

ความวิตกกังวลในการเขียนภาษาอังกฤษในห้องเรียนเสมือนจริงของนักศึกษา
ปริญญาตรีผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ (EFL)
Englist Writing Anxiety In Efl Virtual Classroom Of Undergraduate
Students

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บทคัดย่อ

การศึกษานี้มุ่งสำรวจระดับความวิตกกังวลในการเขียนภาษาอังกฤษและกลยุทธ์การเผชิญปัญหาที่นักศึกษาปริญญาตรีในฐานะผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ (EFL) ใช้ ในรายวิชาเขียนย่อหน้าออนไลน์เต็มรูปแบบแบบกลุ่มตัวอย่างประกอบด้วยนักศึกษาชั้นปีที่ 2 จำนวน 34 คน ที่ลงทะเบียนเรียนในหลักสูตรภาษาอังกฤษเพื่อการสื่อสารระหว่างประเทศ (EIC) มหาวิทยาลัยเทคโนโลยีราชมงคลล้านนา ตาก การวิจัยใช้ระเบียบวิธีแบบผสม โดยเก็บข้อมูลเชิงปริมาณจากแบบสอบถาม Second Language Writing Anxiety Inventory (SLWAI) เพื่อวัดความวิตกกังวล 3 มิติ ได้แก่ มิติด้านความคิด (Cognitive) มิติด้านอาการทางกาย (Somatic) และมิติด้านการหลีกเลี่ยง (Avoidance) ขณะเดียวกันเก็บข้อมูลเชิงคุณภาพผ่านการสัมภาษณ์แบบกึ่งโครงสร้างเพื่อทำความเข้าใจสาเหตุของความวิตกกังวลและวิธีการที่นักศึกษาใช้จัดการกับความวิตกกังวลดังกล่าว

ผลการวิจัยพบว่านักศึกษาส่วนใหญ่มีระดับความวิตกกังวลในการเขียนอยู่ในระดับปานกลาง โดยมีความวิตกกังวลด้านความคิดสูงสุด ($\bar{X} = 3.40$) รองลงมาคือด้านอาการทางกาย ($\bar{X} = 3.15$) และด้านการหลีกเลี่ยง ($\bar{X} = 2.72$) นักศึกษาที่มีความวิตกกังวลสูงรายงานถึงความกังวลในการเลือกคำศัพท์ ความถูกต้องทางไวยากรณ์ และข้อจำกัดของเวลา ส่วนผู้ที่มีความวิตกกังวลระดับปานกลางพบอุปสรรคด้านความรู้เนื้อหาและการใช้ภาษา ในขณะที่ผู้มีความวิตกกังวลต่ำเผชิญปัญหาในการจัดระเบียบแนวคิด สำหรับกลยุทธ์การเผชิญปัญหา นักศึกษามักเลือกใช้การขอความช่วยเหลือจากเพื่อนและอาจารย์ การใช้พจนานุกรมและแหล่งข้อมูลไวยากรณ์ออนไลน์ การควบคุมตนเอง และการนำข้อเสนอแนะไปปรับแก้การเขียน ทั้งนี้ ข้อเสนอแนะจากอาจารย์เป็นสิ่งที่นักศึกษาที่มีความวิตกกังวลต่ำให้คุณค่าเป็นพิเศษ ผลการวิจัยชี้ให้เห็นถึงความซับซ้อนของความวิตกกังวลในการเขียนภาษาอังกฤษในสภาพแวดล้อมการเรียนการสอนเสมือนจริง และสะท้อนความจำเป็นในการจัดการเรียนการสอนที่บูรณาการเครื่องมือดิจิทัล การสนับสนุนด้านอารมณ์ และการจัดกระบวนการเขียนอย่างมีขั้นตอน เพื่อเสริมสร้างความมั่นใจและสมรรถนะด้านการเขียนภาษาอังกฤษของนักศึกษา

