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ความกังวลในการเขียนภาษาอังกฤษของนักเรียนไทยระดับชั้นมัธยมศึกษาปีที่ 5

English Language Writing Anxiety among Grade 11 Thai Students

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บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อศึกษาระดับความกังวลในการเขียนภาษาอังกฤษของนักเรียนไทยในระดับชั้นมัธยมศึกษาปีที่ 5 ปัจจัยที่ทำให้เกิดความกังวลในการเขียน และผลของความกังวลในการเขียนที่มีต่อความสามารถในการเขียนภาษาอังกฤษ กลุ่มตัวอย่างประกอบด้วยนักเรียนชั้นมัธยมศึกษาปีที่ 5 โรงเรียนมัธยมแห่งหนึ่งในเขต สพม. 1 จำนวน 30 คน งานวิจัยนี้เป็นงานวิจัยเชิงปริมาณโดยใช้แบบสอบถาม 2 แบบสอบถาม และคะแนนจากงานเขียนของนักเรียนในการรวบรวมข้อมูล

ผลการวิจัยพบว่านักเรียนมีความกังวลในการเขียนภาษาอังกฤษในระดับปานกลางถึงสูง และความกังวลในการเขียนมีผลเชิงลบต่อความสามารถในการเขียนภาษาอังกฤษอย่างมีนัยสำคัญ นอกจากนี้ผลการวิจัยพบว่าความกังวลการเขียนมีสาเหตุหลักจากปัจจัยด้านภาษา ปัจจัยด้านกระบวนการคิด และปัจจัยทางด้านอารมณ์ ตามลำดับ ปัจจัยด้านการทดสอบและการประเมิน และปัจจัยด้านกระบวนการเรียนการสอนและการให้ผลป้อนกลับ ก็ถือว่าเป็นปัจจัยที่ส่งผลให้เกิดความกังวลในการเขียนด้วยแต่ในอัตราที่แตกต่างกัน ผลที่ได้จากงานวิจัยนี้สามารถนำไปใช้เป็นข้อมูลที่จะนำไปประยุกต์ใช้กับการเรียนการสอน เพื่อลดความความกังวลในการเขียนภาษาอังกฤษ และการวิจัยในอนาคต

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Abstract

This study aimed to (1) explore if there was English language writing anxiety among Grade 11 students in Thailand; (2) to explore the factors that cause the students' English language writing anxiety; and (3) to explore the effect of English language writing anxiety on the students' English writing performance. The participants of this study were 30 Grade 11 students in a secondary school in the Secondary Educational Service Area Office 1. This study was based on quantitative research. Two questionnaires, Questionnaire I – the Second Language Writing Anxiety Inventory (SLWAI) and Questionnaire II – Causes of Second Language Writing Anxiety, and students' writing scores were used as tools to collect data.

The findings showed that the participants encountered moderate to high levels of anxiety when writing English compositions and there was a statistically significant negative correlation between students' writing scores and their levels of anxiety. Furthermore, the findings indicated that high levels of writing anxiety could be primarily caused by linguistic, cognitive and affective factors. The other two factors, the evaluation and test factor and the teaching practices and feedback factor, were still considered effective in contributing sources to second language writing anxiety but at different rates. Based on the findings, pedagogical implications for reducing English language writing anxiety and recommendations for further studies were provided.

คำสำคัญ: ความกังวลในการเขียนภาษาอังกฤษ / ความสามารถในการเขียนภาษาอังกฤษ

KEYWORDS: ENGLISH LANGUAGE WRITING ANXIETY / ENGLISH WRITING PERFORMANCE

Introduction

English is considered to be the universal language in the world and has been taught worldwide in school as a second or foreign language for communication purposes. There are four language skills in English that students need to achieve in order to communicate effectively, namely listening, speaking, reading and writing. Of all the four skills, writing is becoming more demanding in the age of entire communication via email and other communicative technologies.

In Thailand, English is taught as a foreign language. As for writing, it is a vital instrument for Thai students both academic and professional settings. In academic settings, students at the secondary level have to write reports and deal with English written exam, and for some, they need to write a statement of purpose for participating in an exchange program abroad or getting to the university. In addition, in a professional setting, English is widely used in the international organizations and trading for business correspondence, advertisements, job applications, and business report.

