UC Journal, e-ISSN 2774-9401, Vol. 2, No. 2, November 2021, pp. 58-73

UC Journal: ELT, Linguistics and Literature Journal
http://e-journal.usd.ac.id/index.php/UC
Sanata Dharma University, Yogyakarta, Indonesia

THE ROLE OF ANXIETY IN ENGLISH LANGUAGE WRITING SKILL AT SECONDARY LEVEL STUDENTS

Syed Shahid Nawaz
University of Okara, Pakistan
correspondence: syedshahidnawaz19@gmail.com
https://doi.org/10.24071/uc.v2i2.3443
received 6 June 2021; accepted 12 November 2021

Abstract
This study has investigated the role of English language anxiety, its types and impacts on writing skill at secondary school level. Quantitative approach was used in this study. One hundred seventeen students and twenty teachers of English Language were selected randomly in this study. Questionnaire was used as data collection tool. It was adapted from Cheng (2004) in a modified form of English language writing anxiety (i.e. second language writing anxiety inventory) to analyze the causes and effects of English language writing anxiety. Another questionnaire was used to collect data from teachers, which were related with English language writing anxiety in their students. Consequently, the findings confirmed that most of the students feel anxiety, which had a debilitating impact on English language writing. Similarly, evaluation of data discovered that somatic anxiety, cognitive anxiety, insufficient writing practice, avoidance behavior, loss of vocabulary expertise in the performance of writing represent the primary sources of anxiety in English language writing by students. Moreover, this research showed that very few teachers seem to assist their students' triumph over writing anxiety because of massive elegance and the limited time allocated for English classrooms. On the basis of the findings, a few suggestions made so as to help to lessen anxiety in English language writing classrooms. The suggestions for classrooms exercise centered on ways of handling English language writing anxiety and guidelines to make the writing magnificence and to create a good environment for stressful students.

Keywords: anxiety, cognitive anxiety, ESL writing, somatic anxiety

Introduction

Language is an important source of communication. Through language, we judge the feelings, emotions and interests of other people. In the state of anxiety an individual feels worry and nervousness. There are three types of anxiety, Trait anxiety, State anxiety and Situational specific anxiety. The role of anxiety in English language writing skill is an important factor. There is a great need of research in the skill of language writing anxiety. It creates the weakness in the field of learning English at secondary level (Aida, 1994).

However, it is commonly agreed that there are many aspects of anxiety in English language learning (Liu M, Hu Y, 2009) & (Vogely, 1998).English language speaking anxiety has been mostly researched (Cheng et al., 2004) while listening, reading and writing (English language) anxiety has not been sufficiently investigated. In modern

This work is licensed under CC BY-SA.
Creative Commons Attribution-ShareAlike 4.0 International License

age, writing English is very important in Pakistan at Secondary level. This study investigates English language writing anxiety in terms of pattern, effect and causes in English as an English language learners at Secondary level in Pakistan. In Pakistan, students feel low level of anxiety in writing skill of English language.

Literature Review

Many researchers have investigated the role of anxiety in English language writing skill from different point of view in different cultures and environment, some of which obtained very relevant and valuable results for this present study. A limited review of prior study regarding the role of anxiety in English language writing skill and performance are cited hereafter.

This part of study shows the examination of different research works on English language anxiety, particularly on English language writing anxiety. The principle center is to describe English language writing anxiety concerning its types and definition, causes, effects and additional learning and viewing strategies to cope with it. It concerns whether English language writing anxiety is a situation specific anxiety or state anxiety? Whether it is destructive or supportive to the performance of language? The study of factors related with language anxiety and how to manage language anxiety in the language classroom is dealt with in this review. English language writing anxiety is an important part of second language anxiety. It has been examined as a different type of second language anxiety in this modern era with the improvement of hypothesis and research discoveries in second language anxiety.

In the state of anxiety, a person feels worried and nervousness and it also deals with nervous system of an individual (Spielberger, 1972). The response of emotion also deals with it. “It is a danger to some significance that an individual feels essentially to his presence as a personality” (May, 1977).

