

**Examining the Interplay Between Academic Motivation, Writing Anxiety and Writing Proficiency of Pakistani ESL Learners: A Correlational Analysis**

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**Abstract**

The purpose of the present study was to investigate correlation between the motivation, writing anxiety, and writing proficiency among the Pakistani ESL learners. The research design was exclusively of the quantitative type. The population of the study comprised the active students of Department of Animal Husbandry and Nutrition in University of Agriculture Faisalabad. Of the target population, a sample of hundred students was randomly selected using simple random sampling technique in which both boys and girls were included in equal proportions. The interactive data on motivation and writing anxiety was collected by two questionnaires namely the AWMQ (Academic Writing Motivation Questionnaire) (Payne, 2012) and the SLWAI (Second Language Writing Anxiety Inventory) (Cheng, 2004). Writing test was adopted to assess writing ability among the students. Students' essays were assessed with the help of IELTS rubrics writing task 2. The data collected were analysed using Statistical Package for Social Sciences (SPSS). Thus, while analysing the correlation value of the variables under consideration the Pearson correlation was used. The findings that are evident in the study were as follows; with a correlation value of  $r=.914$ , motivation positively correlates with writing competence, whereas writing anxiety negatively correlates with writing proficiency ( $r=-.721$ ). Type of anxiety recognized for existing in high level among students is the cognitive anxiety. Therefore, the results of the study have significant implications for L2 teaching.

**Keywords:** Academic Motivation, Writing Anxiety, Writing Proficiency, Awmq, Slwai, Pakistani Esl Learners

**Introduction**

Researchers and theorists in the second language field have known for some time that their students often experience anxiety while learning a new language. Horwitz and Cope (1986) found that both teachers and students saw anxiety as a significant barrier to second language acquisition. Anxiety is described as "a feeling of wanting to do something very much, but being very worried that you will not succeed" in Longman's Advanced American English (2005). Unease, frustration, self-doubt, trepidation, and concern are all emotions linked to it (Scovels, 1978). Anxiety has been linked to a

fear of speaking a foreign language, per many research. Alpert and Haber (1960) and Lehrer, Goldman et al. (1990) both found that anxiety had both beneficial and detrimental impacts on performance. The term "second language writing anxiety" (SLWA) refers to "a general avoidance of writing and of situations perceived by the individuals to potentially require some amount of writing accompanied by the potential for evaluation on that writing" (Hassan, 2001, p.4). Anxiety over writing in ESL (English as Second Language) has been shown to negatively impact performance in ESL writing (Hassan, 2001; Horwitz, 2001; Cheng, 2004; pp.18-21; 115-117). Compositions written by worried students were found to be shorter and to include fewer qualifications than those written by less anxious students (Hassan, 2001, pp.20-21). Cheng (2002) looked at what causes second language writing anxiety, and in 2004 he provided a scale for measuring it called the Second Language Writing Anxiety Inventory (SLWAI).

Another crucial component of learning, particularly when it comes to writing, is motivation. It has the potential to impact writing accomplishments. The potential to express oneself clearly in writing is a cornerstone of English proficiency. Understanding the language's grammar, syntax, semantics, and idioms is essential for writing well (Zhang & Chen, 1989). Students' proficiency and knowledge of grammar and vocabulary in the target language develop steadily as they write in the language (Bello, 1997). There is a natural development from thought to action, regardless of the nature of the action itself. The phrase "motivation" describes a state of mind that drives one to make greater efforts. A strong need to put pen to paper might be the inspiration. Given the far-reaching effects writing has on culture, understanding what motivates individuals to put pen to paper is of the greatest significance. Writing is challenging for many English language learners (ESLs) because of the work's intricacy, their limited vocabulary, and their mastery of English grammar. Students in higher education may be requested to produce writing in several forms, essays being only one of them. Twenty first century learners need to be able to conceptualize problems in different manners. Human motivation may also be explained in terms of effort. It's a sign that you're eager and ready to work harder to achieve your objectives. In addition, it is essential that this study provide useful insights that may be used to enhance student writing. This research aims to provide light on the relationship between Pakistani ESL students' levels of writing anxiety, their levels of academic writing motivation, and their overall writing performance.

