

# Writing Anxiety and Intrinsic Motivation in English as a Foreign Language of Undergraduates in Pakistan

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## Abstract

Research on the affective domain indicates it is a less explored area in Pakistan. The study focuses on the factors of writing anxiety and how motivation affects writing anxiety are the two affective variables associated with foreign language learning. The data was collected from 36 students from a private university in Lahore. The study's findings revealed that despite their low anxiety level, they still experience writing anxiety due to grammar, evaluation, and topical knowledge. In addition, they had a lot of instrumental and integrative motivation. They valued the English subject's instrumental function and contributions, the communicative activities, and the instructor's teaching. According to correlation and regression analyses, writing anxiety levels decrease as motivation to learn a language rises. It concluded that encouraging students to learn English can reduce writing anxiety. According to the findings, English teachers should prioritize motivation in their classrooms by serving as effective role models for their students, encouraging students to write to learn, encouraging students to write to learn, appreciating the writing they produce, and exposing them to real-world applications of the English macro skills.

## 1. Introduction

### 1.1. Background of the Study

The research on writing anxiety and its relation to motivation puts forward the question for the present study what is writing anxiety and how its effected by the motivation of teenage adults in the Pakistan context? The hypothesis suggests how writing anxiety is effect by motivation. Motivation is considered the most crucial factor within the learner and a significant variable (Alico, 2016). Anxiety and motivation play a vital role in learning the language. Writing anxiety is the language barrier that stops writers from expressing healthy thoughts during the writing task. Writing anxiety was discovered by Daly and Miller (1975), who defined the language obstacle as an act of avoiding writing by the individuals acquiring some small percentage of writing abetted by their potential to be evaluated., Horowitz and Cope (1986) elaborate anxiety as a biased feeling of tension, worry, nervousness, and apprehension related to the initiation of the automatic nervous system.

Writing in English for a foreign language is tough, and learners face problems writing English or any other foreign language (Kusumaningputri, Ningsih, et al. 2018).

For decenniums, anxiety was one of the popular topics among the researchers because of its relevance to learning a foreign language among non-native's learners, and teachers found it worth learning a second language because of its effects on language learning. Everyday things that learners have about learning the language are fear, tension, anxiety, and low motivation, which can lead to skipping language classes to avoid such circumstances. Anxiety is a complex psychological event said (Try long 1987). English is official in Pakistan and is used for different purposes (Malik, 1996; Mehboob, 2002; Rahman, 2004; Mansoor, 2005; Coleman, 2010; Khan, 2011).

Writing is challenging; not many people manage to with this difficult task writing anxiety is a significant concern for ESL or EFL hence writing anxiety cause to reduce students'

motivation and clarify their writing and speaking. Generally, this condition gets worse when students are required to write in a second language rather than its first language. Writing anxiety gets more frustrating because of anxiety. Another prominent and clear thing is that second language writing is overall aims and interest, persuade, and linguistically different and dissimilar in important ways from L1 writing (Silva, 1993). The fundamental ways include content, planning, Vocabulary, and use of the language. Writing anxiety in a foreign language can be understood under three subdivisions of it; Somatic anxiety is also called somatization, and it is one own psychological display of anxiety. Foreign language learners tend to be shown autonomic arousal of somatic anxiety and an unpleasant feeling of nervousness and worry. The learner can face multiple things during the condition; some of them are sweat, shaking, and a rise of their heartbeat as compared to normal, and due to this, the learner can face issues regarding their breathing and may be unable to catch their breathing or maybe hard to breath normal and also can face the swear headache due to this. In the meantime, due to all these problems, bilinguals' avoidance of the behaviour leads to behavioural aspects while learning language when they are worried (Sharif & Malik, 2023). For example, learners who avoid the behaviour, try to find ways and situations meant to write English or composition English so they do not have to write in the classroom (Kusumaningputri, 2018).

