**An Exploration of Writing Anxiety: Definition, Root Causes, Effects, and Types of Anxiety**

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**Introduction**

Papers written in second language learning: A subject of concern remains a critical area of concern in higher learning institutions of English aspirant countries and dramatically affects the academic performance of students and learning development. The present research on writing anxiety focuses on the subjects of study, which are students in Stamford University, and employs the Second Language Writing Anxiety Inventory. The research was conducted with 100 participants on December 17, 2024, examining three fundamental dimensions of writing anxiety: as defined in the past work by （Rezaei, M., & Jafari, M. 2014) and in the given research, three types of anxiety has identified: cognitive anxiety, somatic anxiety, and avoidance behavior.

Studies of language anxiety have suggested that the apprehension in general could severely affect students’ performance in writing and even their desire to write (Horwitz, 2016; Kirmizi & Kirmizi, 2015). Currently, the participants of the given study have varying academic backgrounds, indicated that the majority of the participants are from International Business Management and English for Applied Global Communications. This diversity is in line with current literature stressing the need for research into writing anxiety irrespective of the subject area (Wahyuni, S., & Umam, M. K. 2017). In line with the research protocol and In line with the research protocol and following widely accepted scholarly practice, the study used a self-administered 22-item questionnaire with responses provided on a five-point Likert scale in addition to a number of open questions asking about particular characteristics of writing anxiety in academic contexts.

**Literature Review**

Academic writing apprehension represents a significant challenge in second language learning and scholarly contexts. This psychological phenomenon impedes students' writing capabilities, manifesting through task avoidance, mental strain, and physical discomfort. Research indicates this condition particularly affects English language learners, who face additional challenges with grammatical structures, limited vocabulary range, and academic performance expectations. （Spielberger, C. D. 2013)

**Origins of Writing Apprehension**

Research has uncovered multiple sources of writing-related stress. Student concerns about critical assessment emerge as a primary factor in writing reluctance. (Kalin, N. H. 2020) Research demonstrates that insufficient writing practice, (Zhang, H. 2011) strict deadlines, and demanding instructor standards contribute to student anxiety. Additionally, educational background plays a crucial role, particularly for students from systems that emphasize memorization over analytical and creative expression.

**Impact on Academic Performance**

Writing apprehension significantly influences both academic outcomes and student confidence. (Rezaei, M., & Jafari, M. 2014) Early investigations into writing reluctance revealed patterns of postponement, reduced learning enthusiasm, and assignment avoidance. Contemporary scholarship confirms that writing anxiety diminishes both writing quality and textual flow, ultimately affecting students' academic self-assurance. (Pajares, 2003)

**Categories of Writing Apprehension**

Scholars identify three distinct manifestations of writing anxiety: mental, physical, and behavioral. Mental manifestations include self-doubt and writing-related worry, (McLeod, 1987)while physical symptoms encompass physiological responses like perspiration and accelerated pulse. Behavioral manifestations lead to assignment postponement or complete avoidance, creating additional academic challenges. ( Rezaei and Jafari, 2014)

**Synthesis**

Research demonstrates that writing anxiety encompasses psychological, emotional, and contextual elements that shape student experiences. (Anthony et la., 2023) This comprehensive understanding enables educators to implement effective anxiety-reduction approaches, including structured writing instruction, collaborative feedback systems, and specialized writing support programs.

**Methodology**

**1.instruction**

This examination favours a view about the role of artificial intelligence (AI) in education. Specifically, the research questions set for the project are the following: What kind of AI tools are applied in educational practices and how they impact the teaching and the learning processes, and what are the teachers’ and the students’ beliefs regarding such technologies? Towards the solution of these problems, both, a qualitative interview-based study and a quantitative survey will be used.

**2．Research design**

A convergent parallel mixed-methods design is used in this investigation. Through triangulation of outcomes, this method enables the simultaneous collection of both quantitative and qualitative data, providing a thorough knowledge of the study problem.

**3. Sample selection**

The selected participants for this research will include teachers and students from different levels of education starting from primary all the way to university. The stratified random sampling technique will be utilized in a way that captures the variation within different levels of education as well as different regions. The sample will consist of three hundred people, comprising one hundred and fifty teachers and one hundred and fifty students

.**4. Data Collection Methods**

In this section, the methods and resources used to collect data during the study are explained in detail. This was done in order to gain a more complete understanding of how artificial intelligence (AI) impacts education and required combining quantitative and qualitative techniques into a mixed approach.

**4.1 Quantitative Data collection**

The chosen participants will be sent an online survey which will be of quantitative nature. There will be 40 questions in the survey spread out into four sections:

• Demographic Data: Questions related to a person’s background knowledge of artificial intelligence (AI), their age, gender and education level.

• AI Integration: Questions that try to assess the degree to which AI technology is integrated in the way teaching is done.

• Impact on Teaching and Learning: Questions that try to assess the role of AI in devising teaching strategies and in the achievement of students’ learning outcomes.