Moreover, in the year 2010, the Thai Government promoted Stimulus Package (SPII) and provided funds for schools to move towards “World-Class Standard Schools” which requires one composition course called “Extended Essay” added to the curriculum. Students in the school participating in the “World-Class Standard Schools” need to study academic writing.

As the importance of writing as mentioned above, it is clear that effective writing has been a significant part in the teaching and learning of English as a foreign language in Thailand. However, English writing has been considered troublesome to Thai students. Pawapatcharodom (2007) stated that writing skill was the most difficult English language problem that Thai students encounter.

With the additional composition subject for World-Class Standard Schools, the students need to be familiar with different writing styles and the important linguistic knowledge of the English language that they may have never learned in their previous education. The lack of sufficient language proficiency can shake their self-confidence, leading to writing anxiety.

Previous studies revealed that second language writing anxiety is a distinct form of language anxiety, for instance, Cheng et al. (1999) found that second language writing anxiety is distinguishable from general foreign language classroom anxiety. Hassan (2001) defined writing anxiety as general avoidance of writing behavior and of situations thought to potentially require some amount of writing accompanied by the potential for evaluation of that writing. Cheng (2004) proposed the Second Language Writing Anxiety Inventory (SLWAI), a multi-dimensional L2 writing scale, which complies with a three-dimensional conceptualization of anxiety, namely Somatic Anxiety, Cognitive Anxiety, and Avoidance Behavior. According to Cheng (2004), Somatic Anxiety referred to one’s perception of the physiological effects of the anxiety experience, which reflects in state of unpleasant feelings, such as nervousness and tension. Cognitive Anxiety referred to the cognitive aspect of anxiety experience, including preoccupation with performance, negative expectations, and concern about others’ perception. Avoidance Behavior referred to the behavioral aspect of the anxiety experience, avoidance of writing. Cheng (2004) stated that cognitive components rather than somatic components or avoidance behavior lead to the negative relationship between test anxiety and L2 writing performance.

Writing anxiety is a challenging experience for both L1 and L2 learners and it negatively affected their writing practice (Al-Ahmad, 2003). Moreover, it was shown to be more challenging for L2 learners since the language was systematically different from their native language (Al-Ahmed, 2003).

Studies on second language writing showed that second language writing anxiety (SLWA) could have effects on writing performance (Hassan, 2001; Horwitz, 2001; Cheng, 2004). For example, some studies showed that students with high levels of writing anxiety wrote shorter compositions and qualified their writing less than their low anxious counterparts did (Hassan, 2001).

The reasons why the second language learners feel anxious when writing might be various, but some general causes ranging from highly personal (such as self-confidence) to procedural (such as classroom activities and teaching methods) can be found in the previous studies in the field of L2 writing as well as writing anxiety.

Self-confidence is one of the sources of writing anxiety. Hassan (2001) indicated that lack of self-confidence among L2 learners when writing is very decisive in determining the amount of writing anxiety. Lack of self-confidence could be considered a major cause of anxiety even to learners who are high-competent in writing (Cheng, 2002). Cheng (2002) revealed that even students of high L2 writing competence may not necessarily perceive themselves as competent writers and may not free from writing anxiety. Therefore, low self-confidence or lack of confidence in L2 writing and writing achievement was identified as responsible for students' experience of L2 writing anxiety.

Horwitz et al. (1986) discussed the roles of fear of test and fear of negative evaluation in second language anxiety. Test anxiety refers to "a type of performance anxiety stemming from a fear of failure" (Horwitz et al., 1986). Fear of failure in tests is very pervasive in school contexts and constitutes the most important and common cause of second language writing anxiety because writing is a productive activity influenced strongly by time pressure; even the brightest and well-prepared students often make more errors in test-taking situations. Although it is similar to test anxiety, fear of negative evaluation of writing is broader in scope because it is not limited to test-taking situations; instead, it refers to both the academic and personal evaluations made by students on the basis of their performance and competence in the target language (MacIntyre & Gardner, 1991) and occurs

in any social, evaluative situation, such as receiving teacher's negative feedback or error correction on the compositions, and being asked to write an article during a job interview.

The learners' general levels and profiles of language ability, with respect to affect in second language learning, can influence their affective responses (Arnold, 1999). ESL writers often carry the burden of learning to write in English. Particularly, they identify language difficulties, such as an inadequate grasp of vocabulary and grammar, as their main problems with English writing and as the main sources of frustration when they are unable to express their ideas in appropriate and correct English (Hyland, 2003).