According to scholars, all the types of anxiety exist in a language learning (Leki, 1999; Vogely, 1998; Kim, 2000; Woodrow, 2006). English language writing anxiety is also a major form of anxiety and it has not been adequately researched. From the four types of skills, writing skill is to be considered less important. English Language writing has become progressively more important in this recent age. Some researchers have shown their interest in the anxiety of English language writing. Daly-Miller Writing Apprehension Test (WAT) (J.A Daly; M.D Miller, 1975) deals with it. It was established to assess the anxiety in first language writing, the 26-item English Language Writing Anxiety Scale (ELWAS) was developed (cited in Young, 1999). (Cheng et al., 1999; Lu, 2005 Gungle & Talor, 1989 ;) have used it. Gylnn, and Britton (1987), Kean stated that anxiety of writing creates a negative impact on the writing of students’. (Faigley, L: Daly, J.A & Witte, S.P, 1981) Cheng (2002) studied the relationships between the students’ perceptions of their English language writing anxiety. Cheng (2004) developed a scale which is Second Language Writing Anxiety Inventory (SLWAI), which consisted of somatic anxiety cognitive anxiety, and avoidance behavior.

Second language writing anxiety teaching (SLWAT), together with English language classroom anxiety scale (ELCAS) was used in Cheng et al., (1999) in which it was used to differentiate the English language writing anxiety and English language anxiety. The results show that this type of anxiety deals with skill specific anxiety. The study also discovered three important components of second language writing anxiety: (i) there is Low Confidence in Writing English, (ii) there is Aversiveness of Writing in English, and (iii) there is English Writing Evaluation Anxiety. Low self-confidence

is an important component of both English language classroom anxiety scale and second language writing anxiety teaching. In Woodrow's (2011) study, a total of 738 students in China answered questionnaires linked to self-efficacy and anxiety in writing English and finished a writing task immediately thereafter. The study shows that both self-efficacy and anxiety predicted writing performance, while self-efficacy helped the relationship between writing performance and English language writing anxiety.

After reviewing literature reported above, the researcher of the study at hand identified the gap which is described under mentioned points: there is scarcity of research work on English language writing anxiety generally at global level and specifically in Pakistan. The other points is in the light of literature review is the methodology of the research works. The present study is an effort to use quantitative method. This is an effort to bridge the said gap in the context of Pakistan.

Research Questions

The present study thus planned to seek answers for the following questions:

1. What are the components of anxiety in English language writing?
2. What are the profiles of the students' English language writing anxiety when dealing with a writing task?
3. How does the students' English language writing anxiety impact their English writing performance?
4. What are the causes for the students' English language writing anxiety and how are they dealing with it?

Method

The method of descriptive research was used in this study to see the role of anxiety in English language writing skill on Secondary level students and its impact on their skill of writing. This technique was used to explain the experience of students and teachers. Philip Grace (2001) stated that, it brings potential to explain events in less or greater depth as wished, too aware on diverse elements of different studies strategies to aware on and to have interaction in quantitative records to arrange facts in significant way. This technique is used by Cheng (2004) called second language writing anxiety inventory questionnaire, which used to measure the degree to which a woman or man feels anxiety, when they write in English language which supply both quantitative and qualitative facts.

The populations of the study were the students of secondary level and teachers from secondary school level of district Okara. The research aim is to explore the role of anxiety in English language writing skill and performance at secondary level. In order to achieve the research objectives, a large sample size is recommended. The large sample size is more representative of population and more reliable result can be achieved due to large sample size (Saunders et al., 2009). The sample size depends upon the availability of the resources such as time, human capital, finance, as well as ability of researcher (Saunders et al., 2009). Hair et al., (1998) suggests that in quantitative research, at least data is collected from hundred respondents in order to get reliable data analysis statistical tool.

A total number of four hundred and five questionnaires were delivered to the secondary level students of district Okara, out of which two hundred nine were received back from which only one hundred seventeen questionnaires were useable.

Representing the response rate 52.25%, simple random sampling techniques were used. Primary data were collected by using five point Likert scale questionnaire. In questionnaire, close ended questions were asked from the target population. All the items in the questionnaires were responded to use a five point Likert scale where 1 (Strongly Agree) to 5 (Strongly disagree) unless otherwise stated. Questionnaire consists of six sections. In the first section, questions asked from the respondents about their personal information, detail of other sections are discussed below one by one.

Section I: Cognitive Anxiety four item scales was used to study the role of anxiety in English language writing skill and performance. Questions were adopted from Cheng (2004). The sample items include "I feel nervousness, while I write in English". "I feel anxiety due to the fear of evaluation of my English writing Composition task".

