The Relationship between Trait Anxiety and Writing Anxiety among Foreign Language Students at the University of Badji Mokhtar, Algeria

العلاقة بين سمة القلق وقلق الكتابة لدى طلاب اللغة الإنجليزية بجامعة باجي مختار ، الجزائر

- SouadBerrouk*

Laboratory: LIPED- Department of Letters and English Language- Badji Mokhtar University, Annaba

souad.berrouk@univ-annaba.dz

Abstract:

There has been an increasing interest in both positive and negative affect in foreign languages researchduring the lasttwo decades. Anxiety as a negative construct with its two main divisions, trait; as part of someone's personality, and state; as transitory feeling in specific situations,has been investigated independently in numerous EFL research.This study aims at investigating the relationship between trait anxiety and anxiety in writing. Two Likert scales have been addressed to 40 second year students from the department of Englishat the University of Badji Mokhtar, Annaba, Algeria.The first, to identify the amount of trait anxiety among students. Similarly, the second, to assess students' anxiety level in writing. The results show that students have an average level in trait anxiety as well as writing anxietymainly test anxiety.In this limited scope, the statistics of correlations indicate a positive association between the two variables.

Keywords: *Trait Anxiety; Writing Anxiety; Writing; EFL Students.*

---

*Corresponding author

الملخص:

عرف العقدين الاخيريناهتمامبشكلمتزايدلكل من التأثير الإيجابي والسلبي للعواطف والمشاعر في أبحاث اللغات الأجنبية. ينقسم القلق كمركب شعوري سلبيالنوعين القلق كسمة؛ ويعتبرجزء من شخصية الشخص،والخاص او العرضي؛ وهوشعور عابر في مواقف محددة، وقد أجريت دراسات كثيره على كل منهما بشكل مستقل في العديد من أبحاث اللغة الإنجليزية كلغة أجنبية.،وتهدف هذه الدراسة إلى معرفة العلاقة بينالنوعين سمة القلق والقلق أثناء الكتابة،حيث تم توجيه مقياسين ليكرت إلى 40 من طلاب السنة الثانية من قسم اللغة الانجليزية في جامعة باجي مختار، عنابة، الجزائر، الأول يهدف لتحديد مقدارسمةالقلقلدى الطلاب،و الثاني، لتقييم مستوى قلق الطلاب في الكتابة. أظهرت النتائج أن الطلاب لديهم مستوى متوسط في كل منسمةالقلقو قلقالكتابة، خصوصا القلق من الاختبار. في النهاية، تشير إحصائيات الارتباطات إلى وجود ارتباط إيجابي بين المتغيرين.

الكلمات المفتاحية:سمةالقلق؛ قلق الكتابة؛الكتابة؛ طلبة اللغة الانجليزية.

Introduction:

Research in English as a foreign language (EFL) has turned its focus since the 1980s to learner-centered approaches. (Brown 2007; Ellis 2008; Horwitz 2001; Horwitz et al. 1986; Oxford 1999; Maclntyre& Gardner 1989, 1991c; Scovel 1978; Spielmann& Radnofsky 2001). The learner's psychology became at the heart of any teaching approach and method. Personality and affective dimensions have gained more interest. Both positive and negative affect have been investigated in much current research, remarkably after Krashen's Affective Filter Hypothesis (1988), in which learners' psychological state determines the quality of second language learning. According to him, learning will be less effective when negative emotions such as anxiety and fear are high. However, it will be more effective with a low level of stress.

Later, anxiety was investigated thoroughly in EFL research as one of the main negative affective variables that may influence students' performance and outcome in any cognitive process. Nonetheless, the main focus was solely on state anxiety as an interconnected construct with a particular skill or task, while trait anxiety has been neglected in research. Thus, teachers need to try to determine whether a student's anxiety comes from a global trait or whether it stems from a specific situation.