## **Literature Review**

### **Anxiety**

Numerous studies (including Horwitz et al. (1986), Jebreil et al. (2015), and Zrekat et al. (2016)) have shown that anxiety negatively impacts academic performance. Worry, in particular, has been linked to worse writing scores amongst L1 students (Csizér & Piniel, 2013; Daly & Miller, 1975; Leki, 1990). For example, "anxiety as the major factor in the decline of students' academic achievement in the EFL/ESL contexts" (p. 208), was suggested by Sabti et al. (2016). Anxiety is connected to other factors as well, including confidence in one's own abilities, drive, and perspectives on the writing process. For instance, Kırmızı and Kırmızı (2015) point out that "anxiety gives rise to de-motivation and discouragement on the part of the students, and as a result, they may develop negative self-efficacy and attitudes towards writing" (p. 57). Anxiety is seen as counterproductive to writing ability, especially in English as a Foreign Language (EFL) settings like the Arab EFL setting. In reality, Gardner and MacIntyre (1993) describe anxiety as "the experience of apprehension, worry, and physiological responses while performing a task requiring the use of a particular language skill" (e.g., speaking, reading, or writing). Anxiety over writing has been described by Erkan and Saban (2011) as "the tendency for a person to avoid the process of writing—especially when it is to be evaluated in some way" (p. 181). However, according to this research, students experience writing anxiety when

they exhibit symptoms like perspiration, racing heart, negative expectancies, and maladaptive behaviours when writing in a certain environment. An example of a maladaptive behavior is when a person feels that his or her failures amount to the inability to learn and develop; further such a person develops anxiety and is unable to understand tasks that may be of help in the learning process.

### ***SLWAI (Second Language Writing Anxiety)***

The term "writing anxiety" refers to "a general avoidance of writing behavior and of situations thought to potentially require some amount of writing accompanied by the potential for evaluation of that writing" (Hassan, 2001, P.4). Anxiety may be modelled in three dimensions: somatic, cognitive, and avoidance. Cheng (2004) introduced the Multidimensional Second Language Writing Anxiety Inventory (MSLWAI), a 27-item L2 writing scale that is in line with this concept. Anxiety that manifests physically, such as in the face or other body parts, is known as somatic anxiety, according to research by Cheng (2004).

Negative expectations, an excessive focus on one's performance, and worries about how others see one are all examples of the cognitive aspects of anxiety that make up what is called "cognitive anxiety" (Cheng, 2004). As a behavioral manifestation of worry, avoiding writing is referred to as "avoidance behavior" (Cheng, 2004). In addition, Cheng (2004) noted that the negative components of test anxiety, as opposed to physical components or avoidance behavior, are predominantly responsible for the negative connection between test anxiety and L2 writing performance. Saito and Samimy (1996) and Chen and Lin (2009) found that anxious writers performed worse on writing assignments. "score lower on writing portions of standardized tests, write less, write less effectively, and create written products that are evaluated as lower in quality than less anxious writers" (Daly & Wilson, 1983, p. 328).

### **Academic Writing Motivation**

Students' learning and success are influenced by several aspects of motivation. Self-efficacy, self-regulation, goal orientation, locus of control, attribution, and effort are all examples of such mental models. Success or failure in any endeavor may be directly attributed to one's level of motivation. One's level of motivation is directly correlated to his or her level of performance. Social Cognitive Theory of Bandura (1997) asserts that one of the most significant predictors of human behavior is confidence in one's own abilities. Bandura (1986) defines self-efficacy beliefs as "personal beliefs about one's capabilities to organize and implement actions necessary to attain designated levels of performance." Students' confidence in their own abilities is a powerful indicator of their academic outcomes. Strongly self-confident students are more likely to find pleasure in their work, push themselves to their limits when faced with a challenge, and view setbacks as learning opportunities. Meece et al., (2006) has defined self-efficacy as the amount of assurance a learner feels while performing in an academically defined context. One has to gain a sense of control in the first year of college and as Bandura pointed out self-efficacy is one of the most important human attributes that enable people to manage change. The theoretical perspective used for this purpose is the social cognitive theory according to which individuals are their behaviours determined by a number of factors such as their own factors and other people's conducts (Schunk & Meece, 2006). It is as defined by Ames (1992) the individuals' major academic thrust or reasons for participation in the activity. The extent to which a person likes their job or a leisure activity independent of any outcome is a measure of their intrinsic motivation [1]. Extrinsic motivation on the other hand can be defined as occasions when a person engages in a particular activity in order to gain a particular outcome or to avoid an unfavourable one (For example: money for grades, praise or scolding from a parent or teacher, winning or losing a bet, losing a scholarship the result of which was poor grades; Ryan & Deci 2000). There are two primary categories of motivation, according to Ryan and Deci's (2000) theory of self-determination, and they are internal and external. It also has types that are based on

