
Exploring the Role of Motivation in Reducing English Writing Anxiety among Undergraduate Students

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ABSTRACT

This study explores the role of motivation in reducing English writing anxiety among undergraduate learners. Writing anxiety is a common issue faced by second language learners, often caused by fear of making errors, negative assessment from teachers, and a lack of self-confidence. This nervousness can worse academic performance and reduce learner' willingness to participate in writing works. The study is based on Self-Determination Theory (Deci & Ryan, 1985). This theory explains that learners acquire better when they are encouraged. There are two main kinds of motivation: intrinsic motivation, which comes from the learner's own attention and goals, and extrinsic motivation, which comes from outside, like rewards, teacher support, and good grades. Both kinds of motivation can support students feel more confident and less anxious about writing. This study used a quantitative method. A survey with closed-ended questions has been used to collect data. The results has shown through simple statistics, like percentages, numbers, and charts. The findings of the research explains that enthusiasm plays an important role in reducing English writing nervousness among undergraduate learners. When students feel more encouraged particularly through personal interest and teacher inspiration, they experience less fear and stress while writing.

Keywords:

English Writing Anxiety, Motivation, SRWA (Self-Regulated Writing Activities), Self-Determination Theory, Undergraduate Students, Writing Performance.

INTRODUCTION

English writing is a key skill in universities, but many learners who acquire English as a second language find it very tough. Writing in English is not only about knowing grammar or vocabulary it also contains feelings, opinions, and self-confidence. Many learners feel anxious, afraid, or unsure when they have to write. This fear, called writing nervousness, can stop students from doing their best, even if they know the good language. Learners frequently feel burden when writing in English because they consider they must avoid all mistakes, follow strict rules, and write flawlessly. These high beliefs can cause students to hesitate, drop thoughts, or feel blocked. In countries like Pakistan, the problem becomes worse because of ancient teaching styles, lack of support, and fewer chances to practice real writing. Many students initiate to see English writing as

something stressful, linked with punishment or failure not as a way to share ideas or learn. In this condition, inspiration becomes very significant. Motivation means the reason why students try to do something. It can come from inside (such as loving writing or wanting to express thoughts) or outside (such as getting good grades or admiration from teachers). Motivated students are usually more self-confident and eager to try, even if writing is hard. Motivation supports students face writing with an optimistic attitude. This study considers that motivation and anxiety are closely connected. A motivated student may still face problems but will keep trying. Writing in English can be a puzzling task for many second language students, especially undergraduate students who frequently experience worry when faced with writing projects. This nervousness may arise from fear of making mistakes, bad response, or a lack of self-confidence, and it can hinder learners' academic progress and willingness to engage in writing responsibilities. Julia Cameron (1999), in her book *The Right to Write*, highlights that writing is a natural human action and should not be approached with anxiety or pressure. Her "Morning Pages" technique boosts learners to write easily without ruling, which can help decrease nervousness and build writing confidence.

Brown (2007) says that motivation is very important in learning English, especially writing. He speaks about two kinds of motivation: intrinsic and extrinsic. Intrinsic motivation means learners want to write because they like it or feel noble when they express their thoughts. Extrinsic motivation means learners write because they want worthy grades, admiration from the instructor, or to pass papers. Brown says both types of motivation can benefit, but students improve more when they are inspired from inside (intrinsic). Many learners feel afraid or anxious when writing in English. They may consider their writing is not worthy, or they fear making errors. Brown believes that teachers can support students become more confident by giving optimistic feedback, creating a sociable classroom, and boosting students to try without anxiety. When learners feel safe and supported, they are more probable to write and progress. So, motivation supports learners overcome their anxiety and difficulties in English writing.

Jeremy Harmer (2004) clarifies that motivation is the most vital factor in learning how to write well in English. According to him, when students are encouraged, they try harder, write more, and are not scared to make errors. Harmer says that teachers can support students become motivated by giving them interesting topics to write about, using factual writing tasks, and creating a positive classroom environment. For example, instead of boring writing, students can write letters, stories, or emails about topics they care about. These perfect tasks make students feel that writing is valuable and meaningful. Harmer also says that when learners feel safe and respected in the classroom, they are more willing to take risks in writing and improve over time. So, motivation does not just come from the students but it is also constructed through the instructor's struggles and classroom atmosphere. In short, Harmer says that a motivated learner is more likely to overcome writing problems and become a better novelist in English.