• Perceptions and Attitudes: Questions focus on attitude and perceptions of AI usage in educational purpose Teachers’ level includes this section.

For the purpose of obtaining exhaustive information, the survey will have closed-ended questions, open-ended questions and Likert scale questions.

**4.2 Qualitative Data Collection**

Complementary quantitative data will be collected through surveys with additional thirty participants, chosen from the interviewees. These participants will be selected in a way that inclusively cover all aspects of experiences with AI in education. There will common criteria of the degree of AI integration in their educational context, their role: teachers or students and their ability to continue an interview after the survey. Specifically, this purposive sampling method guarantees the richness of the data collected and a variety of experiences. The interviews will be conducting in a semi structured way that is, the topic which will be covered in interviews will be almost similar but at the same time, the researcher will have an opportunity to dig deeper if he finds an interesting answer. The interview questions will be prepared in advance based on the outcomes of survey that will enable the research team to focus more on themes and concerns that we would likely to discover from the quantitative data. Key topics to be covered in the interviews include: Personal Experiences with AI: Users will be required to share their experiences of using AI technologies in their classes. This also involves instances of how AI has been utilised in the teaching or learning activities of the faculty, specific kinds of AI technologies that were used, and the learning situations in which those specific technologies were applied. Impact on Teaching and Learning: Participants’ perceptions will focus on the role of AI evidenced in teaching practices, and How students interact with AI based content Delivery and Performance. They will use these impacts to bring examples and example stories like changes in classroom environment, how AI can be used in learning, enhancement or alteration of student performance and other related changes. Challenges and Opportunities: Interviews will be split into open-ended questions for participants over the years that have worked with AI in education and address their issues, which include but not limited to difficulties arising from technology, lack of training in the technology, and the general issue of change.Finally, participants will be asked some questions that will tap the perceived role of AI in improving education, risks not yet actualized, improvement and prospects of AI. Future Expectations and Recommendations: Participants will be asked about their expectations of AI development and their suggestions of the appropriate use of AI in learning. This section will also evaluate participants’ opinion regarding the policy that requires to be implemented for AI integration, professional development required for teachers and educational institutions in integrating AI applications. The interviews will be conducted by using video connections with participants’ permission to record the intervention, which will be later transcribed and analyzed. They give the opportunity for flexibility and independence of time zones in addition to giving an opportunity to involve participants of various regions. The process of transcription will make it easy to transcribe the responses made by the participants accurately and the data collected will be analyzed with the help of NVivo software. This method proved to enable a variation and elaboration on answers while amending for shortcomings in precise comprehension offered by quantitative surveys, with detailed and nuanced qualitative data acquired.

**5. Quantitative Data Analysis**

Since this will involve surveys, quantitative data from these surveys will be analyzed using SPSS software. The analysis will include: • Descriptive Statistics: Thus, the demographic characteristics of the sample and the degree of organization of AI integration in education are described. • Inferential Statistics: To examine correlation between the variables of interest and test the regression models. For instance, where the level of integration and the perceived level of impact on student learning outcomes have been explored. • Comparative Analysis: T-test and ANOVA to compare or contrast perceptions and attitudes between at least two groups of different demographic characteristics.

**5.1 Qualitative Data Analysis**

For the data being gathered from the interviews, the qualitative data will be analyzed explored with the help of NVivo software. Patterned analysis or Thematic analysis allowing for recognition, analysis and reporting of patterns (themes) within the data will be used. The analysis process will involve: • Data Familiarization: This is done by going through the transcripts to and fro in order to be acquainted with the content of the transcripts. • Coding: An initial procedure of identifying data segments that are related to the research questions in order to assign codes to them. • Theme Development: Preliminary classification of codes into possible themes and subsequent revisiting of those themes in order to ascertain if they actually reflect the content of the data. • Theme Definition and Naming: Specifying all the themes and trying to make them as clear and concise as it is possible. • Reporting: Giving textual descriptions and analyses of the themes backed up with the interview extracts.

**5.2 Ethical Considerations**

Thus, it should be mentioned that, as one can expect from a survey, the quantitative data to be gathered will be analyzed with the help of the SPSS software. The analysis will include: • Descriptive Analysis: In other words, to have knowledge about the participants of the research study in terms of demographic characteristics and AI implementation in learning institutions. • Inferential Statistics: In so doing as far as the relationship between the variables of the study is concerned the research will use correlation and regression analyses. For example, the research may entail a comparison of the differences in the impact of AI on learning outcomes and its perceived impact on those outcomes. • Comparative Analysis: In order to perform t-tests and ANOVA to analyze differences in perceptions and attitudes between and within demographic groups.

