

## 79. The relation between writer's block and attitude towards writing

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### Abstract

It is undeniable that many ESL students even at tertiary level often have difficulties in writing. One of these problems is writer's block. Even though several studies claim that attitude towards writing is one of the most important affective reasons for writer's block, there are not any studies examining the relation between writer's block and attitude towards writing. Within this context, this study aims to identify the relation between writer's block and attitude towards writing. The participants are the university students who are the first-year in the department of Translation and Interpretation in English at a state university in Türkiye. Writer's Block Questionnaire developed by Rose (1984) and Writing Attitude Scale developed by Podsen (1997) were used to determine the levels of writer's block and attitude towards writing. Quantitative techniques were used to analyze the data. At the end of the analysis, it was found that the participants had a moderate attitude towards writing as well as a moderate level of writer's block. Pearson Correlation demonstrates that there is a weak, but not statistically significant, relation between writer's block and attitude. This study concludes that writer's block is a temporary stuck but attitude is more permanent and it is also a psychological and static state even though attitude may be changed as a result of new experiences. Therefore, attitude may not be a reason for writer's block as it is a long-lasting concept and learners may have writer's block although they have positive attitude towards writing.

**Keywords:** Writing, Writer's block, Attitude towards writing

## Yazma tutukluęu ile yazmaya karřı tutum arasındaki iliřki

### Öz

Öğrencilerin üniversite düzeyinde bile yazma becerisinde zorluk yaşadıkları yadsınamaz bir gerçektir. Bu sorunlardan biri de yazma tutukluęudur. Alanyazında birçok çalıřma yazma tutukluęunun nedenleri arasında yazmaya karřı tutum kavramını göstermesine raęmen tutum ile yazma tutukluęu arasındaki iliřkiyi inceleyen çalıřma bulunmamaktadır. Bu bağlamda bu çalıřmada yazma tutukluęu ile yazmaya karřı tutum arasındaki iliřkinin belirlenmesi amaçlanmıřtır. Arařtırmanın çalıřma grubunu, Türkiye'de bir üniversitede İngilizce Mütercim Tercümanlık Bölümünde öğrenim gören 1. Sınıf öğrencileri oluşturmaktadır. Arařtırmada, katılımcıların yazma tutukluęu ve yazmaya karřı tutum düzeylerini belirlemek amacıyla veri toplama aracı olarak Rose (1984) tarafından geliştirilen Yazma Tutukluęu Anketi ve Podsen (1997) tarafından geliştirilen Yazmaya Karřı Tutum Ölçeęi kullanılmıřtır. Nicel arařtırma tekniklerinin kullanıldıęı bu çalıřmada, katılımcıların orta düzeyde yazma tutukluęu yaşadığı ve yazmaya karřı orta derecede olumlu tutumları olduęu ortaya çıkmıřtır. Ayrıca, Pearson Korelasyonu incelemesi sonucunda yazma tutukluęu ile yazmaya karřı tutum

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arasında zayıf bir ilişki olduğu ve bu ilişkinin istatistiksel olarak önemli olmadığı görülmüştür. Çalışmada sabit ancak yeni yaşantılar ve deneyimlerle uzun sürede değişebilen tutumun, daha geçici ve anlık olan yazma tutukluğu ile ilişkisi olmadığı için yazma tutukluğunun bir nedeni olmayabileceği sonucuna ulaşılmıştır.

**Anahtar kelimeler:** Yazma, Yazma tutukluğu, Yazmaya karşı tutum

## 1. Introduction

Efficient communication through the global world is gaining importance in the worldwide. Hyland (2003) postulates that this ability is dependent on good writing skill. Since the world is rapidly globalizing, oral and written communication are becoming crucial. Therefore, it is a necessity to equip oneself with writing skill in the first and foreign language in order to meet the requirements of being successful in the future. As writing necessitates several micro and macro skills at the same time, it is a complex and difficult process, as Ur (1996) defines. While writing, an individual should consider a lot of segments of a language ranging from the orthographical knowledge to textual knowledge, from structure to meaning, from universal usage to cultural differences. Thus, achieving writing with coherence and cohesion in a foreign language is a great success (Celce-Murcia, 1991). That's why writing instruction has a pivotal role in the first and second language learning.