Hence, this research is addressed to 40 students from the department of English Language, Badji Mokhtar University, Annaba, Algeria, to assess the amount oftraitanxiety as well as to investigate state anxiety level in writing with an attempt to shed light on the relationship between trait anxiety and anxiety in writing. It is supposed that if students have a certain amount of trait anxiety, they are most likely

to experience writing anxiety. Therefore, we hypothesize the existence of a positive relationship between both constructs.

2. Definitions of Anxiety

The notion of anxiety has been dealt with extensively in literature as one of the most complex human affects that can negatively influence both psychological and physical states. As affirmed by Freudfile (2012), "anxiety is a state of apprehension, uncertainty, and fear resulting from the anticipation of a realistic or fantasized threatening event or situation, often impairing physical and psychological functioning." Anxiety may go further and influence one's mental capacities since it attacks the nervous system, as stated by Spielberger (1983) "anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system." (p.27) Hence, one can say that learning, as a cognitive process, certainly will be affected by Anxiety. However, He (2018) views Anxiety as an essential constituent of any new educational experience.

Similarly, Meltzer (1955) believes that "the anxiety apparatus is a vital tool in the hands of the ego for the achievement of learning and the accomplishment of maturation." (p.11). He states, "The capacity of anxiety is innate in the mental apparatus." (p.6). Most of the time, nervousness may occur when tasks are not accomplished as expected. As Meltzer (1955) asserts, "When the objects are not performing in an expected way, that is, when they have become bad and persecuting." (p. 7). In the same context, Anxiety is associated with unsatisfactory feelings and overthinking about the future. He claims: "When a prediction that is of importance with regard to plans for relief of tension fails, the fantasy that results is of the current tension extended in time. The content of this fantasy will extend to eternity until a new prediction is formulated." (p. 9)

3. Types of Anxiety
psychologist Charles Spielberger (1983) has distinguished between state anxiety and trait anxiety.
3.1- StateAnxiety
State anxiety is defined as a temporary level of arousal which comes as a reaction to a specific situation that is perceived as dangerous or threatening in which its intensity varies over time. (Spielberger,1983)According to Raypole (2021),this form
of anxiety occurs when someone faces a frightening situation, and it has mental and physical impacts on people.Mentally, state anxiety is associated with the feeling of

worry, irritability and difficulty in concentrating, while physically, it may include breathing troubles,upset stomach,muscle tension, pain and rapid heartbeat.

The anxious feelings students get in class while learning a new language or taking an exam can be referred to as state anxiety.Brantmeier (2005) found out that anxiety isan important factorin oral tasks and in the L2 reading process. In the same vein of thought, Chang (2010) viewsthat anxiety, such as listening anxiety, has a huge effect on L2 learning.

3.2- Trait Anxiety

Trait anxiety is not the result of an external stimulus. In other words, it is a general response to anxiety (Bekker, Legare, Stacey, O'Connor, &Lemyre, 2003). It has been neglected in foreign language studies. However, trait and state anxiety has been proven to have a close relationship in non-educational contexts, especially in research related to sports. Nevertheless, barely few researchers have given an interest to trait anxiety, such as Spielberger (1983), who asserts that individuals with high levels of trait anxiety are more likely to experience a more potent form of state anxiety.

4. Anxiety and Learning Performance

Numerous studies have investigated the relationship between anxiety and learning performance (e.g., Alpert & Haber, 1960; Horwitz et al., 1986; MacIntyre & Gardner, 1994; Spielberger, 1983). Anxiety, as a negative affective construct, it affects negativelylearning. Arnold (2011) believes that positive affect enhances learning while negative affect can block the mind and impair learning. This claim is supported by Walker (1997, p.17), who clarifies, "When anxiety is optimal, performance is high, but beyond an optimal level of anxiety, performance deteriorates." Even research shows that high anxiety levels can negatively affect language learning in several ways. Nevertheless, reducing it may increase language learning, retention and motivation (e.g., Horwitz et al., 1986; Young, 1990).