คำสำคัญ: ความวิตกกังวลในการเขียนภาษาอังกฤษ การเขียนขนาดย่อหน้า ผู้เรียนภาษาอังกฤษเป็นภาษาต่างประเทศ (EFL) ห้องเรียนเสมือนจริง การเรียนรู้ออนไลน์

Abstract

This study explores the levels of English writing anxiety and the coping strategies adopted by undergraduate EFL students in a full online paragraph-writing course. Conducted among 34 second-year students enrolled in the English for International Communication (EIC) program at Rajamangala University of Technology Lanna in Tak province, the research employed a mixed-method approach. Quantitative data were gathered using the Second Language Writing Anxiety Inventory (SLWAI), measuring cognitive, somatic, and avoidance anxiety dimensions. Qualitative insights were obtained through semi-structured interviews to understand the underlying causes of anxiety and the mechanisms students used to manage it.

The findings revealed that most participants experienced a moderate level of writing anxiety overall, with cognitive anxiety rated highest ($\bar{x} = 3.40$), followed by somatic ($\bar{x} = 3.15$) and avoidance behavior ($\bar{x} = 2.72$). High-anxiety students reported concerns about vocabulary selection, grammar accuracy, and time constraints. In contrast, students with moderate anxiety highlighted difficulties related to content knowledge and language use, while low-anxiety students struggled with idea organization. To manage their anxiety, students commonly employed strategies such as seeking support from peers and instructors, utilizing online dictionaries and grammar resources, engaging in self-regulation techniques, and incorporating feedback into their revisions. Teacher feedback was especially valued among students with low anxiety levels. These findings underscore the nuanced manifestations of writing anxiety in virtual environments and highlight the need for pedagogical interventions that incorporate technological tools, emotional support, and scaffolded writing processes. The study contributes to a deeper understanding of how anxiety influences student writing performance in online EFL contexts and provides practical implications for instructors seeking to foster confidence and competence in English writing skills.

Keywords: English Writing Anxiety, Paragraph Writing, Learners of English as a Foreign Language (EFL), Virtual Classrooms, Online Learning

Introduction

Writing in a foreign language often provokes specific anxiety in learners, known as writing anxiety, which is marked by physical tension, negative self-perceptions, and avoidance of writing tasks (Cheng, 2004). In EFL settings-such as Thailand-three distinct forms have been consistently identified: somatic anxiety, manifested through physiological symptoms like trembling hands or a racing heart; cognitive anxiety, involving self-doubt and

worries over judgment; and avoidance behavior, where students delay or completely avoid writing tasks (Cheng, 2004; Talasee & Poopatwiboon, 2024). In Thailand's post-pandemic educational landscape, universities rapidly transitioned many English courses from traditional classrooms to online formats. While virtual learning can reduce peer-related stress, it often introduces new challenges-such as delayed feedback, technological barriers, and a sense of isolation-that may exacerbate writing anxiety (Barrot, 2021; Darby & Lang, 2019). Empirical data from EFL contexts support this, showing moderate to high anxiety levels among students in online writing courses (Atlantis Press, 2021; Talasee & Poopatwiboon, 2024). Moreover, local research confirms that Thai EFL undergraduates commonly experience high levels of writing anxiety triggered by writing assignments, linguistic difficulties, and fear of evaluation (Talasee & Poopatwiboon, 2024). To cope, learners frequently employ strategies such as positive self-talk, structured planning, relaxation, goal-setting, and social support (Talasee & Poopatwiboon, 2024). Despite these findings, studies focusing on paragraph-writing courses conducted entirely online within international-communication programs-such as those at Rajamangala University of Technology Lanna, Tak-are rare. At this institution, students in the English for International Communication (EIC) program report anxiety centered on vocabulary retrieval, grammatical accuracy, and sentence coherence during online paragraph-writing tasks. Such anxiety detrimentally affects their writing quality, undermines their confidence, and may diminish academic performance. There remains a clear gap in empirical research: how do cognitive, somatic, and avoidance anxieties specifically manifest in virtual paragraph-writing environments, and which coping strategies are effective in alleviating these anxieties?

