Second Language Anxiety in Academic Writing: A Study of University Graduates in Pakistan

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ABSTRACT

The objective of this study is to find out second language anxiety for academic writing in university students of District Peshawar. 182 students as a whole constituted the sample of the study from three Public Sector Universities. Data was collected from the Master/Graduate-level students of social sciences departments by using a questionnaire known as the Writing Apprehension Test developed by John Dally. Data was analyzed using SPSS and descriptive statistics i.e. frequencies, percentages, mean, and Standard Deviation. Overall results of the study show that the sampled students did not suffer from writing anxiety in the second language (English). The main factor was to check the anxiety whereas it was also evidenced that students did face some problems during writing in the second language but their problems did not lead to anxiety.

Key words: Second language, anxiety, academic writing, education, WAT

INTRODUCTION

Horwitz and Cope (1986) defined anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". English as a foreign language in Pakistan influences the language learning process as an

internal factor. Another internal factor that affects when learning a foreign language is attitude. In countries, where English is taught as a foreign language, learners suffer various levels of anxiety and develop a specific attitude towards English. (Hussain, 2018).

Horwitz et al. (1986) expected learners to show three major performance anxieties (communication apprehension, test anxiety, and fear of negative evaluation) in general foreign language learning classrooms, and they concluded that anxiety could take place in any setting intertwined with language performance.

Learning English as a foreign language has become a vital part of students' academic skills and most of the time success of their career is closely connected with the success in English language. Quiet a large number of students take learning as a challenge and sometimes it become a problem for them. Various internal and external factors are associated with language learning which help in lowering or increasing language acquisition, teacher with diverse background and curriculum while internal factors consist of attitude, self-image, and self-confidence; anxiety etc. internal factors significantly exert influence on performance and success of students in a foreign language course (Buyukkarci, 2016).

To most people, writing seems to be far less anxiety-provoking than the oral mode of communication because unlike speaking, writing is often done under conditions that allow one more time to decide what to say and how to say it. Besides, unlike when listening, in writing one has greater control over the content and language of the message. However, many people still find writing difficult, frustrating, and even anxiety-producing, not just in L2 but also in L1 (Bloom, 1980; Leki, 1999).

Anxiety is prevalent among university students (Baez, 2005). While many factors contribute to college students' anxiety, high expectations for writing across the curriculum are likely to contribute to increased writing anxiety, which can affect students' motivation and willingness to take writing courses. Writing anxiety is also related to students' poor performances on English writing exams and in jobs requiring writing (Cheng, 2004). Therefore, writing anxiety is a central concern for university faculty.

Early studies viewed writing anxiety as unidimensional (Daly & Miller, 1975); however, recent research concurs that it is a multidimensional construct (Cheng, et al 1999). Writing anxiety consists of both "dispositional attitudes existing over time and context, and situational attitudes specific to particular tasks" (Riffe & Stacks, 1992). Students may display their anxiety toward writing through nervous tension, preoccupation, or procrastination.

Previous research has shown that students with higher anxiety received lower grades on essays, written exams, and standardized writing tests (Lee & Krashen, 1997). However, Fowler and colleagues (Fowler & Ross, 1982) found no significant relationship between writing anxiety and grades, particularly when English proficiency was controlled. Other studies indicated that students in advanced writing classes reported lower writing anxiety (Daly & Miller, 1975)

Reading and writing skills in mother tongue are learned beyond acquisition. As these two skills have many things in common, it seems sensible to suggest these skills develop parallel to each other and affect one another positively or negatively. However, individuals gain reading skills in academic life followed by effective written text production skills, yet it is known that many students cannot gain effective written text production skills. This case might be mainly caused by the fact that written text production is complex by nature and requires plenty of cognitive procedures (Grabe & Kaplan, 1996). Related studies make a reference to the fact that writing anxiety occurs because of language complexity in general and complexity of writing as a skill in particular (Balemir, 2009).Thus, it will be a great mistake to assume writing process is only cognitive. In other words, the effect of anxiety as an affective property in writing process must not be ignored. Because, according to Cheng, Horwitz and Schallert (1999), there is a relationship between foreign language classroom anxiety and foreign language writing anxiety.

According to Cheng (2002), there have been only a few studies that directly deal with L2 writing anxiety. Those that exist have been done with ESL students from heterogeneous first language backgrounds. Thus, there is even less research on anxiety among linguistically homogenous second language groups studying in EFL contexts. This means we should turn the research spotlight on L2 writing anxiety and on EFL contexts. Cheng, Horwitz, and Schallert (1999) stated that writing anxiety is a "language-skill specific anxiety," which is different from a

general classroom type of anxiety. Also, according to Daly (1978), writing apprehension is a "situation and subject-specific individual difference" and highly apprehensive writers have a tendency to avoid the very activities they need to be successful writers: writing, practicing writing, and getting feedback on writing.

Although there has been some research on the correlation between anxiety and language acquisition, most of it has been conducted in an ESL context with college-level students. Therefore, a purpose of this study is to expand research on Master/Graduate level and to explore the Effects of Second Language Anxiety on Academic Writing in Graduate Students of Public Sector Universities in the District Peshawar.

The objective of the study is,

- To find out second language anxiety for academic writing in Graduate students of public sector universities of District Peshawar.