This explains the Affective Filter Hypothesis, proposed by Krashen (1988), built on the input hypothesis. It correlates affect with learning performance. According to Krashen, a strong affective filter creates more anxiety, resulting in a poor learning outcome. In contrast, positive emotions and feelings enhance learning. Likewise, MacIntyre& Gardner (1994) and others' research have shown a significant negative correlation between language anxiety and performance in language achievement (Clement, Gardner & Smythe, 1977, 1980; Gardner &Maclntyre, 1993; Gardner, Smythe, &Lalonile, 1984; Horwitz, 1986; Phillips, 1992; Trylong, 1987).

The wrong assumption that teachers ignore the affective side of the learners and explain any success or failure as purely a cognitive issue is unreliable. As stated by Arnold (2011), if teachers do not consider the affective dimension for EFL students, this will probably influence their perception and identity, which in turn will affect the cognitive aspect and the learning process.

5. Anxiety in English as a Foreign Language

The interest in Foreign Language Anxiety (FLA) has been a widely discussed topic for more than six decades around the world (e.g., Alpert & Haber, 1960; He, 2018; Horwitz et al.,1986). For Horwitz and Cope (1986), language anxiety is a different complex of self-perceptions, feelings, beliefs, and behaviours connected to language learning due to the nature of the language learning process. However, Gardner and MacIntyre (1993) define FLA as a fear or nervousness that may occur when a learner has a high level of expectation in a foreign language.

A low anxiety level can be considered beneficial, while a high level may hinder or even block the learning process. Alpert and Haber (1960) divide anxiety into two types; facilitating and debilitating anxiety. The former refers to anxiety that may lead to accelerated performance, whereas the latter refers to the one that impairs performance.

Anxiety in Foreign Language Learning FLL is mainly generated by tests and exams. Horwitz et al. (1986, p. 127) define test anxiety as "the type of performance anxiety resulting from a fear of failure in an academic evaluation setting." EFL students also may encounter fear of negative evaluation, which refers to "apprehension about others' evaluative situations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (Watson & Friend, 1969, p. 449).

The following table is adapted from (Turula, 2008).It is a comparison of the strategies used among anxiousand non-anxious learners.It shows the positive andeffective strategies utilized by good learners, in contrast tothe negative affective behaviors which are noticed among anxious learners.

Table 1.- A Comparison of Anxious and Good Learners

AnxiousLearners	Good Learner (Wenden &Rubin ,1987)
1. Reluctant to take risks. (Ely 1986) 2. Relies heavily on memory. 3. Hesitant to hypothesize. (MacIntyre& Gardner 1994) 4. Disorganized and inefficient in recall of learned items. (MacIntyre&Gardner 1994) 5. Frustrated, they feel apprehension and self-doubt. (Arnold &Brown 1999)	1. Ready to takerisks. 2. Keen about ambiguities. 3. Holds good cognitive strategies of guessing and inferring. 4. Master strategies of monitoring, categorizing, and synthetizing. 5. Exhibit a positive attitude.

Source : Turula (2008, P.31)

6.- Means and Tools of Investigation

Toconduct this study, a questionnaire was delivered to 40 under-graduated students from the department of English at the University of Badji Mokhtar, Annaba, Algeria, in which a 4-point Likert scale was addressed to investigate the amount of trait anxiety among EFL students. In addition to a 5-point Likert scale to measure their level of anxiety in writing. Eventually, a spearman coefficient test was used to examine the relationship between trait anxiety and EFL students' anxiety in writing.

Research Questions

- What is the amount of trait anxiety amongEFL students?
- What is the level of writing anxiety among EFL students?
- Is there a relationship between trait anxiety and anxiety in EFLwriting?

Hypothesis

- If EFL students may have trait anxiety and similarly a high or an average level of writing anxiety, that would possibly signify the existence of a positive relationship between both trait and writing anxiety.