Since students have troubles in producing writing, it is significant to find solutions to their problems. These problems may stem from the language related difficulties, instructional procedures or methodological factors. Generally, several approaches, methods and techniques are being developed in order to have better teaching process. However, there are many cognitive, affective and physical factors affecting students' performance and success in writing, apart from language difficulties. Writing is still accepted as a prominent problem even at the university level (Adzmi et al., 2009). It is undeniable that individuals may be stuck at the time of determining, organizing, transmitting, checking or changing their ideas in writing. Therefore, it is not unusual that several ESL students even at advanced level often get writer's block.

## 2. Writer's block and attitude towards writing

Writer's block refers to "an inability to begin or continue writing for reasons other than a lack of basic skill or commitment" (Rose, 1984, p.3). Although it is a significant problem in the process of writing, it does not prevent success in writing, because Rose (1984) unveils that "some high-blockers might eventually produce quality papers" (p.18). Writer's block can occur in many ways. Individuals sometimes cannot find new ideas on a topic, that's to say, organize their ideas in their writing. Or they cannot sometimes find the suitable or correct words to express their ideas even if they have something to write on the given topic (Smeets, 2008). Writer's block may last a few minutes or a few days, it can occur either at the beginning of the writing process, or at the end of it. Writer's block is not a typical behavior that occurs in the same way. Thus, individual differences may be seen among the people having writer's block.

Differences are also available to the factors that cause writer's block. Rose (1984) suggests that rigid rules on writing, misleading or conflicting assumptions about writing, too early editing, lack of planning discourse strategies and evaluation with inappropriate criteria are main reasons for writer's block. As writing is a complex process requiring many major and minor skills, students may have difficulties in

dealing with complex tasks. This can also cause writer's block, as Lee and Krashen (2003) indicate. In addition to these cognitive reasons, environmental factors can also cause learners to have writer's block. Teachers are one of these factors. Daly and Miller (1975) claim that students can experience writer's block if their teachers have great expectations. Furthermore, Huston (1998) emphasizes teaching environment and materials as reasons for writer's block. Uninteresting topics, giving limited time for writing, or insufficient support of teachers can also cause students to have writer's block. Some affective factors are also seen as a reason for writer's block. For instance, intrinsic criticism and attention (Latta, 1995), perfectionism (Chintamani, 2014; Lachs, 2018; Rahmat, 2020), fear of evaluation and failure (Boice, 1993; Johnstone, 1983; Miller, 2010; Özbay & Zorbaz, 2012; Reed, 1986; Zorbaz, 2015), motivation (Buhrke et al., 2002), and anxiety (Lee, 2005; Rose, 1984) cause writer's block. One of the prominent affective reasons which cause writer's block is attitude towards writing.

Attitude is a significant common term not only in psychology but also in the field of education. Although it is defined in various way, the most related one to language learning is the definition of Gardner (1985) as "an evaluative reaction to some referent or object, inferred on the basis of the individual's beliefs or opinions about the referent" (p. 91). As it is clear, attitude is an internal evaluation people make at the end of their own experiences. Therefore, it can be claimed that people's experiences are important to develop positive or negative attitude. The scope of this study entails attitude towards writing in English as a foreign language. Attitude in this context, that's attitude towards writing, can be defined as "an affective disposition involving how the act of writing makes the author feel, ranging from happy to unhappy" (Graham et al., 2007, p. 518).

Attitudes are "dynamic, continuous, incentive and motivative" characters (İskender, 2007, p. 632). Dauda et al. (2016) claim that an individual's attitude towards something determines what he/she thinks, feels and how he/she would like to behave towards that thing. Moreover, attitude has components such as "affect, behavior and cognition" (Bustamante & Eom, 2017, p. 46). Affect is related to one's feelings or emotions about something while behavior means one's actions or movements on something and cognition is one's thoughts regarding something. Furthermore, attitudes are "the summative value of past experience, affective reactions, beliefs and knowledge" (p.13), as Levak (2018) states. Since attitude develops at the end of experiences, it is clear that attitudes are not permanent, they can change in the meantime. Besides, "positive experiences are essential for positive attitude formation or change" (Petrić, 2002, p. 21). This is important in writing too because it enables teachers to change their students' negative attitudes towards writing to positive ones, and as Susar-Kırmızı (2009) declares "a good motivation toward writing needs a positive attitude toward writing" (p.66). This paves the way for success in writing since attitude towards writing correlates with writing performance, as reported by several research in first language learning (Akın, 2016; Baştuğ, 2015; Erkan & Saban, 2011, Graham et al., 2007; Kotula et al., 2014; Susar-Kırmızı, 2009; Türkben, 2021; Ulu, 2018) and in foreign language learning (Agesty et al., 2021; Gupta & Woldemariam, 2011; Pamuji, 2015; Sarkhous, 2013, Wulandari et al., 2020; Yıldız, 2016).

