THE RELATIONSHIP BETWEEN IRANIAN UPPER-INTERMEDIATE EFL LEARNER’S TEST ANXIETY LEVEL AND THEIR PERFORMANCE IN WRITING TEST OF TOEFL

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ABSTRACT
Test anxiety having both facilitative and debilitating effects is a factor that might undermine students’ test results. This article aimed at investigating the relationship between Iranian upper-intermediate English as a foreign language (EFL) learners test anxiety level and their performance in writing test of TOEFL. The participants of this study were 40 female Iranian EFL learners with the age range of 21-35 learning English at Safir English academy (private institute) in Hamadan, Iran. For data collection, the writing section of TOEFL (2010), along with a questionnaire by Sarason, I.G. (1980) on test Anxiety Scale (TAS) and Second Language Writing Anxiety Inventory (SLWAI) (Cheng, 2004), were administered to obtain the data. Findings of the study indicated that, there is a negative relationship between Iranian upper-intermediate EFL learners test anxiety level and their performance in writing test of TOEFL. The results also highlighted the fact that foreign and second language teachers should be cautious of the dangers of test anxiety and try to make the atmosphere of class and exam sessions as stress-free as possible in order to improve student’s performances in different language skills, including writing.

KEYWORDS: Test Anxiety Scale (TAS), Second Language Writing Anxiety Inventory (SLWAI), writing section of TOEFL

INTRODUCTION
The emergence of test anxiety as a psychological construct, first posed in the early 1950s (Mandler, 1952; Sarason, 1953). According to Zaheri., et al (2012) test anxiety is a physiological, cognitive, and emotional response created by student’s stress in an exam and could de-motivate students and make their attitudes negative toward the courses. Stober et al. (2004) mention that test anxiety is the main reason of students’ low academic achievements, lack of motivation and inability to focus attention.

Spielberger pointed out that test anxiety is a part of general anxiety and is made of cognitive processes that may have interfering effects on students’ academic achievements in their exam
situations (1983). According to Nemati (2012) test anxiety could have an effect like mental blocking, which is related to the fact that at the time of exam, students couldn’t easily remember the answers. There are also other signs which are assigned with physical features like, sweating especially in the palms, high heartbeat, trembling in the body, especially in hands and feet, digestive problems and tense muscles. Such signs are easily observable, before, during and after exams.

The reasons of test anxiety are not completely well known. It is believed that test anxiety is the result of the use of test everywhere for checking learners from the low to high levels. Of course, the reactions of learners towards it are completely different. Some learners are naturally relaxed or don’t care about exam results. In contrast, there are also, some other groups of students that because of their high level of test anxiety, completely lose their confidence and couldn’t perform according to their maximal and ideal abilities. The results of a study by Young (1991) proved that students, with high and low levels of test anxiety, would have problem in their performance of academic skills and those people, who have moderate level of test anxiety are more successful in different exams.

Young (1991) pointed out that, evaluation has a great impact on the life and future of students and when the test formats and the criteria for its correction are unknown to students, they will have test anxiety. He also mentions that student’s ideas about test validity, the surface features of test like its form, length, as well as, the situation of test administration and instruction given for the test are among factors that have effects on the students anxiety level. According to Sarason (1984) being worried, insecurity, and not having trust in one’s ability in the evaluation process are the factors that could cause lack of concentration in performing the required task. In assessing the anxiety level of the test, it is important to take notice of student’s intelligences, cognitive abilities and their experiences in the past. If a person in the past faced with undesirable situations in the exam situations, the level of his/her anxiety level would be higher in comparison with the person whose experience was positive (Smith, 1964).

It has been discussed that, there are two factors, which have strong effects on the development of test anxiety. One of them, according to Spielberger and Sarason (1989) is self-concept, which is related to a self profile that a student has stored and processed. Freidman and Bendas-Jacob (1997) in this regard pointed out that if a person feels the threat of losing his/her self-image in the face of teachers or classmates, his or her level of test anxiety would be more than before. The next factor, is self-awareness (Levitt, 1980) which could play a main role in the performance of students.