**6 Limitations**

There are many limitations in the study as well: First, there is the problem of response bias typical of the self-completion surveys applied in the study. Second, cross-sectional design limits generalizability and reduces the chance of establishing that the implementation of AI has causal relationships on education. Third, the study is cross-sectional where participants are selected randomly from a certain area of population and can also restrict validity of conclusions drawn. Also, this research araises the question of obscurity because the advancement in technologies of artificial intelligence is quickly gaining ground and common place and so the findings of this research are soon to be out of fashion in the shortest of time. The follow-up studies could minimise these weaknesses by adopting longitudinal research and increasing sample with the users from different region

**7. Conclusion**

This methodology presents the important steps in a research strategy for understanding the effects of AI in education, using multimethods study design. Thus, this work is intended to contribute to the development of a comprehensive view of the integration of AI technologies into educational practices and the problems and prospects in the process, as well as respondents’ attitudes towards the use of AI technologies in education.

**Demographic Information**

One hundred participants total took part in this study. From the perspective of the age distribution, 21 learners were below 20 years, 78 of the participants were between 20 and 29 years and only 1 student was 30 years old or above. This means that more than half of the participants in the study were aged between 20 and 29 years. As for gender breakdown, there were 52 males, 48 females; the gender split was almost equal.

This section summarises details concerning the various dimensions of writing phobia felt by university students. The study used self-developed questionnaires, specifically the second language writing anxiety inventory (by Cheng 2004) which contains twenty-two questions. The survey was conducted to one hundred students from Stamford University on 17th December 2024. The responses were analyzed to examine three distinct categories of writing anxiety: cognitive anxiety, somatic anxiety and avoidance behavior.

**Discussion：**

The findings of this study on writing anxiety in college students at Stamford University include a number of surprising and significant conclusions. First, a startling discrepancy between pupils' ease writing in common English and their nervousness during assessment situations surfaced. When faced with evaluation, students' anxiety levels dramatically increased (mean=3.33), indicating that assessment procedures rather than writing skills themselves may be the main source of stress. In contrast, students reported relatively low anxiety in everyday writing settings (mean=2.31).

The primary findings of the study indicate that:

1. Anxiety associated to evaluations is highly prevalent in all academic majors.

2.A significant disparity between informal and formal writing comfort levels

3. Consistent anxiety tendencies in spite of language and cultural diversity

According to the research, evaluation anxiety is a phenomenon that cuts across professional and cultural divides. Writing anxiety is a common academic problem rather than a program or culture-specific issue, as seen by the consistent anxiety patterns across nationalities (Thai, Burmese, Chinese, and others) and academic programs (IBM, AGC, IT).

S There are a number of limitations to this study. Even while 100 students is a sufficient sample size, it might not accurately reflect the entire university population. Furthermore, the results' applicability to other age groups is restricted by the participants' unequal age distribution, with 78% of them being between the ages of 20 and 29.

These results are consistent with earlier studies in the field, especially those conducted by Rezaei and Jafari (2014), who also found evaluation anxiety to be a significant component in EFL writing environments. Our findings' validity is reinforced by their alignment with previous research, which also offers fresh perspectives on the connection between formal evaluation fear and informal writing comfort.

**Conclusion**

This research was useful in providing important insights to the writing anxiety incidences among university students at Stamford University. The results indicate difference in distribution across the three anxiety dimensions identified and discussed by Teksan in her more recent work (Teksan, K., 2012). The most frequently mentioned type of anxiety was the cognitive one.

The findings are consistent with the recent conceptualization of writing anxiety as a multiple component construct and underscore the importance of developing specific instructional approaches. The results corroborate recent studies by Kara, S. (2013) focused on the significance of psychological and phsysiological factors of writing stress. More research might be pursued into how students’ culturally influences their experience of writing anxiety, given the multicultural setting of Stamford University.

**Demographic Information：**

| **Category** | **Breakdown** | **Count** |
| --- | --- | --- |
| Age | Under 20 | 21 |
| 20-29 | 78 |
| 30-39 | 1 |
| Gender | Male | 52 |
| Female | 48 |
| Major | IBM | 31 |
| AGC | 28 |
| IT | 10 |
| Others | 31 |
| Nationality | Thai | 58 |
| Burmese | 12 |
| Chinese | 6 |
| Others | 24 |

| **No.** | **Item** | **SA** | **A** | **N** | **DA** | **SDA** | **Mean** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | While writing in English, I'm not nervous at all. | 29 | 27 | 29 | 14 | 1 | 2.31 |
| 2 | While writing English compositions, I feel worried and uneasy if I know they will be evaluated. | 16 | 28 | 34 | 13 | 9 | 3.29 |
| 3 | I don't worry that my English compositions are a lot worse than others' | 15 | 33 | 32 | 15 | 5 | 2.62 |
| 4 | If my English composition is to be evaluated, I would worry about getting a very poor grade. | 14 | 32 | 36 | 9 | 9 | 3.33 |

| **No.** | **Item** | **SA** | **A** | **N** | **DA** | **SDA** | **Mean** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 1 | I often choose to write down my thoughts in English. | 30 | 33 | 24 | 11 | 2 | 2.22 |
| 2 | I usually do my best to avoid writing English compositions. | 1 | 11 | 32 | 28 | 28 | 2.29 |

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