

	Daly-Miller WA Scale	Writing Apprehension (WA)	Self-Efficacy (SE)	Solutions for WA
Blinc, et al. "A Research Note on Daly and Miller" <i>Written Communication</i> 2001	The most recent study I can find that verifies the validity of D-M WA Scale results. Focuses on the order of the questions.	Considers WA in the context of computer-generated composition, a time when the WAS was heavily used because of the change in mode.		
Daly & Miller "The empirical development of an instrument to measure writing apprehension" <i>Research in the Teaching of English</i> 1975				
<a href="#">Daly</a> <a href="#">"Writing apprehension and writing competency"</a> <a href="#">The Journal of Educational Research</a> 1978	Confirms the D-M Scale is reliable to test WA	WA has been linked to both academic and occupational decisions. wr	"...writing apprehension is inversely and significantly related to various self-concept measures as well as to rating of <b>self-competence.</b> " = SE?	<ul style="list-style-type: none"> <li>• Positive responses to student writing, especially early in a course or if WA is already high for a student</li> <li>• Build students with WA working knowledge of writing skills OR don't evaluate those skills early in the course until there has been time remediation of them.</li> </ul>
<a href="#">Daly &amp; Wilson</a> <a href="#">"Writing apprehension, self-esteem, and personality"</a> <a href="#">Research in the Teaching of English</a> 1983	Further confirms the use of the D-M scale	Related to self-esteem and personality in 13 studies. Focus on writing-specific self-esteem.	I would need to connect self-esteem with self-efficacy to use much of this article.	<ul style="list-style-type: none"> <li>• Teachers can perceive and evaluate those with high WA as less likely to succeed - BE aware of preconceived notions.</li> <li>• Be metacognitive about your own WA as a teacher.</li> </ul>
Bullock "Addressing Apprehension" <i>Writing Lab Newsletter</i> 2012		Connects WA to low self-esteem.	Explores the idea that "high-apprehensive" students believe that good writers are born that way.	<ul style="list-style-type: none"> <li>• Writing as process</li> <li>• Writing as developmental quality</li> <li>• Consider the impact of criticism at "crucial points of maturation"</li> </ul>
<a href="#">Villalon, et al.</a>		Article does not address WA,	Research found no difference	<ul style="list-style-type: none"> <li>• Use writing to construct knowledge</li> </ul>

<p><a href="#">“High school boys’ and girls’ writing conceptions and writing self-efficacy beliefs”</a>  <a href="#">Educational Psychology 2013online/2015journal</a>  *study uses schools in Spain  *revisit this Works Cited!</p>		<p>so I’d need to tie together WA and SE and then could bring in this research to connect WA to performance.</p>	<p>in self-efficacy beliefs b/w boys and girls.</p> <p>Results found that SE plays an important role in writing performance. Students beliefs and conceptions about writing may get in the way of using writing to construct knowledge.</p>	<ul style="list-style-type: none"> <li>over only reproducing information (EPISTEMIC)</li> <li>Pay attention to students’ writing conceptions</li> <li>Instruction should focus on metacognitive reflection</li> <li>Ask students to perform complex writing-to-learn tasks</li> <li>Teachers' conceptions about writing should be investigated as well</li> </ul>
<p><a href="#">Pajares. Self-efficacy beliefs, motivation and achievement in writing. Reading &amp; Writing Quarterly. 2003</a></p>			<p>Examines Bandura’s 1986 social cognitive theory of self-efficacy and how it relates to writing in academic settings.</p> <p>Students’ confidence in writing influence their motivation and writing outcomes.</p>	<ul style="list-style-type: none"> <li>Teachers can address WA by addressing self-efficacy. The same interventions used to decrease anxiety may increase confidence.</li> <li>Interventions include self-regulation strategies. Can I connect strategies to process writing?</li> <li>Promote a classroom where students can face difficulty or even fail but still have the confidence to try again.</li> </ul>
<p>Pajares. Empirical properties of a scale to assess writing self-efficacy in school contexts. <i>Measurement and Evaluation in Counselling and Development</i>. 2007.</p>				
<p>Pajares and Johnson, “Self-efficacy beliefs and the writing performance of entering high school students. <i>Psychology in the Schools</i>. 1996</p>				
<p>Cheshire  “The Effects of WA on Writing Quality”  Paper presented at the Annual Meeting of the Conference on College Composition and Communication  1984  *Figure out how to get!</p>	<p>Study used D-M WAS as pre- and post-test for 2 classes.</p>	<p>“Some heightening of anxiety appears to result in better writing, although a few students may need to be taught adaptive responses to reduce or reverse the detrimental effects of apprehension.”</p>		<ul style="list-style-type: none"> <li>Focus on free writing and its effect on fluency and WA - no measurable differences detected</li> <li>Heightened anxiety may result in better writing</li> <li>Some students need adaptive responses to handle WA b/c it causes detrimental effects</li> </ul>