Besides, the lack of topical knowledge (knowledge schemata) can also impact writer's affective responses and exacerbate their stress (Hyland, 2003). Writing instructional practices is also one of the main provoking writing anxiety factors (Bachman & Palmer, 1996; Latif, 2007). In addition, the types of feedback the writers receive on their writing performance are likely to affect their emotions directly (Bachman & Palmer, 1996; Cheng, 2001; Hyland, 2003).

To date, writing anxiety has been examined by more and more researchers; however there is no study that pays attention to the situation of English language writing anxiety among Thai high school students, leaving that telling context undiscoverable.

This present study aims to discover English language writing anxiety experienced by Thai high school students whether it effects on writing performance or not, as well as to find the main causes of English language writing anxiety that may be commonly shared among students.

Objectives

This study aimed: (1) to explore if there was English language writing anxiety among Grade 11 students in Thailand; (2) to explore the factors that cause the students' English language writing anxiety; and (3) to explore the effect of English language writing anxiety on Grade 11 students' English writing performance.

Method

Participants

The research follows quantitative design in order to determine writing anxiety and its relation with writing performance. The participants were 30 Grade 11 students in the public

school in Bangkok who enrolled in Paragraph Writing Course EN30203 which is designed to improve students' writing ability and to fulfill the requirement of Thai Government's Stimulus Package (SPII) to move towards "World-Class Standard Schools. The participants in this study, 13 male and 17 female students ranged from sixteen to eighteen years of age, were purposively selected. According to the previous grades in English, the participants are in pre-intermediate and intermediate level.

Instruments

Three research instruments were used to investigate and explore the factors contributing to the participants' anxiety and the strategies for alleviating it.

1. Questionnaire I – the Second Language Writing Anxiety Inventory (SLWAI)

Questionnaire I adopted from the SLWAI (Cheng, 2004) was used to assess the students' writing anxiety. The SLWAI consists of 22 items, scored on a Five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Five of the items (1, 4, 17, 18, 22) required reverse scoring before being summed up to yield total scores. A total score above 65 points indicates a high level of writing anxiety, a total score below 50 points indicates a low level of writing anxiety, and a total score in-between indicates a moderate level of writing anxiety. The 22 items of the SLWAI are divided into three categories of anxiety, namely Cognitive Anxiety, Somatic Anxiety, and Avoidance Behavior. The statements of the original 22 items were translated and modified by the researcher for naturalness in Thai interpretation and to suit the learning context in Thailand. Three experts in English language teaching were invited to validate the contents of the questionnaire. All agreed to the contents with a few suggestions for some editions such as rephrasing and paraphrasing.

2. Questionnaire II – Causes of Second Language Writing Anxiety

Questionnaire II, adopted from Hussein (2013), was used to investigate the possible sources, factors, and aspects of the students' English writing anxiety. Its items are answered on a five point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Thirty five items of the questionnaire are distributed over the following seven domains (categories): affective, cognitive, linguistic, teaching practices, feedback, evaluation, and tests. The researcher translated the items into Thai. The same group of experts was asked to validate the contents of the questions. All agreed to the contents with a few suggestions for some editions.

3. 50-minute English composition

In order to find out if there is a negative correlation between writing anxiety and writing performance, the researcher collected the information about the participants' English writing performance. The participants' scores on a 50-minute English composition were used as index of their writing performance. The participants were asked to write an English composition within 50 minutes in class, which was administrated and evaluated by two raters using rubric scoring adopted from www.ReadWriteThink.org. The mean scores, from the total of 15, of the two raters were used. The 50-minute composition required the students to write a comparison/contrast paragraph about the two restaurants.

Data Collection

The administration of data collection took place during the 2nd 2013 semester in the public school in Bangkok. The participants were asked to write an English composition under time constraint (50 minutes) at the end of an English writing class. Then the participants were administrated to answer Questionnaire I and Questionnaire II consecutively.

Data Analysis

The answers to Questionnaire I—the SLWAI were analyzed with SPSS (Statistical Program for Social Science) to obtain the levels and types of writing anxiety experienced by the students. The SLWAI data was analyzed by summing up the respondents' scores of the questionnaire items. For the negatively worded items, reverse scoring was done before summing up the scores. As there are 22 items in SLWAI, the possible range of score is from 22-110. Therefore, lower total scores indicate lower level of anxiety and higher scores imply high level of anxiety. In addition, correlations between writing anxiety and writing performance were assessed by means of correlation analysis on the basis of SPSS. For the Questionnaire II Causes of Second Language Writing Anxiety, frequencies, means, and standard deviations were used to show the frequency of different variables.