Objectives of the study

1. To explore students' anxiety levels when writing English paragraphs in an online setting.
2. To identify the specific coping mechanisms students, use to manage anxiety during online English paragraph writing.

Literature Review

Writing anxiety in EFL settings has long been recognized as a multidimensional affective barrier that negatively influences learners' writing performance. Cheng (2004) first outlined three core anxiety dimensions-cognitive anxiety (worry about judgment and performance), somatic anxiety (physical symptoms), and avoidance behavior (delaying or avoiding writing)-a framework widely used in subsequent research (Cheng, 2004). A meta-analysis focusing on senior high school students highlights that high-anxiety learners typically experience elevated somatic and avoidance symptoms, compared to their low-anxiety peers, who show lower levels across all dimensions (Frontiers in Humanities and Social

Sciences). These findings underscore the varied impacts different anxiety components can have on writing engagement. Emerging studies have begun to explore these dynamics in online learning environments. conducted a mixed-method investigation with Iranian medical students and found that E-learning reduced writing anxiety while improving attitudes toward writing. Common anxiety triggers included technical or technological difficulties, instructor interaction quality, and time management. Effective coping strategies comprised calming techniques, topic-focused preparation, and advance planning.

Similarly, examined virtual writing instruction during the COVID-19 pandemic among Indonesian university learners. Their research revealed that teacher-led strategies-such as confidence-building, choice of writing topics, peer review, process-focused writing, and blended (automated + instructor) feedback-successfully reduced writing anxiety in online classes. Process-oriented writing instruction has been studied extensively for its anxiety-reducing benefits. A classroom-based intervention in Morocco showed that guiding students through multiple stages-planning, drafting, revising—significantly lowered cognitive, behavioral, and somatic anxiety compared to control groups lacking structured guidance

Beyond these domain-specific interventions, research on educational technology and collaboration offers relevant insights. Computer-supported collaborative learning (CSCL) platforms, which enable peer interaction and knowledge sharing, have been found to reduce L2 learner anxiety by offering a low-stakes environment for writing and reflection, building confidence through shared scaffolding Extending this further, social-media-mediated writing tasks (e.g., weekly Facebook posts and peer comments) have demonstrated measurable anxiety reduction and writing proficiency gains, particularly in vocabulary, cohesion, and coherence These findings suggest that informal, interest-driven writing contexts can yield greater emotional and linguistic benefits compared to traditional classroom tasks. A recent study also highlights the role of metacognitive strategies-such as goal-setting, self-monitoring, and self-assessment-in lowering writing anxiety by bolstering learners' self-efficacy and strategic awareness These approaches align well with self-regulation frameworks suited to online and asynchronous modes of instruction.

Despite this growing body of research, several gaps remain. First, few studies have systematically examined how cognitive, somatic, and avoidance anxiety manifest within fully online paragraph-writing courses-the typical unit in many undergraduate EFL programs. Second, while interventions such as CSCL and social-media integrations offer promise, the adaptation of these strategies to structured academic writing formats (like paragraph writing) has received little empirical attention. Finally, there remains a lack of contextually grounded research focusing on Thai EFL undergraduates in international-communication programs, especially in relation to anxiety and coping strategies within an online pedagogical ecosystem.

Methodology

This study aimed to explore undergraduate students' levels of English writing anxiety in a fully online paragraph-writing course delivered via Microsoft Teams, in addition to uncovering coping strategies students employed during English paragraph writing. A mixed-methods approach was employed, combining quantitative survey data with qualitative interview insights.