Another variable of the main concern of the present study is the skill of writing. In fact, writing needs equal attention to other skills like reading if new communication skills now required are to be attained (Savignon 1983). It is generally believed that writing is the most difficult and demanding skill out of the four. Writing is a productive skill, i.e., it is not received but produced. In this respect it is related, as far as the mental processes are concerned, quite closely to the other productive skill, speaking (Rashtchi & Keyvanfar, 2002).
For learners, writing is a “means of recording and reformulating knowledge and developing ideas. It may also be a means of personal discovery, of creativity, and of self-expression” (Hadley, 1993). Because, as mentioned above, this skill is very demanding and especially in international exams, like TOEFL or IELTS, could play a main role in the results of exams and of course on the future of students, it is natural that most of the students have high level of test anxiety for this test. Another effect of test anxiety in all language skills, including writing, could be its interference in the process of in-class learning. Because, students are just concerned with exam and exam results, they can’t focus on important and relevant information in the class and could not make good use of their memory and are unable to self-evaluate themselves (Gross, 1990 cited in Fiore 2003). Therefore, it seems that finding out about student’s anxiety level and its effects on language skills is necessary. The present study tries to find the relationship between Iranian upper-intermediate EFL learners test anxiety level and their performance in writing test of TOEFL.

**REVIEW OF RELATED LITERATURE**

Regarding the case of test anxiety, several researchers have done some works in this area like the one by Mwamwenda (1994) who has done a study on the relationship between test preparation and test anxiety level on South African university students and reach to this conclusion that they are not related at all and those students with high test anxiety, no matter, how much they prepared themselves for exams, wouldn’t reach good results.

Results of the study by In’nami (2006) about the effects of test anxiety on listening comprehension, has shown no relationship between these two variables. He concluded that this negative relationship is related to learner’s background knowledge and general proficiency or their self-confidence and mastery of different strategies for overcoming the ambiguities in the listening comprehension test.

Some researchers (El-Zahhar, 1991; Guida & Ludlow, 1989; Mwamwenda, 1993, 1994) had some studies on comparing the differences between test anxieties level of people of different cultures, and results have shown some differences between them. In a study by Guida and Ludlow (1989) regarding the differences in test anxiety level between American and Mexican elementary and secondary school children, the results indicated that the level of test anxiety in American students is lower than Mexicans.

El-Zahhar (1991) conducted a study on university student’s of several nations (Egypt, Saudi Arabia, Turkey) and found the distinction that exists between this group and US students. Like the previous study, the American student’s anxiety levels were lower than them all. For finding about the effects of test anxiety on students listening comprehension and speaking, Shomoossi and Kassaian (2009) cited in Nemati (2012) calculated the level of test anxiety before and after taking the exams of listening comprehension and speaking. The findings have shown that test anxiety before and after exams were different between different individuals. The final results of
the study indicated that usually students have higher level of anxiety for speaking exams, in comparison with listening comprehension tests.

About reactions of students toward test anxiety a study conducted by Young (1999) indicated that some factors like, test validity and students understanding of it, the different forms of the test used in the study, clarified instructions and testing situations have significant effects on the student’s test anxiety level. Face validity and test familiarity had maximal importance on student’s test anxiety level. Face validity was also found significant in other studies like Horwitz and Young (1991). Dalkilic (2001) conducted a study on anxiety level of Turkish EFL learners and their achievement in learning English, the results have shown a minimal impact of test anxiety on the participants level of achievement.

There have also been some researchers who have worked specifically on the writing anxiety. In a research that was cooperatively done by Cheng, Horwitz, and Schallet (1999), the findings have shown, there exist several types of anxiety like, foreign language classroom anxiety and writing anxiety, which are completely different and each one has its own special effects on different skills of language learning.

Hassan (2001)’s study on the comparison between students writing anxiety level and self esteem has shown a significant negative relationship between, learners self-esteem and their writing anxiety. To the best of our knowledge regarding the relationship between Iranian upper-intermediate EFL learners test anxiety level and their performance in writing test of TOEFL no work has been done yet in Iran and other countries.

**RESEARCH QUESTION**
The following research question guided the study:
What is the Relationship between Iranian upper-intermediate EFL learner’s test anxiety level and their performance in writing test of TOEFL?

**METHODOLOGY**

*Design of the Study*
The design of this study is ex post facto (correlational). In this design, the researcher had no control over what has already happened to students. In this study, the Test anxiety level and writing anxiety level have been taken as independent variables and writing proficiency as the dependent variable. The correlational nature of this study prevents us inferring any causality between variables. In fact, when the extent of the relationship is determined, the interpretation of the relationship should be made cautiously.

