


New Insights into Writing Anxiety of EFL Learners: A Context-Specific Qualitative Study

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1. Round 1

1.1. Reviewer 1

Reviewer:

"The section on the significance of writing anxiety in EFL contexts is well-developed, but consider elaborating on how your research fills the gap left by previous studies, particularly in the Iranian context."

"The claim 'specific situations—such as interpersonal communication—can trigger heightened anxiety' (Cheng, 2004; Ohata, 2005) could benefit from a clearer explanation of why writing anxiety specifically fits under the umbrella of communication apprehension."

"The use of both Farsi and English in interviews is a strong methodological choice. Still, could you discuss how this might have influenced the consistency and depth of data collected across participants?"

"Mentioning NVivo Pro 12 software strengthens the credibility of your analysis. However, more specifics on how you coded and managed themes would increase transparency."

"The section on open coding is thorough, but consider illustrating the coding process with an example from the raw data to help readers understand the transition from raw data to thematic categories."

"You mention that 'some participants experienced sweating and a burning sensation.' Could you discuss any possible cultural influences on the physiological symptoms observed?"

"Your claim that 'fear of negative feedback significantly affects writing anxiety' is compelling. However, the reader would benefit from seeing more direct connections to broader educational theories."

Authors uploaded the revised manuscript.

1.2. Reviewer 2

Reviewer:

"The reference to Hassan (2001) on writing anxiety as an avoidance behavior is compelling. However, incorporating additional recent studies to establish a broader literature base would enhance the section."

"The rationale for choosing 38 participants is stated, but could you clarify why this specific sample size was deemed adequate for achieving theoretical saturation?"

"You mention the use of 'grounded theory,' but it would be helpful to justify why this method was most suitable compared to other qualitative methodologies for studying writing anxiety."

"The inclusion criteria are well-detailed, but consider adding more about how gender or educational background might influence writing anxiety differently."

"The theme of 'catastrophic thinking' is clear, but referencing more psychological literature to explain why this type of thought pattern is prevalent in EFL learners could strengthen your argument."

"In the discussion of avoidance, you note that some participants enjoy writing despite experiencing anxiety. Could this paradox be explored further, perhaps through literature on anxiety's dual effects?"

"The comparison to Ho (2016) is well-done, but your discussion could be enriched by delving deeper into cultural factors that distinguish Iranian learners from other EFL populations."

Authors uploaded the revised manuscript.

2. Revised

Editor's decision after revisions: Accepted.

Editor in Chief's decision: Accepted.