As mentioned before, attitude is considered as a reason for writer's block. Rose (1984) deals with writer's block in a wide manner and developed a scale in order to identify the level of writer's block of learners. Upon defining and describing writer's block, he suggests a list of reasons for writer's block, as mentioned before. Even though there is a subscale titled as attitude in the scale that he developed, his list of reasons for writer's block does not include attitude towards writing as a reason for writer's block. However, the subscale of attitude can be an evidence of considering attitude as a reason. Furthermore, other researchers also declare attitude as a reason (Baştuğ, 2015). It can be reported that attitude towards

writing is generally accepted as a reason for writer's block. Therefore, it is crucial to investigate the relation between these two concepts. Even though there were several studies examining the correlation between attitude and other variables such as apprehension, self-efficacy, performance, there is no study examining the relation between attitude and writer's block. Therefore, this study is worth conducting to make reasonable suggestions for two concepts which affect positively and negatively writing achievement. For this reason, this study aims to investigate the relation between attitude towards writing and writer's block in writing in English. Seeking to gain an insight into this relation, this research aims to give answers to these research questions:

- 1) What are Turkish students' level of attitude towards writing in English?
- 2) What are Turkish students' level of writer's block in writing in English?
- 3) Is there any relation between attitude towards writing and writer's block in writing in English?

### 3. Methodology

The present study was designed as relational survey study because it sought to find out the relation between the levels of attitudes towards writing and writer's block in writing in English. Besides, quantitative techniques of data collection and analysis were used. Within the scope of this study, the data collection instruments were administered on the first year students in the department of Translation and Interpretation in English at a state university in Türkiye. They were all native speakers of Turkish and they have been studying English as a foreign language. Out of 63 students having writing course, a total of 33 students participated in the study by completing the surveys voluntarily. Among the participants, 19 (57.6 %) of them were female, and 14 (42.4 %) of them were male students.

The participants were the first year students at a university. Although they had had writing experience in English in their previous education life, this process may be different from each other as they had different background in various cities in Türkiye. Therefore, it was planned that the participants would complete the surveys after they had taken the same writing course at the university, which means the spring semester of the academic year. After planning the time of the application, it is necessary to determine the scales which measure the level of these concepts in order to examine the relation between writer's block and attitude towards writing. Upon researching, two instruments were decided to be used.

Writing Attitude Scale (WAS) and Writer's Block Questionnaire (WBQ) were used as a data collection instrument in this study. WAS, which was developed by Podsen, is a 20-item, Likert-type questionnaire. For each item, there is a statement about how people feel when they write. Next to each is a five-point response scale describing degrees of agreement or disagreement with the statement. The least point of the questionnaire is 20 and the highest one is 100. Higher scores are a sign of higher attitude in this questionnaire. WBQ is originally a questionnaire of 24 items separated into 5 subscales such as Blocking, Lateness, Premature Editing, Strategies for Complexity and Attitudes. The highest score of it is 120 and the least score is 24. However, the level of attitude towards academic writing is to be identified with the help of WAS, so the attitude subscale of this questionnaire is left out in this study. Therefore, WBQ used in this study comprised 17 items with 4 subscales such as Blocking, Lateness, Premature Editing, and Strategies for Complexity. The highest score of it is 85 and the least score is 17. Higher scores are a sign of higher blocking in this questionnaire.

After these scales were prepared to be applied, the permissions were taken from the developers of the scales through emails as well as from the institution for Ethics committee approval. Ethics committee approval for the survey was obtained from Kırıkkale University Social and Human Sciences Research Ethics Committee with the decision no. 04 dated 22/04/2022. When the participant students completed all the requirements of the course and got their grades, they were sent the data collection instruments through Google Forms. Firstly, they were asked to complete the questionnaire for writer's block in two weeks. Then, the same procedure was applied to the scale for attitude towards writing. As WAS and WBQ involve both positive and negative statements, the scores of students were adjusted by code reversing before doing statistical analysis. Descriptive and inferential statistics were obtained using SPSS version 15. In the analysis of the data, the following procedures were accomplished:

- (1) Cronbach Alfa Reliability coefficient to determine reliability and Skewness Coefficient, Kurtosis Coefficient and Shapiro Wilk Test to display normality of data distribution
- (2) Means to identify the level of attitude towards writing and the level of writer's block
- (3) Pearson Correlation Squares to identify the relationship between two variables

#### 4. Findings

Cronbach's Alpha coefficients were calculated to reveal the internal consistency of the writer's block and of the attitude towards writing scales (Table 1). Tezbaşaran (1997) postulates that a correlation coefficient should be as close as possible to 1 to be considered adequate. In addition, Rose (1984), the developer of WBQ, reports that the reliability coefficients for this scale may range from .72 to .87, with a median coefficient of .84. Therefore, it can be inferred from the below findings that each scale is reliable with the obtained items.