self-interest because one has to do the activity because it is in their self-interest to do that. According to Ryan and Deci cited in this work the motivation is capable of prompting people to alter their behaviour and to put more efforts in the attainment of the constructed objectives. What extrinsic motivation cares most is the benefits it has towards the individual or the group. Ryan and Deci (2000) classified the amount of acting to external extrinsic rewards in terms of level of autonomy. From the above result, therefore it can be concluded that, the level of motivation and interest a learner has towards a target language is what defines the ability of that learner to understand it. According to Pintrich and Schunk motivation has been defined as the method through which individual goals come into contact with and sustain purposeful behavior. Anything that might make or encourage a person to perform a given act is known as motivation and can be composed of needs, feelings, wants, values, beliefs, ambitions and goals.

### **Academic Writing**

Learning how to effectively communicate in writing is a crucial ability for students of any language. Reading is the last step in the language acquisition process. Students should have strong listening, speaking, and reading skills before being asked to write. Competence in writing is distinct from other talents, such as speaking and listening. For example, Brown (2001) notes that "trends in teaching writing of ESL and other foreign languages are integrated with teaching other skills, particularly listening and speaking" (p. 334). Writing is the culmination of the writing process that students go through (Wallace et al., 2004). Note taking, brainstorming, outlining, writing, and revising are the steps involved. That's why the ability to write well is so nuanced. It encompasses a wide range of specialized abilities that must be mastered to write well. Despite appearances, writing is a talent that can be learned easily and even enjoyed while doing so. According to Yusuf (2016), students' positive reactions to various classroom tactics made learning to write fascinating, useful, and enjoyable.

Planning, drafting, editing, and rewriting are the four stages of the writing process, as outlined by Harmer (2004). Writing is a talent that is useful in many areas of life (including the classroom, the workplace, and the community), and its importance varies depending on the setting (Astrid et al., 2019, Mukminin et al., 2018). Skilled authors are able to fluidly adjust their writing style to suit the subject matter and audience. There are two separate but interrelated functions of writing in the classroom. To begin with, it's a talent that requires the use of techniques (such preparing, reviewing, and amending text) to achieve a number of objectives, like as composing a report or making an argument supported by evidence. Second, writing is a useful tool for learning; it allows pupils to broaden and enhance their understanding of a topic.

### **Relationship between Writing Anxiety, Motivation and Writing Performance**

The relationship between writing proficiency and anxiety when writing in a foreign language has been examined in several. Results consistently point to an inverse relationship between these factors. Lower levels of writing skill among undergraduate students are correlated with higher levels of SLWA when writing in EFL. Work anxiety impairs mental operations including organization, planning, and rewriting, which lowers the calibre of the work. Stress and bad feelings brought on by worry may sometimes make writing difficult. Writing ability is influenced favorably by motivation. Higher levels of motivation are linked to more active, persistent, and effortful writing. Motivated people are more likely to set writing objectives, ask for criticism, and go through revision procedures, which improves writing abilities. Motivation promotes a constructive writing mentality, affecting people's desire to take chances, explore novel concepts, and successfully express themselves in writing. Anxieties, motivation, and proficiency in writing as a second language have been the subject of several studies. A group of Pakistani undergraduates were the subjects of study by Ali and Pathan (2017), who administered the Foreign Language Writing Anxiety Scale (FLWAS), the Motivated Strategies for Learning Questionnaire (MSLQ), and a writing competency assessment. There is a

positive association between writing competency and motivation, and a negative correlation between writing anxiety and proficiency, as shown in the study.