So, the present study aims to evaluate treating anxiety and its relation to motivation. Also, research attempts to predicate accurate indicators, including ways to help Pakistanis reduce the chances of writing anxiety among young teenage adults.

A large number of research works show the effect of writing anxiety on the concentration of students. In Pakistan, there is scarce research on students' writing anxiety. Overall, Pakistani speak more than fifty languages, but we prefer to use English as a foreign language in our daily lives and academic pursuits. However, students from other parts of the country find it difficult to learn English, so they become entangled in it and suffer from writing anxiety. In today's fast-paced world, they do not have time to focus on it, so they eventually find a way to escape the anxiety affecting their writing habits. (Sabti,

Rashid, and Nimehchisalem, 2019; Chen 2004). Anxiety also comes in Anti emotions that debilitate the learning process (Talongo & Hirsh, 2010). Multiple studies show that anxiety harms learners and English learning performance (Weda & Sakti, 2018; Cheng, 2004; Aida, 1994; MacIntyre & Gardner, 1994; Young, 1991); Try long, 1987; Horwitz, 1986;). A Nerves or intense learner can be seen writing shorter essays (Faigley et al.,1981), having a lack of confidence (Hassan, 2001 ), marked lower scores (Zhang, 2011 ), and giving minimal time to designing and categorizing (Selfe, 1984). Anxiety in second language discourse makes students less engaged in learning (Pappamihel, 2002).

## 1.2 Research Questions

- 1) What is the level of writing anxiety in undergraduates of the private sector in Lahore?
- 2) What are the effects of motivation and writing anxiety in undergraduates of the private sector in Lahore?

## 2. LITERATURE REVIEW

### 2.1 Writing Anxiety in a Foreign Language and Motivation

There are multiple reasons for writing anxiety but the major reasons are ordered into ten factors that are the main (Rezaei and Jafari). The reason for these factors can recall writing anxiety among students of language learners. First and the main reason is the fear of the teacher's negative judgments about the student. According to Horwitz and the (1991) said that fear of negative judgments anxiety about others, Evaluation or judgment, and avoidance of the evaluative circumstances because others will evaluate oneself negatively and because of this learners can feel worried about the negative judgments watched by their fellows and the teachers in the classroom situation (Na 2007), and feel afraid of their self-respect (Ohata, 2005). The second is fear and tension of the test. This turns to fear of negative judgments. That leads learners to multiple fears of the judgments against one of them and the main one is the judgment of poor grades (Ohata, 2005). In most education centers tests, and assignments are assigned via writing. Learners know that they will be judged on writing and on based on their

ideas, presentation, argument development, vocabulary diversity usage, and texts' artistic quality (Lekki as cited Ozturk and Cecen, 2007). The third one is the spelling, syntax, morphology, and mechanics also freight learners and recalls writing anxiety (Reisman as cited in Ozturk and Cecen, 2007). Fourth is inadequate writing or less interaction with the practice of writing learners to more focus on the manifestation. When learners focus on the form, they face a lot and experience additional writing nervousness. (Gunge & Tayler, 1989 as cited in Shawish & Abdelraheem, 2010). Unhandy writers who do not possess enough good understanding of the process of composing, and ideas or skills of writing face problems from bad writing performance. (Daud, Daud, & Kassim, 2005). Problems face regarding the choice of topics are the fifth one. Bachman and Palmer as cited in Zhang (2011) say that having a lack of knowledge of the topic makes the writers nervous and suffer from anxiety. Learners who are being instructed and familiar with the topic tend to like politics to face fewer complications he/she will experience less as compared to a learner who is not familiar with the topic of politics. The sixth factor is the linguistical difficulties as Horwitz and Copes cited in 1986 that people who are learning a second language find more anxiety due to the language difficulties regarding the language, he/she is learning. The absolute workforce is seventh. With the self-imposed pressure for the absolute perfect work, learners face writing anxiety. Considering the difficult standards and more hard work anticipated the uneasiness of the learners, also low self-confidence puts more difficulties in writing that lead you to face a high level of writing anxiety (Marwa, 2007). Time pressure is the ninth factor. Writing in English without any arguments requires time to express your thoughts in the second language because in any aotherlanguage rather than your native language a thought needs to process language so learners need a little more time to plan, rewrite and review their composition and if time is limited learner can panic also feel low confidence and failure. High-pitched writing assignments are the tenth but its present in very little amount in the learners but still affect the learner percentage (Rezaei & Jafari 2014). As per writing anxiety is anxious. This language issue certainly gives various influences on the writers. Three main types of writing anxiety are concerned and faced by a Ph.D. student at the