Results and Discussion

The level of second language writing anxiety among Thai high school students

In order to investigate if the students experienced English language writing anxiety, the SLWAI (Questionnaire I) was administrated.

Table 1: *Descriptive statistics of the SLWAI scores*

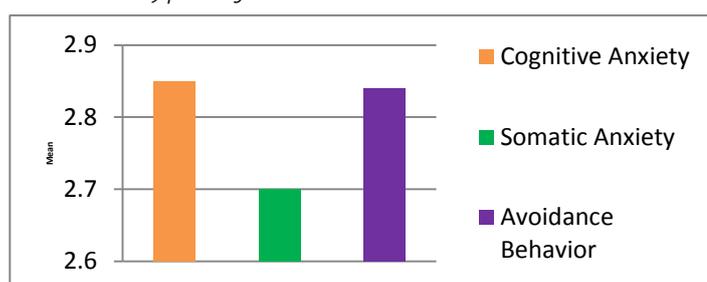
	Number	Minimum	Maximum	Mean
Total	30	39	79	61.57
High anxiety	13	65	79	71.00
Moderate anxiety	4	52	63	57.23
Low anxiety	13	39	50	45.00

As seen in Table 1, the participants' scores in this study ranged from 39 to 79. The mean score was 61.57, which reflected a moderate level of anxiety. The descriptive statistics also revealed that 13 students (43.33%) had high levels of writing anxiety (mean= 71); 4 students (13.33%) had low levels of writing anxiety (mean= 45); and 13 students (43.33%) were found to be moderately anxious (mean= 57.23). The high number of moderately-to-highly anxious students might lead to the assumption that high school students in Sansenwittayalai School encountered moderate to high levels of writing anxiety when writing English compositions.

The types of SLWA

The SLWAI offers a three-dimensional conceptualization of anxiety, namely Somatic Anxiety, Cognitive Anxiety, and Avoidance Anxiety (Cheng, 2004). By calculating the scores of the items related to each category, the distribution of the three types of SLWA were presented in Figure 1. It was clearly seen that Cognitive Anxiety was the most common type of second language writing anxiety experienced by Thai high school students in the public school in Bangkok.

Figure 1: *The three types of SLWA*



This result calls for the stakeholders to pay more attention to the existence of anxiety in writing classes and in the indication that students' unresponsiveness in writing classes might be attributed to anxiety rather than cognitive incompetence for example. These findings are consistent with those of other researchers in EFL contexts which pointed

to the existence of writing anxiety as a specific type of anxiety (e.g., Al-Ahmad, 2003; Hussein, 2013; Latif, 2007; Lin, 2009; Zhang, 2011).

Effect of English language writing anxiety on writing performance

In order to find the effect of English language writing anxiety on writing performance, the correlation of students’ English language writing anxiety level and the score scores of the 50-minute composition were considered.

As shown in Table 2, the participants’ 50-minute composition scores range from 7 to 15. The mean score was 10.92.

Table 2: *Descriptive statistics of the 50-minute composition scores*

	Number	Minimum	Maximum	Mean
Total	30	7	15	10.92

Figure 2 shows the correlation of measure of SLWA and measures of student achievements (timed writing score).

Figure 2: *Scattered diagram between writing anxiety and writing scores*

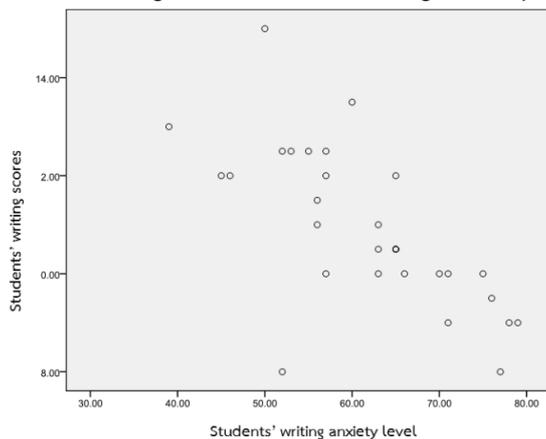


Table 3 also indicated a significant negative correlation between writing anxiety and writing scores ($r=-0.687$). The graph shows that the students’ writing scores tend to decline by the increasing of students’ writing anxiety level. It means students who experienced higher writing anxiety also received lower score on timed-writing.