Richards and Renandya (2002) discuss about how many students feel nervous and worry when writing in English, especially if they are afraid of making mistakes. This writing nervousness can stop students from trying or enjoying script. The writers say that writing can improve when learners feel supported. One supportive way to decrease nervousness through peer response, where learners read and comment on each other's writing in a sociable and helpful way. This supports learners see that others also make errors and they are not alone. It also builds confidence and motivation to keep improving. Another important way to decrease fear is instructor support. When instructors give kind, useful response and create a safe and respectful classroom, learners feel calmer and are more likely to write without nervousness. Richards and Renandya say that with this kind of support, students' motivation increases, and they can overcome their problems in English writing more easily.

Vivian Cook (2008) says that motivation in writing develops when students see writing as a real and valuable skill, not just a school assignment. Many learners feel bored or unmotivated when writing because they consider it is only for marks or exams. But Cook tells that writing should feel like real-world communication such as writing emails, messages, stories, or blogs. When researchers know their writing has a determination, like writing a letter to a friend or a message to share with others, they feel more interested and keen to write. This kind of writing is significant and helps beginners to understand that writing in English is not only for school but also valuable in ordinary life. Cook believes that when beginners see a real purpose in writing, their enthusiasm rises, and they try harder to improve. As an outcome, learners are more likely to overcome their nervousness and difficulty in English script.

RESEARCH QUESTIONS

1. What are the common English writing challenges faced by undergraduate learners in the BS Secondary Chemistry department?
2. How does motivation influence undergraduate learners' ability to overcome writing anxiety?
3. What approaches can be implemented to improve motivation and improve English writing performance among undergraduate learners?

RESEARCH OBJECTIVES

1. To identify the common problems undergraduate students encounter in English writing.
2. To observe the role of motivation in alleviating writing anxiety among undergraduate learners.
3. To propose effective approaches for enhancing learner motivation and reducing writing anxiety in English writing tasks.

PROBLEM STATEMENT

Many students experience writing nervousness due to fear of negative response, grammatical mistakes, and lack of confidence. Writing anxiety interrupts academic routine and limits engagement in writing activities. While motivation is known to reduce writing anxiety, there is a lack of quantitative research measuring this relationship. This study aims to bridge this gap by statistically analyzing the impact of motivation on writing anxiety.

SIGNIFICANCE OF RESEARCH

The study will explore how motivation affects writing anxiety in BS Chemistry students. It aims to provide useful insights that can help teachers and curriculum designers improve strategies to increase students' motivation and confidence in writing. By using data and measurable results, the study will offer practical recommendations on how motivational techniques can reduce writing anxiety and help students perform better in English writing tasks.

LITERATURE REVIEW

Cheng (2002) says that writing anxiety is a kind of fear or tension that students often feel when they are asked to write, mostly in a second language like English. This anxiety frequently comes from a fear of making mistakes in grammar, spelling, or vocabulary, or from worrying that the teacher or fellow student will judge their writing as poor. Some students are also afraid that they will get little marks if they do not write well. Because of this fear, students may find it hard to think clearly while script. They might keep improving themselves again and again, or they may occupy a lot of time worrying about small errors instead of focusing on their thoughts. As a consequence, they write slowly, and their confidence drops. In some cases, learners

may completely avoid writing assignments or delay them because the nervousness becomes too strong. This makes a bad cycle: the more they escape from writing, the more anxious they become, and the less they progress their writing skills. Cheng says that this kind of anxiety is a grave block to language learning and can affect learners' growth if it is not managed properly. In her well-known book *Errors and Expectations* (1977) Shaughnessy says that teachers often stress too much on correcting mistakes like grammar and spelling. While correction is supportive, if that is all an instructor does, students feel discouraged. They begin to think they are bad writers even when they have good views. But Shaughnessy gives us confidence and motivation. She says that mistakes are not signs of failure they are signs of learning. Teachers should not just accurate, but also encourage. They should try to understand why students made mistakes and help them grow from those mistakes.