University of Utara Malaysia (UUM). (Rodríguez & Abreu, 2003). Studies from Kleinmann and also from Steinberg and Horwitz

### **2.1.1 Effects**

The effects are divided into; (1) Personal effect, (2) Social effect, and (3) academic effect. The findings are given below.

#### **Personal Effects**

Anxiety, The effects of the L1, grammatical mistakes, and being not able to express clear thoughts and ideas. stuff regarding your health issue; Headache, High Blood pressure, low blood pressure, lower back pain, Sleeping disorders, and loss of weight or gain of weight. Depression; getting multiple comments from the supervisors on the writing.

#### **Social Effects**

Isolation- do not have interactions with people around them whom they don't like or avoid. Writing affects society so students prefer to isolate themselves. Mostly like to be alone and don't like to talk with their families and friends. Ashamed by my supervisors and friends because of my writing

#### **Academics Effects**

Low academics performance writing anxiety will affect the performance

### **Huwari and Al-Shboul's (2015) Findings on the Effects of Writing Anxiety**

#### **2.1.2. Types of Writing Anxiety**

According to Cheng (2004), writing anxiety is divided into three major types name Somatic anxiety, Avoidance-behaviour Anxiety, and cognitive anxiety. The details of each type are given below.

### **Cognitive Anxiety**

Mental cognitive features of anxiety are faced such as one negative attitude towards the writing and anxiety of negative perception and judgments

### **Somatic Anxiety**

Psychological effects are faced by the ones such as anxiety, nervousness, and tension.

### **Avoidance-behavior Anxiety**

Behavioral issues such as the avoidance of writing avoiding writing activities and avoiding writing classes

### **Writing Anxiety in ESL Writing (Cheng, 2004)**

Many other researchers such as Wahyuni & Umam, 2017; Rahim & Hayas, 2014; Jebreil et.al, 2015; Rezaei, et.al, 2014; of them learners face and experienced more cognitive anxiety as compared to somatic anxiety and avoidance behavior. The problem faced to master the language makes the writer tense, worried, and negative perception toward the writing.

### **Motivation**

Motivation, as experts declare, is an effective variable that exists within the learner. So, it plays a vital role in individual difference factors (Dorn Yei & Ushioda, 2011), which greatly contributes to language learning motivation (Dorn Yei 2005). Language learning motivation, most importantly second language motivation was the explanation by Gardner (1985) as “the extent to which individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (P. 10). According to Gardner (2010) motivation has to be clarified in learning a language explained by him overall the motivation and aims, purposes, direction, and or the goal of the activity. (P. 16) which explained motivation as a learner’s attitudes wants, and readiness to put effort into learning the second language” (Richards and Schmidt, 2002) language learning

motivation together with anxiety, for Horowitz (1990), motivation to the language is the learners concern to the particular language and its cultures and norms to learn a language for the real reasons of the individual for a foreign language (Engin, 2009). As Tsai and Chang 2013 submitted, for almost four decades, many researchers and theorists have already dealt with the role of motivation in learning a language. Furthermore, uncountable notions on the motivation, a theory given the Gardner researchers adopted reason for choosing it because it was based on the bilingual settings, especially in Canada because there French and English are the official languages taught in schools. The two most major concepts are given by the Gardner theory which is this instrumental motivation and Integrative motivation. He explained integrative motivation as the positive and good attitudes toward the language/Culture and the wish to be with the cultural speaker of that language as a learner. On other hand instrumental motivation is concerned with the second or foreign language which in learners are up to something is the utility value of learning such as the financial rewards, passing exams, and future career. On other hand and according to Lucas et.al (2010) That integrative motivation is the desire to learn a language to interact with the communities speaking that language while instrumental motivation is concerned with the practical purposes of the learner. These two types of motivation are shown in this study.