In the light of the above objective, the following research question will be answered in this study:

1. Do Graduate students feel anxious when it comes to writing/composition in the second language (English)?

LITERATURE REVIEW

Anxiety is described as a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of autonomic nervous system (Spielberger 1983:1). Anxiety embodies three fundamental interconnected features: physiological (e.g., blood pressure, muscle tension, sweaty palms, blushing, forgetfulness), behavioural (frequent absence, avoidance behaviour, leaving a situation) and cognitive (subjective appraisal process, self-doubt, negative expectations). Pekrun (1992) asserts that an individual who experiences threatening situations is likely to be highly anxious in similar situations in the future. In an attempt to understand these individual differences with respect to anxiety, three conceptual explanations of this construct are provided. First, anxiety is considered as a transient psychological state, an immediate response to

a specific anxiety-provoking stimulus. Secondly, anxiety is conceptualized as a feature of an individual disposition. Thirdly, anxiety arousal that is associated with a specific situation. These three interpretations are referred to as 'trait' anxiety, 'state' anxiety, and 'situation-specific' anxiety (MacIntyre, 1999).

Foreign Language Anxiety and Other Types of Anxiety

The development of language anxiety as conceptualized by Horwitz et al. (1986) and others (e.g., Young, 1992; MacIntyre and Gardner, 1989) is consistent with psychological theories of anxiety development. State anxiety is the apprehension that a person experiences at a particular moment in time as a response to a definite situation. Trait anxiety is defined as an individual's likelihood of becoming anxious in any situation (Spielberger, 1983). Trait anxiety is the more permanent predisposition to be anxious and it is usually viewed as an aspect of personality. Situational anxiety is the specific forms of anxiety that occur consistently over time within a given situation (MacIntyre & Gardner, 1991a). The situation-specific anxiety consists of the anxiety that is aroused by a specific type of situation or event such as public speaking, examinations or class participation. Examples of situation specific anxieties are test anxiety, stage fright, and language anxiety, because each of these refers to a specific context: taking a test, giving a speech, or using a second language. Figure 2 gives an overview of the different conceptualizations of anxiety.
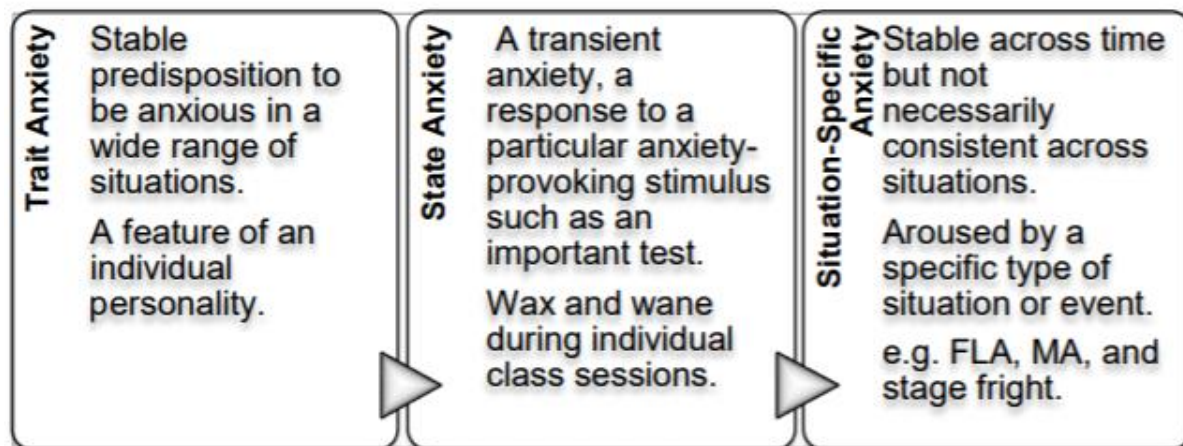

Trait Anxiety	State Anxiety	Situation-Specific Anxiety
Stable predisposition to be anxious in a wide range of situations. A feature of an individual personality.	A transient anxiety, a response to a particular anxiety-provoking stimulus such as an important test. Wax and wane during individual class sessions.	Stable across time but not necessarily consistent across situations. Aroused by a specific type of situation or event. e.g. FLA, MA, and stage fright.

Figure: CONCEPTUALIZATION OF ANXIETY

MacIntyre and Gardner (1991) also described in details how foreign language anxiety came into being based on the study done by the same authors in 1989. According to them, during the first few experiences in the foreign language, anxiety plays a negligible role in proficiency because even if anxiety is present, it is not the foreign language anxiety that has been discussed. Anxiety aroused in this context, as a result of early language experience, would best be called state anxiety. After several experiences with the second language context, the student forms attitudes that are specific to the situation, that is, emotions and attitudes about learning a new language. If these experiences are negative, foreign language anxiety may begin to develop. As negative experiences persist, foreign language anxiety may become a regular occurrence and the student begins to expect to be nervous and to perform poorly.

English as a foreign language:

English language is the most important language in the present era that has reached the status of lingua franca. From education to business, it is the utmost need of today. Learning English as a foreign language has become a vital part of students' academic skills and most of the time success of their career is closely connected with the success in English language. Quite a large number of students take learning as a challenge and sometimes it becomes a problem for them. Various researchers explored that English language anxiety hampers the academic achievement of students (Halder, 2018). Various internal and external factors are associated with language learning which help in lowering or increasing language acquisition; teachers with diverse background and curriculum while internal factors consist of attitude, self-image, and self-confidence; anxiety etc. internal factors significantly exert influence on performance and success of students in a foreign language course (Buyukkarci, 2016).