Section II: Somatic Anxiety Four item scale was used to study the role of anxiety in English language writing skill and performance. Questions were adopted from Cheng (2004). The sample items include "My heart feels nervousness during the given time of writing English". "My mind frequently goes blank while I initiate to work on an English composition".

Section III: Avoidance Behavior Four item scale was used to study the role of anxiety in English language writing skill and performance. Questions were adopted from Cheng (2004). The sample items include "Until I have not any desire, I might not use English to put in writing compositions". "I want to give best to avoid English writing compositions".

Section IV: Writing Performance Five item scale was used to study the role of anxiety in English language writing skill and performance. Questions were adopted from Cheng (2004). The sample items include "I commonly experience my complete body inflexible and anxious after I write in English Compositions".

Section V: Strategies to control Anxiety

Two item scales was used to study the role of anxiety in English language writing skill and performance. Questions were adopted from Cheng (2004). The sample items include "I avoid myself from the situation of writing in English". "I frequently seek every feasible possibility to write English compositions outside of class".

Questionnaire

Second language writing anxiety inventory questionnaire was adapted and modified, that was developed by Cheng's (2004), to evaluate the level of anxiety among the students of grade eleven. The unique version of the second language writing anxiety inventory was an instrument that measured the degree to which students feel nervousness in English language writing. In most of the research, it was associated with English language writing anxiety valid and reliable.

The questionnaire consists of two elements. The first element turned into meant to collect personal facts of the scholar that was gender and flow of examine. The second element was Second language writing anxiety inventory which included twenty two questions, scored on a five-point Likert scale starting from 1 (strongly Agree) to five (strongly Disagree). The twenty two questions of the Second language writing anxiety inventory had been divided into three categories of Anxiety, consisting of Somatic anxiety, Cognitive anxiety and Avoidance behavior. Respondents had been required to reply with an answer like agree, strongly agree, neutral, disagree and strongly disagree. Therefore, higher rating show higher stage of writing anxiety.

Procedure of Data Collection

Data for research was collected by using second language writing anxiety inventory which was adapted and modified. Every respondent turned into given code at the mark compiling sheet and the subjects have been guided to complete the questionnaire truly, before questionnaire distribution. During the fill up of the questionnaire, students needed clarification about some questions they need to provide their answers. Consequently, the questionnaire was applied to one hundred seventeen students who were selected by the use of simple random sampling before the use of other data collection tools.

Data Analysis Method

The data collected through questionnaire were processed and analyzed by using SPSS version 16.0 software. Firstly, Pilot testing was conducted for checking validity and reliability of the instrument as well as clearing the questionnaire by removing the poor quality question such as including too much missing value or bias ratings. Then statistical techniques were used in order to achieve the research objectives include Cronbach's Alpha test, Descriptive statistics for demographic variables and Descriptive analysis was used as situational analysis which computed the mean score for each English language anxiety variables and each item used to peer the general state of affairs of English language anxiety in English.

Findings and Discussion

This chapter deals with the investigation of English language writing anxiety on secondary level students. This chapter also deals with the analysis of data collection. The data was collected from the students of 9^{th} class and teachers of secondary level. Therefore, this portion gives the findings and categorizes current subjects, writing anxiety experience, reasons on anxiety, impacts of English language writing anxiety concerning the learners' skill of English language writing and this chapter also deals with the techniques which are used by the teachers to help the students who feel anxiety in English language writing skill at secondary level.

Pilot Testing

For pilot testing eighty questionnaires were delivered by hand to the secondary level students of district Okara and collected right after they complete it out of which fifty two were received back, from which only thirty nine questionnaire were useable, representing response rate 48.75%. The pilot testing was conducted to find out the reliability of the items included in the instrument.

Reliability Analysis

The Chronbach's Alpha coefficient estimated the degree of our variables consistence. Overall, our variables presented values ranging between 0.612-0.829 (Table 1), thus classified as satisfactory. Therefore, the estimation of all components incorporated into the variables provided a good representation of each one of the variables under study, thus allowing proceeding with further analysis.