### **2.2 Conclusion**

By examining and observing students' attitudes and behaviors during the writing process, teachers can gain an understanding of students' writing psychology and how motivation affects the performance of students. They may be able to overcome this language barrier with the assistance of this. In addition, this study provides other researchers with additional information and concepts regarding writing anxiety, which is thought to have a significant impact on writing instructions.

## **3. RESEARCH METHODOLOGY**

### **3.1 Reach Design**

The sequential explanatory design was used in the research, which utilized qualitative descriptive research. Purposive sampling was also used in the study. According to Creswell (2009), it is the first phase of the study's collection of quantitative data followed by the second phase's collection of qualitative data. The objective of this design was to first produce quantitative results, which was then be supported and enhanced by qualitative results. The survey on students' writing motivation and anxiety was the first part of this study, followed by interviews with some students. The purpose of the questionnaire was to gauge how anxious students were about learning a foreign language. The Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) was adapted for the current study. The questionnaire was a better way to measure communication anxiety, fear of negative evaluation, and test anxiety. To gather pertinent data, this study used two primary instruments.

The process by which the researcher narrated the participant's writing behavior throughout the writing process was the questionnaire.

Second, additional information for the study was obtained through a semi-structured interview. The questions for the interviews were taken from Al-Asmari (2013).

### 3.2 Population and Sampling

To collect the data, we examined a total of thirty-six undergraduates from a private university in Lahore, assign them tasks, and conduct an interview to obtain favorable results. Random sampling method was used in the sampling purpose chosen sample was in equal probability. Random sampling is the simplest form the data collection of the total population under this each person in the population carries an equal opportunity to be chosen for this being of the one sampling process.

### 3.3 Data Collection Tool

The researcher gathered the required data by employing three instruments. The English Writing Anxiety Scale, developed by Lee, was the first instrument utilized. On a 5-point Likert

scale ranging from strongly disagree to strongly agree, it has ten (10) statements. The study by Tsai and Chang used the Language Learning Motivation Scale as the second instrument. In this study, only ten (10) questionnaire items measuring instrumental and integrative motivation were used. The final instrument was an interview schedule with questions about the factors that motivate students to learn English and the causes of students' writing anxiety.

### 3.4 Data Collection Process

The participant was instructed to write a short essay after receiving a brief explanation of the process. Fifteen minutes were allotted for the writing session., they have to write on

#### “ SHOULD PLASTIC BE BANNED? ”

the participant was aware that the researcher was there to observe the participant's writing behavior and attitude. The researcher made important notes about the writer's behavior while they were writing. To obtain first-hand, in-depth information, a semi-structured interview was also conducted following the participant's completion of her writing. The student has the opportunity to share her experience and thoughts as evidence to support earlier findings. Following the process, a method known as the narrative inquiry was used to examine every participant's movement. The researcher later transcribed and interpreted the narrative inquiry's collected data to arrive at the study's findings.

### 3.4 Data Analysis

The collected data were analyzed using both quantitative and qualitative methods. Statistical Package for the Social Sciences (SPSS) 25 of windows was used to conduct the mean and standard deviation. The student's responses to the interviews were interpreted using content analysis in the qualitative analysis.

## 4. DATA ANALYSIS AND RESULTS

Data Analysis Report of "Writing Analysis

Question:1

Writing is a lot of fun.

