

A STUDY ON ENGLISH WRITING ANXIETY OF GRADE 10 STUDENTS IN SAGAING TOWNSHIP: A MIXED-METHODS STUDY

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Abstract

The main purpose of this study was to investigate English writing anxiety of Grade 10 students in Sagaing Township. Explanatory sequential mixed methods research design was used in this study. A total of 182 Grade 10 students (81 males and 101 females) were selected from two high schools in Sagaing Township by using simple random sampling technique for quantitative data. For quantitative data analysis, descriptive statistics and independent samples *t*-test were used. According to Cheng (2004) and the result of descriptive statistics, the level of English writing anxiety among Grade 10 students in Sagaing Township was high (the mean score of 67.93 > 65). Semi-structured interviews with ten participants who were selected by purposive sampling method indicated that a lack of coping mechanisms, along with concerns about language proficiency, fear of criticism, and low confidence, were key factors contributing to this anxiety. In order to alleviate such anxiety, building self-confidence, using familiar vocabulary, regular writing practice, and incorporating technology were effective strategies. Learning from mistakes and adopting a constructive mindset were also important approaches. Regarding the type of writing anxiety, the cognitive anxiety was the highest and the avoidance behaviour, the lowest in mean percent. Although there was no significant difference in English writing anxiety by gender, the nature of subject stream had a significant effect on it with students in STEAM 1 experiencing less anxiety due to additional English exposure ($t = -2.076, p < .05$). Similarly, students who attended English courses outside of school reported significantly lower anxiety levels than those who did not attend English courses ($t = -2.790, p < .01$). Finally, this study provided valuable insights into the factors that contribute to English writing anxiety and offered practical strategies for teachers and students to help reduce it.

Keywords: Writing Anxiety, Somatic Anxiety, Cognitive Anxiety, Avoidance Behaviour, STEAM 1, STEAM 2

Introduction

In 21st century, the global significance of English education has grown rapidly due to the rapid exchange of information. To keep up with the most updated global developments, English is mandated as a compulsory subject from primary to high school levels in all nations over the world. Also in Myanmar, English is categorized as one of the core subjects and is taught from primary school through university. English encompasses four essential skills: listening, speaking, reading, and writing. Among these skills, writing skill is essential component in the curriculum

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of primary, secondary, and colleges and also applies to colleges offering pre-university programs. It is also crucial for both academic achievement and professional development.

English writing is a basic skill in the academic journey of high school students. This skill plays a crucial role in their ability to communicate effectively, think critically, and succeed in various subjects. However, at the high school level, anxiety appears when students will write a composition with different limitations such as lack of vocabulary and feel unaccustomed to writing in a foreign language (Hartono & Maharani, 2019; Hudayani et al., 2020; Setyowati et al., 2020). Experts also argued that fear of negative evaluation by teachers and peers, and fear of writing under time limits also make it difficult for students to improve their English writing skills (Jebreil et al., 2015; Nazari et al., 2020; Rezaei & Jafari, 2014; Türnük & Aydın, 2020; Yayli & Genc, 2019). Therefore, they often encounter what is called writing anxiety.

Writing anxiety is considered as the psychological condition experienced by students where they are afraid of the writing process using a foreign language (Soleimani, Hamasaid & Saheb, 2020). It can also be defined as the negative emotions and feelings such as anxiety, nervousness, low confidence (Nordin, et al, 2020), tension, apprehension, and worry (Rudiyanto, 2017) experienced by learners in any writing activity (Nordin, et al., 2019). This anxious feeling is claimed to obstruct students' writing activities, including their process and achievement (Jawas, 2019, Qashoa, 2014; Rehelmi, 2020).

English writing anxiety is defined as the fear and unease concerned with writing activities, often resulting from low confidence, fear of evaluation, and lack of proficiency in English (Cheng, 2004). According to Ratnasari (2020), there are many factors that can contribute to this anxiety, such as classmates, linguistic knowledge, teachers' attitudes toward students, and time pressure on an activity of writing. Jawas (2019) has also highlighted that creating ideas, developing statements of writing, developing content writing, types of essay assignments, and classroom atmosphere cause students' writing anxiety. This anxiety can lead to avoidance behaviours, decreased motivation, and lower academic achievement, making it an important area of concern for educators and researchers alike (Zhang, 2011).