Table 3: *Correlation between writing anxiety and writing scores*

	Anxiety degree	Writing score
Anxiety degree Pearson Correlation	1	-.687**
Sig. (2-tailed)		.000
N	30	30

Writing score	Pearson Correlation	-.687**	1
	Sig. (2-tailed)	.000	
	N	30	30

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

This finding indicated a negative relationship between second language writing anxiety and writing performance. A lot of previous studies about FLA/SLA indicated that high levels of anxiety could have negative effects on students' language performance overall and for specific language skills (Cheng et al., 1999; Cheng, 2004; Hassan, 2001; Horwitz et al., 1986; Horwitz, 2001; Hussein, 2013; MacIntyre & Gardner, 1991). This present study was consistent with and supported the earlier conclusions, which provided specific evidence for the negative effects of ESL writing anxiety on ESL learners' timed writing performance.

Causes of ESL writing anxiety

After determining the level of writing anxiety amongst the participants and its effect on writing performance, the next step is identifying and exploring the possible factors contributing to the participants' anxiety and fears.

The mean scores of the five categories (factors) which represent the thirty five items on the Questionnaire II Causes of Second Language Writing Anxiety among Thai High School Students were shown in Figure 3.

Figure 3: *Causes of second language writing anxiety*

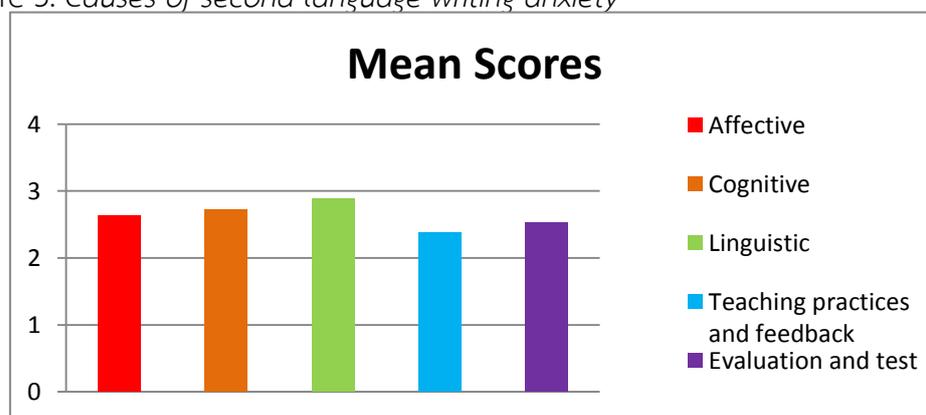


Figure 3 reveals the mean scores of the five key factors associated with participant's second language writing anxiety. The mean scores showed that the five categories were considered possible second language writing anxiety sources with different levels of effect. The first three factors in terms of anxiety sources were linguistic factors which get the highest score (mean= 2.89), whereas the second and third factors were occupied by

cognitive (mean=2.72) and affective (mean=2.63) factors respectively. Based on the mean scores of the participants' responses, the other two factors were still considered effective contributing sources to second language writing anxiety but with different rates (evaluation and test (mean=2.53) and teaching practices and feedback (mean=2.38).

For the present study, linguistic factors and aspects such as spelling mistakes, inability to write complex coherent sentences, limited vocabulary, weakness in grammar, and difficulties in using conjunctions properly were shown as a major source of worries and anxiety. The present study results supported the findings of Latif's (2007) and Zhang's (2011), which stated linguistic factors as possible sources of L2 learners' writing anxiety.

The results also indicated the cognitive factors, which deal with encountering difficulties in writing what one means, writing a topic within the required length, lacking knowledge about the features of good writing, and lacking the ability of generating ideas particularly about unfamiliar topics, found to be the second factors in terms of writing anxiety sources among Grade 11 students in the public school in Bangkok. Some of these findings were in agreement with the results of other studies. For example, in an Egyptian study (Latif, 2007) and in China (Zhang, 2011), lacking writing practices and inability to organize ideas when writing English compositions were also reported as cognitive writing anxiety contributing factors.