Guler, et al. “An evaluation of the psychometric properties of 3 different forms of D-M's WA Test through Rasch Analysis” <i>Kuram ve Uygulamada Egitim Bilimleri</i> 2017	Uses a different test: Writing Anxiety Scale (Petzel & Wenzel, 1993) - used in Turkish literature	“WA can stem from its complicated nature requiring the use of meta-cognitive skills” (Bayat 2014) “WA causes individuals to lose their mental flexibility” (Baymur 1994)		
Martinez, et al. “Pain and Pleasure in short essay writing: factors predicting university students' WA and WSE” <i>Journal of Adolescent &amp; Adult Literacy</i> 2011 <a href="#">*Revisit this Works Cited!</a>			Connects writing anxiety to SE and then performance.	<ul style="list-style-type: none"> <li>• Integrate the use of the writing center and tutors into courses</li> <li>• Enhance rapport with students</li> <li>• Coping strategies (breathing exercises, relaxation techniques, guided imagery)</li> </ul>
<a href="#">Bayat</a> “The effect of the process writing approach on writing success and anxiety” <i>Educational Sciences: Theory &amp; Practice</i> 2014	Pulls from Daly's texts; uses the D-M WS Pays attention to the possible negative effects of BOTH high and low WA Confirms the D-M test is reliable.	Study shows a significant breathing effect on writing success and anxiety. Defines writing anxiety as a situational anxiety. WA can manifest as sadness, anger, fear, or physically. A focus on Flower and Hayes's Process Writing Approach		<ul style="list-style-type: none"> <li>• Process writing approach</li> <li>• Focus on the student in writing lessons</li> <li>• Teacher acts as a guide</li> <li>• Evaluation of the composition occurs during the writing process</li> <li>• Peer reviews and checklists during the brainstorming part of the process</li> <li>• Portfolios and student choice over writing topics</li> </ul>
Hayes “A new framework for understanding cognition and affect in writing” <i>The Science of Writing: Theories, methods, individual differences, &amp; applications</i> 1996 <a href="#">*Get from Fenwick!</a>				<ul style="list-style-type: none"> <li>• An update on the 1980 Flower-Hayes model of the writing process</li> </ul>
Madigan, Linton, Johnson. The paradox of writing apprehension. 1996. <a href="#">Book at Fenwick!</a>				
Ulper, 2008.			Connects motivation and affect to the writing process.	

<a href="#">Bruning and Horn. "Developing Motivation to Write." <i>Educational Psychologist</i>. 2000. RETURN TO THIS SOURCE (P. 7/14)</a>		Cluster 1 brings in emotion in writing.	Addresses motivation.	<ul style="list-style-type: none"> <li>Table 2 provides 4 categories of motivational areas and classroom techniques to promote motivation</li> </ul>
Shell et al. "Self-efficacy, attributions, and outcome expectancy mechanisms in reading and writing achievement" <i>Journal of Educational Psychology</i> . 1989 & 1995				
<a href="#">Zimmerman and Bandura. "Impact of self-regulatory influences on writing course attainment" <i>American Educational Research Journal</i>. 1994.</a>		- Does not address WA at all.	Focus on self-regulation to improve SE, WA, and performance.	<ul style="list-style-type: none"> <li>Assess SE at the beginning of the school year and provide focused instruction to students in the areas they perceive as less</li> <li>Goal setting</li> </ul>
<a href="#">Fox, R. Treatment of writing apprehension and its effects on composition. <i>Research in the Teaching of English</i>, 1980, 14, 39</a>	Used the D-M WAS at beginning and end of study	Addresses WA by considering if student-centered methods reduce WA better than teacher-centered methods. Causes of WA: Lack of trust and fear of critical evaluation.		<ul style="list-style-type: none"> <li>Tests two teaching methods.</li> <li>Grading methods detailed - <a href="#">go back to look at this!</a></li> </ul>
Powers, W., Cook, J. A., & Meyer, R. The effect of compulsory writing on writing apprehension. <i>Research in the Teaching of English</i> , 1979, 13, 2				
<a href="#">McLeod, S. (1987). Some thoughts about feelings: The affective domain and the writing process. <i>College Composition and Communication</i>, 38, 4267435</a> USE THIS ARTICLE AS A MODEL FOR MY OWN WRITING!		- Briefly addresses anxiety	<ul style="list-style-type: none"> <li>Briefly addresses "beliefs"</li> </ul>	<ul style="list-style-type: none"> <li>Design challenging and interesting tasks that encourage engagement</li> <li>Discourage premature editing</li> <li>Provide students with techniques or plans to address writing interruptions</li> <li>Metacognitive practices</li> <li>Read about mentor writers' experiences with negative writing situations</li> </ul>
<a href="#">Smith. "Reducing Writing Apprehension" 1984</a>	Overview and validation of D-M WS.	Stresses the cycle of WA and lack of writing development because students with WA		<ul style="list-style-type: none"> <li>Even if you aren't concerned with resolving WA, teachers can't be cognizant that WA is related to low</li> </ul>

		<p>avoid writing instruction and practice. (9)</p> <p>2 things to work on: not causing WA for students w/out it and reducing it in students who already do have it</p>		<p>skill development.</p> <ul style="list-style-type: none"> <li>Teachers can look for clues in sentence length, syntax, and diction.</li> <li>Peer group evaluation that is clearly defined and clarifying objectives of lessons/assignments</li> <li>Forward WA &amp; good writing in all planning</li> <li>Don't require students to all use the same planning strategies but expose them to a variety so they can choose what works for them</li> </ul>
<p>Kelly et al. "Instructor Misbehaviors as predictors of students' writing apprehension" <i>Communication Quarterly</i> 2022 <b>REVISIT</b></p>		<ul style="list-style-type: none"> <li>Focuses on student burnout as cause of WA</li> </ul>	<ul style="list-style-type: none"> <li>Once</li> </ul>	<ul style="list-style-type: none"> <li>Details how instructor (mis)behaviors influence WA in students.</li> <li>Places blame on instructors - antagonism and lectures</li> </ul>
Zabihi 2018				
Kelly and Gaytan, 2020		<p>Addresses the lack of scholarship since 1980s about WA.</p>		