Hassan et al. (2019) examined the relationship between writing anxiety, motivation, and competency among undergraduate students from Pakistan using the Writing Apprehension Test (WAT), the Motivation for Writing Questionnaire (MWQ), and a writing assignment. Results showed that while intrinsic drive had a beneficial effect on writing competency, anxiety over writing was associated with worse performance. In their correlational study of Pakistani undergraduates, Nazish et al. (2020) utilised the Academic Motivation Scale (AMS), the Second Language Writing Anxiety Inventory (SLWAI), and a writing evaluation. The results demonstrated a positive correlation between motivation and writing competence and a negative correlation between writing anxiety and proficiency. Research by Nadeem and Khan (2021) examined the effects of foreign language writing anxiety and motivation on the writing skills of undergraduates from Pakistan. In addition to the Foreign Language Writing Anxiety Scale (FLWAS), they utilised a writing assignment and the Motivated Strategies for Learning Questionnaire. The study found a strong positive association between writing skill and motivation, and a strong negative correlation between writing anxiety and motivation.

Students in Pangkalpinang Bangka Belitung Province's twelfth grade were the subjects of Rasuan and Wati's (2021) study on the impact of writing pressure on writing productivity. Eighty people were chosen to participate in this study. A writing anxiety questionnaire and a writing test were used as assessment instruments. Consequently, the most crucial takeaway from our research was the understanding that cognitive anxiety is a serious problem for the majority of students. There was a modest overall association between students' levels of writing anxiety and their final writing grades. Both the T-test and T-table values were 0.403. Students' writing anxiety was shown to be negatively correlated with their writing performance, according to the data analysis that followed. The relationship between students' writing anxiety and their writing achievement was the intended topic of Endiani's (2024) research. The study design that was utilised was correlational research. The 85 participants were 12th graders from Sidoarjo's Vocational High School who were majoring in Desain Komunikasi Visual. This study's data came from a combination of a writing exam and two surveys. According to the results, there was a somewhat negative association between students' writing anxiety and their writing achievement ( $r=0.526$ ,  $p=0.05$ ). The purpose of the study by Mutar and Hamud (2024) is to find out how many Iraqi EFL students in their last year of high school suffer from writing anxiety and if there is a difference in the prevalence of this problem between males and females. This study also intends to determine what kind of association exists between students' proficiency and writing anxiety and whether or not there is a statistically significant difference in the prevalence of writing anxiety among students with low and high levels of competence. The research sample consisted of 160 sixth graders, evenly split between males and females, chosen at random from four different public secondary schools. Cheng (2004) developed a 3-point Likert scale with 20 items that ranged from "true of me" to "never true of me"; this scale was used to gather the necessary data. The data was analysed using the following statistical tests: one-sample test, independent sample t-test, and Pearson product-moment correlation, all performed in S.P.S.S. version 23. The results showed that there is a negative relationship ( $r= -.012$ ) between students' competence and writing anxiety. This means that students who are less proficient in a foreign language tend to have higher writing anxiety. The correlation between students' anxiety levels and their writing performance is investigated in Thaksanan's (2024) study of three proficiency groups. Fifty English as a Foreign Language (EFL) students taking a course in Business English Writing participated, and the genres they were to practice writing were enquiries and responses to enquiries. Writing samples and closed-ended questionnaires were the two primary tools for data collection. Summary statistics, one-way analysis of variance, and

Pearson's coefficient correlation were used to examine the data. Students reporting higher levels of anxiety about writing outperformed their less anxious counterparts in terms of professional performance.

While there have been several research looking at the relationship between academic motivation, writing anxiety and language learners' performance, the majority of these studies have focused on various types of writing. Writing in an academic context is one of the few other types of writing that has received very little attention. Plus, research on motivation, anxiety and language acquisition in Pakistan has focused mostly on oral communication abilities, with less attention paid to writing and other less tangible skills. As a result, the current research aims to address this knowledge gap by investigating the impact of motivation, anxiety on ESL students' writing abilities. It would be interesting to see if the genres of academic writing have distinct or comparable effects on students' motivation and anxiety, given the stylistic differences between academic writing and business composing. Results show that students' motivation and anxiety affects their writing regardless of genre, adding to what is already known in the academic literature. In addition, knowing the many kinds of anxiety that students may experience will help them better manage their time when learning and writing. Prior to the presentation of the methodology, results, discussion, and conclusion, the primary research questions of this study are outlined.

### **Research Questions**

- 1) What is the relationship between writing anxiety and writing performance of Pakistani ESL learners?
- 2) Which type of writing anxiety is prevalent among Pakistani ESL learners?
- 3) What is the relationship between motivation and writing performance of Pakistani ESL learners?

