Research Article

English Writing Anxiety Across Sex and Social Class Among Grade 11 Students of Kiburiao NHS

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ABSTRACT

There are sociolinguistic factors that trigger language anxiety among learners, such as gender, cultural differences, and socioeconomic status. In relation to this, the current study investigated the English writing anxiety experienced by the Grade 11 students of Kiburiao National High School in Bukidnon, Philippines. It also determined the degree of such a writing anxiety and how it varies in terms of sex and social class. This is qualitative research participated by 198 learners identified through purposive sampling. Second Language Writing Anxiety Inventory (SLWAI) was adopted as the instrument to gather data, and descriptive statistics was applied for the analysis. Findings revealed that the participants experienced a moderate level of avoidance behavior, somatic anxiety, and cognitive anxiety when writing in English. In terms of sex, both males and females experienced the same level of somatic and cognitive anxiety. This means that both sexes suffer from the same extent of physiological and mental stress associated with English writing. In terms of social class, males and females from both poor and low-income classes experienced greater English writing anxiety compared to higher social classes, such as the middle class, which imply that learners with more social privilege and support exhibit lesser level of language anxiety. Thus, the study argues that social class can be a determinant of language anxiety among learners.

Keywords: English writing, language anxiety, sex, social class

INTRODUCTION

Anxiety affects language learning and it is one of the most challenging barriers that handicap successful learning, especially in writing and speaking (Oteir & Al-Otaibi, 2019). Writing anxiety can make the language learning process stressful and discouraging. It can significantly impact language learning, as it is often considered as a principal downer for academic performance and motivation (Alico, 2016; Choi, 2013). It can be very taxing to deal with the ongoing tension and unfavorable feelings that come with writing anxiety. Students' enthusiasm to study and engage in class may be eventually cut off. Academic performance as a whole may suffer as a result of this lack of drive. When given a writing task, students who are anxious sometimes freeze up. A fear of failing, being judged, or not being competent can cause procrastination and make it difficult to get things done. This may lead to hasty work and missing deadlines, which will both lower marks. In addition, writing anxiety may deeply disturb one's self-esteem or self-confidence as a learner. This anxiety can be influenced by various factors, including grammar, evaluation, and topical knowledge (Alico, 2016). Ozkan and Da (2015) ascertained that writing anxiety leads students to produce inadequate messages, low-quality writing, and poor attainment in standardized writing tests. It is also related to general language anxiety, which can hinder participation and achievement in language classes (MacIntyre & Gregersen, 2012). Furthermore, language anxiety can affect both reading and writing skills (Argaman, 2002). According to Zhang and Zhong (2012), the root causes of language learning anxiety include learner-induced, classroom-related, skill-specific, and, in some instances, society-imposed factors. Hashemi and Abbasi (2013) also supported that writing anxiety prevents learners from successful performance in the target language due to linguistic difficulties experienced by the learners, not to mention the emotional factors that also contribute to this learning barrier.

While writing anxiety can impede learning for all students, it is intriguing to consider whether writing anxiety varies depending on a learner's gender and social status. Studies on these two variables offer an intriguing riddle. Research on writing anxiety among language learners has yielded mixed results in terms of gender differences. For example, Jebreil et al. (2015) found that male Iranian EFL learners experienced higher levels of anxiety, particularly in cognitive anxiety, while Demirçivi (2020) and Salikin (2019) found no significant difference in writing anxiety levels between male and female EFL learners in Turkey and Indonesia, respectively. However, Ariartha (2023) reported that male students in Indonesia had worse writing anxiety than female students, with linguistic difficulties being a major factor. These findings suggest that the relationship between writing anxiety and gender may vary across different cultural and linguistic contexts; hence, the study in the Philippine context.

In terms of social status, previous research unraveled varying results on whether it also contributes to varying levels of writing anxiety. Demirçivi (2020) found no significant difference in writing anxiety levels between male and female learners, while Cheng (2002) reported that female students experienced higher levels of writing anxiety. However, both studies emphasized the importance of writing self-efficacy and competence in predicting writing anxiety. Dracopoulos (2011) and Marzec-Stawiarska (2012) did not specifically address the role of social status in writing anxiety, but their findings on the impact of computer anxiety and the prevalence of cognitive and somatic anxiety symptoms among learners suggest that individual differences, rather than social status, may play a more significant role in writing anxiety.