Table 1. Variable Consistency

Variables	**Cronbach's Alpha**	**F(Sig)**
Cognitive Anxiety	.821	5.021(0.000)
Somatic Anxiety	.687	10.255(0.000)
Avoidance Behaviour	.829	4.829(0.001)
English Writing Performance	.612	4.659(0.001)
Strategies to control anxiety	.710	6.213(0.000)

The Nature Regarding Writing Anxiety

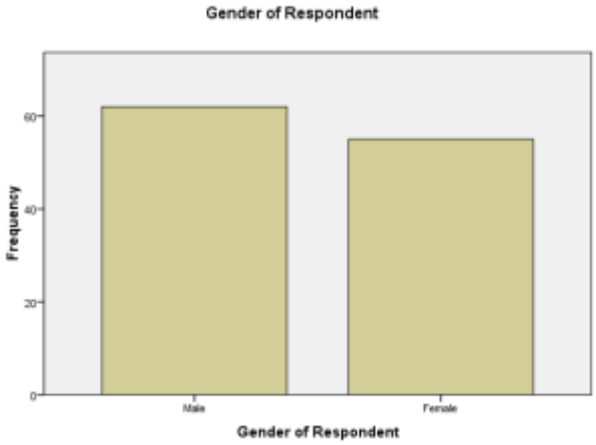
This section indicates that how much anxiety students feel during the activities of English language writing. English language writing anxiety inventory scale of Cheng (2004) was used by most of the researchers in intimation of find out the scale of English language writing anxiety to recognize the subjects of anxiety in writing at secondary school level. It is necessary to see how much anxiety students' feel during the performance of English language writing anxiety problems. In order to understand current situation of writing anxiety, this study investigated English language writing anxiety in terms of pattern, effect and causes in English as an English language learners at Secondary level in Pakistan. This frequency table which is given below indicates the situation of general anxiety of secondary level students.

Table 2. General Anxiety over Respondents/Students

Gender	**Frequency**	**Percent**	**Valid Percent**	**Cumulative Percent**
Male	62	53.0	53.0	53.0
Female	55	47.0	47.0	100.0
Total	117	100.0	100.0	

This table no.2 shows that data was collected from 117 students 62 male and 55 female who were from different schools of district okara. They showed anxiety level above the ideal mean score. The results of the data depicted that most of the students respond positively in English language writing at secondary level. The students' responses were positive in this study. According to them, they perform well in the situation of anxiety or nervousness. Table shows that role of anxiety is positive in the students of okara. Female students filled up the questionnaire carefully. The response from the female side school was so good.

Table 3. Frequency table



This frequency table no.3 (Gender of Respondent) shows the numbers of male and female students.

Factors of Writing Anxiety

First research question of this study deals with the causes of English language writing anxiety at secondary level. English language writing anxiety has an important role in English language learning. Actually, writing anxiety deals with the emotions and cognition. We feel anxiety when we feel and think during the process of writing. Some causes of English language writing anxiety we discussed as follows.

This section deals with the types of anxiety. In this study mean ideal mean score of the analysis is 3.00. The participants of the study were not anxious. It is evident that all variables like somatic anxiety, avoidance behavior and cognitive anxiety were above the mean score. The result shows the seriousness of English language writing anxiety in students. Horwitz, et al., (1986) stated that the variables which have mean score equal to 3.00 are slightly anxious, while the participants who responded below 3.00, they feel more anxiety and the respondents who responded above 3.00 are not anxious, they give positive response in the situation of anxiety. Our results show that the students feel low level of anxiety during writing task.

Cognitive Anxiety

In this section, the results obtained from questionnaires. This section deals with positive expectations. The results obtained from this type of anxiety deal with positive expectation.

Table 4. Anxiety Scale Related to Cognitive Anxiety

		Frequency	**Percent**	**Mean**
I feel nervousness, while I write in English.	Strongly Agree	7	5.98	
	Agree	14	11.97	
	Neutral	15	12.82	
	Disagree	45	38.46	3.7607
	Strongly Disagree	36	30.77	
	Total	117	100	
I feel anxiety due to the fear of evaluation of my English writing Composition task	Strongly Agree	10	8.55	
	Agree	10	8.55	
	Neutral	15	12.82	
	Disagree	26	22.22	
	Strongly Disagree	56	47.86	3.9231
	Total	117	100	
I do not be anxious that my English compositions is not good than others	Strongly Agree	29	24.79	
	Agree	22	18.80	
	Neutral	8	6.4	
	Disagree	27	23.08	3.0769
	Strongly Disagree	31	26.50	
	Total	117	100	
Due to the fear of evaluation I feel anxiety about getting poor grades.	Strongly Agree	17	14.5	
	Agree	35	29.9	
	Neutral	20	17.1	
	Disagree	27	23.1	3.1897
	Strongly Disagree	18	15.4	
	Total	117	100	