The Effect of Foreign Language Anxiety on Performance

Several researchers have presented different definitions of foreign language anxiety (FLA). Clément (1980) defined foreign language anxiety as a complex construct that deals with learners' psychology in terms of their feelings, selfesteem, and self-confidence. Highlighting the unique feature of FLA, Young (1992) defined it as a complicated psychological phenomenon peculiar to language learning. More precisely, MacIntyre and Gardner (1994) defined FLA as the feeling of tension and apprehension specifically associated with second or foreign language contexts, including speaking, listening, and learning, or the worry and negative emotional reaction arousal when learning or using a second or foreign language (MacIntyre, 1999).

As Horwitz (2000) put it, "countless language learners and teachers across the world identify with the experience of foreign language anxiety, and the potential of anxiety to interfere with learning and performance is one of the most accepted phenomena in psychology and education". The effect of foreign language anxiety has been vastly examined and general agreement has been reached that foreign anxiety interferes with the learning process and has a negative effect on performance (Aida, 1994; Horwitz et al., 1986).

In this section, the construct of foreign language anxiety has been clarified and discriminated from other types of anxiety (MacIntyre & Gardner, 1989, 1991a, 1991b, 1994b). Foreign language anxiety also interferes with the three stages of the foreign language learning process, input, processing and output (refer to Figure 2) (MacIntyre & Gardner, 1991b, 1994b). Foreign language anxiety related to language skills other than writing also exists among foreign language learners.
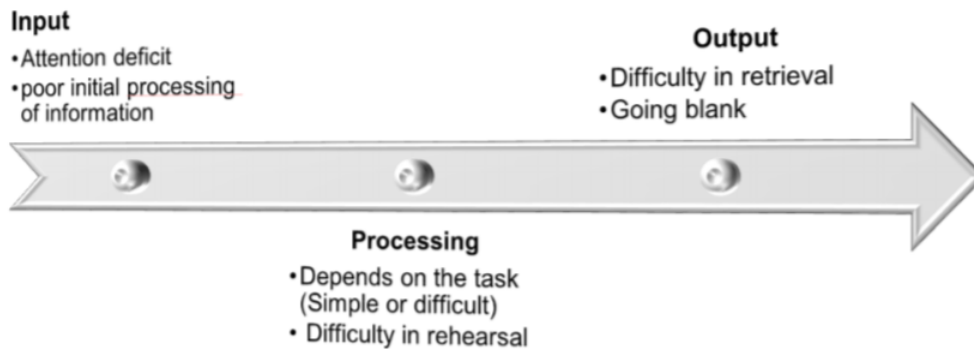
Input
• Attention deficit
• poor initial processing
  of information

Output
• Difficulty in retrieval
• Going blank

Processing
• Depends on the task
  (Simple or difficult)
• Difficulty in rehearsal

Figure: Three stages of language anxiety

Foreign language anxiety

According to Gardner (1979) and Horwitz et al. (1986), foreign language anxiety should be understood as situation specific anxiety, which can give researchers or instructors an opportunity to see how anxiety triggered by specific learning environments affects language learning itself.

There are four types of anxiety in second language:

> ➢ Listening anxiety

> ➢ Speaking anxiety

> ➢ Reading anxiety

> ➢ Writing anxiety

Listening anxiety:

The steadily growing appreciation for the role of listening comprehension has generated much new research related to foreign language listening. The two main approaches to such listening research have involved either an instructional orientation or a linguistic orientation. One area of focus in teaching-oriented lines has been "comprehension approaches." many of which

have criticized previous simple listening instruction methodologies that simply exposed learners to the spoken language (Asher. Kusudo. & de la Torre. 1983; Belasco. 1981; Krashen & Terrell. 1983; Postovsky. 1974; Stevick. 1976; Winitz. 1981). However, research on listening comprehension to date has neglected an important dimension of the listening process, the listener's own viewpoint (Lynch. 1998).

Listening in a second language is an integrative language skill, including Lexico-grammatical, phonetic, and cognitive complexities, as well as performance features such as false starts, irregular pauses or hesitations, or unclear pronunciation and intonation (Snow & Perkins. 1979).

Valizadeh, M & Alavinia, P did a research study in 2013. The researchers probed the potential relationship between emotional intelligence, foreign language listening anxiety (FLLA), and listening comprehension performance of Iranian EFL learners. To this end, 160 participants, studying English language and literature at three different Universities in Urmia were the sample of research. The study utilized two instruments, i.e. Bar-On's (1997) emotional quotient inventory (EQ-i), and FLLA scale. Results of Pearson product moment correlation pointed to a strong relationship between listening comprehension performance of the learners and their emotional intelligence scores, with the strongest relationship belonging to the self-awareness subscale of EI. Furthermore, a strong negative relationship was found between FLLAS and listening comprehension performance. The results also indicated a strong negative relationship between learners' FLLA and their emotional intelligence, with the strongest relationship belonging to the happiness component. The results of the multiple regression analyses for the predictability power of EI for listening comprehension performance and FLLA revealed that EI is a proper predictor of listening comprehension performance and FLLA of Learners. Finally, based on multiple regression analysis FLLA was deemed a proper predictor of listening comprehension performance of EFL learners (Alavinia, P. 2013).