For many students, writing is competently a non-inherent skill and also the most challenging skill to master since there are many aspects of writing such as punctuation, spelling, and grammar (Daud, Daud, & Kasssim, 2007). Therefore, writing in English can be a source of significant anxiety, which has negative impact on their performance and willingness to engage in writing tasks. Many results of previous studies in this decade also highlight that writing anxiety in foreign languages has negative effects on attitudes, success, students' achievement, hinders the writing process, and reduces interest in writing (Nugroho & Ena, 2021).

For the above reasons, to investigate English writing anxiety is a necessity and of great importance, due to its negative effects on language learning, performance, achievement, and perception towards the whole educational process (Dornyei, 2005). Therefore, this study aimed to investigate English writing anxiety of Grade 10 students.

Aim of the Study

The main aim of this study was to investigate English writing anxiety of Grade 10 students in Sagaing Township. The specific objectives were:

1. To examine the level of English writing anxiety among Grade 10 students

2. To identify the factors that contribute to English writing anxiety among Grade 10 students
3. To find out some strategies for reducing English writing anxiety among Grade 10 students
4. To identify the type of English writing anxiety among Grade 10 students
5. To investigate the difference in English writing anxiety of Grade 10 students by gender,
6. To examine the difference in English writing anxiety of Grade 10 students by subject stream
7. To find out the difference in English writing anxiety of Grade 10 students by English structured course

Scope of the Study

A total of 182 Grade 10 students were selected from two high schools in Sagaing township. This scope was limited within 2024-2025 Academic Year.

Definition of the Key Terms

Writing Anxiety. Writing anxiety was defined as a general avoidance of writing behaviour and situations thought to potentially require some amount of writing accompanied by the potential for evaluation of that writing (Hassan, 2001).

Somatic Anxiety. Somatic anxiety refers to one's perception of the physiological effects of the anxiety experience, as reflected in increase in state of unpleasant feelings, such as nervousness and tension (Cheng, 2004).

Cognitive Anxiety. Cognitive anxiety refers to the cognitive aspect of anxiety experience, including negative expectations, preoccupation with performance and concern about others' perception (Cheng, 2004).

Avoidance Behaviour. Avoidance behaviour refers to the behavioural aspect of the anxiety experience, avoidance of writing (Cheng, 2004).

STEAM 1. STEAM 1 refers to a subject stream that consists of six common core areas of learning (Myanmar, English, Mathematics, Chemistry, Physics and Biology) plus social science (Geography, History and Economics) (Ministry of Education, 2015).

STEAM 2. STEAM 2 refers to a subject stream that consists of six common core areas of learning (Myanmar, English, Mathematics, Chemistry, Physics, and Economics) plus social science (Geography and History) (Ministry of Education, 2015).

Literature Review

Regarding writing anxiety, Daly and Miller (1975), originally developed Writing Apprehension Test (WAT) for first language (L1) learners which has been widely used to measure this anxiety. However, it showed limitations in second language (L2) contexts. The result of previous studies highlighted concerns with the WAT's validity (Cheng, 2004), as only a few items directly relate to anxiety, and it often conflates anxiety with self-confidence (McKain, 1991). To address these limitations, McKain (1991) developed the Writing Anxiety Questionnaire (WAQ), though it remained unidimensional and inadequate for L2 learners. Researchers have advocated for a multidimensional approach to measuring writing anxiety, focusing on cognitive, somatic, and behavioral components.