Participants and Sampling

34 sophomore students (6 males and 28 females), aged 19–22, from the English for International Communication (EIC) program at Rajamangala University of Technology Lanna, Tak, participated in this study. These participants were purposefully selected due to their enrollment in the Paragraph Writing course, ensuring relevance to the study's focus

Instruments

The primary quantitative instrument was a modified version of the Second Language Writing Anxiety Inventory (SLWAI; Syarifudin, 2020), consisting of 21 Likert-scale items organized into cognitive, somatic, and avoidance dimensions. To ensure validity, three experienced English instructors reviewed the questionnaire items and interview protocol, the IOC value s 0.88. Pilot testing with 15 junior students yielded a strong reliability coefficient (Cronbach's α = .94). Qualitative data were gathered through semi-structured interviews conducted in Thai to promote participant comfort and depth of responses. Each interview explored students' anxiety experiences and coping strategies while writing English paragraphs online, with guiding questions refined based on SLWAI responses.

Data Collection

Participants were informed of the study aims and invited to complete the online SLWAI survey. Subsequently, individual interviews were scheduled and conducted via Microsoft Teams over a two-week period. Interviews were audio-recorded and transcribed to capture rich, experiential data.

Data Analysis

Quantitative responses were analyzed descriptively: item means were calculated and categorized into low (< 2.59), moderate (2.60–3.39), and high (> 3.40) anxiety levels (Basöz, 2016). Qualitative data were organized by anxiety typology (cognitive, somatic, avoidance), with thematic coding identifying patterns in reported coping mechanisms, following established procedures for mixed-method research reporting (San José State University Writing Center). By integrating quantitative scores with thematic interview insights,

this methodology offers a robust and triangulated examination of writing anxiety and coping strategies among EFL students in virtual environments.

Results

Table 1 Levels of English Paragraph-Writing Anxiety (N = 34)

Anxiety Level	Frequency (n)	Percentage (%)
High Anxiety	5	14%
Moderate Anxiety	17	50%
Low Anxiety	12	36%
Total	34	100%

The study examined English paragraph-writing anxiety among 34 undergraduate International Communication majors in fully online classrooms. Analysis revealed that 14% of students (5 respondents) fell into the high-anxiety category, 50% (17 respondents) demonstrated moderate anxiety, and 36% (12 respondents) exhibited low anxiety. Thus, the predominant trend among participants was moderate anxiety during online paragraph writing. The distribution indicates that while a notable minority experience severe anxiety, the majority navigate their writing challenges at a moderate level. This suggests that cognitive worries, somatic symptoms, and avoidance tendencies are present but not overwhelmingly intense across the group.

1) Cognitive anxiety, Somatic anxiety and Avoidance behavior

Table 2 Participants' writing levels in English paragraph writing online

	\bar{X}	Meaning
1. Cognitive anxiety	3.40	High
2. Somatic anxiety	3.15	Moderate
3. Avoidance behavior	2.72	Moderate
Overall	3.09	Moderate

Table 1 presents the participants' levels of anxiety and behavior in relation to their English paragraph writing online, focusing on three dimensions: cognitive anxiety, somatic anxiety, and avoidance behavior. The results indicate that the highest mean score was for cognitive anxiety (\bar{X} = 3.40), which falls within the high level. This suggests that many participants experienced frequent negative thoughts, worries, or fear of failure when engaging in online writing tasks. The second highest mean score was for somatic anxiety (\bar{X} = 3.15),

which was rated at a moderate level, reflecting that some participants showed physical symptoms of nervousness, such as tension or restlessness, but these were not as dominant as their cognitive concerns. The lowest mean score was for avoidance behavior (\bar{X} = 2.72), also at a moderate level, indicating that while some students attempted to avoid or delay writing activities due to anxiety, such tendencies were not overly strong across the group. When the three components were combined, the overall mean score was 3.09, which is interpreted as a moderate level of anxiety and avoidance in online English paragraph writing. These findings reveal that participants were most affected by their cognitive anxieties, while physical symptoms and avoidance behaviors were present but less intense.

2) Results of particular ways of coping with their anxiety while writing paragraphs in English online (Qualitative results)

(2.1) Objective 1: To explore students' anxiety levels when writing English paragraphs in an online setting.