Writing anxiety shows the tension and anxiety learners feel when asked to write. This feeling can make them nervous, worried, and lacking in confidence. According to some examiners, writing anxiety can actually make learners focus more on improving their writing skills. In her book *The Confidence to write* (2023), Liz Prather says many undergraduate students face problems when writing in English. She says that learners often feel blocked or scared to write because they think their writing must be flawless. This fear of making mistakes makes writing stressful and increases anxiety. When students feel this burden, they lose the motivation to write. Prather considers that instructors can support learners feel more confident by creating a friendly and supportive classroom. Instead of focusing only on grammar or marks, instructors should boost learners to express their ideas freely. She advises giving students choices in writing topics, letting them write without fear of being judged, and praising their efforts. These minor actions can help learners feel safe and strong enough to try writing. When students feel confident, their motivation grows, and their writing nervousness becomes less. Prather's ideas display that motivation and confidence are closely connected. When students believe in themselves, they become more willing to write, and this helps them overcome panic and anxiety.

Yan (2019) says that many undergraduate learners feel anxious while writing in English because they lack control over their writing process. This distress can lower their motivation and discontinue them from expressing their ideas. However, Yan advises that teaching learners metacognitive approaches which means helping them think about their own thinking that can significantly increase both their confidence and motivation. Metacognitive approaches include teaching learners how to plan their writing before they start, monitor their growth while writing, and value their work after completing it. For example, learners can be encouraged to create an outline, check their ideas while writing, and review their drafts to find areas for improvement. When learners learn these phases, they begin to feel more organized and in control. This reduces their nervousness and helps them stay motivated because writing doesn't feel confusing or overwhelming anymore. Yan's review shows that using metacognitive approaches can make a sense of success in learners. As they gain more control over their writing tasks, their anxiety goes down and motivation goes up. This method is very useful for undergraduate learners struggling with English writing anxiety. Silva (1993), Writing anxiety is an obstruction that stops learners from expressing their ideas clearly. Daly and Miller (1975) exposed that some people avoid writing because they fear being judged. Horowitz and Cope (1986) clarify that anxiety comes from feeling anxious, nervous, and worried, which affects the body's automatic nervous system. There are several reasons why students feel writing anxiety. According to Rezaei and Jafari,

the main causes include fear of bad response from instructors. This makes student's worry about being judged poorly by both teachers and classmates (Horwitz, 1991). Another reason is anxiety of tests, where students feel nervous about receiving bad grades or being judged on their writing skills (Ohata, 2005). Common concerns include worries about spelling, grammar, and sentence structure, which can make students even more nervous (Reisman, as cited in Öztürk and Çeçen, (2007)

RESEARCH METHODOLOGY

Research Design

This study used a quantitative research design, which means it is based on statistics and measurable data. A structured questionnaire was used to collect responses from students. The questionnaire included closed-ended questions, which helped in collecting clear and consistent answers that could be analyzed using statistics.

Population and Sample

The target group for this study was students from the BS Secondary Chemistry department students. A total of 80 students were selected using the random sampling method. This means every students had an equal chance of being selected, making the sample fair and unbiased.

Data Collection Method

Data was collected using a structured questionnaire. The questionnaire was designed to measure:

Students' motivation for English writing

Their level of writing anxiety

It comprised Likert scale questions, where students rated their agreement with each statement (for example, from "strongly agree" to "strongly disagree"). This made it easier to understand their feelings and experiences in a clear, measurable way.

Data Analysis

The collected data was analyzed using descriptive statistics to find patterns and trends. The method used included:

Frequencies and percentages to see how common certain responses were

Graphs and tables to present the data in a visual and easy-to-read format

Correlation analysis to explore the relationship between motivation and writing anxiety, and to see how strongly these two factors are connected

The SRWA (Self-Regulated Writing Activities)

The SRWA (Self-Regulated Writing Activities) variable is important in this study because it shows how students manage and improve their own writing. It includes activities like setting personal writing goals, practicing regularly, getting feedback from peers, and using teacher guidance. Although SRWA is shown in the data analysis and Model Summary, it should also be clearly explained in the methodology so that readers understand what it means and why it is important for reducing English writing anxiety.

Reliability and validity

The structured questionnaire used in this study to collect data from 80 undergraduate students of the BS Secondary Chemistry department is considered both reliable and valid for investigating the role of motivation in reducing English writing anxiety. Reliability, which ensures consistent and stable measurement, is supported by the structured nature of the questionnaire and the use of Likert-scale items, which allowed clear and measurable responses. The consistency of the responses is evident in the descriptive statistics and mean analysis, where patterns across items measuring anxiety and motivation were coherent and aligned with

theoretical expectations. For example, items related to nervousness under time pressure and regular writing practice showed the highest means (3.4250), reflecting a consistent trend in students' experiences and perceptions.