Therefore, Cheng (2004) developed the Second Language Writing Anxiety Inventory (SLWAI) based on data from English as a Foreign Language (EFL) learners. The SLWAI,

validated through exploratory factor analysis, includes three subscales: Somatic Anxiety, Cognitive Anxiety, and Avoidance Behavior. It has demonstrated strong reliability and validity, making it a more effective tool for assessing L2 writing anxiety. Based on these results, Cheng (2004) conceptualized writing anxiety with three dimensions called somatic anxiety, cognitive anxiety, and avoidance behaviour.

Somatic anxiety refers to one's perception of the physiological effects of the anxiety experience, as reflected in increase in state of unpleasant feelings, such as nervousness and tension (Cheng, 2004). This type of anxiety is connected with psychological changes in a person associated with anxiety (Rudiyanto, 2017). In other studies, Ekmekçi (2018) cited that it deals with the psychological effects experienced by a person, reflected in increased autonomic arousal and unpleasant feelings such as nervousness and tension.

Cognitive anxiety refers to the cognitive aspect of anxiety experience (Cheng, 2004). The mental aspect when someone experiences anxiety such as negative expectations, preoccupation with performance, regards to other people's perceptions connects to cognitive anxiety (Cheng, 2004; Ekmekçi, 2018; Rudiyanto, 2017).

Avoidance behaviour refers to the behavioural aspect of the anxiety experience, avoidance of writing (Cheng, 2004) and can be explained as the behavioural aspect where a person avoids or refuses to write (Cheng, 2004; Ekmekçi, 2018). According to Cheng (2004), the negative relationship between test anxiety and English writing performance is primarily due to the cognitive components rather than somatic components or avoidance behaviour.

The essence of Cheng's model of second language writing anxiety is its ability to provide a targeted and nuanced assessment of writing anxiety in second language learners. Unlike Daly and Miller (1975), who focused broadly on writing apprehension in native speakers, Cheng (2004) specifically addressed the unique challenges faced by second language learners, such as the difficulty of expressing thoughts in a non-native language and the increased fear of making mistakes. By measuring somatic, cognitive, and behavioural aspects of anxiety, it offers a comprehensive view of how writing anxiety manifests in second language contexts. Therefore, in the present study, Cheng's model was used to study English writing anxiety.

Methodology

Sample of the Study

In order to obtain the required quantitative data, a total of 182 Grade 10 students (81 males and 101 females) were selected as sample by using simple random sampling method from two high schools in Sagaing Township. Then 10 participants were selected by using purposive sampling method for qualitative data.

Research Method

Explanatory sequential mixed methods research design was used in this study. Quantitative method was applied to collect numerical information for English writing anxiety. Then qualitative method was used to get detailed information regarding the perception of students on the causes and strategies for their English writing anxiety.

Instrumentation of Second Language Writing Anxiety Inventory (Cheng, 2004)

In this study, the demographic questions and Second Language Writing Anxiety Inventory (SLWAI) were used to collect the required quantitative data. The instruments were as follows.

Demographic Questions. It consisted of questions on the participant's personal information such as (a) gender, (b) subject stream, and (c) whether or not they had attended English structured courses outside of school.

The Second Language Writing Anxiety Inventory (SLWAI). It was devised by Cheng (2004), and it is the tool used to measure the levels and types of second language writing anxiety. This inventory consists of a 22-item questionnaire which is divided into three subscales. i) Cognitive anxiety, which comes from negative expectations, and worries about self-performance, ii) Somatic anxiety, which is reflected by negative feelings like tension or nervousness, and iii) Avoidance behavior, which can be related to restraint in writing.

The SLWAI uses a five-point Likert scale ranging from 1 (strongly disagree), to 5 (strongly agree). As previously mentioned, the 22 questions are divided into three categories. Questions 2, 6, 8, 11, 13, 15 and 19 return data for somatic anxiety. Questions 1, 3, 7, 9, 14, 17, 20 and 21 supply data for cognitive anxiety, while questions 4, 5, 10, 12, 16, 18 and 22 refer to avoidance behaviour. Five items (1, 4, 17, 18 and 22) are negatively worded. Total scores of 65 points and up indicate a high level of writing anxiety, whereas the scores of 50 and less are categorized as low level of anxiety. Scores between 50 and 65 are classified as moderate level of writing anxiety (Cheng, 2004a).

