research was conducted in the Language Grammar School, which should be the leading high school concerning foreign languages. My second assumption was that there would be a significant difference concerning the level of writing anxiety between the two groups of learners (German and English) and that students would have a higher level of writing anxiety in German due to poorer knowledge and alleged negative attitude towards that foreign language. I also believed that students would prefer writing in English to writing in German. The third assumption was that writing anxiety would affect students' grades; therefore students with higher level of anxiety would have lower grades and students with lower lever of anxiety would have higher grades. My final assumption was that German students would have lower grades than the English students.

The first part of this paper will deal with the theoretical background. It will deal with the anxiety in general, writing anxiety which is the main topic of this research and writing competence.

The second part will deal with the research. In this part, participants, instruments and the procedure will be described. The results obtained from the research will be presented and interpreted.

Finally, the results will be discussed and conclusions drawn.

2. ANXIETY

2.1. THE CONCEPT OF ANXIETY

Anxiety is a topic on which different perspectives can be found. Some people tend to think that anxiety does not present an inconvenience for a student, but serves as an excuse for not participating in class or as an apology to hide the fact that they did not learn. Some think that anxiety is a product of not being prepared and not something that stands in a way of learning. For others, it plays a significant role in the affective reaction to language learning and claim that students' results would be better if they were made to feel more relaxed.

According to Crookall and Oxford (1991, as cited in Gregersen, 2006), anxiety is not necessarily debilitating and different learners handle it differently. For many learners, a mild degree of anxiety can be helpful and stimulating. Citing various studies in educational psychology, Campbell and Ortiz (1991, as cited in Gregersen, 2006) pointed out that some anxiety can actually promote learning, but that too much can hinder academic performance at specific stages in the learning process and with certain types of activities.

Spielberger (1983, as cited in Cubukcu, 2007) defines anxiety as the subjective feeling or tension, apprehension, nervousness and worry associated with the arousal of the nervous system. It can be classified into two kinds: anxiety as a personality trait and a transient anxiety state which is regarded as a response to a particular anxiety provoking stimulus.

It is believed that anxiety consists of two components – cognitive and somatic anxiety. Cognitive anxiety refers to the mental aspect of anxiety experience, whereas somatic anxiety refers to learner's perceptions of the physiological effects of the anxiety experience as reflected arousal and unpleasant feeling states.

Considering the nature of anxiety, psychologists make a distinction between three categories of anxiety: trait anxiety, situation-specific anxiety, and state anxiety.

Trait anxiety refers to a stable predisposition to become nervous in a wide range of situations (Speilberger 1983, as cited in MacIntyre, 1999). People with high levels of trait anxiety are generally nervous people; they lack emotional stability (Goldberg 1993, cited in MacIntyre, 1999). Trait anxiety is by definition, a feature of an individual's personality and therefore is both stable over time and applicable to a wide range of situations. Spielberger (1983, cited in MacIntyre, 1999) defines trait anxiety as a probability of becoming anxious in any situation.

Situation-specific anxiety is like trait anxiety, except applied to a single context or situation only. Therefore it is stable over time but not necessarily consistent across situations. Examples of this type of anxiety are stage fright, test anxiety, math anxiety and language anxiety because each of these refers to a specific type of context: giving a speech, taking a test, doing math, or using a second language. According to Speilberger's conceptualization, situation-specific anxieties represent the probability of becoming anxious in a particular type of situation.

State anxiety refers to the moment-to-moment experience of anxiety; it is the transient emotional state of feeling nervous that can fluctuate over time and vary in intensity. State anxiety is essentially the same experience whether it is caused by test taking, public speaking, meeting the fiancé's parents or trying to communicate in a second language. It has an effect on emotions, cognition and behaviour. Its effect on emotions results in heightened levels of arousal and a more sensitive automatic nervous system; individuals with state anxiety feel energized or "keyed-up", but anything above a minimal anxiety is perceived as unpleasant arousal. In terms of its effects on cognition, when people experience state anxiety they are more sensitive to what other people are thinking of them (Carver and Scheier 1986, as cited in MacIntyre, 1999). With regard to behaviour, people with state anxiety evaluate their behaviour, reflect over real and imagined failures, and often try to plan ways to escape from the situation. The behavioural effects include physical manifestations of anxiety (wringing hands, sweaty palms, faster heartbeat) and attempts to physically withdraw from the situation.

Since anxiety is considered as an abstract psychological phenomenon, most of the research in this field relies on data from questionnaires, self-reports and interviews.

2.2. FOREIGN LANGUAGE ANXIETY

Anxiety has been found to interfere with many types of learning but when it is associated with learning a second or foreign language it is termed as 'second/foreign language anxiety'. According to Young (1991, as cited in Tanveer, 2007), it is a complex and multidimensional phenomenon and can be defined as "a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system" (McIntyre & Gardner, 1994, as cited in Tanveer, 2007). It has been found that the feelings of tension or nervousness centre on the two basic task requirements of foreign

language learning: listening and speaking (Horwitz et al., 1986:29, as cited in Tanveer, 2007) because, in interaction, both the skills cannot be separated.

According to Horwitz and associates (1986, as cited in MacIntyre, 1999) foreign language anxiety stems from three primary sources: communication apprehension, fear of negative evaluation by others and test anxiety.

Communication apprehension is a type of shyness characterised by fear of communicating with people. The manifestations of this apprehension are difficulty in speaking in public, listening or learning a spoken message. It derives from the personal knowledge that one will almost certainly have difficulties understanding others and making oneself understood.

Fear of negative evaluation of others is a fear and avoidance of evaluative situations and the expectation of negative evaluation by others. It may occur in any situation due to the fact that learners are sensitive to peers evaluation, whether it is real or imagined.

Test anxiety is a type of performance anxiety which stems from fear of failure. It can be defined as "unpleasant feeling or emotional state that has physiological and behavioural concomitants and that is experienced in formal testing or other evaluative situations" (Dusek 1980:88, as cited in Cubucku, 2007). Parental, peer or self-induced aspirations, teachers' attitude and classroom atmosphere are a few factors that enhance evaluation anxiety.

MacIntyre and Gardner (1994b, as cited in Bailey et al., 2000) propose that language anxiety occurs at each of the principal stages of the language acquisition process – input, processing and output. In the input stage, the level of anxiety is a function of the student's ability to handle unfamiliar external stimuli. In the processing stage the anxiety is aroused when the student attempts to sore and organize input and in the output stage, anxiety occurs as a result of the student's attempts to retrieve previously learned material. Anxiety can inhibit the functioning of the key processes in each stage.