A trait anxiety scale has been adopted from the State-Trait Anxiety Inventory (STAI) developed by Spielberger in 1980 to investigate the first research question that seeks to answer the amount of trait anxiety among EFL students. The original

scale is made up of (40) questions, (20) questions to assess state anxiety and (20) for trait anxiety. (Spielberger,1983)

The trait anxiety scale used in this study contains eight (8) items. It includes anxiety absent "negative" and anxiety present "positive" questions. The first four (04) Statements, "I feel calm", "I feel secure"," I feel satisfied", and "I feel content", intend to measure the absence of anxiety, and the four (04) last statements; "I feel nervous", "I feel indecisive", "I feel confused", "I feel worried" aims to evaluate its presence as shown in (appendix 01). The current scale is based on a 4-point Likert scale; never, sometimes, often, always. It has been tested for reliability using Spss software. The Alpha Cronbach's test result was .75, an acceptable rate in social sciences.

The researcher develops the writing anxiety scale to answer the second research question that seeks to identify students' anxiety levels in writing. The choice of questions has been chosen by reviewing previous studies and according to teachers' observation of possible reasons that may cause anxiety among EFL students. It has been piloted several times and corrected; ambiguous items have been modified, unnecessary questions have been deleted or replaced, and then administered to students. Additionally, it has been verified by educational psychology teachers. As for the scale's reliability, the researcher used the Alpha Cronbach test; the anxiety test value is (0,70), which is an acceptable rate in social sciences.

The table (see appendix 2) represents the survey used in the current study to gather information about the main reasons for anxiety and assess students' level of anxiety when they write English essays. Vertically, the first column comprises eight statements. Statements 2, 6 and 7 aim to determine students' anxiety levels in tests and exams. However, statements 1,3,4,5 and 8 assess their writing anxiety in general. The following six columns show the result of each statement as follows; frequency(never, rarely, sometimes, often, and always), Mean, and standard deviation to measure the central tendency. The last column represents the final frequency score of each statement. Finally, the last horizontal line indicates the total sum of the frequencies, which explains the anxiety level of students in writing.

Eventually, the Spearman coefficient test is used to answer the third research question about the degree of association between trait anxiety and anxiety in writing.

This test has been used because both scales are ordinal. In order to evaluate this test, its value should be between -1 to 1. The value 0 means no relationship, 1 is a perfect positive relationship, and; -1 is a perfect negative relationship.

7.-Discussion and analysis of results

The results of the statistics for the trait anxiety scale see (appendix 01) show that the response of the majority of students in the first four "negative" questions was "sometimes"; I feel secure (M= 2,17) and (SD=0,95); I feel satisfied (M= 2,25) and (SD=1,06); "I feel content' (M= 2,10) and (SD=1,08), and only never in the statement "I feel calm (M= 1,65) and (SD=1,13); These results display the existence of an average level of trait anxiety among EFL students.

As far as students' answers in the four positive statements, the following results have been reported; "sometimes" for the statement" I feel nervous with (M= 2,40) and (SD=1,13); "I feel indecisive" (M= 2,35) and (SD=0,77). while; "often" for both statements; I feel confused (M= 2,80) and (SD=1,09); and I am worried (M= 3,01) and (SD=1,15).

The total frequency of the scale is "sometimes" with (M= 2,34) and (SD=1,01).

The results of statistics in the trait anxiety scale show that students have an average level of trait anxiety. It is noticed that they have the same level of anxiety in the first three (03) statements that question security, satisfaction, and content "sometimes", and almost a similar degree with the item of feeling calm "never". These results confirm the findings of many previous studies about the association among affective variables, i.e., if someone is content, he is most likely going to feel satisfied, secure and calm, as stated by Gilbert, McEwan, Mitra, Franks, Richter & H. Rockliff (2008) "combining emotions such as, 'secure,' 'content,' and 'relaxed'… reflect the activity of a single affect regulation system." p.189

Positive emotions are the sign of a balanced psychological state as well as a cognitive one, as stated by Gilbert et al.(2008), "The factors of joy and contentment were the positive affects most negatively associated with psychopathology, and positively associated with secure attachment ….that feelings of safeness and contentment are key to a number of processes associated with with well-being. ….recent research has begunto question the degree to which striving and achieving to reach goals is related to mental health."p.190