Validity, which ensures the instrument measures what it is intended to measure, is justified through both theoretical and practical alignment. The questionnaire was developed based on the Self-Determination Theory (SDT), which explains how motivation influences learning and reduces anxiety. Each item was designed to capture key constructs such as autonomy, competence, and relatedness, which were evident in the data—for instance, positive teacher feedback and regular practice were associated with reduced anxiety and higher motivation scores. Furthermore, the content of the questionnaire was reviewed against existing literature on English writing anxiety, ensuring that it covers the essential dimensions of the topic. The correlations and regression analysis in the study, showing a strong relationship between motivation, self-regulated writing activities, and writing anxiety ($R = 0.935$, $R^2 = 0.874$), further confirm that the questionnaire validly reflects the constructs it aims to measure.

THEORETICAL FRAMEWORK

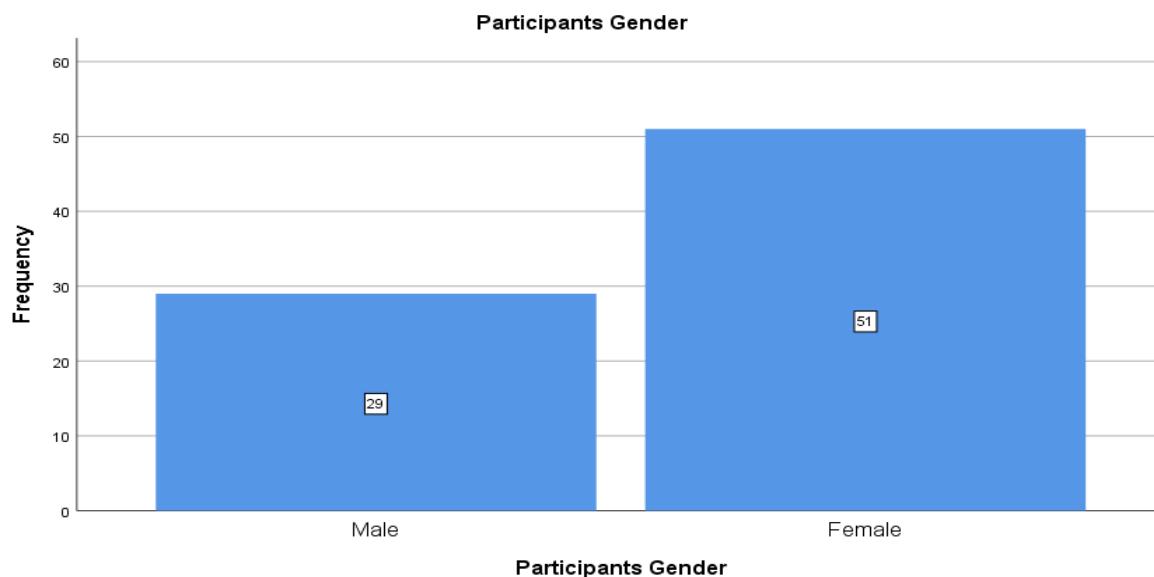
This study is based on Self-Determination Theory (SDT), presented by Deci and Ryan in 1985. This theory explains how persons become inspired and what influences their interest and confidence in learning. It is especially helpful in understanding why some students enjoy learning actions while others feel worried or uneasy, particularly when it comes to writing in English as a second language. According to SDT, every individual has three significant psychological desires: the need to feel in control of their own actions (called autonomy), the need to feel capable and skilled (called competence), and the need to feel connected and supported by others (called relatedness). When these requirements are fulfilled, students tend to feel more motivated, confident, and emotionally secure. However, when these requirements are not met, students may lose attention, feel nervous, or struggle to perform well in learning responsibilities, such as writing in English. In terms of autonomy, learners feel more relaxed and less anxious when they are given some liberty in their writing tasks. For example, letting learners to select their own writing themes or express their thoughts helps them feel more involved and confident. On the other hand, when learners are forced to follow harsh rules or write about themes they do not narrate to, they may feel unsatisfied or nervous. Supporting autonomy in writing can support learners feel more motivated and reduce their writing nervousness. The second need, competence, states to students' belief in their own writing skills. Many students feel anxious about writing in English because they fear making errors or think they are not worthy enough. When teachers give strong instructions, valuable response, and regular practice, students begin to feel more talented. As their confidence grows, their fear drops, and they are more willing to write. Relatedness is the third basic need, which contains feeling supported and accepted by teachers and classmates. When students feel they are part of a friendly and understanding learning atmosphere, they are less frightened of being judged or criticized. A positive and supportive classroom supports reduce nervousness and encourages learners to contribute in writing tasks with greater relaxation. This theory is significant for the current study because it spectacles how motivation and anxiety are closely linked. A learner who feels motivated is more likely to write positively, while a student who lacks motivation may struggle with anxiety and hesitation. By applying Self-Determination Theory, this study aims to explore how fulfilling students' emotional and psychological needs can help reduce their anxiety and improve their performance in English writing. Many studies have supported the idea that students who are motivated and feel supported tend to enjoy writing more and show better academic results. Therefore,