Preliminary support for the existence of foreign language listening anxiety as a phenomenon has been found. The learners with higher levels of foreign language anxiety tend to have higher levels of foreign language listening anxiety (Hussein, 2005). In Kim's (2000) study, the majority

of participants reported experiencing listening anxiety in foreign language classrooms and in real-life communication situations.

Speaking anxiety:

Most of the research done on anxiety, however, has focused on finding correlations between anxiety and oral performance (Hewitt & Stephenson, 2011; Horwitz, 2001; Liu, 2007; Phillip, 1992; Young, 1986; Zhang, 2004). That is because many researchers believe that speaking is the most anxiety-provoking of the four language skills. Therefore, it seemed natural that many researchers showered interest on speaking.

There are risks associated with speaking another language. Young (1990) discovered that speaking 'on the spot' or in front of a class of students induces the highest anxiety from a students' point of view. In a study with university students in Texas, Horwitz, et al. (1986) examined the speaking anxiety. At the onset of the study, beginning language class students at the university were offered the opportunity to join a group called "Support Group for Foreign Language Learning". Initially, 78 out of 225 elected to join the group. Two groups of 15 were formed due to limitations with time and space needed. These support groups assisted in developing the Foreign Language Classroom Anxiety Scale (FLCAS). Then 75 university students, 39 males and 36 females in Spanish introduction classes took the FLCAS during the third week during the semester. In the study, students with elevated anxiety levels stated that they are fearful of speaking a foreign language in front of class, fear of being "less competent" compared to other students or having them negatively critique them, and fear of committing errors. In addition to fear of making mistakes, another finding was students not understanding all language input, which they also refer to as communication apprehension. Horwitz, et al. (1986) found complications with speaking in the classroom with students as the most common concern of language learners at the learning skills center at the University of Texas. These findings are similar to Young (1990), who found that speaking 'on the spot' or in front of the class of students induce the most anxiety from the students' point of view.

Reading anxiety:

Foreign Language Reading Anxiety and Performance

Recently more researchers have started to look into the relationship between anxiety and the other language skills as well: reading (Brantmeier, 2005; Saito, Garza, & Horwitz, 1999), listening (Elkhafaifi, 2005; Vogely, 1998), and writing (Cheng, 2004). MacIntyre (1995a) pointed out, "The effects of anxiety are not limited to problems encountered during speaking but pervade the entire language learning process" (p. 94). Studies on specific language skill anxiety have shown that high levels of anxiety could have adverse effects on students' overall foreign language performance and also on special language skills (Cheng et al., 1999; Saito & Samimy, 1996; Sellers, 2000). Two studies have shown that foreign language reading anxiety interferes with both the reading process and the reading performance (Sellers, 2000; Shi & Liu, 2006).

Shi et al. examined the foreign language (FL) reading anxiety level of English-speaking university students learning Chinese as a foreign language (n ¼ 114) in the United States. Data from two anxiety measures, a background information questionnaire, and an email interview indicated that learners of Chinese experienced a level of FL reading anxiety similar to general FL anxiety. FL reading anxiety was associated with course level and experience with China but not with gender. Moreover, FL reading anxiety was found to be negatively correlated with FL reading performance among Elementary Level I and Intermediate Level students but not among Elementary Level II students. Unfamiliar scripts, unfamiliar topics, and worry about comprehension were identified as the major sources of FL reading anxiety. Findings suggest that reading anxiety was a salient problem for learners of Chinese whose native language was English (Shi, Y. et al, 2006).

Though, some studies showed that foreign language reading anxiety negatively affects foreign language reading process and also foreign language reading performance (Sellers, 2000; Shi & Liu, 2006), some found no significant relationship (Brantemier, 2005; Milles, Pajares & Herron, 2006). The relation between foreign language reading anxiety and reading performance might be influenced by reading task types and reading text difficulty levels.

Writing anxiety:

Writing anxiety has been the subject of research and study for many years. The study of writing anxiety as a social phenomenon requires probing the methodology of teaching writing and the circumstances under which people focus on writing. Levy and Ransdell in their 1996 study of the writing process developed by Hayes and Flower in the 1980s, point out that the writing process model was based mainly on cognitive psychology. It gave little attention to working from memory, which is essential to writing that develops in a social context and has a generative characteristic of motivation and affect. What to write, how, and whom to write follow social conventions that govern the history of social interactions. In this context, cultural differences and social surroundings make a difference. Memory is also central to writing. It contains two branches—the phonological loop that stores coded information, and the visual-spatial "sketch-pad" that contains visually and spatially coded information.

Foreign language writing anxiety is also identified as being related to but distinct from general language anxiety (Cheng et al., 1999; Cheng, 2002). Cheng et al. (1999) found that second language classroom anxiety measured by the FLCAS (Horwitz et al., 1986) and second language writing anxiety measured by a modified second language version of the Writing Apprehension Test (SLWAT) by Daly and Miller (1975) were two related but independent constructs. Four hundred and thirty-three Taiwanese English majors participated in the study. There was a moderate correlation between the overall FLCAS and the overall SLWAT but items from the FLCAS and the SLWAT were loaded on different components. The findings suggested that second language classroom anxiety was a more general type of anxiety about learning a second language with a strong speaking anxiety element, whereas second language writing anxiety was a language-skill-specific anxiety. In another study Cheng (2002), docu,emted that female students had a significantly higher level of writing anxiety than male learners in Taiwanese universities. In a nutshell, various kinds and degrees of anxiety have been found in second language learners at university levels.