Asfor the findings of the trait anxiety scale that contain the four (04) negative affective statements, students have answered "sometimes" for both items ", I feel

nervous" and "I feel indecisive", and "often" for the statements "I feel confused" and "I feel worried". Many studies have proven that negative emotions are like a chain. The arousal of one can trigger the rest. Newman, Llera, Erickson, Przeworski, & Castonguay (2013) have conducted a study about the possible reasons for Generalized anxiety disorder (GAD). They have found that worry evokes and sustains negative affect, as they detailed, "results strongly point to worry as a thought process that activates negative emotions, somatic systems, and neural networks."p.7 Thus, worry can lead to similar negative emotions like nervousness and confusions, inability to take decisions as well as other serious health problems related to the nervous system that controls human behaviour, decisions and mental stability as Pieper et al. 2010 confirm that trait worry is interconnected with augmented sympathetic nervous system (SNS) activity, mainly decreased parasympathetic nervous system (PNS) activity, and heightened cardiovascular exercise.

Results of the writing scale indicate that out of the 40 students, the majority experienced an average level of anxiety in the following situations; feeling afraid when they write English essays (M=2,75) and (SD=1,23); feeling confused under a time constraint (M=33) and (SD1,27); worrying about getting a low mark in the exam (M=3,25) and (SD=1,23).

The findings demonstrate that the majority of students answered "never" for the following statements; 'I never feel stressed and anxious when I write' (M= 2,33) and (SD=1,24); 'I never try to avoid writing essays' (M=2,23) and (SD=1,18); 'I never feel guilty when I write' (M= 2,10) and (SD=1,33); 'I never worry that my essay is worse than others'(M=2,35) and (SD=1,38). The responses reveal that students do not have anxiety.

The only factor reported to cause a high to severe level of anxiety is feeling blocked during writing, (30%) of students said that they feel stalled and worried when they write because they want perfect writing with (M=3,30) and (SD=1,41).

The total sum shows that the most repeated frequency is "sometimes" with (M=2,48) and (SD=1,17).

Theonly factor that was reported to cause a high to severe level of anxiety is feelingblocked during writing. This is mainly because (30%) of the students reported that they feel stalled and worry when they write as they want a perfect writing. many research has proved a strong correlation between anxiety and perfectionism since the latter can trigger negative emotions such as; fear, disappointment,lack of self-

confidence.As it is stated by Vye, Scholljegerdes, and Welch (2007)"Perfection only sets you up for disappointment. … feelings of inadequacy." (p.102) Hence;perfectionistpeople focus only on 100 % success, any minor failure can cause feeling of guilt,failure and anger. They focus only on the dark side of everything, and they never feel satisfied about what they did no matterefforts they made and hardships they endure.This creates frustration and contributes to mental blockage and in many cases to avoidance behaviors, as confirmed by Vye et.al (2007)who goes further to assert that "Success does involve high expectations. However, placing too much importance on any academic task can create undue pressure. The more pressure that exists in a situation, the more the climate exists for the experience of anxiety" (P.103).Besides, taking too much time thinking about how things should be will consume one's time and energy and contribute to raising one's fear; students may worry if their work would not be accepted.Another possible reason for having a perfectionist attitude is the way one has been treated and probably punished in his childhood. As stated by Flett, Hewitt, and Martin, (1995) the main reason of having perfectionistattitude goes back to experienceswhere parents tend to be very demanding and critical of their children's behavior.