*Participants*
The participants of this study were 40 female Iranian EFL learners with the age range of 21-35 who were learning English at Safir English academy (private institute) in Hamadan, Iran. They were chosen as upper-intermediate level students based on the placement test of this institute.
Instrumentation

1. Safir English academy placement test
The participants of this study had the standard placement test in the form of interview that was done in the presence of two trained experts and an interviewer. The interview as a placement test has certain questions and criteria for assessing learner’s levels of vocabulary, grammar, and communicative abilities. This test was compiled by the institute itself for placement purposes. Hence, its reliability had already been verified by the institute’s test developers with a reliability measure of 88%. It was administered at the very beginning of the data collection procedure to verify that the general English proficiency level of subjects were at upper-intermediate level.

2. Writing section of TOEFL (2010)
An actual TOEFL (2010) writing test which had been administered by ETS was used in this study. All of the participants were required to write one essay in 2 or 3 expository paragraphs, each with a length of approximately 150 words, in 30 minutes in response to two topics, which were selected from the list of topics presented in the TOEFL (2010). Each of these compositions was scored twice analytically through the TOEFL scoring guide by two raters. Considering the shortest composition as the basis, it was decided that for each composition only the first 170 words were scored and then the sum of these scores was used for statistical procedures. The analytic scoring of the composition was done using TOEFL Written English Scoring Guide taken from TOEFL Sampler CD (1998) copied by Educational Testing Service (ETS). It consisted of 6 general levels of English Writing achievement. Each level included categories such as cohesion, grammatical accuracy, text development, facility with syntax and so on. In order to compute the reliability of the grades a Pearson correlation was run between scores and the results showed 86% correlation between the grades given by the two raters, as shown in table 2. The sample of the test that was used is given in appendix A

3. Questionnaire of Test Anxiety Scale (TAS) by Sarason (1980)
The TAS contained 36 items in the form of (True/False). The total number of "True" answers is the amount of test anxiety score. A score of 12 or below is considered low-test anxiety range. The score of 12 to 20 is considered the medium test anxiety range and any score above 20 shows high level of test anxiety. Sarason (1983) examined the validity of TAS, the results of these investigations show the questionnaire was able to distinguish the test anxiety with the validity ranging from .69 to .86 with an average of 0.81. He also examined the reliability of the items. The aim was to prove that these items were able to distinguish the test anxiety. The overall Alpha coefficients for the subscales range from 0.78 to 0.89 (Sarason, 1983). This questionnaire is given in appendix B.

It is composed of 31 questions in the Likert scale form. According to (Hassan, 2001: 4), Second language writing anxiety (SLWA) is explained as “a general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation of that writing”. This questionnaire is for measuring the degree of learner’s anxiousness in second language writing. Each question was in five-point
scale signifying 1= completely disagree, 2= disagree, 3= neutral, 4= agree, and 5= completely agree. The SLWAI was assessed and proved by means of factor analysis to be valid (Cheng, 2004b). It has also been used in studies related to second language writing anxiety. To determine the internal consistency of the 22-item SLWAI, Cronbach’s coefficient was calculated, yielding a reliability estimate of .91 for both of the two administrations of the scale. In addition, a series of coefficients for the scale were computed with one item being deleted at a time. All of the resulting coefficients centered around .91, indicating that no improvement in the overall could be obtained by omitting any item from the SLWAI. The correlation of the scores obtained across the two administrations of the SLWAI was also calculated, producing a test-retest reliability estimate of .85. These results indicated that the SLWAI as a whole was a measure of high internal consistency and respectable temporal stability (Cheng, 2004b). It is available in appendix C.

Procedures
To achieve the purpose of study, the following procedures were followed:
After receiving the results of placement test by institute, for data collection, the actual TOEFL (2010) writing test was the first to be administered. In the second step, for measuring the amount of their test Anxiety, a questionnaire by Sarason, I.G. (1980) about test Anxiety Scale (TAS) and also Second Language Writing Anxiety Inventory (SLWAI) by (Cheng, 2004), were administered to students.

RESULTS AND DISCUSSION
Data analysis
This research aimed to investigate whether there is any statistically significant relationship between Iranian upper-intermediate EFL learners test anxiety level and their performance in writing test of TOEFL. After administration of TOEFL (2010) writing test, SPSS was used for the data analysis. The writing test (TOEFL 2010) was a valid one and in order to make sure that the grades were the student’s real grades, two raters were asked to score the students compositions and then the bivariate correlations between the grades was calculated. At first the descriptive statistics of the scores which includes the information about the mean and standard deviation was calculated and it is shown in table 1.