In terms of reliability, Cheng (2004), in his study on Taiwanese EFL students, revealed that Cronbach's alpha of the SLWAI was established at .91 (Cheng, 2004). The researcher chose this tool to measure writing anxiety because it has been proven to have high reliability and validity scores (Cheng, 2004a; Jennifer & Ponniah, 2017; Abdullah, Hussin, & Shakir, 2018; Aloairdhi, 2019).

For the current study, an expert review was conducted by 8 experts in the field of Educational Psychology and Educational Test and Measurement for face and content validity, after translating this inventory into Myanmar version. According to their suggestions, the necessary changes were done.

In order to determine the reliability of the instruments, pilot testing was conducted with 50 students from No (3) Basic Education High School in Sagaing. The internal consistency was 0.886 for the Second Language Writing Anxiety Inventory (SLWAI). The administration process for the inventory approximately took about 30 to 45 minutes.

Semi-structured Interview. Based on review of related literature and quantitative data, the researcher developed two questions for semi-structured interview as follows:

1. What do you think about your level of English writing anxiety—high or low? And why?
2. How would you suggest reducing English writing anxiety of the students?

Data Collection Procedure

After pilot testing, the demographic questions and the Second Language Writing Anxiety Inventory (SLWAI) were administered to 182 Grade 10 students for quantitative data. In

order to get in-depth data about English writing anxiety, the researcher interviewed 10 participants (5 from highest-anxiety group and 5 from lowest-anxiety group).

Data Analysis

After collecting the data, the Statistical Package for the Social Science (SPSS) version 23 was used to analyze the quantitative data. In this study, descriptive statistics and independent samples *t*-test were used to analyze quantitative data.

For analysis of qualitative data, the steps of preliminary exploration of the data by reading through the transcriptions, coding the data by segmenting and labeling text, using codes to develop themes by grouping similar codes, connecting any interrelating themes, and constructing a narrative suggested by Creswell (2007) were followed for coding process in the interview.

Findings

Based on the review of related literature, the quantitative and qualitative data analyses were empirically conducted. The results were discussed as follows.

Descriptive Statistics for English Writing Anxiety of Grade 10 Students by Level of Anxiety

In order to investigate English writing anxiety, statistical descriptive procedure was carried out. The result was shown in Table 1.

Table 1. Descriptive Statistics for English Writing Anxiety

Variable	N	Minimum	Maximum	Mean	SD
English Writing Anxiety	182	23	95	67.93	14.419

According to Table 1, the mean score of students was 67.93 which reflected a high level of anxiety (Mean of 67.93, >65) according to Cheng (2004). The possible scores on the SLWAI range from 22 to 110. The participants' scores in this study ranged from 23 to 95.

In order to see the number of participants in each level of English writing anxiety, the frequency counting and percentage were executed. The results were described in Table 2.

Table 2. Number of Grade 10 Students by Level of English Writing Anxiety

Level of Anxiety	Frequency	Percentage
High anxiety	115	63%
Moderate anxiety	45	25%
Low anxiety	22	12%
Total	182	100%

According to Table 2, 115 students (63%) were found to experience high level of anxiety, 45 students (25%) experienced moderate level of anxiety and 22 students (12%) experienced low level of anxiety.

In order to confirm these quantitative data, individual semi-structured interviews were conducted. These interviews covered two subtopics: (A) Causes for high or low anxiety, and (B) Strategies to reduce English writing anxiety.

The information obtained from the individual interviews with the high-anxiety students was expressed as follows.