According to Oxford (1999, cited in Krinis, 2007), anxiety, in a variety of studies, has been found to negatively correlate with grades in language courses, proficiency test performance, performance in speaking and writing tasks, self-confidence in language learning, and self-esteem.

Studies have indicated that anxious students avoid difficult or personal message in the target language and use simpler grammatical constructions and more concrete messages. Horwitz and Young (1991, as cited in Krinis, 2007) state that:

> Exactly how anxiety impedes language learning has not been resolved. Several theorists assert that anxiety interferes directly with the development of second language fluency. For example, Krashen maintains that anxiety inhibits the learner's ability to process incoming language, short-circuiting what he calls the language acquisition process. It is also possible that anxiety does not hinder the development of language ability directly but rather it acts as a kind of gate, preventing students from adopting effective learning practices.

Onwuegbuzie et al. (1999, as cited in Krinis, 2007) conclude their study by indicting that students with high anxiety levels are often viewed by their instructors as lacking in ability when in fact anxiety is causing them to underachieve.

Language anxiety tends to have a negative correlation with second language achievement with the perception of second language proficiency. High levels of anxiety and low self-rated proficiency create students with low levels of linguistic self-confidence which leads to reduced motivation for study and communication in the second/foreign language.

Anxious students get lower grades, spend more time studying, and have more trouble taking in information in the second/foreign language, processing it and displaying their abilities (MacIntyre, 1999).

3. WRITING ANXIETY

Why does writing provoke anxiety among some students? In contrast to listening and reading, while writing, one controls the language and the content of the message. Contrary to speaking, writing allows person time to think about the message he/she wants to deliver, to find words and syntactic structures to communicate the message, and to change the content and the language after the first attempt is written down. So, the question remains, why do students develop writing anxiety?

Early research on writing anxiety developed out of studies of communication apprehension (McCroskey 1970, as cited in Leki, 1999) and referred to the problem as writing apprehension (Daly & Miller 1975a as cited in Leki, 1999). Writing apprehension "refers to a situation and subject specific individual difference associated with a person's tendencies to approach or avoid situations perceived to potentially require writing accompanied by some amount of perceived evaluation" (Daly & Wilson, 1983, as cited in Todd, 2003). According to Thompson (1980, as cited in Öztürk and Çeçen, 2007), writing anxiety is a “fear of the writing process that outweighs the projected gain from the ability to write “. Hassan (2001, as cited in Harrison, 2006) explains that “writing apprehension is a problem in writing classes because it has consequences for students’ learning experience, and for the decisions they make about engaging in productive, fulfilling writing projects”.

Daly and Miller (1975a, as cited in Todd, 2003) structured the Writing Apprehension Test (WAT) to measure three broad levels of writing apprehension, including high, moderate, and low apprehension. The researchers calculated a total mean score for all respondents to all of the WAT questions related to measuring writing anxiety. The researchers then determined the standard deviation for the questions measuring writing anxiety. If a mean score of a respondent exceeded the total mean score of writing anxiety by more than one standard deviation, the researchers concluded that the respective respondent experienced high writing anxiety. If a mean score of a respondent was less than the total mean score of writing anxiety by more than one standard deviation, the researchers concluded that the respective respondent experienced low writing anxiety. Mean scores occurring within a plus or minus one standard deviation from the total mean suggested that respondents exhibited moderate levels of writing anxiety.

According to Leki (1999), the primary source of writing anxiety stems from an individual’s writing ability, the degree of preparation the writer has to do to successfully

complete a writing task, the misconceptions learners have about writing, the fear of being evaluated and judged on the basis of written tasks, and the mixed messages writers often receive in the predominant approach to writing instruction that exists in the native language, as well as the foreign language.

Students anxious about their writing often avoid writing and writing instructions, therefore neglecting opportunities to develop their writing skills. They take fewer risks in their writing, write shorter compositions, are less straightforward and clear when they write, compose longer sentences, use more jargon and nominalizations, and are more prone to procrastinate (Smith 1984, as cited in Leki, 1999). It is also possible, that students who suffer from writing anxiety are not skilful writers and their anxiety level reflects their awareness of this problem. Also, students who strive for perfection tend to develop writing anxiety. They often fail to realise that even the most eloquent writers create various drafts of their work before they are completely satisfied with it.

Another major source of writing anxiety comes from learners' fear of being evaluated and judged on the basis of their writing ability. Writers are judged by the sophistication of the ideas they express, by the cleverness of the arguments they develop, by the range of the vocabulary they use, by the aesthetic quality of their texts, and, most terrifying of all, by the errors they may make in mechanics, spelling, morphology, syntax, and/or word choice; a writer's intelligence, experience, education, meticulousness, and accuracy are on the line (Raisman, 1982, as cited in Leki, 1999). However, when papers are returned to students, most comments address grammar, mechanics and organization of the paper.

Mixed messages about the evaluation of the papers can also cause a problem. Stating that their ideas are valued and then ignoring them in favour of how they were expressed can cause negative attitude towards writing. Foreign languages students are challenged in the writing process. In addition to all hardships that writing creates, they also experience the fear of making mistakes due to their limited knowledge and capacity or the dissatisfaction of expressing themselves in the target language. Students feel frustrated as they are not able to find an adequate form to express their ideas in the target language, they know what to say, but are not able to say it. Even advanced students have come to realization that the sophistication, complexity, and subtlety of their thoughts are destroyed by their limited knowledge and capacity in their second language, suitable only to reflect simplistic, flat, bald understandings bellow their current intellectual capacity. Expression of thought is so constrained by this limited language capability that L2 writers may never experience the feeling that they have written truly express their ideas (Leki, 1999).

According to Daly and Wilson (1983, as cited in Todd, 2003), high writing apprehensive individuals might regard writing tasks as uncomfortable and sometimes punishing. Therefore, these people tend to avoid writing situations, and if forced to write, they experience heightened amounts of anxiety, which affects their writing performance. Conversely, low writing apprehensive individuals tend to enjoy writing because they are more confident in their writing abilities and skills. Furthermore, in their study, Daly and Miller (1975, as cited in Atay and Kurt, 2007), found that anxious students failed to attend class when writing assignments were due and did not enrol in courses requiring writing. Students with high writing anxiety also considered writing as unrewarding or punishing and approached it with negative attitudes (Daly and Shamo, 1978, as cited in Atay and Kurt, 2007). Writing anxiety has also proved to impede students in their academic work. The writing of high-anxious students, compared to low-anxious ones, tended to be less profound, lower in quality, and less competent with respect to syntactic structure (Daly, 1977, 1978 as cited in Atay and Kurt, 2007).