For affective factors, the study results showed that students seemed to have a quite low amount of self-confidence in their writing abilities, and competitiveness seemed to be an anxiety provoking affective element. Some students thought that that the other students in the class could write better they did. This was congruent with several educators (e.g. Price, 1991; Young, 1991) that referred competitiveness as a major learner induced anxiety.

Fear of test and evaluation was found to be one factor of second language writing anxiety among Grade 11 students in the public school in Bangkok. This result partially agreed with the findings of similar studies which concluded that fear of writing tests was one of the sources of writing anxiety (e.g., Latif, 2007; Zhang, 2011). In addition, the study showed that students feel anxious when they know that their writings will be evaluated by teachers. This was in line with the foreign language anxiety model (Horwitz et al, 1986) which considers test anxiety as an important component of L2 learners' anxieties. The fear of teachers' negative evaluation might be due to the fear of losing face which had been found as a common feeling among language learners (Ohata, 2005).

Teaching practices and feedback were another possible source of students' writing anxiety, but in a moderate degree. This result was different from the findings of another related study (Latif, 2007) which mentioned that teaching practice has a strong effect on writing anxiety. However, this study still showed that some teaching practices seemed to be a cause for the students' writing anxiety. For instance, excessive focus on accuracy and theoretical concepts of writing rather than fluency, practice and dealing with writing as a final product, and some improper error correction techniques were referred to as anxiety sources by a considerable number of participants.

Pedagogical Implications

Based on the study findings and discussions, the following pedagogical implications for coping with students' writing anxiety have been suggested:

Existence of English writing anxiety: As the results indicated that students in the public school in Bangkok encountered moderate to high levels of anxiety when writing English compositions, English teachers should be aware that the existence of anxiety is a complex aspect of the learning process among their students. Teachers could develop writing lesson plans and classroom activities that suit with students' needs to lessen anxiety levels, and confront some students' wrong beliefs about the characteristics of a good English composition. Moreover, teachers can address the issue of anxiety with students directly and explicitly (Crookall and Oxford, 1991). Teachers can ask the students to talk about their concerns when writing English compositions or design questionnaires to gather more detailed information about the difficulties students encounter.

Enhancement of Linguistic Knowledge: Because the results of the study revealed that linguistic knowledge, such as lack of vocabulary and a fear of making grammatical/spelling errors was a main source of students' anxiety, teachers could help in enhancing students' linguistic knowledge. To do this, teachers can integrate reading in writing classes, and review some grammatical mistakes that are frequently committed by the students. Students can acquire new lexis by 'improving vocabulary knowledge,' the beneficial by-product of reading (Krashen, 1989). In addition, it was shown in research that college students who read more have higher writing performance (Lee and Krashen, 2002).

Pre-writing activities: In order to lessen the anxiety caused by poor cognitive writing abilities which include the ability of generating ideas and the ability to write what one mean,

teachers could engage students in prewriting activities to instill in the students the habit of English writing. Prewriting activities such as brain storming are helpful to train students on how to utilize graphic organizers to state main and supporting ideas (Farrell, 2006).

Error correction: Students, especially those who have less self-confidence, become more anxious when their mistakes are corrected in public or in a harsh manner, as marked by red pen. Oxford (1999: 65) stated that “ridicule and uncomfortable handling of mistakes in front of a class are among the most important instructor-learner interaction issues related to language anxiety.” Therefore, teachers should think of how to apply grammar correction without arousing much anxiety among students. In this respect, teachers, as well as students, do not need to do all sorts of grammar corrections. Because intensive and detailed grammar correction might frustrate students and make them lose confidence for future writing, teachers should give feedback on selected or serious mistakes.

Recommendation for Future Research

In addition to the extension of existing knowledge in the field of writing anxiety, the findings of the current study indicate several issues waiting for further exploration. Because the number of participants in this study is relatively small, the future study could deal with a larger number of participants. Also, the future study should include qualitative data such as interviewing in order to gain insight information and triangulate quantitative data. Furthermore, it would be interesting to examine the impact of certain variables such as gender, age, and years of studying English on students’ anxiety in writing classes. In addition, further studies are needed to examine the strategies to deal with writing anxiety levels.

