

## **Exploring the writing anxiety of non-native English secondary school students of Quetta, Pakistan.**

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### **ABSTRACT:**

*This study focuses on the dimension of non-native English anxiety among secondary school students of Quetta, Pakistan. The mode of this study was descriptive and completed by 123 secondary school students. Analysis revealed that majority of the students suffers from physical anxiety when faced with the challenge of English composition, given that their work will be evaluated or shared with other peers. The surprising number of students would actively avoid situations where they might have to formally or informally engage in English Composition. From this situation, it can be inferred that the anxiety in students to speak or write English composition and being evaluated on it has grown significantly such that it potentially obstructs the route for personal growth of the peer himself. Whenever faced with a choice to either or not compose in English, if a person chooses to flee every time, he or she forgoes the opportunity to perfect or better their English composition, in written as well as verbally. Nevertheless, with the inclination of students to learn the English language through different and more engaging mediums, that is books, newspapers, movies and other media, better results may be obtained in the near future regarding students suffering from anxiety during English composition.*

**Key words:** Non-native English, stress, English styles, secondary school students

**INTRODUCTION:**

English assumes an essential part of correspondence all through the world, so verbal and predominant dialect abilities are vital everywhere across the globe. Give this a chance to happen, because numerous individuals who communicate in English appear to be a troublesome errand. Since English not just endeavors to create scientific aptitudes and compose individuals, yet in addition to instructing verbal abilities in English, so this theme requires legitimate consideration and research to revise this circumstance.

The presence of other estimations appears to show that outsiders of the English are loaded by different indistinguishable feelings of trepidation, which is a blend with a boost of uneasiness. Like this, the premise of this examination is the investigation of the connection between the Journal of Academic Librarianship, tension and outside uneasiness among understudies who contemplate and live in nations, for example, Malaysia, where English isn't their native language. The vocabulary is mainly decided for this investigation, because a significant portion of the fundamental course readings, perusing materials, online databases, organize assets, and eBooks and diaries are composed in English. Thus, guideline classes in the library unavoidably show procedures and styles of dating in the English style. Also, pointers, call numbers, subject headers, talk connections and open organizations usually utilize English. This article theorizes that the irritating library encounter among understudies who are not local English speakers might be a result of their experience of different feelings of dread, for example, dialect uneasiness showed in the library's tension, the issue is that exercises and projects sorted out libraries are regularly adjusted to the approach "one size fits all". What's more, the prescribed procedures of libraries in Western nations are periodically utilized as reference and examinations. This would be valuable for bookkeepers in countries where English isn't their native language to know the uncertain apprehensions of different understudies that may influence the ideal utilization of library assets and administrations. In this manner, the point of this article is to endeavor to exactly research the connection between outside tension estimations and library uneasiness.

The investigation of the connections amongst uneasiness and the acknowledgment of a remote dialect for examine after some time

demonstrates confounding and sketchy outcomes. Nervousness isn't only a psychological fragment, and it is hard to relate it totally to taking in a moment remote dialect. As indicated by Chastain, there is a positive connection between the investigation of nervousness dialect and the accomplishments of German and Spanish understudies who considered French customarily, and this positive relationship differentiates the negative relationship experienced with understudies who contemplated utilizing the cutting edge technique in view of Listen. Kleinmann (1977) joined crafted by Parten and looked for the association between the utilization of the principle dialect and the counteractive action of certain etymological applications in science, that is, in the objective dialect. These were the underlying phases of concentrate the structure of the phonetic anxiety, which understudies confront. Kleinmann found an association between the making of complex structures and a solid concern, yet he couldn't appear and demonstrate that this apprehension or fretfulness influences the mouth's capacity. These dispositions were looked for by Beckman (1976) amongst tension and achievement in English among understudies in Venezuela who contemplated English in America. Accordingly, he couldn't discover any association between his accomplishments in a few dialect exams or his evaluation by English educators and different restless measures. In their examinations in English of all kids who contemplated French as an outside dialect, Swain and Burnaby (1976) could locate a negative relationship or connection between the dread of dialect learning and one of the capacities of youngsters in French, however they couldn't locate any correlation, positive or negative, in some other aptitudes. The driving force show was displayed by them to describe the power of dialect learning and to assess it through a particular report. This dread can be far-reaching, yet the dialect of remote research is the dread of ridiculing the class. Dialect understudies are extremely delicate to what other individuals think, regardless of whether they realize that the educator's appraisal truly matters.

#### **LITERATURE REVIEW:**

One of the primary examinations among individuals, who are not local speakers (Jiao et al., 1996), says that understudies whose local dialect isn't English have an abnormal state library, regardless of taking part in academic courses in the library, as opposed to an English idiom. In another investigation, Jiao and Onwuegbuzie (1997) affirmed their outcomes,

showing that individuals who don't talk their local dialect, particularly men, announced a more significant amount of uneasiness related with only library hindrances, passionate boundaries, and mechanical obstructions. , Onwuegbuzie, Jiao and Bostick (2004) ordered their forerunners out of dread of the library of contraceptives, situational and ecological conditions. Proficient contraception alludes to the elements that a man goes into the earth. Situational circumstances allude to factors in the quick term. A natural domain alludes to statistic factors that subject a man to nervousness or occasions in the library that has happened previously. The local dialect as a harbinger of dread of the library was incorporated into the class Ambiente. In a personal investigation of Sudanese understudies utilizing the diary technique (Abusina and Zainab, 2010), 78.4% showed mental obstructions to discovering books and references in the library, and 9.8% said that the dialect impacts their acknowledgment of this assignment. If the book is composed in English, understudies are concerned, mainly if the dialect is terrible.