Tsui (1996, as cited in Garcia and Levio, <http://www.scribd.com/doc/584616/Test-Anxiety-by-Prego-Levio>) proposed that learning to write in the foreign language may raise anxiety since it's predominantly product-oriented and students are deprived of help and are under time constraints. As a result, learners suffer from distress and develop distaste for the writing process.

4. WRITING COMPETENCE

Together with reading, listening and speaking, writing is one of the four skills that a person can posses. Whereas the first two are considered to be receptive skills, speaking and writing are considered to be productive skills. As Brown states (1994, as cited in Gregersen, 2006) all four skills are interrelated, that is, one skill often reinforces another one. An individual learns to speak by modelling what is heard, and learns to write by examining what is read.

When we write, we use graphic symbols, which relate to sounds that we make while we speak. However, writing is much more than that. The symbols that are used have to be arranged according to certain conventions to form words and words have to be arranged to form sentences. Therefore, we produce a sequence of sentences arranged in a particular order and linked together in a certain way in order to form a text (Byrne, 1989).

Stariba et al. (2004) define writing as the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting and editing.

According to Byrne (1989), writing is learned through a process of instructions. We have to master the written form of the language and to learn certain structures which are important for effective communication in writing. Also, we have to learn how to organise our ideas in such a way that they can be understood by a reader who is not present and perhaps by a reader who is not known to us.

Children are taught and acquire their writing competence in school settings and it is there that children most often engage in writing tasks. It is also in school settings that writing competence is most closely associated with measures of children's achievement, for example, how well children learn to write for the teacher as audience, learn to meet the minimal state writing competency requirements, and learn to write in content areas.

Cumming et al. (as cited in Cushing Weigle, 2009) claim that second-language writers use many of the same writing processes in their second language as in their first, and expertise in writing can transfer from the first to the second language, given at least a certain level of language proficiency. However, students possess limited knowledge of the second language, which may inhibit writing in second language due to the need to focus on language rather than on content. In his review of differences between first and second-language writing Silva (as

cited in Cushing Weigle, 2009) found out that writing in a second language tends to be more constrained, more difficult and less effective than writing in a first language.

According to Takala (1983), writing competence can be operationalized as the ability to produce written products that cover the cells of the typology of the writing domain. It can be said that writing competence consists of two main components: discourse-structuring competence (or discourse-producing competence) and text-producing competence. Discourse-structuring competence refers to the cognitive ability to encode meanings and intentions effectively. It means the ability to produce written products in which the units of thought and the units of language are related to each other in such a way that an appropriate structure of meaning is produced. It is important that the ideas are perceptive, relevant and clear for the audience it is written for, but they must also be arranged in such a way that a discourse type is recognised. The organisation of meaning in a linear text is also relevant. Discourse has to be structured differently if the purpose changes from narrative to persuasion or description.

Writing competence presumes social competence, the writer has to be aware of audience expectations or norms and use an appropriate tone and style. Text-producing competence can be divided into two parts: linguistic and motor competence. Linguistic competence consists of the ability to use appropriate grammar, spell and punctuate properly. Motor competence refers to the ability to produce an easily understandable text.

Applebee et al. (1981, as cited in Mosenthal, 1983) define classroom writing competence as the ability to write according to the rules of some prescriptive grammar. They emphasize that writing involves using either the correct form or the incorrect form. Students are taught to reproduce correct forms by first learning the lowest level of the taxonomic hierarchy (for example, correct representation of the alphabet and correct spelling) and then working their way up to larger levels (for example, correct phrasing, correct syntactic punctuation, and correct expository form).

Becoming an effective, independent writer takes time and practice. Students go through four stages as they progress from dependence to independence. According to the stage they are in, we differentiate between a novice, transitional, willing and independent writer.

A novice writer has no writing skills and is unaware of the writing process. A writer in this stage is very teacher-dependent. Next stage is the transitional writer. He/she still needs coaching and support in order to develop his/hers writing skills. He/she is getting more comfortable with writing and is developing an awareness of personal needs, interests and preoccupations. Then there is the willing writer, who is able to collaborate well with others

and is able to profit from criticism. He/she is developing objectivity concerning work, enjoys writing and is developing sensitivity towards audience. In the last stage the writer is independent, meaning that he/she has developed a sophisticated personal style, a writer's voice.

5. EXPLORING THE WRITING ANXIETY AMONG ENGLISH AND GERMAN STUDENTS

5.1. AIM

The aim of this research is to explore the foreign language writing anxiety of English and German high school learners. More specifically, the following research questions will be answered:

1) Is there a foreign language writing anxiety among German and English foreign language learners and which group experiences a higher level of anxiety?

2) Is there a negative correlation between writing anxiety and writing competence?

3) Is there a negative correlation between writing anxiety and students' self-evaluation of their writing competence?

5.2. METHODOLOGY

5.2.1. PARTICIPANTS

The total number of participants was 154. 18.8% of the participants are male and 81.2% of them are female students. All students attend Language Grammar School and are in the 2nd or 3rd grade, that is they are 15 and 16 years old. All students learn both English and German, but they were divided into two groups according to the foreign language they completed the questionnaire for. From 154 students, half of them (77) completed the questionnaire for English and the other half for the German language (see Table 1). The data were provided from the questionnaires and analyzed with SPSS.

Table 1. Participants

		Foreign languages		
		German	English	Total
gender	male	14	15	29
		63	62	125
Female				
Total		77	77	154

5.2.2. INSTRUMENTS

The main instrument used in this research was the Croatian translation of the Writing Apprehension Test (WAT) (Daly and Miller, 1975a, as cited in Mihaljević-Djigunović, 2002), which measures the level of writing anxiety among foreign language learners. It contains 26 questions followed by a five-point Likert-type scale. The questionnaire contains questions concerning writing in foreign language and learners' attitude towards it. Responses range from (1) "disagree" to (5) "strongly agree".