| Table 1: Descriptive statistics for TOEFL (2010) Writing Test |
|-----------------|-----------------|-------|
| Mean            | Std. Deviation  | N     |
| Rater 1         | 4.03            | 1.283 | 40    |
| Rater 2         | 4.04            | 1.331 | 40    |

Then, in order to compute the inter-rater reliability of the grades a Pearson correlation was run between scores and the results showed .86% correlation between the grades given by the two raters, as shown in table 2.
Table 2: Correlations between the TOEFL (2010) Writing Test grades

<table>
<thead>
<tr>
<th>Rater 1</th>
<th>Rater 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson correlation</td>
<td>Pearson correlation</td>
</tr>
<tr>
<td>Sig.(2-tailed)</td>
<td>Sig.(2-tailed)</td>
</tr>
<tr>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>.860**</td>
<td>.860**</td>
</tr>
<tr>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>40</td>
<td>40</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level

As the above table illustrates, the correlation coefficient between rater 1 and rater 2 is significant with an r value of .86 at the p<0.01 and there is a positive relationship between the grades of two raters.

\[ r = 0.86, N= 40, p< 0.01 \]

Moreover after adding the grades of two raters, a one-sample Kolmogrov- Smirnov test was also run to check the normality of the data which confirmed the normality of the distributions and the results are shown in table 3.

<table>
<thead>
<tr>
<th>Writing</th>
<th>N</th>
<th>Normal Parameters</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td></td>
<td>Mean Absolute Differences Positive Negative</td>
<td>8.08</td>
<td>.095</td>
</tr>
<tr>
<td></td>
<td>Kolmogorov-Smirnov</td>
<td>Asymp. Sig. (2-tailed)</td>
<td>1.043</td>
<td>.227</td>
</tr>
</tbody>
</table>

a. Test distribution is Normal
b. Calculated from the data

At the next stage, for estimating the internal consistency of items in different sections of the two questionnaires of, Test Anxiety Scale (TAS) and Second Language Writing Anxiety Inventory (SLWAII), Cronbach’s Alpha were used. Cronbach’s Alpha is the most popular method of examining reliability.

Table 4: Reliability Statistics of TAS

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>N of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.917</td>
<td>36</td>
</tr>
</tbody>
</table>

Table 5: Reliability Statistics of SLWAII

<table>
<thead>
<tr>
<th>Cronbach’s Alpha</th>
<th>N of items</th>
</tr>
</thead>
<tbody>
<tr>
<td>.927</td>
<td>31</td>
</tr>
</tbody>
</table>

The above tables show the reliability of the TAS and SLWAII questionnaires. The calculated reliability of .917 and .927, which are acceptable values, prove that the scores from these tests are
reliable. At the next stage, the descriptive statistics of the TAS and SLAWAI scores which include the mean and standard deviation calculated and it is shown in table 6.

**Table 6: Descriptive statistics of TAS questionnaire**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>40</td>
<td>109.2059</td>
<td>15.50128</td>
</tr>
</tbody>
</table>

**Table 7: Descriptive statistics of SLAWAI questionnaire**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sum</td>
<td>40</td>
<td>53.0882</td>
<td>11.24215</td>
</tr>
</tbody>
</table>

One-sample Kolmogrov- Smirnov test was also run to check the normality of the data which confirmed the normality of the distributions and the results of it is cited below in table 8 and 9 and again the distributions at hand are normal.

**Table 8: One-sample Kolmogorov-Smirnov of TAS questionnaire**

<table>
<thead>
<tr>
<th>Normal Parameters</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>40</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>109.2059</td>
</tr>
<tr>
<td>.149</td>
<td></td>
</tr>
<tr>
<td>.058</td>
<td></td>
</tr>
<tr>
<td>+.149</td>
<td></td>
</tr>
<tr>
<td>.871</td>
<td></td>
</tr>
<tr>
<td>.435</td>
<td></td>
</tr>
</tbody>
</table>

a. Test distribution is Normal  
b. Calculated from the data

**Table 9: One-sample Kolmogorov-Smirnov Test of SLAWAI questionnaire**

<table>
<thead>
<tr>
<th>Normal Parameters</th>
<th>Sum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>40</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>53.0882</td>
</tr>
<tr>
<td>.113</td>
<td></td>
</tr>
<tr>
<td>.096</td>
<td></td>
</tr>
<tr>
<td>-.113</td>
<td></td>
</tr>
<tr>
<td>.659</td>
<td></td>
</tr>
<tr>
<td>.778</td>
<td></td>
</tr>
</tbody>
</table>

a. Test distribution is Normal  
b. Calculated from the data

Then, in order to find the relationship between test anxiety scale and writing and writing anxiety and writing, two Pearson product- moment correlation coefficient were run between TAS questionnaire and writing scores and also between SLAWAI and writing scores and the results showed negative correlation of -0.017 between the TAS questionnaire and writing scores and .142 between SLAWAI and writing scores which are given in tables 10 and 11.
Table 10: Correlations between TAS questionnaire and writing scores