Answered: 36

Skipped: 0

<b>Answered: 36</b>	<b>Skipped: 0</b>	
<b>ANSWER CHOICES</b>	<b>RESPONSES</b>	<b>Percentage %</b>
<b>Strongly agree</b>	6	16.67%
<b>Agree</b>	21	58.33%
<b>Neither agree nor disagree</b>	3	8.33%
<b>Disagree</b>	4	11.11%
<b>Strongly disagree</b>	2	5.56%
<b>TOTAL</b>	36	100.00%

According to this survey of questions, we found the students agree to write and show a positive attitude towards writing overall students show the positive response English writing seems to

enjoy writing according to this question 58% agreed, and 11% disagree and it becomes anxiety.

Question:2

I Like writing down my ideas

<b>Answered: 36</b>	<b>Skipped: 0</b>	
<b>ANSWER CHOICES</b>	<b>RESPONSES</b>	<b>Percentage %</b>
<b>Strongly agree</b>	11	30.56%
<b>Agree</b>	21	58.33%
<b>Neither agree nor disagree</b>	2	5.56%
<b>Disagree</b>	2	5.56%
<b>Strongly disagree</b>	0	0.00%
<b>TOTAL</b>	36	100.00%

In this question survey, we again find that with low anxiety 58% agreed and 30%, are strongly agreed or we don't have disagree so which

means that low anxiety students are very positive about their writing material.

Question:3

I enjoy writing.

<b>Answered: 36</b>		<b>Skipped: 0</b>
<b>ANSWER CHOICES</b>	<b>RESPONSES</b>	<b>Percentage %</b>
<b>Strongly agree</b>	7	19.44%
<b>Agree</b>	18	50.00%
<b>Neither agree nor disagree</b>	6	16.67%
<b>Disagree</b>	4	11.11%
<b>Strongly disagree</b>	1	2.78%
<b>TOTAL</b>	<b>36</b>	<b>100.00%</b>

This survey shows students are enjoying their ideas and their writing habits and they want to put into their daily life and they are confident about their habit of writing amazingly we again

find low anxiety because 69% of students are fall in agree or strongly agree and find a low response for disagreeing.

Question:4

I Look forward to writing down my ideas.

<b>Answered: 36</b>		<b>Skipped: 0</b>
<b>ANSWER CHOICES</b>	<b>RESPONSES</b>	<b>Percentage %</b>
<b>Strongly agree</b>	2	5.56%
<b>Agree</b>	29	80.56%
<b>Neither agree nor disagree</b>	2	5.56%
<b>Disagree</b>	2	5.56%
<b>Strongly disagree</b>	1	2.78%
<b>TOTAL</b>	<b>36</b>	<b>100.00%</b>

Students are comfortable writing what they have in their mind and they want to put their ideas on paper in a foreign English language so

80% agree with this statement and again we find a low anxiety.

Question:5

I have no fear of my writing being checked and evaluated.

<b>Answered: 36</b>		<b>Skipped: 0</b>
<b>ANSWER CHOICES</b>	<b>RESPONSES</b>	<b>Percentage %</b>
<b>Strongly agree</b>	5	13.89%
<b>Agree</b>	20	55.56%
<b>Neither agree nor disagree</b>	5	13.89%
<b>Disagree</b>	6	16.67%
<b>Strongly disagree</b>	0	0.00%
<b>TOTAL</b>	36	100.00%

According to this question of the survey, they are much more confident about the work they are doing and they have no issues to be checked or evaluated by anyone they feel easy they think

their workings are going in a good way. So 68% are categorized in agreeing with section and disagree is null and it becomes low anxiety.

Question: 6

I feel confident in my ability to clearly express my ideas in writing.