METHOD

For the current study, three public sector universities were selected from Peshawar District, KP. Three departments of Social Sciences from each university were selected homogenously. A list of all the students was prepared which served as the sampling frame. The data was collected from 21 students of each department of every university. So 63 students from each university, and 182 students as a whole constituted the sample of the study.

Research instruments are the tools used to collect data from the field (Kothari, 2003). The present study adopted an instrument developed by Daly and Miller in the form of a questionnaire consisting of five Likert scales. The EFL version of Daly and Miller's (1975) WAT (Writing Apprehension Test) was adopted to assess the combination of learners' attitudes, beliefs, and anxious feelings towards EFL writing. EWAT is a 20-item scale, with both positive and negative statements. According to Cheng 2004, the Writing Apprehension Test, WAT, developed by Daly and Miller, is frequently used to measure writing anxiety.

Formal permission was taken from the author of the scale before using the scale for the research purpose. Participants' consent, privacy of information, and other ethical security were assured to participants. The collected data was further fed to SPSS software version statistical tools, i.e. percentage, mean standard deviation, and correlation used by the researcher.

ANALYSIS AND DISCUSSION

This research study investigates the second language (English in this study) writing anxiety of the Master-level or Graduate students of three different public sector universities of Peshawar. By using a 20-items questionnaire, the responses were elicited from students and statistically analysed by using SPSS. Each statement/answer of the Questionnaire was analyzed separately. The details of the data analysis are given below.

The first question was about avoiding writing in the second language (English) and data showed that 60.6% of responding students viewed that they did not avoid writing at the Master level while 29.5% of respondents thought otherwise. At the same time some of the respondents were also "uncertain" (10 %). They were not pretty sure of avoiding writing or not. The

descriptive analysis followed by (mean=2.55, SD=1.20) reveals the fact that students did not avoid writing at the Masters level.

When it came to the evaluation of compositions, 36.8% of students had no fear of their writing being evaluated while 42.2 % of students were anxious about evaluation of their writings. Whilst 21.1% of students responded "uncertain" followed by the descriptive analysis (mean=2.92, SD=1.16). This means that students had no fear of their writing being evaluated. The figure illustrates it.

Regarding the third question about the expression of their ideas in their writings, 55.2% of student respondents were willing to write down their ideas categorically whereas 25.3 % of students felt shy to express themselves. Despite this fact, 19.5% of the student's responses were in the "uncertain" category. Descriptive analysis (mean=3.36, SD=1.21) concluded that students looked forward to writing down their ideas.

About the essay writing question, 28.9 % of students accepted that they were afraid of the evaluation of their essays while 47.3% of students figured out to be thinking otherwise. 23.7% of students were in doubt about their writing evaluations. So it can be concluded that students had no fear of their writings being evaluated. The following figure 1 illustrates the above four questions and their responses respectively.

Figure 1: Responses of the first Four questions.
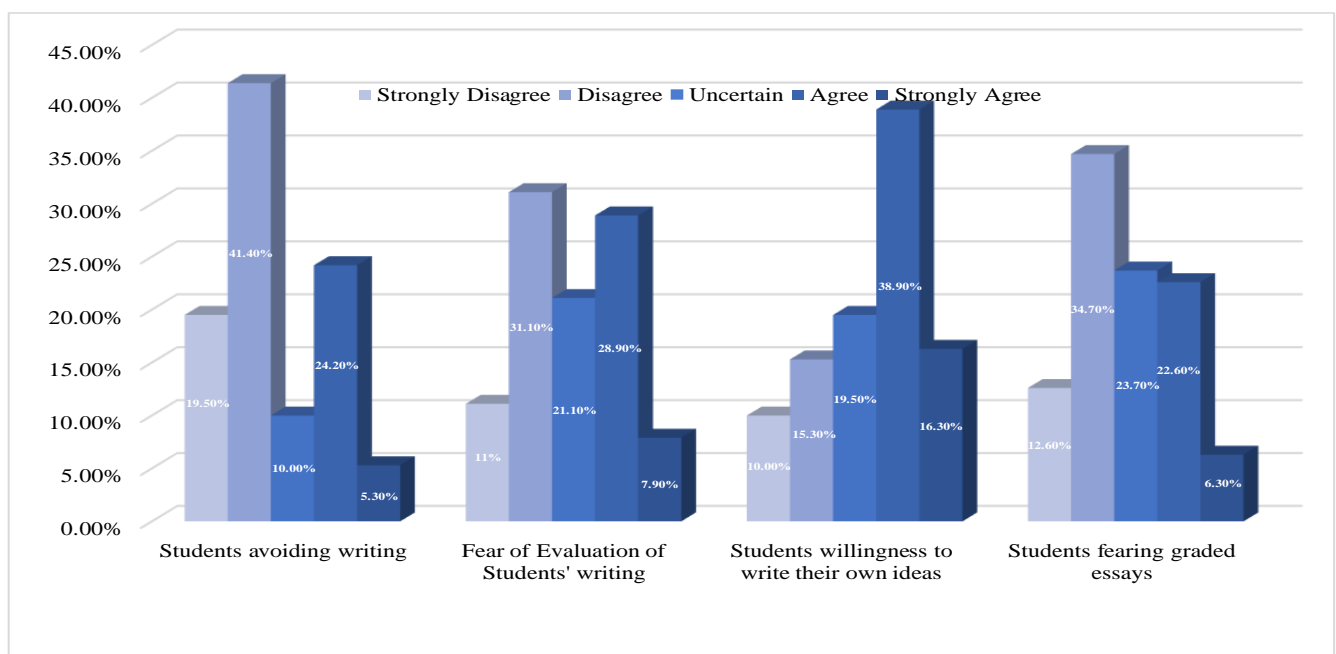
In the next question, students were asked if handling or managing their composition caused them stress or not. 59.4 % of student respondents felt good at handling a composition task, whereas 17.3 % of students disagreed. The percentile of the "uncertain" students (23.2) is greater than disagreed. So relying on the responses of the majority it is clear that handling a composition task made them feel good as is evident by the following descriptive analysis (mean=3.42, SD=1.00).