This table no.4 of questionnaire deals with the scale of anxiety which is related to cognitive anxiety. These four questions show the students role of anxiety in English language writing. The score of four questions is above than mean score, it means most of the students disagree and strongly disagree with the students. This shows that students play positive role in the situation of anxiety. This type of anxiety deals with the mind level. Most of the students are disagree with question no. 1 which means students do not feel anxiety during the task of English writing. 47.86 students strongly disagree with the question no. 2 which means students do not feel anxiety due to the fear of evaluation. Question no. 3 has mean score 3.0769 which is nearly equal to ideal mean score, it means students do not feel nervousness that their writing is not good than others. 29.9 students agree with the question no. 4 which means students care about marks. Students do not feel free during the task of writing. It means that students worry in the task of English writing. They try to get good marks and feel anxiety due to the fear of evaluation. The students who want to get good marks, they think and then write and they also feel anxiety due to the fear of grades.

Somatic Anxiety

This part of the study shows the results obtained from English language writing anxiety scale which deals with Somatic anxiety. Cheng (2004: 316) stated that it is state of tension and worry and it increases the unpleasant feelings. The scores of this type of anxiety are shown in following table.

Table 5. Anxiety Scales Related to Somatic Anxiety

My heart feels nervousness during the given time of writing English.	Strongly Agree	7	5.98	3.6667
	Agree	18	15.38	
	Neutral	18	15.38	
	Disagree	38	32.48	
	Strongly Disagree	36	30.77	
	Total	117	100	
My mind frequently goes blank while I initiate to work on an English composition.	Strongly Agree	11	9.40	3.9316
	Agree	5	4.27	
	Neutral	10	8.55	
	Disagree	46	39.32	
	Strongly Disagree	45	38.46	
	Total	117	100	
I tremble when I write under the pressure of time.	Strongly Agree	5	4.27	3 .7179
	Agree	22	18.80	
	Neutral	17	14.53	
	Disagree	30	25.64	
	Strongly Disagree	43	36.75	
	Total	117	100	
My thoughts turn out to be confused when I write English compositions in time limitation.	Strongly Agree	12	10.26	3.1538
	Agree	29	24.79	
	Neutral	22	18.80	
	Disagree	37	31.62	
	Strongly Disagree	17	14.53	
	Total	117	100	

This table no.5 also shows the students' responses. Among 117 students, most of the students were disagreed or strongly disagreed with the statements. All the four questions related to somatic anxiety have mean score above than three which shows that the students play positive role in the state of anxiety. They perform well in the state of anxiety. In this state of anxiety students take much care of writing. They write with much care. They write correct and perfect. Questionnaire also shows that students responded positively. They filled up these questionnaires with interest. The first question of this table shows that students do not feel anxiety. 32.48 students strongly disagree with the statement. They write freely. They do not take care of complexity. He keeps his heart cool and calm. Students also responded the second question positively mean their mind do not goes blank and they do not amalgamate the data.

39.38 students disagree with the statement no.3. They write well in this state of anxiety. 36.75 percent students strongly disagree with the statement no. 3 which means that they do not tremble due to the pressure of time. They write better under pressure of time. 31.62 percent students disagree with the statement no.3 which means that students' thoughts do not turn out to be confused during the English writing. Last two questions show that students control their nervousness.

Avoidance Behavior

This section deals with the behavior of the students. According to data gathered from questionnaire, students showed their behavior. According to Cheng (2004: 316) people avoid from writing. Writing is an activity, it requires practice. The results of these types of questions are shown below.