The qualitative data gathered from in-depth individual interviews provides valuable insights into the levels of anxiety students experience while writing English paragraphs online. The responses are categorized into three distinct groups based on the degree of anxiety: high, moderate, and low. Each group reflects unique patterns of emotional response and specific concerns related to the writing process.

High Anxiety Group: Participants with high levels of anxiety consistently described intense emotional reactions when engaging in English paragraph writing tasks online. Their anxiety was largely triggered by two primary factors: vocabulary limitations and time pressure. These students reported feeling overwhelmed when required to make appropriate word choices and apply correct grammar, especially under tight deadlines. One participant shared, "I consistently worry when I begin to write a paragraph, concerned that my vocabulary knowledge may be insufficient and anxious about receiving critical feedback from my teacher if I take too long" (Participant 1). Similarly, Participant 3 noted, "I was stressed and never happy when the teacher assigned exercises with limited deadlines for submission." These statements highlight that time-sensitive writing assignments and the expectation of linguistic accuracy cause significant stress. Participants feared that their limited vocabulary might be exposed or criticized, particularly in public or evaluative contexts. The combination of these pressures often diminished their motivation and negatively affected their writing performance.

Moderate Anxiety Group: Students who experienced moderate levels of anxiety also expressed concern about their language proficiency, particularly the use of vocabulary and grammar. However, this group also emphasized worries related to the topic assigned and their ability to complete tasks within the given time. For instance, Participant 4 admitted, "I worried about using grammar correctly," while Participant 8 shared, "Using an appropriate vocabulary makes me worry." Additionally, Participant 10 expressed that "Sometimes, I lack

background knowledge about the topic assigned by the teacher.” These responses indicate that students with moderate anxiety are affected not only by linguistic concerns but also by cognitive demands, such as topic familiarity and conceptual understanding. Unlike the highly anxious group, their anxiety tends to be more focused on task complexity rather than intense emotional stress.

Low Anxiety Group: Students with low anxiety levels reported fewer issues with language proficiency but still encountered specific writing challenges. The primary concern among this group was the difficulty in summarizing and organizing ideas effectively within their paragraphs. As one student stated, “I did not know how to sum up all my ideas in writing English paragraphs” (Participant 10). This reflects a more cognitive processing concern than emotional distress. These students were generally more confident with language mechanics but needed further support in the structuring and coherence of their written output.

(2.2) Objective 2: To identify the specific coping mechanisms students, use to manage anxiety during online English paragraph writing.

The qualitative findings from individual interviews reveal that participants employed a variety of strategies to manage their anxiety while writing English paragraphs online. These strategies varied across three levels of anxiety-high, moderate, and low-and reflect differences in how students approached stress, uncertainty, and the writing process itself.

High Anxiety Group: Participants with high levels of writing anxiety reported that they initially experienced significant stress, particularly around vocabulary limitations, grammar usage, and time constraints. To cope with these challenges, they described actively seeking support from both teachers and peers. Their approach involved recognizing what they did not understand, asking for clarification, and then applying that feedback through multiple revisions. For instance, Participant 11 shared, “I stop overthinking things that are not yet understandable,” indicating a deliberate effort to manage cognitive overload. Participant 12 explained, “I just ask for review and advice from the teacher,” while Participant 3 added, “After getting advice, then I start to rewrite again.” These responses reflect a pattern of adaptive coping, whereby students acknowledge their limitations, seek constructive input, and revise their work to improve both skill and confidence. This group’s coping strategy centered on collaboration, feedback utilization, and iterative learning, emphasizing a growth mindset despite their anxiety.