Response analysis of the next question showed that 34.2 % of students accepted the fact that they became blank when they started working on a composition in a second language while 42.1 % of students denied it. The collected data also reveals that 23.7% of students' responses were in the "uncertain" category. So descriptive analysis (mean=2.90, SD=1.13) concludes this finding that students didn't suffer from mind blankness when they started working on a composition.

In responses to the next question, 24.7 % of students were found to agree that expressing their ideas through writing in the second language (English) is a waste of time while 59.5 % of students disagreed. Students at the Master level did believe that writing is not a waste of time followed by descriptive analysis of their responses (mean=2.47, SD=1.26).

The analysis of the next question indicated that 63.1% of student respondents liked writing down their ideas in English composition assignments whereas 18.4 % of student respondents contradicted it. Descriptive analysis (mean=3.55, SD=1.14) revealed that students liked writing down their ideas in the second language and didn't feel anxious. The following figure 2 illustrates the above four questions and their responses respectively.
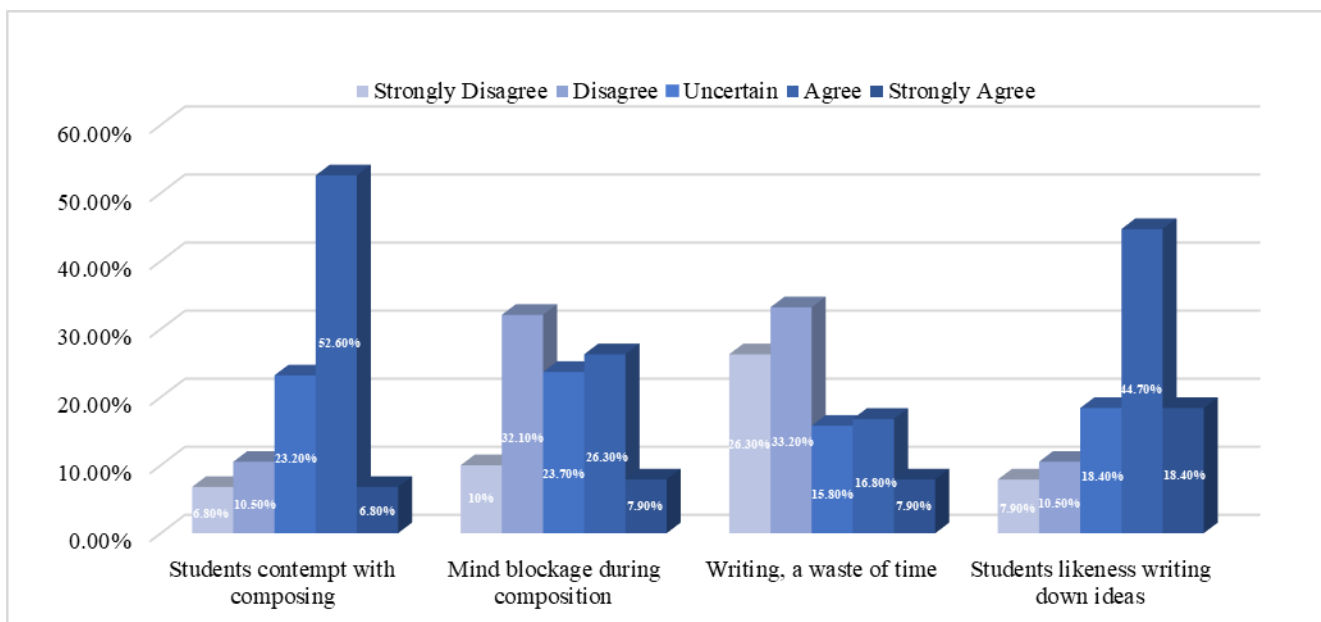
The obtained stats show that 57.9 % of students felt that their confidence enhanced in
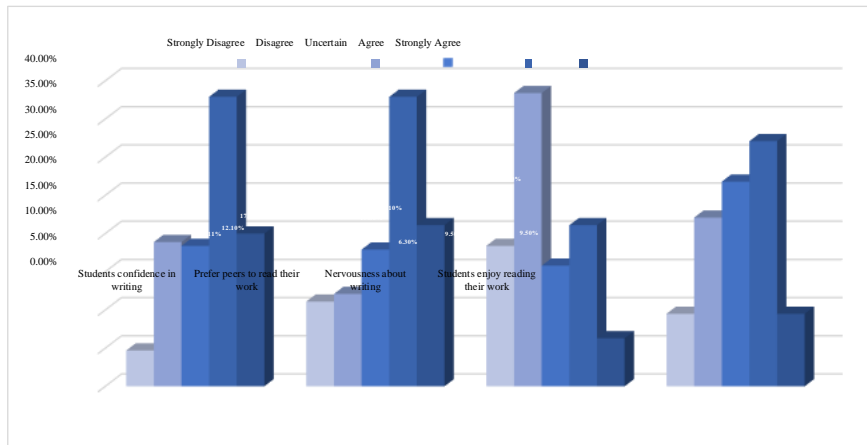
their own ability to write their ideas down clearly in the English language while 23.6 % of student respondents felt otherwise. The neutral responses were 18.4%.