SDT provides a strong and relevant foundation for understanding how to reduce English writing anxiety among undergraduate students through motivation.

DATA ANALYSIS AND DISCUSSION

This part shows a complete analysis and discussion of the data collected to understand the factors influencing English writing anxiety among undergraduate students. The analysis is based on various aspects, including gender distribution, mean analysis, and hypothesis testing, to provide a comprehensive view of the trials students face when writing in English. The bar chart titled "Participants Gender" shows the gender distribution, with 29 male and 51 female contributors, making a total of 80 learners. This distribution aligns with the sample size in the descriptive statistics table, ensuring accurate representation in the study. The mean analysis exposes the average responses of students to various anxiety-related factors, including nervousness, fear of negative feedback, and lack of confidence. It shows the most common trials, like increased nervousness under time pressure and the positive effects of regular writing practice. The hypothesis testing, including the model summary, ANOVA, and coefficients, further observes the relationship between motivation, self-regulated writing activities (SRWA), and English writing anxiety. This section aims to identify key factors that influence writing anxiety and provide insights for decreasing it, contributing to a better understanding of students' writing experiences.

Figure 1 Contributors Gender



The bar chart titled "Contributors Gender," signifying the gender distribution in the study. It shows that: Male Participants: 29 Female Participants: 51. This distribution approves a total of 80 participants (29 males and 51 females), aligning with the sample size ($N = 80$) in the descriptive statistics table.

Mean analysis

Table 1 Descriptive Statistics

	N	Mean	Std. Deviation
Feeling nervous when required to write in English	80	3.3250	.63195
Avoiding writing in English due to fear of making mistakes.	80	3.1375	.74194
Experiencing anxiety when writing is evaluated by a teacher.	80	3.3625	.84560
Struggling with grammar and sentence structure while writing in English	80	3.3000	.70081
Lacking confidence in English writing skills.	80	3.1375	.74194
Experiencing increased anxiety when writing under time pressure.	80	3.4250	.72522
Avoiding writing assignments due to fear of negative feedback.	80	3.3250	.63195
Feeling motivated to improve English writing skills	80	3.1375	.74194
Receiving positive feedback from teachers' increases motivation to write	80	3.3625	.84560

Having a personal interest in English encourages writing practice.	80	3.3000	.70081
Receiving appreciation for written work enhances motivation	80	3.1375	.74194
Practicing writing in English regularly improves confidence and skills	80	3.4250	.72522
Clear guidance from teachers increases confidence in writing	80	3.3250	.63195
Peer feedback helps in reducing fear of writing in English	80	3.1375	.74194
Regular writing practice helps overcome writing anxiety	80	3.3625	.84560
Attending writing workshops improves confidence in English writing	80	3.1375	.74194
Motivation plays a key role in overcoming writing anxiety	80	3.1375	.74195
Positive reinforcement (such as praise and rewards) reduces writing anxiety.	80	3.1375	.74196
Valid N (listwise)	80	3.1375	.74197

The mean analysis spectacles that students generally feel a moderate level of anxiety when writing in English, with scores ranging from 3.1375 to 3.4250. The maximum anxiety is related to writing under time

burden (3.4250), making it a main concern. Regular writing practice also has a score of 3.4250, signifying it can help build confidence. Many students feel nervous when required to write in English (3.3250) and avoid projects due to fear of negative response (3.3250). However, some features, like lacking confidence in writing skills, motivation to improve, and positive response from teachers, have slightly lower scores (3.1375), showing that students still have some motivation despite their anxiety. It is also noted that some items, like attending writing workshops and the role of motivation in decreasing anxiety. The Mean Analysis and Descriptive Statistics table provides insight into the common difficulties and motivational features related to English writing among 80 undergraduate participants. Here is a detailed interpretation based on Ahassm (2015):