<b>Answered: 36</b>		<b>Skipped: 0</b>
<b>ANSWER CHOICES</b>	<b>RESPONSES</b>	<b>Percentage %</b>
<b>Strongly agree</b>	11	30.56%
<b>Agree</b>	17	47.22%
<b>Neither agree nor disagree</b>	5	13.89%
<b>Disagree</b>	3	8.33%
<b>Strongly disagree</b>	0	0.00%
<b>TOTAL</b>	36	100.00%

This survey question tells us that students can transfer their thoughts and their ideas on paper 70% of students agree with this statement

Question: 7

Expressing ideas through writing does not seem to be a waste of time.



<b>Answered: 36</b>		<b>Skipped: 0</b>
<b>ANSWER CHOICES</b>	<b>RESPONSES</b>	<b>Percentage %</b>
<b>Strongly agree</b>	10	27.78%
<b>Agree</b>	20	55.56%
<b>Neither agree nor disagree</b>	3	8.33%
<b>Disagree</b>	3	8.33%
<b>Strongly disagree</b>	0	0.00%
<b>TOTAL</b>	36	100.00%

They think writing is a good habit and it does not seem like a waste of time 82% strongly agree

with the statement and we again find low anxiety.

Question: 8

I'm not nervous about writing.

<b>Answered: 36</b>		<b>Skipped: 0</b>
<b>ANSWER CHOICES</b>	<b>RESPONSES</b>	<b>Percentage %</b>
<b>Strongly agree</b>	6	16.67%
<b>Agree</b>	20	55.56%
<b>Neither agree nor disagree</b>	3	8.33%
<b>Disagree</b>	4	11.11%
<b>Strongly disagree</b>	3	8.33%
<b>TOTAL</b>	36	100.00%

They are much more confident during writing they are nervous or they think they are not

lacking in grammar so what they writing is correct

Question: 9

People seem to enjoy what I write.

<b>Answered: 36</b>		<b>Skipped: 1</b>
<b>ANSWER CHOICES</b>	<b>RESPONSES</b>	<b>Percentage %</b>

<b>Strongly agree</b>	2	5.56%
<b>Agree</b>	17	47.22%
<b>Neither agree nor disagree</b>	14	38.89%
<b>Disagree</b>	2	5.56%
<b>Strongly disagree</b>	0	0.00%
<b>TOTAL</b>	35	97.22%

They think their content is liked by the people what they are writing is entertaining and people will enjoy their content.

Question: 10

I seem to be able to write down my ideas.

<b>Answered: 36</b>	<b>Skipped: 0</b>	
<b>ANSWER CHOICES</b>	<b>RESPONSES</b>	<b>Percentage %</b>
<b>Strongly agree</b>	3	8.33%
<b>Agree</b>	26	72.22%
<b>Neither agree nor disagree</b>	6	16.67%
<b>Disagree</b>	1	2.78%
<b>Strongly disagree</b>	0	0.00%
<b>TOTAL</b>	36	100.00%

#### Data Analysis Report of "Writing Analysis"

Total Number of students 36

Questions	S/A	A	A/D	D	S/D
Writing is a lot of fun	6	21	3	4	2
Like writing down my ideas	11	21	2	2	0
I enjoy writing	7	18	6	4	1

Look forward to writing down my ideas	2	29	2	2	1
I have no fear of my writing being checked and evaluated	5	20	5	6	0
I feel confident in my ability to clearly express my ideas in writing	11	17	5	3	0
Expressing ideas through writing does not seem to be a waste of time	10	20	3	3	0
I am not nervous about writing	6	20	3	4	3
people seem to enjoy what I write	2	17	14	2	0
I seem to be able to write down my ideas clearly	3	26	6	1	0
Total	63	209	49	31	7
<b>Percent age</b>	17.50%	58.06%	13.61%	8.61%	1.94%
<b>Overall mean</b>	low anxiety				