Regarding the next question of the questionnaire, data results indicate that 59% of students liked to share with their friends what they had written while 23.2 % of students did not like their friends to read what they had written. Whereas 17.9% of students were in doubt. As per the majority of responses, it is marked that students liked to let others read their writings.

The analysis of the next item shows that 27.4 % of student respondents viewed that they felt nervousness while writing at the Master level whereas 56.8 % of students did not feel the same. On the other hand, 15.8 % of students were in doubt of it.

As far level of enjoyment or pleasure is concerned, analysis shows that 41.7 % of students believed that people enjoyed their writings in the second language whereas 31.6 % of students thought that people did not enjoy what they wrote. The descriptive analysis (mean= 3.10, S.D=1.13) confirms that the majority of the students believed that their writings are a source of pleasure for people. The following figure 3 illustrates the above four questions and their responses respectively.
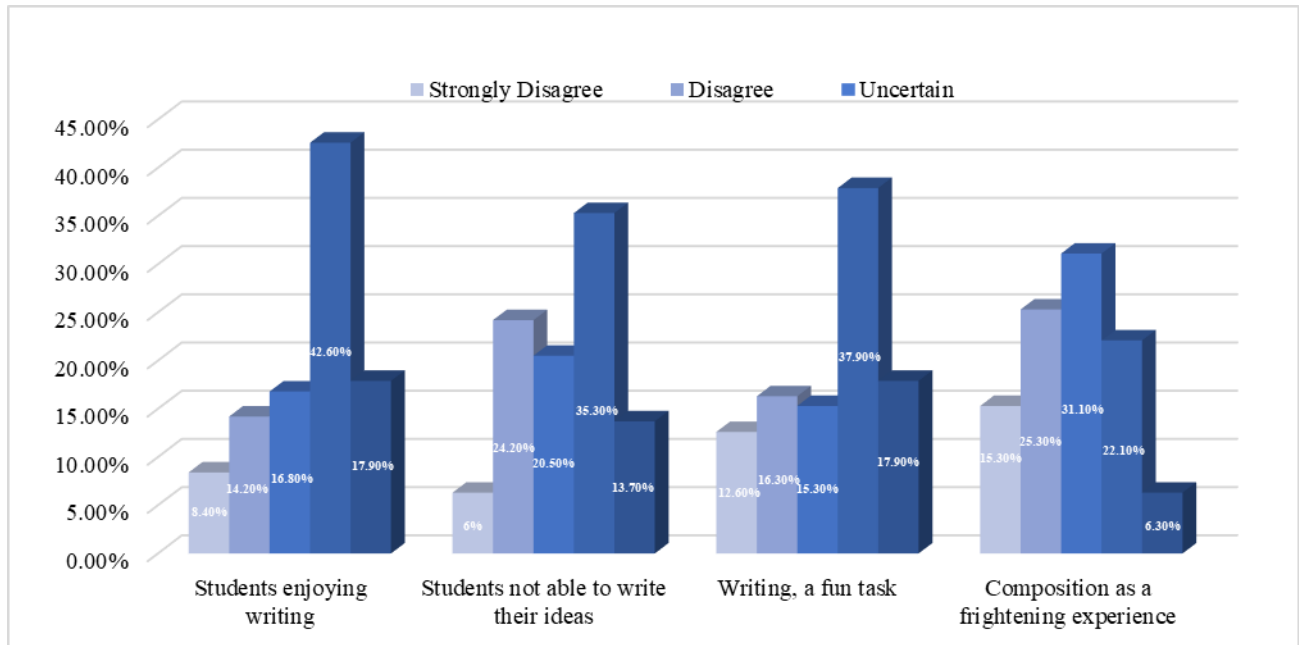
Moreover, about their own degree of enjoyment in writing in English at the Master level, it was found that 60.5 % of students stated that they enjoyed writing at the Master level, while 22.6 % of students didn't really enjoy writing at this stage of their academic career. This statistical measurement (mean=2.47, S.D= 1.18) is considered as the evidence for it.

It was also found from the collected responses that 49 % of students believed that they can't clearly articulate themselves in the English language when it comes to writing, whereas 30.5 % of student respondents conflicted with them. The analytical measurements (mean=3.26, S.D=1.15) and neutral responses recorded (20.5%) show that students faced problems in expressing themselves on pieces of paper in a second language.

The analysis also revealed that 55.8 % of student respondents considered writing in the second language fun at the Master level while 28.9% of student respondents disagreed with it. The mean and SD for this were 3.32, and 1.29 respectively.

The responses revealed that 28.4 % of students felt frightened while taking a composition course, whereas 40.6 % of student respondents didn't think the same. In-doubt responses were 31.1%.   . The following bar chart/figure 4 illustrates the above four questions and their responses respectively.