Participant 1 said, *"I experience high English writing anxiety. I think, at the upper secondary level, the sentences should be more complex than those at the lower secondary level. So, I'm worried about making mistakes in sentence structure."*

Participant 2 said, *“I think my English writing anxiety was high because I’m poor in grammar and so I have some difficulties with sentence structure, even though I know many vocabulary words. Moreover, I also lack writing practice. This makes me low self-confidence and increased my anxiety.”*

Participant 3 said, *“I have high English writing anxiety because I did not learn English well at the basic and lower secondary levels. This led me face challenges with spelling and translating into Myanmar. So I’m afraid of English and become poor in English.”*

Participant 4 said, *“My English writing anxiety is high because I’m afraid of teachers since childhood and do not dare to ask them questions. Next, I’m also worried about criticism from others regarding my writing.”*

Participant 5 said, *“I have high anxiety because I have never been interested in English since childhood and did not study it well. As a result, I have to struggle with spelling, usage, and grammar. So, my English writing anxiety is high.”*

By summarizing the interviews of these high-anxiety participants, the present study provided the following themes for arising English writing anxiety.

1. **Concerns about Language Proficiency:** Many participants suffered from anxiety due to their perceived weaknesses in grammar, sentence structure, spelling, and vocabulary. Some felt that their earlier struggles with learning English at the basic and lower secondary levels contributed to their difficulties at the upper secondary level.
2. **Fear of Criticism:** Several participants were afraid of criticism from others, including teachers and peers since they had difficulties and weakness in language proficiency. This fear discouraged them from seeking clarification, which in turn contributed to low self-confidence and increase writing anxiety.
3. **Lack of Confidence:** Participants also highlighted that insufficient practice in writing and fear of making mistakes contributed to low self-confidence and consequently leads to high anxiety.

Again, the researcher interviewed another 5 participants from the low-anxiety group to find out why their writing anxiety was low. Their responses revealed that they also had some anxiety in English writing. However they tried to cope with their anxieties in various ways.

Participant 1 said, *“I have also more or less anxiety in English writing because English isn’t our mother tongue. But I use only familiar words to manage my anxiety.”*

Participant 2 said, *“I feel less anxious about writing because I’m used to English through using smartphones. Even if I did not know the meaning of some words, I can quickly translate them with Google.”*

Participant 3 said, *“I think everyone may have some degree of anxiety in English writing because English is not our native language. So do I. But I believe that practice makes perfect. So, I write anything, right or wrong, without caring any mistakes and learn from those mistakes. By doing so, my English writing anxiety become low.”*

Participant 4 said, *“I experience low anxiety because I have attended summer English courses every year and exert additional effort into studying to overcome English writing anxiety.”*

Participant 5 said that, *“I have low anxiety because I think the context in Myanmar first, then translate it into English and use simple words in my writing.”*

To sum up the above responses, it was found that the low-anxiety students adopted several coping mechanisms to overcome their writing anxiety in various ways such as using simple and familiar words, making effective use of smartphone technology, and so on.

For the second interview question, participants with high and low anxiety groups suggested the following common strategies for managing and reducing their anxiety.

1. **Building self-confidence.** It is important to build self-confidence for reducing English writing anxiety.
2. **Using familiar words.** This helps reduce anxiety and improves writing ability.
3. **Practicing writing regularly.** Participants suggested practical strategies such as reading more English texts, practicing writing regularly, studying basic grammar and vocabulary and listening to English songs and the like. To practice writing regularly contributes to skill development and anxiety management.
4. **Utilizing Technology.** Many participants highlighted the role of technology, such as smartphones and translation tools, in making English more accessible.
5. **Learning from mistakes.** It is important to learn from mistake to improve writing skill. Changing the mindset about errors helps overcome writing anxiety.
6. **Taking structured courses.** Taking the structured courses can significantly reduce English writing anxiety.
7. **Seeking Support:** The students should ask teachers, peers or someone for help in writing without hesitation.
8. **Early English Learning:** The importance of building a strong foundation in English from an early stage was also highlighted by several participants as a key to preventing anxiety in later stages of learning.

Based on the above strategies, English writing anxiety can be reduced by integrating consistent practice, strategic use of technology, and maintaining a positive attitude toward learning significantly.