Moderate Anxiety Group: Students in the moderate anxiety group demonstrated a more resource-driven coping strategy. Their anxiety, although less intense than the high-anxiety group, still stemmed from language concerns-particularly vocabulary and grammar—as well as topic familiarity. To manage these challenges, they turned to digital tools and online resources. Participant 2 noted, “I use a dictionary and search for unfamiliar words,” while Participant 5 said, “I try to use easily understandable words and phrases.” Participant 10 echoed similar sentiments, stating, “I use dictionaries on websites; they are so helpful for

me.” These students consistently relied on online dictionaries, grammar websites, and accessible language structures to build their writing. Their strategy demonstrates a practical approach to anxiety reduction: enhancing linguistic clarity and reducing cognitive load through the use of technology.

Low Anxiety Group: Participants who reported low levels of anxiety while writing English paragraphs online displayed a strong reliance on teacher feedback as a developmental tool. Rather than feeling overwhelmed, they used positive reinforcement and constructive critiques as motivation to improve their writing. Participant 11 shared, “When the teacher gives me positive feedback, I have the confidence to improve my draft,” and Participant 14 confirmed, “I can improve my writing draft after getting good feedback.” Likewise, Participant 32 emphasized, “Feedback from the teacher can improve my writing skills.” These students viewed teacher input as an empowering and confidence-building tool, allowing them to refine their ideas and enhance the clarity and quality of their work.

Discussion

Objective 1: To explore students’ anxiety levels when writing English paragraphs in an online setting

The results of this study revealed that students generally experienced moderate levels of writing anxiety when composing English paragraphs online. This anxiety was examined across three dimensions: cognitive anxiety, somatic anxiety, and avoidance behavior. Among these, cognitive anxiety registered the highest overall score, with students expressing concerns about evaluation, vocabulary choice, and grammatical accuracy—especially under time pressure. This finding suggests that writing online adds an additional layer of stress, potentially due to the permanence of written work, the lack of immediate feedback, and fear of judgment. These results are consistent with the findings of Aloairdhi (2019), who observed that moderate anxiety among learners could stem from limited exposure to English writing, lack of confidence, and misalignment between evaluation practices and student preferences. In this study, several participants reported that grading criteria and time constraints intensified their anxiety, particularly when they felt unprepared or uncertain about their language abilities. Conversely, some students reported low levels of anxiety, which may be attributed to their higher English proficiency and prior positive experiences with writing. This aligns with the study of Iksan, Palangngan, and Nur (2023), which found that students with lower anxiety levels in writing tend to exhibit greater academic success, due to increased self-efficacy and linguistic competence. Therefore, anxiety levels among students can be seen as closely related to both their previous experiences with English writing and their perceived language ability.

Objective 2: To identify the specific coping mechanisms students use to manage anxiety during online English paragraph writing

The study also aimed to identify how students manage their anxiety while writing English online, and the qualitative findings offered rich insight into their coping strategies, which varied according to the level of anxiety. Students with high anxiety reported coping by limiting overthinking, seeking advice from teachers and peers, and revising their work after receiving feedback. These strategies allowed them to break down difficult writing tasks into manageable steps and receive constructive input, which helped alleviate their anxiety. This finding is in line with the study by Irawati et al. (2022), which concluded that teacher feedback plays a vital role in reducing students' writing anxiety by correcting errors and

increasing confidence. Students with moderate anxiety primarily employed self-directed learning strategies. They reported using online dictionaries, grammar websites, and selecting simpler vocabulary to complete their writing tasks. In some cases, students also consulted friends to verify uncertain answers. These strategies reflect a practical approach to reducing anxiety by compensating for linguistic gaps through digital tools and peer collaboration. This is consistent with Inggawati et al. (2022), who found that students often used online applications, especially Google, to solve lexical and grammatical problems in English writing. For students with low anxiety, the most prominent coping mechanism was their positive use of teacher feedback. Rather than feeling discouraged, they viewed feedback as a supportive tool that allowed them to refine their writing and improve their skills. The presence of teacher encouragement and constructive criticism appeared to reinforce a sense of competence and motivation, supporting a more resilient and confident approach to English writing.