Table 2 : Hypothesis testing

<i>Model Summary</i>		R Square	Adjusted R Square	Std. Error of the Estimate
Model	R			
1	.935 ^a	.874	.871	.12869

a. Predictors: (Constant), srwa, m

Model Summary Analysis

The model summary shows a very strong relationship between the predictors (srwa and m) and the dependent variable, with an R value of 0.935, showing a high positive correlation. The R Square value is 0.874, meaning that about 87.4% of the changes in the dependent variable can be described by these two predictors. The Adjusted R Square is 0.871, which is slightly minor but still high, confirming that the model remains correct even after adjusting for the number of predictors. The Standard Error of the Estimate is 0.12869, showing that the model's predictions are close to the actual values, with a small average error. Overall, this outcome means that the model is extremely effective in explaining the relationship between the predictors and the result, making it a strong and reliable model for predicting the dependent variable.

Table 3 Critical Analysis of ANOVA Results

ANOVA^a

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	8.867	2	4.434	267.707	.000 ^b
	Residual	1.275	77	.017		
	Total	10.143	79			

a. Dependent Variable: EWA

b. Predictors: (Constant), srwa, m

The ANOVA table provides vision into the impact of independent variables (motivation and other features) on English Writing Anxiety (EWA). The Regression Sum of Squares (8.867) reveals the amount of variance in EWA clarified by the predictors, showing that motivation and other aspects significantly influence writing anxiety. In contrast, the Residual Sum of Squares (1.275) symbolizes the unexplained variation, which is comparatively slight, proposing that the model captures most of the anxiety variation. The Total Sum of Squares (10.143) combines these values, viewing the overall variability in EWA.

The degrees of freedom (df) further explain this relationship. The Regression df (2) corresponds to the two forecasters in the model, while the Residual df (77) accounts for the remaining data points after accounting for the predictors, confirming a well-fitting model.

The Mean Square Regression (4.434) highlights the average variation each predictor clarifies, showing a strong influence on reducing writing anxiety, while the Mean Square Residual (0.017) is minimal, further supporting the model's correctness.

The F-statistic (267.707), a measure of the overall model significance, is very high, confirming that the predictors significantly reduce writing nervousness. Finally, the p-value (0.000) shows that these results are statistically significant, reinforcing the reliability of the model in predicting English Writing Anxiety based on motivation and other related aspects.

Table 4: Co-efficient

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.
	B	Std. Error	Beta			
1	(Constant)	.551	.119		4.615	.000
	M	.439	.044	.543	10.011	.000
	Srwa	.397	.045	.480	8.847	.000

a. Dependent Variable: EWA

Critical Analysis of Coefficients Table

The coefficients table displays that both motivation and SRWA (Self-Regulated Writing Activities) significantly decrease English Writing Anxiety (EWA). The constant ($B = 0.551$) symbolizes the baseline level of writing anxiety when both aspects are zero, and it is statistically significant ($Sig. = 0.000$), showing a reliable starting point. Inspiration has a strong impact, with an unstandardized coefficient ($B = 0.439$) and standardized coefficient ($Beta = 0.543$), meaning a one-unit increase in motivation reduces anxiety by 0.439 units. This is supported by a high t -value (10.011) and a very low p -value (0.000), confirming its statistical significance. SRWA also reduces writing anxiety, with an unstandardized coefficient ($B = 0.397$) and standardized coefficient ($Beta = 0.480$), showing a one-unit increase in SRWA reduces anxiety by 0.397 units. Although slightly less impactful than motivation, SRWA is still significant, with a t -value (8.847) and p -value (0.000) confirming its reliability. Overall, both motivation and SRWA are important predictors of reduced writing anxiety, with motivation having a slightly stronger effect.