The SLWAI also offers a three-dimensional conceptualization of anxiety, such as somatic anxiety, cognitive anxiety, and avoidance behaviour (Cheng, 2004). By calculating the scores of the items related to each type, the distribution of the three types of English writing anxiety were presented in Table 3.

Table 3. Descriptive Statistics for Each Type of English Writing Anxiety

Type of Anxiety	No. of items	Minimum	Maximum	Mean	Mean percent	SD
Cognitive Anxiety	8	8	38	27.14	67.85	5.575
Somatic Anxiety	7	7	33	22.58	64.51	5.941
Advoidance Behaviour	7	8	31	18.21	52.02	5.869

In Table 3, it is obvious that cognitive anxiety is the most common type of English writing anxiety experienced by Grade 10 students with mean percent of 67.85. The next common type of anxiety is somatic anxiety with the mean percent of 64.51. And the least common anxiety is advoidance behaviour with the mean percent of 52.02. Most of the previous studies (Hussein,

2013; Rasuan & Wati, 2021; Quvanch & Na, 2022) were aligned with the current study. Cheng (2004) also expressed that cognitive anxiety plays a significant role in writing anxiety.

Mean Comparisons for English Writing Anxiety by Gender

In order to compare the differences in English writing anxiety between male and female students, independent samples *t*-test was conducted. The result of *t*-test was shown in Table 4.

Table 4. The Result of Independent Samples *t*-test on English Writing Anxiety by Gender

Variable	Gender	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
English Writing Anxiety	Male	81	68.46	15.519	.437	180	<i>ns</i>
	Female	101	67.51	13..538			

Note. *ns* = not statistically significant

As presented in Table 4, there was no significant difference in English writing anxiety by gender. This result was consistent with Harnoto and Maharani (2019), and Chen, Guo and Kuai (2023).

Mean Comparisons for English Writing Anxiety by Subject Stream

In order to find out whether there was any significant difference in English writing anxiety by subject stream, independent samples *t*-test was conducted. The result was shown in Table 5.

Table 5. The Result of Independent Samples *t*-test on English Writing Anxiety by Subject Stream

Variable	Subject Stream	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
English Writing Anxiety	STEAM 1	73	65.25	15.622	- 2.076	180	.039*
	STEAM 2	109	69.73	13.327			

Note. **p* < .05

As presented in Table 5, there was a significant difference in English writing anxiety by subject stream (*t* = -2.076, *p* < .05). Therefore, it can be said that the nature of the subjects can influence English writing anxiety of students.

Mean Comparisons for English Writing Anxiety by English Course

In order to examine whether there was any significant difference in English writing anxiety by English course, independent samples *t*-test was conducted. The result was shown in Table 6.

Table 6. The Result of Independent Samples *t*-test on English Writing Anxiety by English Structured Course

Variable	English Structured Course	N	Mean	SD	<i>t</i>	<i>df</i>	<i>p</i>
English Writing Anxiety	Attended	44	62.75	4.517	- 2.790	180	.006* *
	Not attended	13 8	69.59	14.04 2			

Note. ***p* < .01

Table 6 described the comparison of mean, standard deviation and the result of *t* test on English writing anxiety of the students by English course, indicating that there was a significant difference in English writing anxiety by English course. Therefore, it can be said that the students

who did not attend any English structured course had higher anxiety than those who had attend some English structured courses outside of school.

Conclusion, Suggestion and Recommendation

Based on the major findings, the following conclusions can be drawn.

The first objective of this present study was to examine the level of English writing anxiety among Grade 10 students. The study showed that the Grade10 students suffered from high level of English writing anxiety.

In order to support the quantitative data, the second objective was to identify the factors that contribute to English writing anxiety among Grade 10 students. According to the interview result, the main reason for such anxiety was that the students made no attempt to cope with it although language proficiency concerns, fear of criticism, and lack of confidence were significant factors contributing to this anxiety among Grade 10 students.