**Table 13.** Cronbach's Alpha Coefficients of WAS and WBQ

Surveys	N	Items	Mean	Std. Dev	Cronbach's Alpha Coefficients
Writer's Block	33	17	45.12	11.24	.89
Attitude towards Writing	33	20	67.00	14.577	.92

Before addressing the research questions, it was essential to ensure that the distribution of both scales scores could not violate the assumption of normality. The normal distribution of the scores was checked by determining the Skewness and Kurtosis statistics and by conducting the Shapiro Wilk Test. As seen in Table 2, the Skewness and Kurtosis was found to be between +1 and -1, and the value of Shapiro Wilk Test was above .05. Therefore, these values show the normality of scores of both scales.

**Table 2.** The normality distribution of WAS and WBQ

Surveys	Skewness	Curtosis	Shapiro Wilk
Writer's Block	.585	.409	.148
Attitude towards Writing	-.250	.280	.812

For the first and second research questions, the total scores of WAS and WBQ were calculated by adding the numeric response on items in each scale. The findings showed medium mean scores for both scales,

which are respectively 2.65 and 3.35 (see Table 3). This indicates a medium level of attitude towards writing and writer's block. It can be deduced that the students had a modest-level attitude towards writing in English as well as a modest-level writer's block in English writing.

**Table 3.** The means of WAS and WBQ

Surveys	The Highest Score	The Lowest Score	Mean
Writer's Block	4.29	1.53	2.65
Attitude towards Writing	4.85	1.60	3.35

To answer the third research question, Pearson Correlation coefficients between the mean scores of both scales were calculated since the data had normal distribution. In light of the result of Pearson correlation, it was seen that there was a positive correlation between two scales (see Table 4). When the value of the correlation coefficient was examined, it was found that this relation was not significant at .01 or .05 level ( $p > .01$  or  $p > .05$ ). This relation is considered to be weak according to the categorization of relations by Tavşancıl (2006).

**Table 4.** Cronbach's Alpha coefficients of WAS and WBQ

		Writer's Block	Attitude Towards Writing
Writer's Block	Pearson Correlation	1	.054
	Sig. (2-tailed)	-	.765
	N	-	33
Attitude towards Writing	Pearson Correlation	.054	1
	Sig. (2-tailed)	.765	-
	N	33	-

## 5. Discussion

One of the finding of this study is that the participants had a moderate positive attitude towards writing in English. This finding supports the finding of a study by Khadawardi (2022). The study concludes that Saudi students at a university had a moderate positive attitude towards academic writing at the end of an analysis of the data obtained from Podsén's WAS. In another study by Agesty et al. (2021), writing attitude of the students studying English Education Study Programs of Tridinanti and Muhammadiyah University in Indonesia was categorized into a moderate level. Moreover, Wagiyo (2021) determined the level of writing attitude of Indonesian students at PGRI University and Muhammadiyah University as moderate. Also, Jabali (2018) identified writing attitudes of 102 Palestinian EFL students with two 5 likert-questionnaires and demonstrated that the participants had positive attitudes toward EFL university writing. Setyowati and Sukmawan (2016) detected that the students had a moderate positive attitude towards writing in English at university level. In their descriptive quantitative research, they collected the data by applying Podsén's WAS to the students of an English program of teacher training in Indonesia. Yong (2010) also suggests that 103 foundation students enrolled in an Australian-based university in Sarawak had positive attitude towards academic writing in English in a study by determining the levels of attitude with the help of self-developed scale. The participants of this study were Turkish students studying English as a foreign language at university level. In terms of this context, there are also some studies supporting this finding of the present study. For instance, Akpınar (2007) aims to determine the level of writing attitude of the students at university prep classes by using Lee's

Literacy Scale and found that the students had a moderate attitude towards writing in English. Also, Paker and Erarslan (2015) concluded that 782 Turkish EFL students having English preparatory program had positive attitudes towards writing at a moderate level. Moreover, Almacioğlu and Okan (2021) also determined that ESL students studying English Language and Literature had generally medium attitude towards writing in their study using two different attitude scales.