The WAT developed by Daly and Miller (1975a, as cited in Mihaljević-Djigunović, 2002) includes questions regarding apprehension about writing in general, about teacher and peer evaluation of students' writing skills, about environments for student writing, writing in examinations and students' self-evaluation of their writing skills and its worth. The researchers used both positively and negatively worded items to promote clarity regarding students' answers. They reported a reliability score of .940. In this study Cronbach’s alpha was .902. Writing apprehension levels are determined by calculating the mean score; students scoring one standard deviation above the mean score regarding writing anxiety are considered high writing apprehensive, and students scoring one standard deviation below the mean score are classified as low writing apprehensive. Students with test scores falling between these two levels are considered moderate writing apprehensive.

Before completing the WAT, students had to answer 6 background questions. The questions concerned gender, learners' attitude towards writing (whether they like to write and why, as well as what they think about the amount of writing in the foreign language), self-evaluation and type of written tasks they are usually given.

Students' writing competence will be expressed and measured by their grades only. It wasn't possible to give them a written assignment, so their grades concerning writing tasks were extracted from the register book and copied onto the questionnaire.

The data was analyzed by the means of the Statistical Package for Social Sciences (SPSS), version 17.

5.2.3. PROCEDURE

The research was carried out in the Language Grammar School in June 2010 in a classroom environment in five 3rd grades and three 2nd grades. Half of the students completed the questionnaire for English and the other half for German language. Nonetheless, the procedure was the same.

A set of background questions was administered together with the WAT. The research was not anonymous, however the students were assured that their teachers would not see what they wrote. It was explained to them that their names were needed because their grades were important for the research. They were also asked to be honest when answering the questions.

Students were first asked to answer the background questions (which were in Croatian) and to write their names. They were asked to either circle the answers (for gender, whether they like to write, the amount of writing and self-evaluation) or write them down themselves (languages they learn, why they do not/like to write and what type of writing they do).

After that, the students moved on to the WAT. They were instructed to read what the numbers they are going to circle mean. They were also asked to read carefully each of the 26 statements and circle the appropriate number on the scale from 1 to 5.

After they were done, I took the register book and copied the students' grades in writing next to their names.

It took about 15 minutes for students to answer the questions and do the WAT.

6. RESULTS

6.1. DESCRIPTIVE STATISTICS

Learners can either have a negative or a positive attitude towards a foreign language. In order to find out their attitude toward writing in FL, the students were asked whether they like to write in a foreign language. Table 2 presents their answers.

Table 2. Attitude towards writing

		I like to write in a foreign language		
		no	yes	Total
Foreign languages	German	38 (49.35%)	39 (50.65%)	77
	English	20 (25.97%)	57 (74.03%)	77
Total		58 (37.66%)	96 (62.34%)	154

From the results in Table 2, it can be seen that students generally like to write in a foreign language. About 62.34% of them have answered affirmatively to this question. It can also be seen that there is a difference in attitude towards writing in English and German. Almost the same number of German students like/don't like to write.

Around 74.03% of the students stated that they like to write in English. The comparison of the affirmative answers between the two groups shows that writing in English is more popular than writing in German by about 23.38%.

In order to see why they like or do not like to write in the particular language, students were asked to elaborate their answers.

The most frequent explanation given by the English students is that they find it easy to express themselves in English (23.37%). Next explanation is that they practice their knowledge of the language (broaden vocabulary and practice grammar) by writing in English (18.18%). Then, some students say that writing in English is interesting and that it sounds better than writing in the native language (16.88%). By writing they can also show their knowledge and get good grades (6.49%). Some students claim that they cannot express

themselves in English, that it is difficult for them, and that they are not interested in the given topics because they find them boring (6.49%). Other students say that they do not like to write because they are bad at grammar (3.89%). Others claim that the criteria are more lenient than in Croatian, so they prefer English. One student explained that she does not like the language or the teacher, another prefers speaking (a faster way of communication), one does not like to write because he is shy, while one student likes to write in order to communicate with people from other countries, and one is just not interested in writing. The rest of the students did not elaborate why they do not like/ like to write in English (9.09%).

The relationship between these statements is shown in the figure below. The statements which were claimed by only one student are grouped as "various" (9.09%).

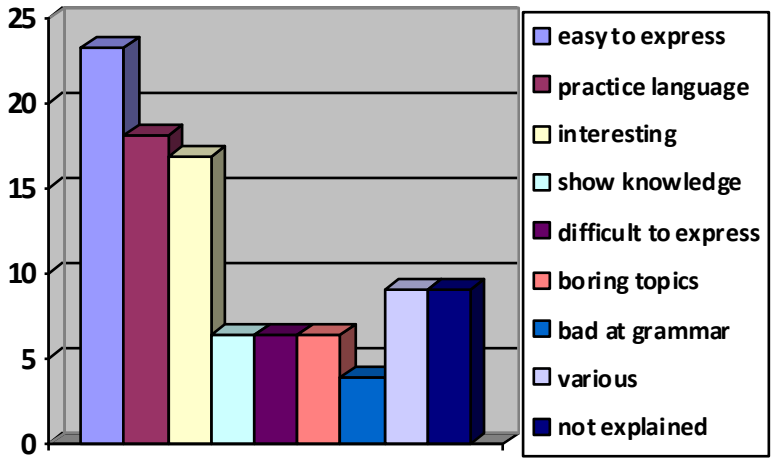

Figure 1: Reasons for writing (English)

Contrary to the English group, the most frequent statement given by the German learners explains why they do not like to write in German. They say it is because of their lack of knowledge (bad at grammar and limited vocabulary) (36.36%). The next one is in favour of writing. Students wrote that they like to express their opinion in German (14.28%) and that they practice their knowledge of the language (broaden vocabulary and practice grammar) (9.09%). Several students consider writing to be boring (6.49%). Several students find writing interesting and think that they are bad at writing (lack of ideas, not imaginative enough) (3.89%). Two students say that writing in German has become a habit. Others claim that the criteria are more lenient than in Croatian, so they prefer German. A student says that he/she has more time to form the sentences while writing and another one that it sounds better than

Croatian. One student feels insecure when writing in German. The rest of the students did not elaborate why they do not like/ like to write in German (20.77%).

The relationship between these statements is shown in Figure 2. The statements which were claimed by only one student are grouped as "various" (5.19%).