To effectively mitigate English writing anxiety, the third objective was to find out some strategies to reduce English writing anxiety among Grade 10 students. After interviewing with participants of high and low levels of English writing anxiety, several strategies for managing and reducing their anxiety were suggested. The results highlighted the importance of building self-confidence and using familiar vocabulary to enhance writing skills and lower anxiety. Regular writing practice, including reading English texts and studying basic grammar, was also essential for reducing writing anxiety. Participants also highlighted the positive role of technology, such as smartphones and translation tools, in making English more accessible. Moreover, learning from mistakes and adopting a constructive mindset about errors were crucial for improvement in English writing. Additionally, joining English structured courses and seeking support from teachers and peers were recommended as effective ways to reduce anxiety. Finally, establishing a strong foundation in English from an early age was deemed essential for preventing anxiety in later stages of learning.

On the basis of such findings, teachers should implement comprehensive support systems that include tailored writing instruction, confidence-building activities, and opportunities for peer feedback. Additionally, fostering a classroom environment where mistakes are viewed as learning opportunities can help reduce anxiety. Incorporating technology, such as writing apps and online resources, can make learning more accessible and engaging for students to alleviate English writing anxiety.

Concerning the type of English writing anxiety, the fourth objective was to identify the type of English writing anxiety among Grade 10 students. The present study indicated that the cognitive anxiety was the most prevalent type of anxiety among Grade 10 students. This finding supported the previous studies that revealed cognitive anxiety as the most frequently experienced type of writing anxiety (Hussein, 2013; Rasuan & Wati, 2021; Quvanch & Na, 2022).

Again, the fifth objective was to investigate the difference in English writing anxiety of Grade 10 students by gender. The result showed that there was no significant difference in English writing anxiety by gender. This result was consistent with Harnoto and Maharani (2019), and Chen, Guo and Kuai (2023). This may be due to the fact that Myanmar's Ministry of Education conducted the uniformity of the education quality monitoring for basic education regardless of gender and this study examined English writing anxiety among Grade 10 students

only, who receive nearly the same level and amount of English language education despite their gender difference. These differences suggest that while gender can play a role in writing anxiety, it is not a sole or universal factor. Other elements, such as instructional methods and cultural attitudes towards writing, also contribute to this anxiety.

The sixth objective was to examine the difference in English writing anxiety of Grade 10 students by subject stream. According to the result, there was a significant difference in English writing anxiety by subject stream. Therefore, it can be said that the nature of subjects can affect on English writing anxiety of students. This may be because STEAM 1 students have to learn an additional subject, Biology, which is a science subject taught in English. This additional exposure to English may give them more practice and potentially lower their anxiety unlike STEAM 2 students.

The last objective was to find out the difference in English writing anxiety of Grade 10 students by English structured course. This study indicated that there was a significant difference in English writing anxiety by English course. Therefore, it can be said that the students who did not attend English course had higher anxiety than those who did not attend some English courses outside the school. This may be due to the fact that students who participate in English courses benefit from structured learning environments that enhance their writing skills and boost their confidence which can alleviate anxiety (Ehrman & Leaver, 2003; Liu, 2018). Regular practice within these courses allows students to write in supportive atmospheres, helping to reduce the pressure associated with writing tasks (Cheng et al., 1999). Additionally, the constructive feedback from instructors helps students recognize their strengths and areas for improvement, mitigating the fear of negative evaluation—a common source of writing anxiety (Daly & Miller, 1975).

This research contributes to the understanding of English writing anxiety by identifying specific sources and types of anxiety experienced by students. It provides empirical support for previous findings and offers practical insights into how English writing anxiety can be reduced through targeted strategies. The study also highlights the importance of early language learning and consistent practice in reducing writing anxiety.

However, this study had some limitations in this study. Due to time and reference constraints, this study was conducted in only two high schools. Therefore future studies should be carried out with larger, more diverse samples to enhance the generalizability of findings.

As for recommendations, future research should include longitudinal studies to examine the long-term effects of interventions on writing anxiety. Finally further research can be conducted to measure whether there is a correlation between the level of anxiety experienced by learners and their performance in writing English composition.

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