## **RESEARCH DESIGN & METHODOLOGY**

### **Research Objectives**

The objectives according to research problems and this particular study layout are as follows:

To find the relationship between stress and non-native English secondary school students

To find out the actual cause of the anxiety which comes in their way of learning

Also to point out the level of anxiety and how it is effecting these students.

## **METHODOLOGY**

### **Study Design:**

The study design used in this study was descriptive.

### **Study Duration:**

The duration of this study was 6 months.

### **Setting:**

This study was conducted in secondary school of Quetta

### **Sample Size:**

The sample size in this study was 123 individuals that included both male and females.

### **Sampling Technique:**

In this study Purposive sampling technique was used for sampling of all data.

### **Data collection:**

The data was collected by means of qualitative semi-structured questionnaire. Every respondent of this research study was given a pseudonym to assure the high standards of confidentiality. The answers that recorded were reviewed multiple times. The questions that were asked to the participants, designed to determine the anxiety of non-native English students.

### **Data Collection Instrument:**

Data was collected through Semi –structured secondary language anxiety questionnaire.

### **Data Collection Procedure:**

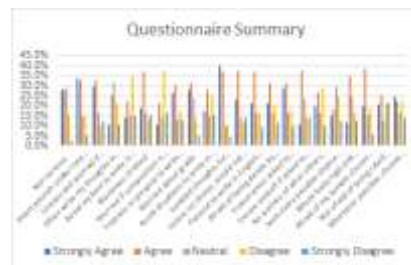
After permission was granted from the university head, consent was taken from the patients, and the purpose of the study was explained. The structural questionnaire that was constructed was used. Only the individuals that followed the inclusion criteria were included in the study, and their data were analyzed. There were a total of 123 individuals that were taken for this study.

### **Data Analysis Procedure:**

Data were analyzed through SPSS 17 (Statistical Procedure of Social Sciences) software.

### **Results:**

Based on the statistics, the premise that was chosen as the topic for this research has been proven correct given the sample of participants. That is, students in high school feel reluctance in engaging in English composition activities and also suffer from anxiety due to it.



Based on the results three inferences can be put forth. Firstly, the majority of the students suffer from physical anxiety when faced with the challenge of English composition, given that their work will be evaluated or shared with other peers. Most of the students as stated above, answered to strongly agreed and agreed in these case-based scenarios. Despite having formal education for at least nine years in English, the students still suffering from anxiety points towards either lack of competent teachers in the government sector to adequately deliver learning techniques for English, or lack of attention from the students themselves to learn a foreign yet widely locally spoken language.

Another exciting finding through this study was that students would rather not engage in English composition if they were given a choice not to do so. This shows that a surprising number of students would actively avoid situations where they might have to formally or informally engage in English Composition. From this situation, it can be inferred that the anxiety in students to speak or write English composition and being evaluated on it has grown significantly such that it potentially obstructs the route for personal growth of the peer himself. Whenever faced with a choice to either or not compose in English, if a person chooses to flee every time, he or she forgoes the opportunity to perfect or better their English composition, in written as well as verbally. Moreover, discussing the sample size and variety, it might be the case that the results are highly skewed given that the only one school was surveyed. Furthermore, the survey was only concerned with the male gender. It might be the case that on expanding the research to include private sector schools, co-education, and girls' only schools, the results may slightly differ, yet there is a substantial likelihood that the anxiety among the students to learn a language other than their native language may persist.

### **Conclusion:**

The connection between the measure of tension in the library and the nervousness of weirdness in this examination demonstrates that the library's endeavors to guarantee that understudies can make ideal utilization of library assets and administrations ought to be more understudy focused. This additionally demonstrates libraries and administrators cannot be completely in charge of the uneasiness and nervousness about the English. This examination demonstrated a positive relationship amongst nervousness and non-native English language issue. However, a high connection does not

give scientists confirmation to create an impression of circumstances and results (Chan, 2003). A direct level of inclination for composing implies that understudies see themselves as equipped for supporting life in dynamic writing (Le, 2004, Luo, H., 2014, Pytash and Li, 2014). Nonetheless, the air of the understudies can influence their dread of composing.

**Limitations:**

The fundamental impediment of this examination was that all members originated from a similar city. The second confinement of this examination was the absence of a top to bottom investigation of respondents' feelings. In spite of the restrictions of this investigation, the outcomes demonstrate that including understudies in refresher courses and composed workshops can enable them to enhance their inclination and, potentially, diminish the level of nervousness in composing.

**Recommendation:**

It is prescribed to research in various settings when you expound on a caution because along with these lines you can better comprehend the reasons for tension when understudies deliver a qualified letter. Enter the different statistic factors for the caution test when recording, and a composed analysis can be helpful to check the aftereffects of this examination.

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