Results from the current study indicate that out of the 40 students the majority experienced an average level of anxiety in the following situations: feeling afraid when they write English essays, feeling confused under time constraint, worrying about getting a low mark in the exam. The three key verbs of the aforementioned statements; afraid, feel confused, worry represent serious symptoms of anxiety. Fear, as one of the major factors that can itself cause severe forms of anxiety is the result of negative unconscious thoughts and expectations (I am bad, I am a failure……etc). Hence, it is important for students to identify those fears, so that they will be faced and released to enable them write effectively. as stated by Murray and Moore (2009) "academic writing often leads people into a zone that can be psychologically dangerous ……. Unless we rise above our initial fears and reactions by building in our own 'safety mechanisms' to guide our writing projects." (p.8) those fears are the result of negative thoughts and expectations that students embrace unconsciously and control their creative ability which affects the flow of thoughts. Vye, Scholljegerdes, & Welch (2007) support this idea and stressed that "You can begin to control this fear or change the expectation by changing the way you think and talk to yourself regarding the exam." (p.107)

Fearin the writing context is most likely related to writing difficulties. In other words,when studentsdo not master a certain skill or task, they feel afraid of making mistakes, which will make them feel worried about getting a badmark, and that is most likely associated with catastrophizing things. This is confirmed by Vye et al. (2007) "People who experiencehigh levels of anxiety perceive danger andthreat more readily and, in more situations, than non-anxiouspeople. They tend to expect the worst magnifying the probability of harm and catastrophic consequences" (p.16). This could be better explained through the law of attraction. People attract what their mind thinks about,since the brain does not distinguish between reality and imagination, getting a negative picture about a certain task would result to possible implications of failure.

The spearman value as shown in (Figure N° 1)is .41which indicates the existence of a moderate positive relationships between the two variables.

Correlations			VAR0000 6	fear
Spearman's rho	Trait Anxiety	Correlation Coefficient	1,000	,416**
		Sig. (2-tailed)	.	,008
		N	40	40
	Writing Anxiety	Correlation Coefficient	,416**	1,000
		Sig. (2-tailed)	,008	.
		N	40	40
**. Correlation is significant at the 0.01 level (2-tailed).				

Figure N° 1: Spearman's Correlation between Trait Anxiety and Anxiety in Writing

Source: SPSS

Findings from the current study confirm the hypothesis about the existence of a moderate relationship between the two variables, trait anxiety and writing anxiety; particularly test anxiety. This means that students with trait anxietyare most likely have writing anxiety. Similar research results related to test anxiety, self-evaluation and foreign languageanxiety (FLA) (Bailey, Onwuegbuzie, & Daley, 2000; MacIntyre, Noels, & Clement, 1997) support the presence of the relationship between foreign language and test anxiety. As stated by Spielberger (1972), individuals with

higher trait anxiety may have a higher inclination to appraise stimulus as threat than those with lower trait anxiety.

Conclusion

The current study concludes that EFL students have an average levelof both trait anxiety and writing anxiety. itprovides evidence of the existence ofa positive correlation between trait anxiety and anxiety in writing mainly in tests and exams. Although the results of the study reveal an average level of anxiety which isconsidered for many researchers as valuable and motivating for the EFL classroom,however, due to the complexity of human nature, the existence of only one negative feeling or thought can trigger many other harmful thoughts and emotions that may cause a severe level of anxiety. Therefore, it is important to pay attention to those silent deadly weapons that work in one's mind. Teachers need to raise students' awareness about their fears, concerns, expectations and negative thoughts. It is highly advised that theyuseexplicit affective strategies within EFL classrooms, such as relaxation techniques, deep breathing, meditations, checklists, listening to music and discussing feelings. In addition to positive and motivational talk, the last is seen as a powerful tool to overcome anxiety since any feeling or behavior is the outcome of an idea.

The research has some limitations, as for the correlation between foreign language anxiety and trait anxiety among university students from different departments and levels remains unanswered. In addition, a possible topic for further research can target the relationship between state/trait anxiety and writing performance.

Finally, correlation does not require causation, that is to say, the existence of such connection between trait anxiety and anxiety in writing does not necessarily indicate that any one of them may cause the other.