Table 6. Anxiety Scales Related to Avoidance Behavior

I write my thoughts often in English.	Strongly Agree	35	29.91	
	Agree	26	22.22	
	Neutral	22	18.80	2.5385
	Disagree	26	22.22	
	Strongly Disagree	8	6.84	
	Total	117	100	
I want to give best to avoid English writing compositions.	Strongly Agree	4	3.42	
	Agree	10	8.55	
	Neutral	17	14.53	
	Disagree	28	23.93	4.0769
	Strongly Disagree	58	49.57	
	Total	117	100	
I avoid myself from the situation of writing in English.	Strongly Agree	10	8.55	
	Agree	2	1.71	
	Neutral	17	14.53	
	Disagree	28	23.93	4.0769
	Strongly Disagree	60	51.28	
	Total	117	100	
Until I have not any desire, I might not use English to put in writing compositions.	Strongly Agree	18	15.38	
	Agree	29	24.79	
	Neutral	27	23.08	
	Disagree	18	15.38	3.0256
	Strongly Disagree	25	21.37	
	Total	117	100	

This table no.6 shows that a large number of students disagree or strongly disagree. 29.91percent students strongly agree with the statement no.1 which means students' write their thoughts often in English. 49.57 percent students strongly disagree

with the statement no.2 which means they do not avoid from English language composition. They do not avoid themselves from the writing. Most of the students strongly disagree with the statement no.3. It is also related with statement no.2. It means there are no avoidance behavior in question no.2 and 3. 24.79 percent students agree with the statement no.4. It also shows that there is no avoidance behavior in all these statements' results.

Other Causes of Anxiety in Writing

This part of the study deals with the last part of English language writing anxiety scale which is known as some other causes of anxiety in English language writing. It also deals with the problems that students feel in the classroom.

Respondents Attitude towards Writing

This section is related to the students' attitude towards English language writing. It means how much students enjoy the environment of writing in the classroom.

Table 7. Results Regarding Attitude to Writing

I frequently experience worry once I write English compositions under time limitation.	Strongly Agree	11	9.40	3.5385
	Agree	21	17.95	
	Neutral	13	11.11	
	Disagree	38	32.48	
	Strongly Disagree	34	29.06	
	Total	117	100	
I am scared of my English composition being selected as a pattern for dialogue in class.	Strongly Agree	20	17.09	3.1709
	Agree	18	15.38	
	Neutral	23	19.66	
	Disagree	34	29.06	
	Strongly Disagree	22	18.80	
	Total	117	100	

This table no.7 shows that two questions of this questionnaire are related to other causes of writing anxiety. The mean score of both the score is above than 3.00 which means students are disagree and strongly disagree with the statements. Students do not worry about time limitation during writing. They do not fear that their work will be selected as dialogue. By these questions we see that students write better under time pressure. They write better with much care. They avoid from errors. Students do not fear from dialogue. They talk with each other positively. In these questions, anxiety plays positive role in English language writing skill.

Anxiety Concerning with Personal problems

Anxiety also occurs due to personal problems. Some questions of English language writing anxiety inventory scale indicate some personal problems of the students which are linked with forgetfulness and concentration. The results are shown in the table.

Table 8. Anxiety Related to Personal Behavior

My mind frequently goes blank while I initiate to work on an English composition**.**	Strongly Agree	11	9.40	3.9316
	Agree	5	4.27	
	Neutral	10	8.55	
	Disagree	46	39.32	
	Strongly Disagree	45	38.46	
	Total	117	100	
I commonly experience my complete body inflexible and anxious after I write in English Compositions.	Strongly Agree	12	10.3	3.7949
	Agree	10	8.5	
	Neutral	15	12.8	
	Disagree	33	28.2	
	Strongly Disagree	47	40.2	
	Total	117	100	

In this table no.8, most of the students disagreed and strongly disagreed with the statements. The results depict that there is high level of concentration in the students. They write about topic with full concentration. They do not become tense during the task of writing. They feel easiness in this type of writing. These types of questions deal with personal problems but students responded positively. In the state of problem a student cannot write well. But anxiety plays a positive role among the students of English language writing skill.

Information of Vocabulary

This portion presents the information about vocabulary. Writing will be good if there is great knowledge of vocabulary. Knowledge about vocabulary is very important in writing task. If there is knowledge of vocabulary, students feel low level of anxiety. Vocabulary is the main source of writing. A man can write well with the storage of words. Students write freely and fluently with the storage a large amount of vocabulary.

The Impacts of English language Writing Anxiety on the writing of Students

The third question of this study is impacts of English language writing anxiety on students' writing skill. This part deals with the impacts of English language writing anxiety on writing skill.