This finding of the present study is also parallel with the findings of studies on writing in the first language. Temizkan and Sallabaş (2009) found that Turkish students at Education Faculty had a moderate writing attitude in their first language at the end of the analysis of the data obtained with the help of a questionnaire developed by the researchers themselves. Dhadhodara and Joshi (2017) examined writing attitude of 346 post-graduate students at various 2-year post graduate programs of Gujarat Vidyapith University in India with the help of a scale developed by themselves. At the end of the analysis, they found that most of the students had moderate positive attitude towards writing. On the other hand, this finding of the present study is not commensurate with the study of Ismail et al. (2010). They demonstrate that many of the students had some negative attitude towards academic writing in their study employing on ESL tertiary students from MARA University of Technology. However, the finding of the study is based on the opinions of instructors of the students, so it is not a self-reported questionnaire-based research. It is thought that the data collection procedure is the reason for the difference between the current study and this study.

Another finding of this study is that the participants had a moderate level of writer's block in writing in English. This finding is parallel with the study of Lee and Krashen (2003). They determined that Taiwanese students learning Chinese at a university sometimes had writer's block in writing in English. In another study by Zorbaz (2015), the writer's block level of 428 Turkish students in writing in English was found as moderate. Besides, Rosa and Genuino (2018) concluded that Philippine students at 10<sup>th</sup> grade had writer's block in the setting of ESL at a moderate level. With a different perspective, Gülay (2019) also suggests similar results since he found that the participants who are the academicians in Türkiye had writer's block in academic writing with the help of a self-developed scale. Within the scope of L1 writing, there are several studies suggesting that the participants had writer's block in writing. To illustrate, Çecen and Başkan (2015) also determined that 143 Turkish students studying at Education Faculty at a state university in Türkiye had writer's block in L1 writing. Similarly, Prihandoko (2021) found that the students at Universitas Musamus in Papua had writer's block in writing in their first language. There are also studies conducted at lower grades. For instance, Türkben (2021) found that 482 Turkish 5<sup>th</sup> grade students had sometimes writer's block in their L1 writing at the end of the analysis of the scores obtained with the help of the adaptation of WBQ. Özbay and Zorbaz (2012) expounded the writer's block level of Turkish students at secondary school as occasionally in Turkish course. In short, the finding of having writer's block in writing supports many studies within scope of either participants, or types of writing, or L1 or L2 writing.

Last but not least finding of this study is that that there is a weak relation which is not statistically significant between attitude towards writing and writer's block in writing in English. This is relevant with what Akpınar (2007) concludes in her study aiming at investigating the effect of process writing approach on writer's block, apprehension, attitudes and writing performance of Turkish EFL students. In this study, the level of writer's block was measured with the whole version of Rose's WBQ even though the level of attitude towards academic writing was identified with a different scale, Literacy Scale developed by Lee. This study, which determines that the participants had a moderate level of positive attitudes as well as a moderate level of writer's block in academic writing in English, notes that there is

not any significant relation between attitude toward academic writing and writer's block in academic writing.

A different result can be drawn from the study of Baştuğ (2015) in writing in Turkish as a first language, which examines the effect of attitude, disposition and writer's block on the writing achievement of 4<sup>th</sup> grade students in their first language. The study found that there is a negative, moderate and statistically significant relation between writer's block and attitude towards writing, writing disposition, writing achievement at the end of the analysis with descriptive statistics. Turkish adopted version of Rose's WBQ and Kırmızı's WAS were used as data collection instruments in this study. This adopted version consists of only the items that refer to behavioral aspect of writer's block. The levels of writer's block and of attitude towards writing were also different from the present study since the participants had writer's block at low level and attitude towards writing at high level. In this study, the relation between two concepts were inquired in L1 writing of young students, thus different results may stem from the difference in language or the level and age of the participants. A similar finding is suggested by another study in the field of learning Turkish as a foreign language. Yıldız (2016) investigated the effect of attitude towards writing on writer's block of Syrian students learning Turkish as a foreign language at TOMER at a state university in Türkiye. The data collection instruments of this study is the same as Baştuğ's study, that's to say, WAS developed by Kırmızı and Turkish adopted version of Rose's WBQ. The mean of attitude scale was 3.37 and of writer's block scale was 2.34, which are signs of moderate levels of attitude and block, as in the present study. However, Yıldız's study suggests a significant negative effect of attitude on writer's block at the end of analysis by Structural Equation Model. It is noteworthy that this study investigates the effect, not the relation, of attitude on writer's block.