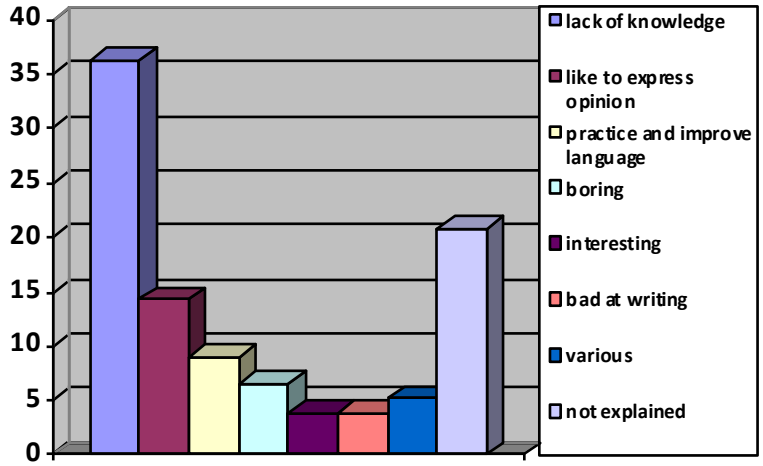

Figure 2: Reasons for writing (German)

The next step was to find out what the students think about the amount of writing they think they do in each language. They were offered three options to choose from – too much, enough or insufficient.

Table 3. Students perception of the amount of writing

		The amount of writing is			
		too much	enough	insufficient	Total
Foreign languages	German	17	56	4	77
	English	5	60	12	77
Total		22	116	16	154

As it can be seen in Table 3, both German and English students agree that they get enough written practice. Therefore 75.32% of all students are satisfied with the amount of writing.

Around 14.28% of students think that they write too much and only about 10.38% think that they should write more. A comparison of the answers shows that more English students would like to write more, whereas more German students would like to write less. Therefore, more English students prefer writing than the German ones.

Next question in the questionnaire was what type of a text they usually write.

Without a question, the most frequent type of writing is essay, followed by retelling, descriptions and letters. Several students also mentioned short stories, quotes, reviews, schoolwork and answering questions. The relationship between the results can be seen in Figure 3. The results are presented for both languages together, because they are almost identical.

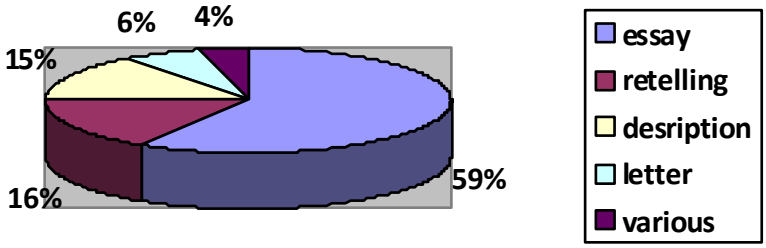

Figure 3: Type of writing

The last task for the students was to evaluate their own written competence. They had to circle the grade they think they deserve. The results are presented in Table 4.

Table 4. Students' self-evaluation of written competence

		1,00	2,00	3,00	4,00	5,00	Total
Foreign languages	German	1	12	30	21	13	77
	English	0	2	16	40	19	77
Total		1	14	46	61	32	154

As it can be seen from Table 4, there is a difference in opinion between the English and German students. German students consider their writing competence to be good,

whereas the English students consider it to be very good. Most of the English students gave themselves higher grades – very good, excellent and good. No one even circled insufficient and only 2 students circled sufficient.

The German students circled the grades at a different amount. 12 of them circled sufficient and one of them gave him/herself an insufficient.

This shows that the English students have more confidence and tend to think that they have very good writing skills.

Table 5 shows the distribution of grades according to their writing competence, which were copied from their register book.

Table 5. Grades

		grade groups					
		1,00	2,00	3,00	4,00	5,00	Total
Foreign languages	German	0	4	17	24	32	77
	English	1	13	22	18	23	77
Total		1	17	39	42	55	154

Students who were questioned for German have overall better grades than the learners of English. German students have more 5 and 4, whereas those questioned for English have more 3 and 2 and even one student has 1.

After comparing their grades with self-evaluation (Table 4), a certain discrepancy can be seen. Although the German students have better grades, they do not tend to believe that they are as good.

Contrary to them, the English students tend to consider their writing competence to be at a higher level than their grades imply. It was also interesting that a German student evaluated his knowledge as being insufficient, whereas the English student who actually has an insufficient grade evaluated his written competence as being higher than his grade shows.

Next, it was necessary to establish the level of writing anxiety the students experience. In order to obtain that the WAT was used. The results are presented in Table 6.

Table 6. Levels of writing anxiety according to WAT

	Level of anxiety
English	67,09
German	70,30
Total	68,76

According to WAT, there are three levels of anxiety – high, low and moderate. A score in range of 26 - 59 indicates high level, a score in range 60 - 96 indicates moderate and a score in range of 97 – 130 indicates low level of writing apprehension.

From the results in Table 6, it can be seen that both English and German students experience moderate level of writing apprehension. English students experience slightly more anxiety than the German students.

6.2. T-TEST

In order to compare the mean scores of the two groups (English and German) the independent samples t-test was used. The results are presented in Tables 7 and 8.

Table 7. Descriptive group statistics

	Foreign languages	N	Mean	Std. Deviation	Std. Error Mean
Writing anxiety	German	77	2.8661	.67599	.07704
	English	77	2.4356	.62050	.07071
Grades	German	77	4.0516	.84936	.09679
	English	77	3.5694	1.03992	.11851
Self-evaluation of	German	77	3.4286	.99245	.11310
writing competence	English	77	3.9870	.75208	.08571

The results presented in Table 7, show that the mean for writing anxiety and grades is higher for the German group. That means that German students experience more writing anxiety (2.8661 > 2.4356) than the English students. However, despite the slightly higher anxiety, German students have better grades than the English ones (4.0516 > 3.5694). Concerning the self-evaluation, English students find their writing competence to be slightly better than the German students (3.9870 > 3.4286).

Next step was the Independent Samples Test.

Table 8. Levene's Test for Equality of Variance

		Levene's Test for Equality of Variance	
		F	Sig.
Writing anxiety	Equal variances assumed	.694	.406
	Equal variances not assumed		
Grades	Equal variances assumed	7.663	.006
	Equal variances not assumed		
Self-evaluation of	Equal variances assumed	14.749	.000
Writing competence	Equal variances not assumed		

If the Levene's Test is significant (the value under "Sig." is less than .05), the two variances are significantly different. If it is not significant (Sig. is greater than .05), the two variances are not significantly different; that is, the two variances are approximately equal.

According to this, looking at Table 8, it can be seen that there is a significant difference concerning grades (.006 < .05) and self-evaluation of writing competence (.000 < .05) between the two groups. However the significance for writing anxiety is .406, which is greater than .05. It can be assumed that the variances are approximately equal.