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Appendix A Second Language Writing Anxiety Inventory Developed Cheng (2004)

แบบวัดความวิตกกังวลในการเขียนภาษาที่สอง

ชื่อ: _____

เพศ: ชาย หญิง

อายุ: _____

คำชี้แจง: โปรดทำเครื่องหมาย (√) ในช่องที่ท่านเห็นว่าตรงตามระดับความเห็นด้วยของท่านมากที่สุด โดย

- 1 = ไม่เห็นด้วยอย่างยิ่ง 2 = ไม่เห็นด้วย 3 = ไม่แน่ใจ
4 = เห็นด้วย 5 = เห็นด้วยอย่างยิ่ง

ข้อความ	1	2	3	4	5
1. ในขณะที่เขียนโดยใช้ภาษาอังกฤษ ฉันไม่รู้สึกกังวลเลย					
2. ฉันรู้สึกหงุดหงิดใจเต็มแรงเร็ว เมื่อต้องเขียนเรียงความภาษาอังกฤษในเวลาจำกัด					
3. ขณะที่เขียนเรียงความภาษาอังกฤษ ฉันรู้สึกกังวลและไม่สบายใจหากรู้ว่าจะต้องถูกประเมิน					
4. ฉันเลือกที่จะเขียนความคิดของฉันออกมาโดยใช้ภาษาอังกฤษ					
5. ฉันทำทุกวิถีทางเพื่อหลีกเลี่ยงการเขียนเรียงความภาษาอังกฤษ					
6. ฉันมักคิดอะไรไม่ออกเมื่อเริ่มเขียนเรียงความภาษาอังกฤษ					
7. ฉันกังวลว่าเรียงความภาษาอังกฤษของฉันจะแย่กว่าของคนอื่น					
8. ฉันสั้นหรือมีเหตุออกเมื่อต้องเขียนเรียงความภาษาอังกฤษให้ทันเวลา					
9. ถ้าเรียงความภาษาอังกฤษของฉันถูกประเมิน ฉันกังวลว่าฉันจะได้คะแนนไม่ดี					
10. ฉันจะหลีกเลี่ยงสถานการณ์ที่ฉันจะต้องใช้ภาษาอังกฤษในการเขียน					
11. ความคิดของฉันจะยุ่งเหยิง ถ้าฉันต้องเขียนเรียงความภาษาอังกฤษในเวลาจำกัด					
12. ถ้าเลือกได้ ฉันจะไม่ใช้ภาษาอังกฤษในการเขียนเรียงความ					
13. ฉันมักจะหวั่นวิตกเมื่อฉันต้องเขียนเรียงความภาษาอังกฤษในเวลาจำกัด					
14. ฉันกลัวว่าคนอื่นจะหัวเราะเยาะเรียงความภาษาอังกฤษของฉันถ้าพวกเขาได้อ่าน					
15. ฉันอึ้งเลยเวลาที่มีคนให้เขียนเรียงความภาษาอังกฤษอย่างปุบปับ					
16. ฉันมักจะหาข้ออ้างเมื่อถูกขอให้เขียนเรียงความภาษาอังกฤษ					
17. ฉันกังวลที่สุดว่าคนอื่นจะคิดอย่างไรกับเรียงความภาษาอังกฤษของฉัน					
18. ฉันมักจะหาโอกาสที่จะเขียนเรียงความภาษาอังกฤษนอกห้องเรียน					
19. ฉันรู้สึกตัวแข็งและตึงเครียดเมื่อต้องเขียนเรียงความภาษาอังกฤษ					
20. ฉันกลัวว่าเรียงความภาษาอังกฤษของฉันจะถูกเลือกเป็นตัวอย่างในการอภิปรายในห้องเรียน					
21. ฉันกลัวว่าเรียงความภาษาอังกฤษของฉันจะได้คะแนนไม่ดี					
22. หากเป็นไปได้ฉันจะใช้ภาษาอังกฤษในการเขียนเรียงความ					

*****ขอบคุณที่ให้ความร่วมมือ*****

Appendix B Second Language Writing Anxiety Sources Adopted from Hussein (2013)

แบบสำรวจสาเหตุความวิตกกังวลในการเขียนภาษาที่สอง

คำชี้แจง: โปรดทำเครื่องหมาย (v) ในช่องที่ท่านเห็นว่าตรงตามระดับความเห็นด้วยของท่านมากที่สุด โดย

- 1 = ไม่เห็นด้วยอย่างยิ่ง 2 = ไม่เห็นด้วย 3 = ไม่แน่ใจ
4 = เห็นด้วย 5 = เห็นด้วยอย่างยิ่ง