Table 9. Effects of Anxiety on the Performance of Writing

I freeze up when suddenly requested to write English compositions.	Strongly Agree	4	3.42	3.9060
	Agree	11	9.40	
	Neutral	19	16.24	
	Disagree	41	35.04	
	Strongly Disagree	42	35.90	
	Total	117	100	

I commonly experience my complete body inflexible and anxious after I write in English Compositions.	Strongly Agree	12	10.3	3.7949
	Agree	10	8.5	
	Neutral	15	12.8	
	Disagree	33	28.2	
	Strongly Disagree	47	40.2	
	Total	117	100	

This table no.9 shows that number of students disagreed or strongly disagreed with the statements. The mean score of the statements is above than 3 which mean students play positive role of anxiety in the task of English language writing. According to students they do not care about something else, they start to write abruptly when they will be asked for writing. They do not feel worry. Students write better in this state of anxiety. They do not take care of problems and tensions. When the students were asked to write, they write freely without any hesitation. This shows that anxiety plays positive role in the student's English language writing skill.

Some Strategies to Control the Anxiety of Writing in Students

This is the fourth question of our study that how can we overcome or control the negative effects of writing. In this technique there is a great role of teachers to control the negative role of anxiety.

Table 10. Strategies to Overcome Anxiety

I avoid myself from the situation of writing in English.	Strongly Agree	10	8.55	4.0769
	Agree	2	1.71	
	Neutral	17	14.53	
	Disagree	28	23.93	
	Strongly Disagree	60	51.28	
	Total	117	100	

I frequently seek every feasible possibility to write English compositions outside of class.	Strongly Agree	31	26.50	2.7521
	Agree	31	26.50	
	Neutral	12	10.26	
	Disagree	22	18.80	
	Strongly Disagree	21	17.95	
	Total	117	100	

In table no.10 we can see that both questions are playing positive role of anxiety. The score of first question shows that students do not avoid from the situation of writing because students strongly disagree with the statement. 26.50 students are strongly agreed with the second question. It means students like to write in English outside of the classroom. They feel anxiety and hesitation in the class.

To sum up the part of this study, we found that anxiety plays positive role in English language writing in the students of Punjab, Pakistan at secondary level. This portion deals with the students and teachers relationship. Teachers should promote the

habits of writing among the students. They should encourage the students. They should give opportunities to write with freedom. They should create a friendly environment between students and teachers so they can ask questions without any hesitation.

Discussion

The term anxiety deals with the tension and nervousness. English language writing anxiety deals with the obstacles of writing and the tension and nervousness which students feel during the task of writing. It also deals with the nervousness of foreign language anxiety (Dewaele, 2007). The results of my study depend upon causes and types of anxiety. The results of questionnaire show that there is low level of anxiety among Pakistani students. Previous work reported that students of junior level feel high level of anxiety and the students of high level feel low level of anxiety (Cheng, 2002).

The results of English language writing anxiety inventory scale indicate that cognitive anxiety is the major source of anxiety. Somehow, anxiety plays negative role in this type. Cheng researched on Chinese students, he found that anxiety plays negative role in the task of writing but in Pakistani context students feel low level of anxiety. In the type of cognitive anxiety, students only feel anxiety due to the fear of grades otherwise they write freely. Students want to get good marks in the exam so; they write carefully and feel anxiety.

Previous studies concerning English language anxiety showed that high level of anxiety plays negative role on the students' writing performance (Cheng et al., 1999; Cheng, 2004; Hassan, 2001). The present study was little bit different from earlier studies. It showed that students perform well in the state of anxiety. It should be pointed out that students feel anxious in the examination hall. They think about good grades, due to the fear of grades they feel anxiety. It is widely acknowledged that writing is a productive activity and needs a certain quantity of practice. Avoidance behavior, as a result of ESL writing anxiety, would in turn be harmful to L2 writing improvement and cause higher anxiety. Some students reported physical effects of writing anxiety. They experienced various symptoms of anxiety more or less, such as accelerated heartbeat, perspiration and blushing.

Conclusion

The aim of this study is exploring the role of anxiety in English language writing skill and performance at secondary level students. In order to achieve the research objectives questionnaire was used as a data collection method. The collected data were analyzed by using SPSS software. Sample consists of 117 secondary level students and 20 English teachers of secondary level. The research objectives were tested by using descriptive statistics analysis.