An independent-samples t-test was conducted to compare a) the level of writing anxiety, b) grades and c) students' self-evaluation of writing competence scores for English and German students.

Table 9. Independent Samples Test

		t-test for Equality of Means			
		t	df	Sig. (2-tailed)	Mean difference
Writing anxiety	Equal variances assumed	4.118	152	.000	.43057
	Equal variances not assumed	4.118	150.898	.000	.43057
Grades	Equal variances assumed	3.151	152	.002	.48221
	Equal variances not assumed	3.151	146.171	.002	.48221
Self-evaluation of	Equal variances assumed	-3.935	152	.000	-.55844
writing competence	Equal variances not assumed	-3.935	141.640	.000	-.55844

As it can be seen in Table 9, a) there was a significant difference in scores for writing anxiety among English (M = 2.4356, SD = .62050) and German (M = 2.8661, SD = .67599; t (152) = 4.118, p = .000) students. The magnitude of the differences was large (eta squared = .1).

b) There was a significant difference in scores for grades among English (M = 3.5694, SD = 1.03992) and German (M = 4.0516, SD = .84936; t (152) = 3.151, p = .002) students. The magnitude of the differences was medium (eta squared = .061).

c) There was a significant difference in scores for self-evaluation of writing competence among English (M = 3.9870, SD = .75208) and German (M = 3.4286, SD = .99245; t (152) = -3.935, p = .002) students. The magnitude of the differences was medium (eta squared = .092).

6.3. CORRELATIONS

Correlation analysis is used to describe the strength and direction of the linear relationship between two variables, but it does not indicate cause and effect. In Table 10, the relationship between grades, self-evaluation and writing anxiety for both groups is presented.

Table 10. Correlation between grades, self-evaluation of writing competence and writing anxiety (N = 154)

	self-evaluation of writing competence	writing anxiety
grades	**.404****	**-.270****
writing anxiety	**-.588****	

**Correlation is significant at the 0.01 level (2-tailed).

As can be seen from the table above, there are significant negative correlations between writing anxiety and self-evaluation of writing competence ($r = -.588$, $p < .01$) and grades ($r = -.27$, $p < .01$).

The only significant positive correlation exists between grades and self evaluation of writing competence ($r = .404$, $p = .01$).

The strength of significant correlation can be small ($r = .10$ to $r = .29$ or $r = -.10$ to $r = -.29$), medium ($r = .30$ to $r = .49$ or $r = -.30$ to $r = -.49$) or large ($r =.50$ to $r = 1$ or $r = -.50$ to $r = -1$).

The results, displayed in Table 10, show that there is a small negative correlation between writing anxiety and grades, medium positive correlation between grades and self-evaluation of writing competence and a large negative correlation between writing anxiety and self-evaluation of writing competence.

Table 11. Correlation for German students (N = 77)

	self-evaluation of writing competence	writing anxiety
grades	**.563****	**-.368****
writing anxiety	**-.595****	

**Correlation is significant at the 0.01 level (2-tailed).

The results for German students, displayed in Table 11, show that there is a medium negative correlation between writing anxiety and grades, a large positive correlation between

grades and self-evaluation of writing competence and a large negative correlation between writing anxiety and self-evaluation of writing competence.

Table 12. Correlation for English students (N = 77)

	self-evaluation of writing competence	writing anxiety
grades	**.505****	**-.397****
writing anxiety	**-.477****	

**Correlation is significant at the 0.01 level (2-tailed).

The results for English students, displayed in Table 12, show that there is a medium negative correlation between writing anxiety and grades, a large positive correlation between grades and self-evaluation of writing competence and a medium negative correlation between writing anxiety and self-evaluation of writing competence.

7. DISCUSSION

According to the results of this research, foreign language learners experience writing anxiety. This confirms my assumption, but I expected that the level of anxiety would be higher than what this research has shown – a low moderate level. In addition, my assumption, that the German students would experience more anxiety than the English students, proved to be true. However, the difference between them is not so big. Because of this assumption, I did not expect that more students would answer affirmatively (62.34% of them) to the question whether they like to write or not, than negatively. But as I have expected, more students like to write in English than in German language.

My assumption, that the German students would have lower grades than the English students, proved to be wrong. Contrary to my beliefs, although the German students experience slightly higher level of writing anxiety than the English students, they have better grades. Two explanations seem logical to me for this situation. First one is that students are more proficient in German than English. As for the second one, the reason might be the teacher him/herself. It might be that German teachers are not as strict as the ones who teach English, or it might just be that German teachers explained the techniques for writing better or give a better feedback and praise the students' good work. Unfortunately this research will not provide answers for this unexpected result, as I was not able to read and evaluate their writing competence myself. I can only assume the reason. However, this might be a good start for further research on this topic.

In addition, writing anxiety and writing competence have a small negative correlation, that is, medium negative correlation for each language individually. Negative correlation means that as the amount of one variable goes up, the other variable goes down. In this case it indicates that as writing anxiety increases, writing competence decrease and vice versa. I expected the relationship to have this direction, because if a person is not good at something he/she would feel anxious when having to perform it. Furthermore, any type of anxiety is more likely to be an obstacle than a motivation. There are also other researchers, who came up to the same result.

Mihaljević-Djigunović (2002), conducted a study in which fifty high school students participated. The students were questioned for the English language. Researchers were also exploring writing anxiety and its effects on the students. Throughout the research, they also discovered that there is a negative correlation between writing anxiety and writing

competence. However, the strength of the relationship among their students was small, whereas it was low moderate among mine.

My research has also shown that the relationship between writing anxiety and self-evaluation was also negative. Whereas the German students experience large, the English students experience moderate negative correlation. I assumed that these variables would have a negative correlation. Anxious people tend to doubt their abilities and consider them to be lower than they really are. The more anxious they feel, the less confident they are and vice versa.

It did not surprise me that the German students perceive their writing ability to be lower than the English students. From my personal experience and through the students' explanations to the question why they do/do not like to write, it was obvious that they are not confident in their skills. The most frequent answer they gave was lack of knowledge, that is they are bad at grammar and have limited vocabulary. Hassan (as cited in Harrison, 2006) examined the relationship between writing anxiety and self-esteem and discovered that there exists a significant negative relationship between them. He stated that students with high writing anxiety may, to some degree, also suffer from lower self-esteem than their counterparts with low anxiety.