- References

-Alpert, R., & Haber, R. N. (1960). *Anxiety in academic achievement situations.*Journal of Abnormal and Social Psychology, 61(2), 207–215.
-Arnold, J. (2011). Attention to Affect in Language Learning. *Anglistik. International Journal of English Studies,* 22/1,11-22

- Bailey, P., Onwuegbuzie, A. J., & Daley, C. E. (2000). Correlates of Anxiety at Three Stages of the Foreign Language Learning Process. Journal of Language and Social Psychology, 19(4), 474–490. DOI. 10.1177/ 0261927X 0001900 4005

-Bekker, H. L., Legare, F., Stacey, D., O'Connor, A., &Lemyre, L. (2003). Is anxiety a suitable measure of decision aid effectiveness: a systematic review? Patient Education and Counseling, 50(3), 255-262

-Brantmeier, C. (2005). Anxiety about L2 reading or L2 reading tasks? A Study with advanced language learners. Reading matrix: An international online journal, 5(2), 67-85.

-Flett, G. L., Hewitt, P. L., & Martin, T. R. (1995). Dimensions of perfectionism and procrastination. In J. R. Ferrari, J. L. Johnson, & W. G. McCown, *Procrastination and task avoidance: Theory, research, and treatment* (pp. 113–136). Plenum Press. https://doi.org/10.1007/978-1-4899-0227-6_6

-Freudfile.(2012).Glossary of Psychoanalytic Terms and Concepts. www.freudfile. org/psychoanalysis/glossary.html

-Gardner, R. C., &MacIntyre, P. D. (1993). *On the measurement of affective variables in second language learning.* Language Learning, 43(2), 157–194.

-He, D. (2018). Foreign Language Learning Anxiety in China. Nature Singapore Pte Ltd.: Springer.

-Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). *Foreign language classroom anxiety*. The Modern Language Journal, 70(2), 125–132.

-Krashen, S.D. (1988). Second language acquisition and second language learning. New Jersey:Prentice-Hall International.

-MacIntyre, P., & Gardner, R. (1994). *The subtle effects of language anxiety on cognitive processing in the second language*. Language Learning, *44*(2), 283. Retrieved from Education Research Complete database.

-Macintyre, Peter & Noels, Kimberly & Clément, Richard. (1997). Biases in Self-Ratings of Second Language Proficiency: The Role of Language Anxiety. Language Learning. 47. 265 - 287. 10.1111/0023-8333.81997008.

-Meltzer, D. (1955). Towards a structural concept of anxiety. In: A. Hahn (Ed.), Sincerity and Other Works, London: Karnac, 1994 (2005).

-Murray, R & Moore, S. (2006). The Handbook of Academic Writing – A Fresh Approach.

-Newman, M. G., Llera, S. J., Erickson, T. M., Przeworski, A., & Castonguay, L. G. (2013). Worry and generalized anxiety disorder: a review and theoretical synthesis of

evidence on nature, etiology, mechanisms, and treatment. *Annual review of clinical psychology*, *9*, 275–297. https://doi.org/10.1146/annurev-clinpsy-050212-185544

-P. Gilbert, K. McEwan, R. Mitra, L. Franks, A. Richter & Rockliff (2008) Feeling safe and content: A specific affect regulation system? Relationship to depression, anxiety, stress, and self-criticism, The Journal of Positive Psychology, 3:3, 182-191, DOI: 10.1080/17439760801999461

-Pieper, S., Brosschot, J. F., van der Leeden, R., & Thayer, J. F. (2007). Cardiac effects of momentary assessed worry episodes and stressful events. *Psychosomaticmedicine*, *69*(9), 901–909. https://doi.org/10.1097/PSY.0b013e31815a9230

-Raypole, C. (2021, September 8). *Anxiety Isn't Just a Passing State Sometimes, It's More of a Trait* .Healthline: https://www.healthline.com/health/anxiety/what-is-trait-anxiety.

-Spielberger, C. D. (1972). Anxiety: current trends in theory and research. Oxford, England:AcademicPress.

-Spielberger, C. D. (1983). Manual for the state-trait anxiety inventory (Form Y). PaloAlto, CA: Consulting PsychologistsPress.