### **Methodology**

#### **Research Design**

To determine the relationship between the variables and to set the stage for the results, this study employed a quantitative research strategy based on the correlation technique. In his work, Creswell (2012) defines a correlation as "a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently" (p. 338).

#### **Population**

Participating students from the University of Agriculture Faisalabad's Animal Husbandry and Nutrition Department were the intended subjects of this research. Fraenkel et al. (2012) states that a research population is the study's intended subjects or the group to whom the study's findings may be extrapolated.

#### **Sample**

The study sample comprised one hundred students, fifty males and fifty females (n=100). The participants for the study were the Undergraduate students from University of Agriculture Faisalabad, Animal Husband and Nutrition students were selected and out of 237 students 100 students were taken by adopting simple random sampling method.

#### **Instruments**

In order to collect data, four tools were used. First the Second Language Writing Anxiety Inventory (SLWAI) was used to collect data about writing anxiety. Second, academic writing motivation questionnaire was used to collect data about the motivation. Third, a topic for essay writing and fourth was IELTS rubrics used for evaluation of those essays. These instruments are explained in detail in following sections.

### ***Second language writing anxiety inventory***

Anxiety levels and types were identified by using the SLWAI, a 22-item questionnaire. It has been shown that SLWAI is a valid and accurate instrument for measuring writing anxiety (Cheng, 2004). This SLWAI has high internal consistency, with a Cronbach's alpha of 0.91 (Cheng, 2004); furthermore, Rezaei and Jafari (2014) found that it provides a comprehensive measurement of students' foreign/second language writing anxiety. Likert scale responses ranged from 'strongly disagree' (1) to 'disagree' (2) to 'neutral' (3) to 'agree' (4) to 'strongly agree' (5). Items 1, 2, 3, 4, 5, 6 and 7 were given for Somatic Anxiety, items 8, 9, 10, 11, 12, 13 and 14 were distributed for Avoidance behavior and items 15, 16, 17, 18, 19, 20, 21 and 22 were distributed for Cognitive anxiety.

### ***Academic Writing Motivation Questionnaire***

The AWMQ, a Likert-scale instrument with 37 items (Payne, 2012), was used to gather the data. The four pillars of motivation form the basis of the AWMQ items. Perceived writing value, self-efficacy, and goal orientation (intrinsic and extrinsic motivation) are all components of this whole.

### ***Writing Task***

In this study, students' performance on writing activities was evaluated using a writing exam, which is another kind of evaluation. Students are given the opportunity to compose an essay ranging from 200 to 250 words on a topic selected from the IELTS writing problem 2 list. The participants were requested to complete the writing work within 45 minutes and to follow the directions carefully.

### ***Essay Evaluation Rubrics***

The following four criteria were used to evaluate the essay: task response, coherence, lexical count, and grammatical sentence complexity and accuracy on a scale from 0 to 9. These criteria were derived from the IELTS writing problem 2 on the academic and general modules. It was also an accurate tool for gauging students' writing abilities on the IELTS. Three raters at the essays were MPhil Applied Linguistics students with specialization in English Language.

### ***Data Analysis***

This study's data was analyzed using SPSS (Statistical Package for Social Sciences). The study's data was analyzed by Pearson's bivariate correlation used to examine the correlation between variables.

### ***Results and Discussion***

The purpose of this study was to investigate how Pakistani ESL students' motivation, type of anxiety, and competency in writing relate to one another. The nature of the research design was purely quantitative. Motivation questionnaire, writing anxiety questionnaire and essays were used to collect the data which was analyzed by SPSS. Pearson Correlation was used to examine the correlation between the three variables. The results are as follows:

### ***Results***

To answer the 1st research question which was about the link between Pakistani ESL students' writing anxiety and their writing competence, Pearson correlation was used and it was found that the coefficient between the writing anxiety and the writing proficiency is  $-.721$  which shows strong negative relationship (table 1 below). This simply implies that while learners who possess higher writing skills are likely to present lower writing anxiety scores, learners with high writing anxiety are likely to present lower writing proficiency scores respectively. Sig. values of both correlations are equal to  $.000$  indicating that they are significant on a level much lower than the traditional alpha level of  $.05$ . It means there is statistical significance correlation between them. This seems to imply that, writing academically adept students are likely to score lower levels of writing anxiety and that those with high levels of writing anxiety are likely to perform poorly in regards to writing proficiently.