Looking at the students answers for what type of text they usually write, with 59% essay was the most frequent answer. Personally, I do not think that this is very good for the enhancement of the writing skills. Students should be able to write different types of texts. Other types of texts should not be neglected, because we are all different, so maybe some students would feel less anxious with another type of text. By getting good grades their confidence concerning writing could rise and writing anxiety concerning all types of text decrease.

The only positive relationship was between self-evaluation of writing competence and grades. Both German and English students experience large positive correlation. The correlation is slightly higher with the German students. It is logical to presume that students with higher grades would consider their writing competence to be high. Yet, grades are not necessarily a sign of high or low writing competence. They are subjective and depend on the teachers, who are not equally strict/lenient.

Although this research has shown that the students do not experience high levels of anxiety, teachers should try to lower the level of it as much as they can. As Hassan (as cited in Harrison, 2006) said, "…reducing student writing anxiety by changing the context of foreign language learning is the most important and considerably the most challenging task for

teachers to try to achieve". We need to understand writing anxiety better and find solutions that will result in successful writing.

7.1. HOW TO REDUCE WRITING ANXIETY?

Writing anxiety can be caused by different reasons. If it is caused by poor writing skills, the best way to help the student is to make him work on that skill. The teacher should teach him/her the techniques for successful writing. It is also very important that the student receives informative and clear feedback about his/her writing.

As some researchers claim (e.g. Brooks and Platz, 1968, as cited in Mihaljević-Djigunović, 2002), lack of motivation is one of the important elements related to writing anxiety. By choosing the "right" topics and making students experience writing as a relevant and challenging activity that has a purpose, the teacher could motivate them for writing.

Writing anxiety is, for many students, related to prior negative experience with writing, that is low grades or negative self-evaluation. That is why teachers should try to conceive writing tasks in a way that this type of students has success in writing. In order to achieve this, students should be well prepared concerning the language and writing strategies.

The teacher can also affect the writing anxiety through his/her feedback. It is very important, for the students who experience a high level of anxiety, that the teacher has a friendly tone, that he/she emphasises and praises the good work and encourages the student for further writing. Teachers also need to value feelings, opinions and individuality.

According to Fredericksen (1998, as cited in Todd, 2003) writing classrooms should "encourage the development of writing communities where students work together with one another and with their instructors in a nonthreatening atmosphere where criticism aims to be positive rather than negative and where revision policies allow beginning writers to take risks that would otherwise not be possible." In order to reduce writing anxiety Leki (1999, as cited in Öztürk and Çeçen, 2007) suggests a nonpunitive, nonjudgemental and non-mixed message approach to teaching L2 writing. Hassan (as cited in Harrison, 2006) suggests that teacher evaluation should be reduced and supplemented with peer or self-evaluation when aplicable. According to him, students should be involved in more comminicative writing tasks such as e-mail exchange projects and other CALL activities.

7.2. WRITING TECHNIQUES FOR REDUCING WRITING ANXIETY[1]

1. Heuristics

The point in these activities is to teach writers ways to generate ideas on the topic they plan to write about. They increase writers' confidence and the chance of more effective writing.

1. Brainstorming

In a group students write down all ideas that are associated with the topic they are going to write about. This way students feel less alone and less anxious, because they have many ideas to choose from.

2. Freewriting

Like brainstorming, freewriting produces a large amount of material quickly and frees the writer from the concern that the writing must be good or ready to read after the first attempt to write about the topic. The writer "dumps memory" on the topic in focus.

3. Looping

Looping consists of three sessions of 5-minute freewrites. At the end of the first session, the writers reread the text they have written looking for most interesting or most important point they seem to be moving toward. That point is then summarized into a sentence the writer is instructed to try to keep mentally in focus during the next session of freewriting. This repeats itself in the next two sessions. Therefore, this technique may be useful in helping writers discover more precisely what they might have to say about a certain topic.

4. Branching and clustering

Like in brainstorming, writers (alone or in a group) make quick associations on the chosen topic. This technique also helps writers by allowing graphic representation of associated terms and ideas. The topic under discussion is noted in the middle of the board/paper and the ideas associated with the topic are brainstormed and written down in related groupings around the central topic. Accordingly, in the end, writers not only have a number of ideas associated with the topic, but also ideas that are grouped in clusters.

5. Outlining

Writers are encouraged to use this technique after an activity like brainstorming in order to begin organizing their ideas or to think through how to divide up a single broad topic before generating more specific ideas about the topic.

[1] Based on Leki, I. (1999)

6. Cubing

This is a systematic exploration of the writer's knowledge about a topic. It consists of answering six groups of questions about a topic in any way possible

1. Describe it. What is it like physically? What does it look, feel, taste or smell like?
2. Compare it. What is it similar to and different form?
3. Analyze it. What are its parts?
4. Associate it. What does it remind you of?
5. Apply it. What can it be used for?
6. Argue for or against it.

2. Drafting

Once writers have a number of ideas and feel they have considered them sufficiently to be able to write, they may start their first draft or parts of it. Breaking down the process of creating text into manageable pieces should help reduce the anxiety associated with writing.

3. Peer Responses

The teacher is the participant in the writing process instead of being the judge of writers' abilities. Students correct each others texts. However, they are not competent enough to find and correct grammatical and mechanical errors. They can offer each other adult responses to ideas, such as suggestions for expansion and clarification. But not only do they receive supportive responses to their ideas, but they also have the opportunity to read what other students are writing and even use ideas stimulated by that reading in their writing.

4. Journals

They focus more on process and content, as opposed to product and form exclusively. In an L2 class they build fluency and allow L2 writers to experiment with L2 forms. If students use their journals to record ideas for possible use later in a more formal type of writing, the journal functions as a great source of ideas from which they benefit.

5. Sequenced Writing Projects

In sequenced writing assignments, each assignment builds on the last as the writers develop knowledge of both the subject matter and the language structures with which they are going to communicate that knowledge. Sequenced assignments may have several forms, but they all require students to gather information and write several texts about a single topic. Since all

the assignments are linked, this project permits students to make use of what they have learned about both the content and the language needed to discuss it.

8. CONCLUSION

To conclude, the results of this research have confirmed that there is a moderate writing anxiety among the foreign language learners. The German students are slightly more submissive to it than the English students.

The results also imply that students who experience writing anxiety have lower grades and consider their writing competence to be low. Therefore, writing anxiety presents an inconvenience for the students and inhibits their progress.