## 5 Discussion

Several studies were conducted in many different contexts to dig out the real reason for writing anxiety among learners (Negari & Rezaabadi, 2012). Surveys tell us about the low anxiety in students who have the great motivation of writing so while the survey they are confident because they in this they are not talking about their grammar vocabulary and all so till that point students are pretty much confident because they are self motivated but while taking interviews or an essay writing test we found a high anxiety their expressions their moments and all also those students who are motivated in survey they also lack they while interviews they said they feel they afraid to write because of grammar apart from this anxiety issues they lack to describe their thoughts they don't know how to start the essay they said they don't have idea about topic or they don't have much relevant information about the topic or if they have the information they don't know how to connect the sentences. sometimes if the ideas come up in their mind but when they start writing the ideas blow up because of grammar and vocabulary and they become lost during writing some said we are not sure what we are writing our answers are correct or not the information or the data we are writing down is correct or not is the information is relevant.

We can't give what we don't have. This holds for the writing process as well. If the author does not have sufficient information about something, nothing can be written about it. It would undoubtedly frighten someone, particularly a student, who is required to explain or argue a particular topic through writing when they lack sufficient knowledge. Even though students may be familiar with the writing process and the rules of writing, they won't be able to write effectively if they don't know what they're going to write about.

The researcher discovered, based on the results of the narrative inquiry, that a student's writing behavior and attitude were affected by writing anxiety throughout the process. The researcher believes that writing behaviors like fidgeting with the pen, making faces, and making body and hand movements can be linked to writing anxiety, despite the difficulty in determining its presence. This is supported by Ekman (2004), who states that the writers' most common touching behaviors are those that result from feelings of anxiety, nervousness, and lack of control. Examples of these behaviors include scratching, twirling hair, fidgeting with fingers or hands, coughing, and clearing the throat. In addition, the writer's body posture changes while writing indicating that they are uneasy, nervous, or depressed (Indah et al., 2018). The

findings showed that the writer's symptoms during the writing process may be linked to writing anxiety. First, the students' enthusiastic responses demonstrate their support for and enthusiasm for English writing. It suggests that they do have a significant preference for writing because they believe it is enjoyable and worth their time and effort. When they were writing in English for the teacher to review and grade, they did not even feel nervous. As a result, they are open to receiving feedback and comments. Second, because they are still susceptible to cognitive limitations and

Difficulties, despite their positive attitude toward writing, they perceive themselves as imperfect when it comes to English writing. Based on their responses to the interview, the causes of their writing anxiety are identified in the following section.

After receiving the survey results, we discovered that people had low levels of anxiety, but during interviews, they were unable to express their emotions and felt uncomfortable discussing them. Most people enjoy writing down their thoughts, but they often struggle with knowing how to start the process. However, they lack vocabulary and grammar. but they find it hard to express their true feelings, making them uncomfortable in their own space. Additionally, they are reluctant to share their ideas or content with others. As a result, we observed them for a long time and eventually concluded that their lack of command of grammar is the primary cause of their writing anxiety.

Students say that knowledge is the last thing that makes them anxious about writing, especially when they don't know much or nothing about the subject they're writing about. This holds for the writing process as well. If the author does not have sufficient information about something, nothing can be written about it. It would undoubtedly frighten someone, particularly a student, who is required to explain or argue a particular topic through writing when they lack sufficient knowledge. Students may be familiar with the writing process and the rules of writing, but they won't be able to write effectively if they don't know what they're going to write about.

The results can be isolated into two spaces, learner concerns causes and teacher-related causes (Fareed, Khan, et al. 2021).to start with the main part- the learner's concern cause. The

main reason for writing anxiety is less interaction with writing and having no interest or awareness about the master's plans of writing is the major issue of writing anxiety (Kara 2013). A report by Al jafen says in 2013 having a poor educational base, lack of confidence, and being specific in the field is the major problem of writing anxiety. Furthermore, they are worried about things like others' perceptions of the negative judgment of their writing.

The reasons why students are anxious about their writing are discussed in this section as they were mentioned in the interviews.