-Turula, A. (2008). Languae anxiety and classroom dynamics: A study of adult learners. Retrieved from http://www.exchanges. state.gov/forum/vols/vol40/no2

-Vye, C.S., Scholljegerdes, K.A., & Welch, I.D. (2007). Under Pressure and Overwhelmed: Coping with Anxiety in College.

-Walker, E. (1997). Foreign language anxiety in Hong Kong secondary schools: Its relationship with the age-related factors, school form and self-perception (Unpublished Ph.D.). The University of Hong Kong, Hong Kong.

-Watson, D., & Friend, R. (1969). Measurement of social-evaluative anxiety. *Journal of Consulting and Clinical Psychology, 33*(4), 448–457. https://doi.org/10.1037/h0027806

-Young, D. J. (1990). *An investigation of students' perspectives on anxiety and speaking*. ForeignLanguageAnnals, 23(6), 539–553.

Appendices

Statement	The result	Never	Sometimes	Often	Always	Mean	standard deviation	The result
1. I feel calm	Frequencies	15	13	3	9	1,650	1,137	never
	%	37,50%	32,50%	7,50%	22,50%			
2.I feel secure	Frequencies	11	15	10	4	2,175	0,958	Sometimes
	%	27,50%	37,50%	25,00%	10,00%			
3. I feel satisfied	Frequencies	10	16	8	6	2,250	1,006	Sometimes
	%	25,00%	40,00%	20,00%	15,00%			
4. I feel content	Frequencies	13	15	7	5	2,100	1,008	Sometimes
	%	32,50%	37,50%	17,50%	12,50%			
5.I feel nervous	Frequencies	7	16	11	6	2,400	0,955	Sometimes
	%	17,50%	40,00%	27,50%	15,00%			
6. I feel Indecisive	Frequencies	4	21	12	3	2,350	0,770	Sometimes
	%	10,00%	52,50%	30,00%	7,50%			
7. I feel confused	Frequencies	6	9	14	11	2,800	1,097	often
	%	15,00%	22,50%	35,00%	27,50%			
8. I am worried	Frequencies	6	9	15	10	3,010	1,154	often
	%	15,00%	22,50%	37,50%	25,00%			
Total Frequencies						2,342	1,011	Sometimes

Appendix N° 1:Statistics of the Trait Anxiety Survey

Statement	The result	Never	Rarely	Sometimes	Often	Always	Mean	standard deviation	The result
1. I feel afraid when I write English essays.	Frequencies	9	5	17	5	4	2,75	1,235	Sometimes
	%	22,50%	12,50%	42,50%	12,50%	10,00%			
2. I feel my ideas are confused under time constraint.	Frequencies	1	10	15	3	11	3,33	1,207	Sometimes
	%	2,50%	25,00%	37,50%	7,50%	27,50%			
3. I feel stressed and anxious whenever I write.	Frequencies	13	11	9	4	3	2,33	1,248	Never
	%	32,50%	27,50%	22,50%	10,00%	7,50%			
4. I try to avoid writing English essays.	Frequencies	15	9	9	6	1	2,23	1,187	Never
	%	37,50%	22,50%	22,50%	15,00%	2,50%			
5. I worry that my English essays are worse than others.	Frequencies	16	6	11	2	5	2,35	1,388	Never
	%	40,00%	15,00%	27,50%	5,00%	12,50%			
6. I stall and worry because I want a perfect writing.	Frequencies	5	8	9	6	12	3,30	1,418	Always
	%	12,50%	20,00%	22,50%	15,00%	30,00%			
7. I worry about getting a low mark while writing.	Frequencies	4	7	11	11	7	3,25	1,235	Sometimes
	%	10,00%	17,50%	27,50%	27,50%	17,50%			
8. I feel guilty when I write.	Frequencies	20	6	7	4	3	2,10	1,336	Never
	%	50,00%	15,00%	17,50%	10,00%	7,50%			
Total Frequencies		85	64	90	42	47	2,48	1,17	Sometimes

Appendix N° 2:Statistics of theWriting Anxiety Survey