Conclusion

Overall, the findings indicate that while students experience different levels of anxiety, they actively engage in a range of coping mechanisms that reflect their individual needs, writing proficiency, and access to support. These strategies not only mitigate anxiety but also foster language development and writing competence. Furthermore, the study confirms that both internal factors (e.g., confidence, prior experience) and external support systems (e.g., teacher feedback, digital resources) are instrumental in shaping students' writing behavior and emotional responses in online learning environments.

Implications

The findings of this study have several important implications for EFL instruction, particularly in virtual learning contexts. First, the moderate levels of English writing anxiety observed among the majority of participants suggest that online learning environments do not necessarily eliminate writing-related stress; rather, they introduce new triggers such as time constraints, reduced interaction, and lack of immediate feedback. Educators must

therefore adopt instructional strategies that mitigate these anxiety-inducing factors. For instance, integrating flexible deadlines, providing timely and constructive feedback, and fostering an open and supportive online classroom culture may help reduce students' anxiety and improve their writing outcomes. Second, the prevalence of cognitive anxiety-rooted in self-doubt and fear of evaluation-highlights the need for affective scaffolding. Teachers should offer reassurance, emphasize process-oriented writing, and avoid overly critical assessments. Peer review, collaborative writing tasks, and teacher modeling can also build students' confidence and normalize writing challenges. Third, the role of technology as both a coping tool and a potential source of stress implies that digital literacy training should be embedded in writing instruction. Educators should familiarize students with online dictionaries, grammar tools, and learning platforms, while also ensuring that technical issues are minimized through institutional support.

Furthermore, the study underscores the importance of equipping students with metacognitive and self-regulation strategies. Encouraging learners to engage in self-monitoring, goal-setting, and reflective writing can enhance their sense of control and reduce avoidance behavior. These skills are particularly vital in asynchronous and self-paced learning environments. Finally, the findings point to the significance of feedback as a coping mechanism. Structured, formative feedback-not merely summative grades-can play a vital role in reducing anxiety and improving performance. Institutions should consider training instructors in effective feedback strategies that are constructive, supportive, and tailored to individual student needs.

Recommendations

1. Policy Recommendations

1.1 Integration of Affective-Support Strategies in Online Curriculum Design

Higher education institutions should mandate that English writing courses-particularly those conducted online-incorporate instructional components that address students' emotional well-being. This includes training educators to recognize signs of anxiety and to respond with empathy, formative feedback, and confidence-building techniques.

1.2 Institutional Support for Digital Writing Tools

Universities should invest in digital infrastructure and provide access to writing support tools such as online grammar checkers, AI-based feedback platforms, and collaborative learning technologies. These tools can reduce cognitive load and help students feel more prepared and supported when writing online.

1.3 Curriculum Flexibility and Assessment Reform

Policymakers in education should advocate for flexible assessment criteria that emphasize learning processes over rigid outcomes. This includes allowing multiple

drafts, peer-review options, and formative assessments that help reduce the pressure associated with final evaluations-thereby minimizing anxiety.

2. Practical Recommendations

2.1 Teacher Training on Writing Anxiety Management

English instructors should receive professional development on identifying and managing student anxiety in writing tasks. Training should include methods for providing effective feedback, fostering a growth mindset, and using scaffolding techniques to support students at varying anxiety levels.

2.2 Embedding Coping Strategies in Classroom Activities

Educators should integrate structured coping mechanisms into the writing curriculum, such as guided relaxation, goal-setting activities, reflective journaling, and writing warm-up exercises. These activities can help students regulate emotions and build writing stamina over time.

2.3 Facilitation of Peer Support Networks

Teachers and administrators should encourage peer collaboration by organizing writing groups or discussion forums where students can share experiences, challenges, and strategies for improvement. Social support has been shown to mitigate anxiety and improve learner outcomes.

2.4 Incorporation of Self-Assessment Tools

Provide students with tools to monitor their own progress and anxiety levels, such as reflective checklists or anxiety-rating scales. This empowers learners to recognize triggers and adopt personalized strategies for managing their emotional responses.

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