There are many sources of writing anxiety, like poor writing ability, fear of being judged and evaluated, unclear feedback and similar. For this reason, teachers have to approach the problem individually. Methods and techniques for reducing writing anxiety have been introduced in this research.

Further research is recommended in order to gain more insight into the problems students experience while writing. Subsequent research should include students' written products in order for them to have the same criteria.

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10. APPENDICES

Appendix 1 - Upitnik o strahu od pisanja za njemački jezik

1. Spol M Ž

2. Učim sljedeće strane jezike

jezik	dužina učenja

3. Volim pisati na stranom jeziku a) DA b) NE

Zašto? (navedi razloge zašto voliš ili ne voliš pisati)

---

4. Pismenih radova na njemačkom jeziku pišemo a) previše b) dovoljno c) nedovoljno

5. Kakvu vrstu teksta najčešće pišete (eseje, opise, prepričavanje, pisma..)?

6.Svoju sposobnost pismenog izražavanja na njemačkom jeziku ocjenio/la bih sa

1 2 3 4 5

1 = uopće se ne slažem
2 = djelomično se slažem
3 = ne znam
4 = prilično se slažem
5 = potpuno se slažem

1. Ne volim pisati na njemačkome.	1	2	3	4	5
2. Smeta mi što se ocjenjuju pismeni radovi.	1	2	3	4	5
3. Veselim se kad mogu pismeno izraziti svoje ideje.	1	2	3	4	5
4. Ne volim pisati sastavke kad znam da će se ocjenjivati.	1	2	3	4	5
5. Bojim se pismenih radova na satu njemačkog.	1	2	3	4	5
6. Veselim se kad profesorici predam sastavak na ocjenjivanje.	1	2	3	4	5
7. Kad trebam početi pisati sastavak, kao da mi pamet stane.	1	2	3	4	5
8. Izražavanje ideja pisanjem gubitak je vremena.	1	2	3	4	5
9. Uživao/la bih davati sastavke za ocjenjivanje i objavljivanje u časopisima.	1	2	3	4	5
10. Volim zapisivati svoje ideje.	1	2	3	4	5
11. Siguran/na sam u svoju sposobnost da jasno izrazim svoje ideje kroz pisanje.	1	2	3	4	5
12. Volim prijateljima dati da pročitaju što sam napisao/la.	1	2	3	4	5
13. Nervozan/na sam kad trebam pisati.	1	2	3	4	5
14. Ljudi vole čitati ono što ja napišem.	1	2	3	4	5
15. Volim pisati.	1	2	3	4	5
16. Teško mi je svoje ideje jasno izraziti u pismenom obliku.	1	2	3	4	5
17. Pisanje je zabavno.	1	2	3	4	5
18. Znam da ću napisati loš sastavak prije nego uopće počnem pisati.	1	2	3	4	5
19. Volim vidjeti svoje ideje na papiru.	1	2	3	4	5
20. Uživam razgovarati s drugima o svojim sastavcima.	1	2	3	4	5
21. Vrlo mi je teško organizirati ideje kad pišem sastavak.	1	2	3	4	5
22. Kad predam svoj sastavak, znam da ću dobiti lošu ocjenu.	1	2	3	4	5
23. Lako mi je napisati dobar sastavak.	1	2	3	4	5
24. Većina drugih učenika piše bolje od mene.	1	2	3	4	5
25. Ne volim kad se moji sastavci ocjenjuju.	1	2	3	4	5
26. Pisanje mi ide loše.	1	2	3	4	5

Appendix 2 - Upitnik o strahu od pisanja za engleski jezik

1. Spol M Ž

2. Učim sljedeće strane jezike

jezik	dužina učenja

3. Volim pisati na stranom jeziku a) DA b) NE

Zašto? (navedi razloge zašto voliš/ne voliš pisati)

---

4. Pismenih radova na engleskom jeziku pišemo a) previše b) dovoljno c) nedovoljno

5. Kakvu vrstu teksta najčešće pišete (eseje, opise, prepričavanje, pisma..)?

6.Svoju sposobnost pismenog izražavanja na engleskom jeziku ocjenio/la bih sa

1 2 3 4 5

1 = uopće se ne slažem
2 = djelomično se slažem
3 = ne znam
4 = prilično se slažem
5 = potpuno se slažem

1. Ne volim pisati na engleskome.	1	2	3	4	5
2. Smeta mi što se ocjenjuju pismeni radovi.	1	2	3	4	5
3. Veselim se kad mogu pismeno izraziti svoje ideje.	1	2	3	4	5
4. Ne volim pisati sastavke kad znam da će se ocjenjivati.	1	2	3	4	5
5. Bojim se pismenih radova na satu engleskog.	1	2	3	4	5
6. Veselim se kad profesorici predam sastavak na ocjenjivanje.	1	2	3	4	5
7. Kad trebam početi pisati sastavak, kao da mi pamet stane.	1	2	3	4	5
8. Izražavanje ideja pisanjem gubitak je vremena.	1	2	3	4	5
9. Uživao/la bih davati sastavke za ocjenjivanje i objavljivanje u časopisima.	1	2	3	4	5
10. Volim zapisivati svoje ideje.	1	2	3	4	5
11. Siguran/na sam u svoju sposobnost da jasno izrazim svoje ideje kroz pisanje.	1	2	3	4	5
12. Volim prijateljima dati da pročitaju što sam napisao/la.	1	2	3	4	5
13. Nervozan/na sam kad trebam pisati.	1	2	3	4	5
14. Ljudi vole čitati ono što ja napišem.	1	2	3	4	5
15. Volim pisati.	1	2	3	4	5
16. Teško mi je svoje ideje jasno izraziti u pismenom obliku.	1	2	3	4	5
17. Pisanje je zabavno.	1	2	3	4	5
18. Znam da ću napisati loš sastavak prije nego uopće počnem pisati.	1	2	3	4	5
19. Volim vidjeti svoje ideje na papiru.	1	2	3	4	5
20. Uživam razgovarati s drugima o svojim sastavcima.	1	2	3	4	5
21. Vrlo mi je teško organizirati ideje kad pišem sastavak.	1	2	3	4	5
22. Kad predam svoj sastavak, znam da ću dobiti lošu ocjenu.	1	2	3	4	5
23. Lako mi je napisati dobar sastavak.	1	2	3	4	5
24. Većina drugih učenika piše bolje od mene.	1	2	3	4	5
25. Ne volim kad se moji sastavci ocjenjuju.	1	2	3	4	5
26. Pisanje mi ide loše.	1	2	3	4	5