The results suggested that role of anxiety in English language writing skill was positive. According to students they write well in the state of anxiety. The level of anxiety among the students was above the mean score which means anxiety plays positive role among the students. There are three components of anxiety cognitive anxiety, somatic anxiety and avoidance behavior. The main strategy to control anxiety among students depends upon teachers. Teachers should create healthy environment of writing.

The results and findings of the study showed that due to the fear of evaluation and negative marking in the tests, students write carefully. The results of the study also showed that by the co-operative environment between the students and teachers and by creating a friendly relationship, anxiety can be eradicated.

References

Aida, Y. (1994). Examination of Horwitz and Cope's construct of foreign language anxiety: The case of students of Japanese. *The Modern Language Journal, 78*, 155-168.

.Cheng, Y. (2004). A measure of second writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing, 13*, 313-335.

Cheng, Y.-S. (2002). Factors associated with foreign language writing anxiety. *Foreign Language Annals, 35*, 647-656..

D.J Young (Ed). (n.d.). *Affect in foreign language and second language learning.* New York: New York: McGraw Hill.

Faigley, L: Daly, J.A & Witte, S.P. (1981). The role of writing apprehension in writing performance and competence. *Journal of Educational Research, 75*, 16-21..

Hair, J.F., Black, W.C., Babin, B.J. Anderson, & Tatham, R.L. (1998). *Multivariate data analysis* (5th ed.).,Pearson, Upper Saddle River, NJ.

J.A Daly; M.D Miller. (1975). The empirical development of an instrument of writing apprehension. *Research in Teaching of English, 9*, 242-249.

Kean, D.: Gylnn, S. & Britton, B. (1987). Writing persuasive documents: The role of students' verbal aptitude and evaluation anxiety. *Journal of Experimental Education, 55*, 95-102.

Kim, J. (2000). *Foreign language listening anxiety: A study of Korean students learning English (Unpublished doctoral dissertation).* Austin: The University of Texas.

Leki, I & Carson, J. (1997). *Completely Different Worlds: EAP and the Writing Experience of ESL Students in University Courses.* Tesol Quarterly, 231-255.

Leki, I. (1990). *Coaching from the Margins: Issues in written response, In B, Kroll (Ed), Second Language Writing:*. Cambridge University Press, 57-68: Insights from the Language Classrooms.

Leki, I. (1999). *Techniques for reducing second language writing anxiety. In D.J Young (Ed.), Affect in foreign language and second language learning: A practical guide to creating a low anxiety classroom atmosphere.* Boston: McGraw-Hill.

Liu, M, & Hu, Y. (2009). Reading anxiety in EFL classrooms: A case study. *Proceedings of the 3rd International Symposium on Teaching English at Tertiary level* (pp. 48-56). Hong Kong: Hong Kong Polytechnic University.

Liu, M. (2006). Anxiety in Chinese EFL students at different proficiency levels. *System, 34(3)*, 301-316.

Liu, M. (2009). *Reticence and anxiety in oral English lessons.* Bern: Peter Lang.

May, R. (1977). *The meaning of anxiety.* New York: W.W. Norton..

Paltridge, B.R. Woodrow, L. Harbon, L. Shen, H. Phakiti, A. Stevenson, M. & Hirsh, D. (2009). *Teaching academic writing: An introduction for teachers of second language writers.* Michigan, IL: University of Michigan Press.

Saunders, M., Lewis, P and Tornhill,A. (2009). *Research methods for buisness students* (5th ed.). Pearson Education Italy.

Spielberger, C. (. (1972). *Anxiety: Current trends in theory and research* (Vol. 1*)*. New York: Academic Press.

Vogely, A. (1998). Listening comprehension anxiety: Students' reported sources and solutions. *Foreign Language Annals, 31*, 67-80.

Woodrow, L. (2006). College English writing effect: Self efficacy and anxiety. *Systems, 39*, 510-522.

Young, D. (1999). *Foreign Language Writing Anxiety Scale (FLWAS). In D.J Young (Ed.), Affect in foreign language and second language learning: A practical guide to creating a low anxiety classroom atmosphere (p. 257).* New York: McGraw Hill USA: Forum on Education Abroad.

Young, D.J. (1992). Language Anxiety From the Foreign Language Specialist Perspective: Interview with Krashen, Omeggio, Hadley. Terrel, and Rardin,. *Foreign Language Annals*, 25, 157-172.