Moreover, results showed that 46.3 % of student respondents didn't like their composition being evaluated at the Master/Graduate level while 32.1 % of students were in contradiction with them. (mean=3.21, SD=1.22).

The eighteenth question was about their proficiency at writing in English and results showed that 54.2 % of students thought that they were not good at writing at the Master/Graduate level whereas 24.8 % of students disagreed with the statement, while 21.1% of students were in doubt. This finding is followed by the stats (mean=3.41, SD=1.13).

Further results demonstrated that 45.8 % of students agreed that they faced a tough time when they organized their ideas for composition while 31.5 % of students didn't feel the same. The descriptive analysis (mean=2.88, SD=1.18) confirms that students do face a hard time during organizing their ideas in second language writing.

The responses to the last question indicated that 43.7% of students were not in favor of admitting the easiness of writing a composition in the second language while 33.2% of students considered it an easy job. In the light of descriptive analysis (mean=3.16, SD= 1.15) the final finding is that majority of the students considered it a bit harder or problematic to write in the second language. The following figure 5 illustrates the above questions' responses respectively.
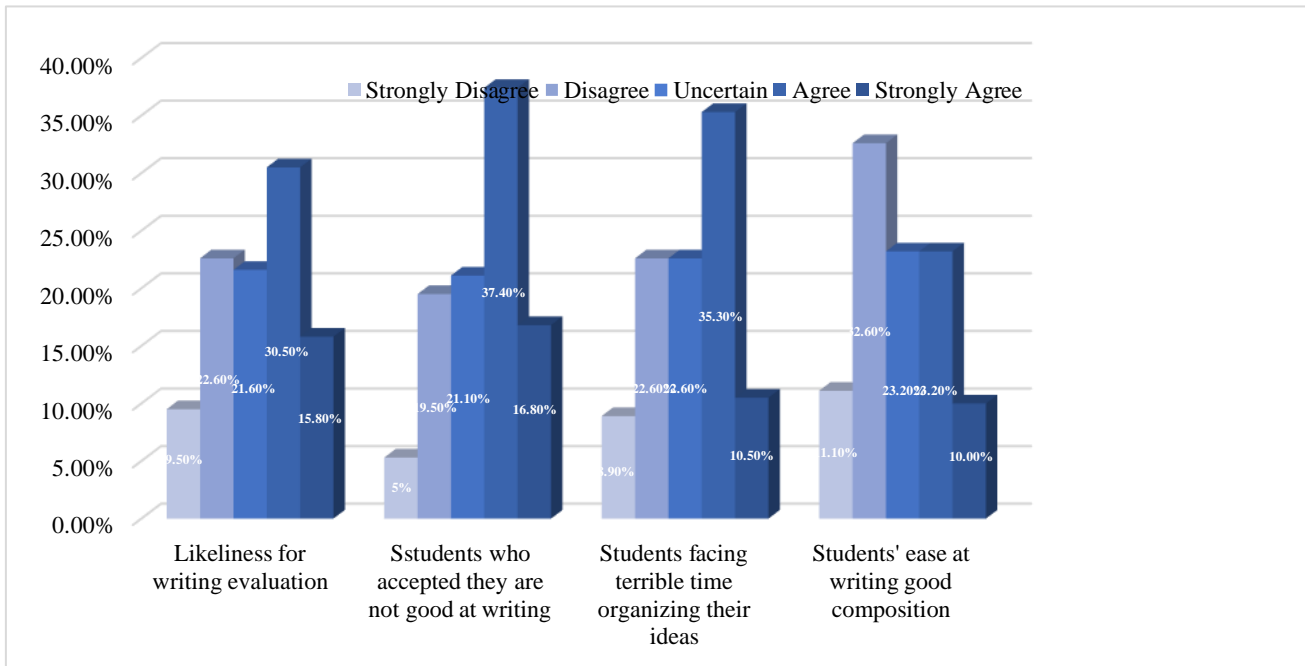
The above analysis of twenty items from the questionnaire reflects that students don't have writing anxiety in the second language at the Master/Graduate level. Moreover, it was also seen that some of the students faced some sort of difficulties e.g. organizing their ideas before writing in the second language and transferring ideas on paper, etc.

The present study is in line with the results of one of the correlation results of another study on language anxiety in second language writing conducted by Sunjeong choi (2013). The researcher discussed that there was no statistically significant correlation between second language and writing anxiety as measured via the EWAS and actual writing performance. However, current study contradicts another study conducted on EFL Students' Writing Anxiety done by Yuh-show Cheng, (2004). The main purpose of her study was to explore the sources of L2 writing anxiety from the perspectives of EFL student writers. The research concluded that student writers' anxiety stems from a variety of sources, which can be grouped into four main categories: (1) instructional practices, (2) personal beliefs about writing and learning to write,

(3) self-perceived competencies, and (4) interpersonal threats which clearly indicate that students must be suffering from writing anxiety.

CONCLUSION

In light of the findings and discussion, this study concludes that there is no second language writing anxiety among Master-level students of District Peshawar. Students did not feel anxiety symptoms e.g. nervousness, fear, and mind blankness while writing in the second language instead, they enjoyed writing and they liked to share what they wrote with family and friends. Moreover, it was also recorded that students did suffer from some problems during writing e.g. organizing ideas before writing, and clear articulation of ideas in writing tasks. So it is concluded that students at master level did not feel anxiety in second language writing in District Peshawar. And there was no significant relationship between second language writing anxiety and academic achievement.

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