## 6. Conclusion and Implication

Even though this study points out that there is a weak relation between writer's block and attitude towards writing in English as a foreign language, these two concepts are important for the improvement of writing in English. As several studies (Agesty et al., 2021; Gupta & Woldemariam, 2011; Pamuji, 2015; Sarkhous, 2013, Wulandari et al., 2020; Yıldız, 2016) suggest, attitude towards writing in a foreign language has an effect on writing achievement. As Pamuji (2005) postpones, "suitable educational environments should be provided in order to improve attitudes in the education process" (p.20). The level of attitude towards writing may change with the effect of many variables. That's why classroom implications that will help learners have positive attitudes towards writing should be accomplished.

One suggestion for increasing attitude towards writing is collaborative writing activities. Erdoğan (2016) proves this idea by conducting a study with the students attending to the classroom teaching of the education faculty at Karadeniz Technical University. As McDonough (2004) points out, "collaborative writing activities will be less anxious and feel more comfort" (p.220). Creative writing activities are also important for higher attitude towards writing. Mansoor (2010) defines creative writing as a way to communicate their ideas and emotions creatively on their own way. Creative writing activities make learners unfold their creativity to compose writing in addition to supply them opportunities to explore and comprehend the value of writing (Essex, 1996; Gündüz & Şimşek, 2016). Learner autonomy is another suggestion for increasing attitude. Süğümlü (2015) found that activities about learner autonomy increases the level of attitude towards writing. Matos (1996) also recites that attitude can be affected by fear and the feeling of making mistakes, so he offers to establish a comfortable learning atmosphere. Another suggestion is put forward by a study of Elashri (2013), which proves that genre-based approach increased writing attitude of EFL students at Al Azhar secondary schools. Since starting to write is a



compelling section for the students, it may cause to decrease attitude towards writing. In this context, İnal (2014) proves that clustering prewriting strategy increases the level of attitude towards writing of 47 EFL students at a university in Türkiye. Another way to increase the level of attitude towards writing is the use of Process Writing Approach during writing course. Abbas (2016) found that writing attitude level of Iraqi EFL students at a university increased at the end of a process based teaching. Ho (2006) also found that process writing approach positively changed the attitude of 6<sup>th</sup> grade ESL students in Hong Kong towards writing.

As it is ascertained in this study, writer's block is an important problem for writing process. Taking education about writer's block and reading advices are important to eliminate writer's block (Reed, 1986). Therefore, students should be informed about writer's block and its reasons and solutions. In addition, various activities can alleviate writer's block. Freewriting, brainstorming and outlining are among the activities offered by several studies (Abdullah et al., 2020; Castillo, 2014; Chintamani, 2014; Morton, 2000; Rahmat, 2020; Reed, 1986; Salem, 2008; Smeets, 2008; Spratt, 2008; Venzin, 2017). Writing topic is also a significant factor that causes writer's block, thus Hsui (1993) offers to choose writing topic with regard to the students' needs, knowledge or wishes. When students experience writer's block at any point of writing process, students should need to feel comfort. Thus, relaxation activities such as listening to music, yoga, exercise or taking a walk are suggested by some studies (Chintamani, 2014; Huston, 1998; Reed, 1986; Talandis, 2022; Venzin, 2017). Another remedy for writer's block is Process Writing Approach. Evdash and Zhuravleva (2020) applied a procedure of Process Writing Approach to 93 Russian participants and observed that this procedure decreased writer's block of the participants.

Although several researchers accept attitude towards writing as a reason for writer's block, this study concludes that there is not a significant relation between them. As Graham et al. (2007) explain, "Attitude towards writing are less stable than a personality trait and more subject to change, but more stable than a situationally driven and short-lived emotion" (p.518). Baştuğ (2015) also describes attitude as internal, psychological and static state. On the other hand, writer's block is a temporary stuck that may be experienced at any time of writing. Therefore, the current finding of this study is pivotal as it contributes the literature with a different suggestion. As the participants were only 33 Turkish freshman students at a state university, the generalizability of the results is rather limited. Therefore, there is a need to extend the participants beyond different numbers, ages and grades. The relation between writer's block and attitude is inquired in the field of EFL in the setting of Türkiye in this study, so such relation should be examined in different settings such as learning second language or first language and in different countries.

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