**Table 1**

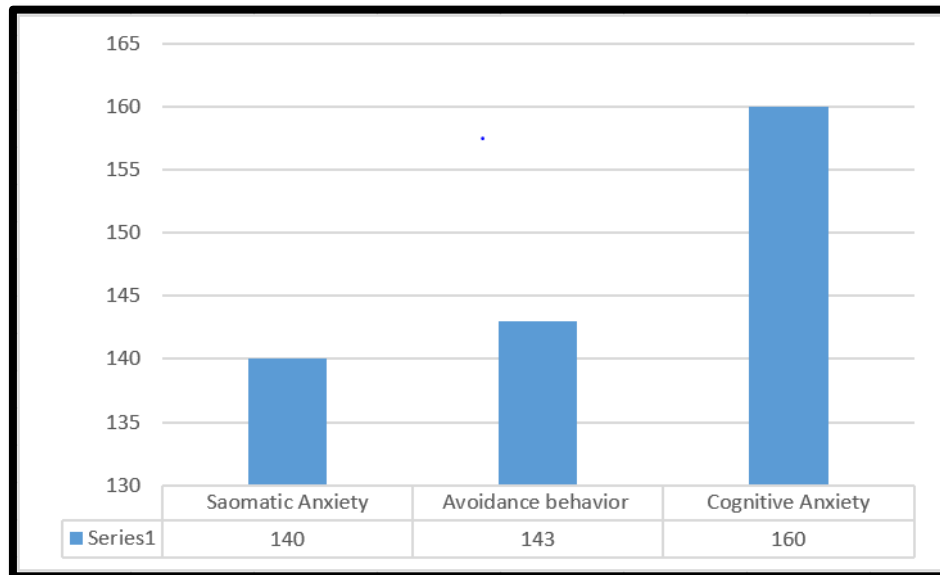
*Correlation between Writing Anxiety and Writing Proficiency*

		Writing Anxiety	Writing Proficiency
Writing Anxiety	Pearson Correlation	-.721	1
	Sig. (2-tailed)	.000	
	N	50	50
Writing Proficiency	Pearson Correlation	1	-.721
	Sig. (2-tailed)		.000
	N	50	50

The 2<sup>nd</sup> research question was with regard to which kind of SLWA is common with the Pakistani ESL learners and it was ascertained that among the students cognitive anxiety is most common. According to the students’ data reflected in Figure 1, the students in this study experienced the highest level of Cognitive Anxiety, the second highest of Avoidance Behavior, and the third of Somatic Anxiety. This implies in the students of this sample that cognitive elements including negative thinking and concerns could be the leading reason for anxiety

**Figure 1**

*Dominant Writing Anxiety*



The 3<sup>rd</sup> research question probed into relationship between motivation and writing ability of Pakistani ESL learners. If correlation between the two variables is analyzed, it turns out that motivation and the level of writing proficiency are positive, Pearson’s  $r = .914$ . In more detail, the results indicate that motivation and writing proficiency of students are directly related to each other: when one's level of motivation is persuasive they are more likely to be proficient at the activity, which in turn leads to greater results. Both correlations have a Sig. level of .000, which is considered very significant as it



is lower than the alpha threshold of .05. This proves that the observed link is statistically significant. There is a highly substantial association between motivation and writing skill, as seen in table 2. What this means is that students who are more invested in their work tend to write better, and vice versa: more accomplished writers tend to be more invested in their work.