<table>
<thead>
<tr>
<th></th>
<th>TAS</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pearson correlation</td>
<td>Sig.(2-tailed)</td>
</tr>
<tr>
<td>TAS</td>
<td>1</td>
<td>-0.017</td>
</tr>
<tr>
<td>Writing</td>
<td>-0.017</td>
<td>.432</td>
</tr>
</tbody>
</table>

Table 11: Correlations between SLAWAI and writing scores

<table>
<thead>
<tr>
<th></th>
<th>SLAWAI</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pearson correlation</td>
<td>Sig.(2-tailed)</td>
</tr>
<tr>
<td>SLAWAI</td>
<td>1</td>
<td>.142</td>
</tr>
<tr>
<td>Writing</td>
<td>.142</td>
<td>.232</td>
</tr>
</tbody>
</table>

As table10 illustrates, the correlation coefficient between TAS questionnaire and writing scores is not significant with an r value of -0.017 and p which is .432 and is p>0.05 and so, there is a negative relationship between the TAS questionnaire and writing scores.

r= -0.017, N= 40, p>0.05

Regarding table11, again the correlation coefficient between SLAWAI questionnaire and writing scores is not significant with an r value of .142 and p which is .221 and obviously p>0.05 and so, there is again a negative relationship between SLAWAI questionnaire and writing scores.

r= .142, N= 40, p>0.05

Discussion

The present study was an attempt to investigate the relationship between Iranian upper-intermediate EFL learners test anxiety level and their performance in writing test of TOEFL. The results obtained indicated that there is a negative relationship between Iranian upper-intermediate EFL learners test anxiety level and their performance in writing test of TOEFL, as well as their writing anxiety and writing proficiency. So, it was mentioned that foreign and second language teachers should be cautious of the dangers of test anxiety and try to make the atmosphere of class and exam sessions as stress-free as possible in order to improve student’s performances in different language skills, including writing proficiency. The findings of this study were in accordance with other studies that focus on test anxiety. These studies like (Cheng et al., 1999; Cheng, 2004; Hassan, 2001; Horwitz et al., 1986; Horwitz, 2001; MacIntyre & Gardner, 1991) have shown the negative impacts of test anxiety on students language performances. The negative effects of test anxiety is not just limited to exam results, it could also cause the impairment in the physical and psychological sides. Students with high levels of test anxiety avoid writing or even prefer not to be in a situation to write especially in the second language. Having a high heartbeat and sweating and tense muscles are among the physical effects that test anxiety could cause in the learners.
Regarding the results taken from this study, it should be noted that teachers must be careful about the threats of test anxiety. It has been suggested that, teachers and syllabus designers, should organize their classes in a way that maximally reduce the amount of anxiety and stress of students. About anxiety in the process of writing exams, it should be mentioned that by help of some strategies like student’s self or peer correction, teachers could help students to reduce their stress and make them less anxious for their writing exam and at the same time gain more self confidence. Teachers could easily entangle students and their feeling in the process of writing by using some new methods of assessment like portfolio, diaries or journal writing. Of course in using these strategies, there must also be consideration of student’s levels as well. The findings of this study proved that test anxiety exists, even among the students in a high level. It has also been suggested that, if there be more short quizzes in during the class sessions, may be the level of student’s test anxiety will decrease, because they always feel, they have enough opportunities to compensate their previous loss.

CONCLUSION
This study intended to find out if there was any significant relationship between Iranian upper-intermediate English as a foreign language (EFL) learners test anxiety level and their performance in writing test of TOEFL. For this purpose after administering the writing section of TOEFL (2010), along with a questionnaire by Sarason, I.G. (1980) on test Anxiety Scale (TAS) and Second Language Writing Anxiety Inventory (SLWAI) (Cheng, 2004), the results obtained indicated negative relationship between Iranian upper-intermediate EFL learners test anxiety level and their performance in writing test of TOEFL. The results also highlighted the fact that foreign and second language teachers should be cautious of the dangers of test anxiety and try to make the atmosphere of class and exam sessions as stress-free as possible in order to improve student’s performances in different language skills, including writing.