ข้อความ	1	2	3	4	5
1. ฉันไม่มั่นใจในความสามารถในการเขียนของฉัน					
2. ฉันรู้สึกตึงเครียดเมื่อต้องเขียนเรียงความภาษาอังกฤษ					
3. ฉันรู้สึกว่านักเรียนคนอื่นเขียนได้ดีกว่าฉัน					
4. การเรียนวิชาการเขียนภาษาอังกฤษเป็นประสบการณ์ที่น่ากลัว					
5. ฉันไม่มีแรงบันดาลใจในการเขียนเรียงความภาษาอังกฤษ					
6. ฉันขาดความสามารถในการคิดและจัดการความคิด					
7. ฉันรู้สึกว่าฉันไม่สามารถเขียนอย่างที่ฉันต้องการได้					
8. ฉันพบว่า การเริ่มเขียนเรียงความภาษาอังกฤษเป็นเรื่องยาก					
9. การเขียนเรียงความภาษาอังกฤษให้ดีขึ้นเป็นเรื่องยากสำหรับฉัน					
10. ฉันมีความรู้้น้อยมากเกี่ยวกับลักษณะของงานเขียนที่ดี					
11. ฉันไม่มีนิสัยการเขียนโดยใช้ภาษาอังกฤษ					
12. ฉันไม่สามารถเขียนตามหัวข้อและความยาวที่กำหนดให้ได้					
13. ฉันรู้สึกหงุดหงิดเกี่ยวกับข้อผิดพลาดทางไวยากรณ์ที่เกิดขึ้นเป็นประจำเวลาที่ฉันเขียนเรียงความภาษาอังกฤษ					
14. ความรู้ด้านคำศัพท์ไม่เพียงพอทำให้ฉันเครียด					
15. ฉันขาดทักษะในการเขียนเรียงความโดยใช้ประโยคที่ซับซ้อน					
16. ฉันไม่รู้ว่าจะใช้คำเชื่อมให้เหมาะสมได้อย่างไร					
17. การสะกดคำผิดทำให้ฉันท้อแท้					
18. ฉันได้รับการสอนในเรื่องการเขียนเรียงความประเภทต่างๆไม่เพียงพอ					
19. ครูที่สอนวิชาการเขียนเน้นเรื่องทฤษฎีมากกว่าการปฏิบัติ					
20. ครูสนใจงานเขียนของฉันตอนที่เขากำลังทำงานสุดท้ายแล้วเท่านั้น					
21. ฉันไม่ได้รับคำชี้แจงเกี่ยวกับการเขียน					
22. ครูที่สอนวิชาการเขียนเน้นเรื่องการเขียนได้อย่างถูกต้องมากกว่าการเขียนได้อย่างคล่องแคล่ว					
23. ครูที่สอนวิชาการเขียนมักบอกเราว่าการเขียนเป็นศิลปะ นักเขียนที่ดีได้มาจากพรสวรรค์					
24. ครูที่สอนวิชาการเขียนไม่ได้ผลป้อนกลับรายบุคคล					
25. ผลป้อนกลับที่ฉันได้ในงานเขียนมักจะไม่ชัดเจน					
26. ฉันมักได้ผลป้อนกลับในทางลบ					
27. ข้อคิดเห็นของครูที่ใช้ปากกาแดงเขียนทำให้ฉันกังวล					
28. เพื่อนๆบอกว่างานเขียนของฉันแย่					

ข้อความ	1	2	3	4	5
29. ฉันรู้สึกกังวลเมื่อครูประเมินงานเขียนของฉัน					
30. การอภิปรายงานเขียนของฉันกับเพื่อนๆทำให้ฉันกังวล					
31. ฉันรู้สึกกังวลเวลาที่เพื่อนอ่านสิ่งที่ฉันเขียนโดยใช้ภาษาอังกฤษ					
32. ฉันกลัวเสียหน้าที่ทำผิดพลาดในการเขียน					
33. ฉันกลัวผลที่เกิดขึ้นในทางลบเมื่อสอบการเขียนตก					
34. ฉันหยุดหัดเวลาที่ฉันไม่เข้าใจสิ่งที่เตรียมไว้ในการสอบการเขียน					
35. ฉันรู้สึกหัวใจเต้นแรงเวลาที่ฉันสอบการเขียน					

*****ขอบคุณที่ให้ความร่วมมือ*****