**Table 2**

*Correlation between Motivation and Writing Proficiency*

		Writing Anxiety	Writing Proficiency
Motivation	Pearson Correlation	.914	1
	Sig. (2-tailed)	.000	
	N	50	50
Writing Proficiency	Pearson Correlation	1	.914
	Sig. (2-tailed)		.000
	N	50	50

**Discussion**

This study looked at the connections between ESL students' writing proficiency, their level of motivation to write, and their self-reported levels of anxiety about writing. It found that students' levels of motivation were positively correlated with their writing proficiency, while their levels of anxiety were negatively correlated. The authors Ali (2017), Hassan et al. (2019), Khan and Fatima (2020), Nadeem and Khan (2021), Endiani's (2024), Mutar and Hamud (2024) and Thaksanan's (2024) all demonstrate that there is a negative correlation between writing stress and actual writing competence. Under these circumstances, it follows that a lower level of writing competency is associated with a higher level of writing anxiety. Additionally, these works demonstrated a strong correlation between the form of inspiration and the calibre of the writing. This indicates that students' motivation is inversely related to their writing competency. The most prevalent type of anxiety among the students in Pangkalpinang, Bangka Belitung Province who were surveyed for their writing anxiety was cognitive anxiety, according to Rasuan and Wati (2021). They also found more proof that SLWA negatively correlates with writing performance, as the authors had previously hypothesised.

Insights into the correlation between anxiety and language acquisition, particularly in the context of writing ability, are provided by the study's results and the theory based on Krashen's Affective Filter theory. The results suggest a moderate inverse relationship between anxiety and writing ability. This seems to indicate that there is a marginal decline in output quality as anxiety levels rise. The association between anxiety and poor writing is rather weak, but it's still worth keeping in mind. Krashen's Affective Filter Hypothesis is consistent with the view that nervousness might impede linguistic development. One of the filters that might slow down language learning is anxiety, the idea suggests. Learning a language is hindered if students have rigid filters, such as anxiety. Students' interest and ability to write in English, according to the theory, would deteriorate if they were overwhelmed by fear. The results of the research support the theory that anxiety hinders writing skills. They imply that learner's writing abilities and language acquisition may suffer when they encounter high levels of anxiety. This fits with the theory that learner's anxiety functions as a sorting mechanism that dampens their linguistic and scholastic potential.

Overall, the study offers a strong argument as to the existence of a strong relationship between SLWA, motivation and writing proficiency of Pakistani Undergraduate students. Recurrent themes collected by the present research studies underscore the need for attending to these factors in the delivery of FLP. With these variables defined, educators will be better able to discern how to approach the task of student writing and learning.

### **Conclusion**

The purpose of this research was to examine how ESL students from Pakistan fared in terms of motivation, writing anxiety, and overall writing performance. A strictly quantitative approach was used in this investigation. The University of Agriculture Faisalabad's active Animal Husbandry Nutrition students were the intended subjects of the research. Fifty male and fifty female students were chosen at random from a pool of one hundred for the sample. In order to find the association between motivation and writing competence, as well as writing anxiety and writing proficiency, the data was analysed using SPSS and the Pearson correlation coefficient. The results of this study indicate that there is a positive correlation between the level of motivation and writing competence among Pakistani ESL students, and a negative correlation between the level of anxiety and writing proficiency. Students often experience cognitive anxiety, one of three forms of writing anxiety.

### **Implications of the Research**

These research results have important implications for the pedagogy of FLT [Foreign language teaching and learning]. The authors argue that eradicating writing stress and promoting motivation are important for enhancing students' writing skills. To help alleviate the levels of writing stress, educators may use the following approaches; encouraging use of appropriate comments, promoting effective classroom climate, and identifying and explaining the use of proper strategies. Furthermore, both meaningful tasks, which lead to high interest and desire, and aspects of personalization that endorse students' personal interests help in increasing their motivation and achievements.

### **Limitations of the Research**

The limited sample size and the unique demographic under examination are two major drawbacks that must be noted. A bigger sample size and the inclusion of other variables or factors that may affect writing performance should be considered in future study on the connection between motivation, writing anxiety and writing proficiency among Pakistani ESL learners.

### **Recommendations for Future Research**

The study affords future researchers the opportunity to develop a broader understanding of the antecedents of writing anxiety and motivation in Pakistani undergraduate students. Simying the antecedents of these variables might be important for candid discussion of cultural and social factors that affect them. Moreover, identifying the degree of practice outcomes for writing anxiety and using the best approach to design teaching interventions would be helpful in litrating teaching practices.

The work of Liontas references various statistics where motivation determined writing proficiency and SLWA affected writing competency, but the data does not conclusively establish that SLWA produces lower writing proficiency, or that motivation produces higher writing proficiency. There could be certain other factors pulling up both the listed variables. For such a conclusion, studies of an experimental nature would be required for carrying out empirical tests, which aim for causal relationships.

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