Limitations and suggestions for further research
This study had some limitations. First of all, it was just limited to upper-intermediate students and the number of participants was limited. (N: 40). It would be good idea that other studies be done on elementary, intermediate or advanced students. There are some other biological, cognitive and affective factors that could play a role in the process of recognizing the relationship between test anxieties and writing proficiency, which were ignored in this study. It would be good idea that other studies try to recognize the differences between different genders or different age range and also educational background in their study. Although in this study the most widely used scale for measuring test anxiety was used but, it is also possible to observe subject’s profile of test anxiety in other ways like, observation, interviewing learners, etc. Other studies can also focus on the role of test anxiety in other sections of TOEFL other than writing, and other types of test like IELTS, Michigan test could be used in future researches.

REFERENCES


Dear respondent

Please write at least 150 words (about 3-4 paragraphs) for below topic. Please elaborate. The time allowed is 35 minutes.

Do you agree or disagree with the following statement? “Universities should give the same amount of money to their students' sports activities as they give to their university libraries”. Use specific reasons and examples to support your opinion.

Appendix B

Test Anxiety Scale

How much test anxiety do you have? Answer the following questions with a check under the appropriate column. Count the number checks in the True and False columns and total them in the last row.

1. While taking an important exam, I find myself thinking of how much brighter the other students are than I am.
   a) True    b) False
2. If I were to take an intelligence test, I would worry a great deal before taking it.
   a) True    b) False
3. If I knew I was going to take an intelligence test, I would feel confident and relaxed.
   a) True    b) False
4. While taking an important exam, I perspire a great deal.
   a) True    b) False
5. During class examinations, I find myself thinking of things unrelated to the actual course material.
   a) True    b) False
6. I get to feeling very panicky when I have to take a surprise exam.
   a) True    b) False
7. During a test, I find myself thinking of the consequences of failing
   a) True    b) False
8. After important tests, I am frequently so tense my stomach gets upset.
   a) True    b) False
9. I freeze up on things like intelligence tests and final exams.
   a) True    b) False
10. Getting good grades on one test doesn't seem to increase my confidence on the second.
    a) True    b) False
11. I sometimes feel my heart beating very fast during important exams.
    a) True    b) False
12. After taking a test, I always feel I could have done better than I actually did
    a) True    b) False
13. I usually get depressed after taking a test.
    a) True    b) False
14. I have an uneasy, upset feeling before taking a final examination
    a) True    b) False
15. When taking a test, my emotional feelings do not interfere with my performance.
    a) True    b) False
16. During a course examination, I frequently get so nervous that I forget facts I really know. I seem to defeat myself while working on important tests.
    a) True    b) False
17. The harder I work at taking a test or studying for one, the more confused I get.
    a) True    b) False
Appendix C

The results of this study will be used to help write better and make writing class more effective. Therefore, please indicate how much you agree with the following statements by choosing 1 2 3 4 5.

1. strongly disagree
2. disagree
3. no strong feelings
4. agree
5. strongly agree

Thank you for your participation

1. I have difficulty in writing because
   I did not take writing course before. 1 2 3 4 5
2. The teacher does not teach the
   1 2 3 4 5
subject clearly.

3. When there is a topic, I do not know what to write about that topic.

4. I can not express myself in English because I lack grammar knowledge.

5. The teacher does not answer students' questions.

6. The coursebook does not contain enough examples.

7. The teacher does not give feedback.

8. The coursebook is boring.

9. The teacher does not encourage students to write better.

10. I have difficulty in finding topics to write.

11. I do not like writing class.

12. I have difficulty in this course because I do not have writing habit.

13. There are not enough exercises in the coursebook.

14. I do not know how to begin writing.

15. Writing is a skill, only skilled people can write good pieces.

16. I can not organize my ideas to write.

17. I can not improve my English because I do not read enough.

18. The teachers passes on the new subject very fast.

19. I can not organize what I want to write.

20. I get bored because the teacher is boring.

21. I can not combine ideas to each other when I write.

22. I can not express what I think.

23. I have difficulty in writing because I am used to taking tests.

24. I organize my ideas in Turkish while writing, therefore; I can not express them in English.

25. The teacher does not give enough examples.

26. The teacher does not direct students to write well.

27. I can not write because I lack vocabulary.

28. I do not like writing.

29. I can not generate ideas, so I am not creative.

30. The examples in the coursebook are not exploratory.

31. I am not successful because I do not study regularly for writing course.

Biodata

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