Students revealed in the interviews that they lacked confidence in their grammatical knowledge, which made them afraid to write in English. They were unsure whether their compositions were grammatically correct. The following are some of their assertions:

It is challenging, particularly given that I must memorize all writing strategies. When I write, I also have grammar issues.

"Usually, I just mutter to myself and try to remember some ideas, or I just write as many drafts as I can."

I'm worried about time because I think two hours isn't enough, especially since I don't know what topic to write about.

I struggle with grammar and vocabulary. Even though we practice writing more in class, I still get anxious when I have to write an essay for a writing test.

Rezaei and Jafari (2014) conducted interviews with students who were extremely anxious and discovered that students' writing anxiety was primarily caused by their lack of linguistic and writing skills. The same result was also found in Latif's (2007) study, where he also found a lack of vocabulary knowledge. According to the findings, writing anxiety can be linked to a writer's attitude and behavior throughout the writing process. It is normal for ESL writers to experience writing anxiety, particularly when they are tested within the allotted time frame, given that ESL writing is a challenging process. The researcher was able to obtain the necessary data to demonstrate the presence of writing anxiety during the writing process, even though few studies investigate writing anxiety through narrative inquiry.

It has been mentioned above that the writer's actions can be linked to writing anxiety. For instance, a writer's body posture, hand gestures, and expression convey the nervous and anxious feelings associated with writing anxiety. This demonstrates that writers' actions can provide comprehensive information regarding writing anxiety. Researchers like India et al. 2018, Sahid et al.; Ekman, 2004;) mention in their studies that certain writing or behavior patterns can be linked to writing anxiety.

Aspects of the English Course Students Like During the interview, students were also asked about aspects of the English Course they like. The study's objective was to determine which aspects of English helped them cultivate a positive attitude and a desire to learn it. Three themes emerged from the student's responses to the interview question: the instructor or teacher, instrumental function and contributions, and communicative activities.

## Conclusion

**Summary of Findings** Because mastering the language itself is a real struggle for writers, it is common for them to experience writing anxiety in their writing. The most important thing is that teachers and educators should be aware of and comprehend the presence of writing anxiety during the writing process so that they can prepare the most effective strategies for reducing the issue. In addition, writing teachers should be able to identify anxious students by observing their behavior and attitude while writing. Teachers of writing might be able to develop more effective writing instruction strategies and methods with the assistance of this information. They will feel more confident and less anxious as a result of this, and they will be able to control any unnecessary actions that might prevent them from performing better. This suggests that for English teachers to improve the teaching and learning of English composition writing, they should first investigate students' writing anxiety and their motivation to learn the language. Additionally, English teachers must address the following issues regarding writing instruction the unreasonable respect for language structures like grammar and vocabulary, which can put students under pressure and discourage them the classroom environment is bad for students' writing skills

because teachers and other students give bad feedback and are rude to them; and the topics given to students to write about are uninteresting and irrelevant. These concerns can be addressed by properly planning writing assignments and tailoring the classroom environment to the needs of the students. In addition, motivation ought to be viewed not only as a necessary component of the lesson's delivery but also as a significant component of inclusive, noteworthy, and effective language learning. For students to become active participants in the learning process and increase their motivation, teachers should use communicative tasks frequently. It was confirmed that one of the writers' language barriers was writing anxiety. Consequently, by examining and observing students' attitudes and behaviors during the writing process, this study significantly aids educators in understanding students' writing psychology. They may be able to overcome this language barrier with the assistance of this. In addition, this study provides additional information and ideas to other researchers regarding writing anxiety, which is thought to have a significant impact on education.

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## Appendix

- [1] Questionnaire and survey result URL : [https://www.surveymonkey.com/results/S-M-ZR9fH3OMPmV117FAn9S2Q\\_3D\\_3D](https://www.surveymonkey.com/results/S-M-ZR9fH3OMPmV117FAn9S2Q_3D_3D)
- [2] Direct interview questionnaire URL : <https://forms.gle/3W2QhYzfgWcBhY2cA>