Finding and implications

The study provides a detailed understanding of English writing anxiety among undergraduate students by examining specific factors such as nervousness under time pressure, fear of negative feedback, lack of confidence, and low motivation. It also explores how motivation and Self-Regulated Writing Activities (SRWA) influence students' ability to manage anxiety and improve writing skills. The analysis includes descriptive statistics, mean scores, and correlation results, showing the strength of the relationship between motivation, SRWA, and writing anxiety. This study included 80 students from the BS Secondary Chemistry department, the sample size was selected using random sampling, ensuring every student had an equal chance of being included. This method reduces selection bias and provides a representative snapshot of the population. The sample size of 80 is considered sufficient for a quantitative study with structured questionnaires and Likert-scale items because it allows for meaningful statistical analysis, including descriptive statistics, correlation, and regression. Moreover, the high reliability and significance of the regression model ($R^2 = 0.874$, $p = 0.000$) indicate that the sample size was adequate to capture the relationship between motivation and English writing anxiety effectively. While a larger sample could provide even greater generalizability, 80 participants are acceptable given the population of the department and the scope of the study.

The findings of this study indicate that undergraduate students experience a moderate level of English writing anxiety, with the highest anxiety related to writing under time pressure (mean = 3.4250) and avoidance of writing tasks due to fear of negative feedback (mean = 3.3250). At the same time, motivation plays a significant role in reducing writing anxiety. The data show that factors such as regular writing practice, positive feedback from teachers, personal interest in English, and self-regulated writing activities (SRWA) contribute to lowering anxiety and improving confidence in writing. Hypothesis testing, including regression analysis, confirmed a strong relationship between motivation, SRWA, and writing anxiety ($R = 0.935$, $R^2 = 0.874$), indicating that motivation and self-regulation together explain 87.4% of the variation in students' writing anxiety. Both motivation ($B = 0.439$) and SRWA ($B = 0.397$) significantly reduce anxiety, with motivation having a slightly stronger effect. These results align with Self-Determination Theory (SDT), which emphasizes the importance of autonomy, to the implications of these findings are significant for educators

and curriculum developers. Providing students with opportunities for regular writing practice, constructive feedback, and autonomy in selecting writing topics can enhance motivation and reduce anxiety. Additionally, fostering a supportive classroom environment where students feel competent and connected to peers and teachers can improve writing performance. Incorporating self-regulated learning strategies into English writing courses can further empower students to manage their anxiety and engage more confidently with writing tasks. Impotence, and relatedness in promoting intrinsic motivation and reducing stress in learning.

CONCULSION

This study explored the factors contributing to English writing anxiety among undergraduate students and examined the role of motivation in reducing it. The findings reveal that writing anxiety is primarily influenced by fear of making mistakes, time pressure, and lack of confidence. However, motivation, self-regulated writing activities, and positive feedback significantly reduce anxiety and improve students' confidence and engagement in writing tasks. The study has important implications for teaching practices. Educators should create supportive and low-stress learning environments, provide constructive feedback, and encourage learner autonomy by allowing students to choose writing topics. Integrating self-regulated learning strategies, such as goal-setting, reflective practice, and peer feedback, can further help students manage anxiety and enhance their writing skills. Regular practice, encouragement, and motivational strategies are essential to help students overcome writing anxiety and achieve better academic outcomes. Future curriculum planning should incorporate writing workshops, technology-assisted learning tools, and motivational activities to support students' confidence and performance in English writing.

RECOMMENDATIONS

The following recommendations are proposed to reduce English writing anxiety and enhance motivation among undergraduate students:

Encourage regular writing practice: Frequent writing exercises help students build confidence, reduce fear of errors, and improve fluency. Teachers should provide varied writing tasks that are meaningful and relevant to students' interests.

Implement self-regulated learning strategies (SRWA): Activities such as goal-setting, monitoring progress, and reflective writing can increase students' sense of control and competence in writing, reducing anxiety.

Promote learner autonomy: Allowing students to choose topics or formats for writing tasks encourages engagement and motivation. Providing some flexibility in assignments helps learners feel empowered and reduces pressure.

Provide constructive and positive feedback: Feedback should focus on strengths as well as areas for improvement. Positive reinforcement and acknowledgment of effort increase motivation and help students overcome fear of negative evaluation.

Foster a supportive learning environment: Creating a friendly, understanding, and low-stress classroom atmosphere helps students feel connected (relatedness) and reduces writing anxiety. Peer feedback sessions and collaborative writing activities can further enhance this support.

Use technology and blended learning approaches: Digital platforms and online writing tools can provide additional practice, immediate feedback, and interactive exercises, making writing practice more engaging and less stressful.

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