Fundamentally, sex and social status are paramount sociolinguistic concepts in this current study. These two variables and their influence towards writing anxiety among English learners in the Philippine context have not been investigated. According to Elaldi (2016), further research and investigations are necessary because language anxiety is a never-ending cycle that undermines the performance and achievement of students. Social status has been found to influence language learning through factors such as mobility, linguistic exposure, and early childhood circumstances (Gayton, 2010; Kanwal, 2016). These findings underscore the need to study social status and its impact on language learning, as they highlight the role of social and economic factors in shaping language learning outcomes. Furthermore, the sociocultural context of language learning, including the relative social status of languages and the instrumental and cultural value of a second language, is also crucial to consider (Bhushan, 2011). Remarkably, there is an extremely heterogenous kinds of learners in the Philippine academic context in terms of social status. Peña-Reyes (2022) of the Philippine Institute for Development Studies reported that there are seven social classes in the Philippines based on the monthly income of the Filipinos, namely, poor, low-income, lower-middle, middle class, upper middle-income, high-income, and rich. Social status is in itself highly varied in the Philippine context, and thus, it is another interesting field to be examined along with gender on how they contribute to writing anxiety. Studying the relationship between writing anxiety and social class is relevant because the main source of educational imbalance among students and their academic success strongly depends on their parents' socioeconomic standard (Lamb, 2012). It is important to study writing anxiety in a context wherein linguistic and social heterogeneity occurs, such as in the Philippines, where thousands of languages are spoken, and social

classification is highly diversified. Filipino ESL students generally do not acknowledge nor deny that they feel certain level of anxiety toward the English language (Mamhot et al., 2013).

In a bid to examine the influence of sex and social status to writing anxiety in the Philippine context, this study investigated the writing anxiety among the Grade 11 students of Kiburiao National High School, particularly in English compositions. It also analyzed the relationship between the degree of English writing anxiety of the students and their sex and social class. The study also explored the relationship between sex and social class in connection to English writing anxiety. That is, whether males or females from a specific social class experience greater language anxiety.

Research Questions

Generally, this study investigated the degree of anxiety in English writing among the Grade 11 students of Kiburiao National High School, including how it varies in terms of sex and social class. Specifically, it intends to seek answers to the following questions:

1. What is the extent of English writing anxiety do students experience?
2. What social classification of males and females has the highest level of EWA?
3. Is there a significant difference in the student's English writing anxiety in terms of sex and social class?

Theoretical Framework

MacIntyre's (1998) Language Anxiety (LA) is a pertinent framework this study followed. Language anxiety is defined as the worry, nervous feeling, and negative emotional reaction aroused when learning or using a second language. Researchers and linguists have associated anxiety to second language and most especially in a foreign language classroom. Foreign Language Classroom Anxiety (FLCA) is one of the more specific types of LA. According to Horwitz, Horwitz and Cope (1991) FLCA is "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process." Evidently, FLCA is the most common framework used in the previous studies related to this field, which is also a significant concept in the current study. It must be noted, however, that the English language investigated in this study is not considered as a foreign language of the participants, instead, it is their second language.

METHODOLOGY

Research Design

This study employed a quantitative design where the students' English writing anxiety and its degree were collected by means of an adopted survey questionnaire. Statistical treatment was then utilized in order to figure out whether or not the anxiety experiences of the students varied in terms of sex and social class.

Sampling Procedure

Since the participants' population is divided into nine (9) different sections, a stratified sampling procedure was necessary to ensure equal representation of the subgroups. This procedure was done by stratifying the population according to their respective sections, and then equal sample sizes were computed in order to obtain an equal distribution of participants and, at the same time, eradicate selection bias (Crossman, 2020).

Research Participants

This study had 198 Grade 11 Senior High School learners at Kiburiao National High School. All of these participants have English subjects for the S.Y. 2023-2024, and they also come from four (4) different social classes: poor, low-income, lower middle, and middle class.

Research Locale

This study was conducted at Kiburiao National High School – Senior High School, a publicschool institution of the Division of Bukidnon, District of Quezon III, located at P-1 Kiburiao, Quezon, Bukidnon. The education institution where the study is to be conducted offers different academic and technical-vocational livelihood Senior High School Track and Strands, which include the Science, Technology, Engineering, and Mathematics (STEM), Humanities and Social Sciences (HUMSS), Accountancy, Business and Management (ABM), TVL-Information and Communication Technology (TVL-ICT), TVL-Home Economics (TVL-HE), TVL-Industrial Arts (TVL-IA). This study is beneficial for the said school as it may provide information about their learners' writing difficulties and provide necessary interventions.

Data Gathering Procedure and Instrument

A Second Language Writing Anxiety Inventory (SLWAI), as shown in Table 1 and developed by Cheng (2004), was adopted and administered to the participants in order to collect data on the students' English writing anxiety. SLWAI survey questionnaire was created to investigate the types and degrees of anxiety that students encounter in English writing. It contains twenty-two (22) items that are also categorized into three subscales, including somatic anxiety, avoidance behavior, and cognitive anxiety. Somatic anxiety (S.A.) includes inventory items that relate to the students' increased psychological arousal, avoidance behavior (A.B.) comprises items that indicate students' avoidance behavior of writing English, and finally, cognitive anxiety (C.A.) is a subjective component that is concerned with the worry or fear of negative evaluation. Each subscale item in the SLWAI was

developed in the form of a 5-point Likert scale labeled as S.A. (strongly agree), A (agree), Uncertain (U.C.), DA (disagree), and S.D. (strongly disagree). Most importantly, this questionnaire also underwent reliability testing using Cronbach's Alpha with a score of .758, which means 'acceptable' and may proceed with the actual survey.

Method of Data Analysis and Statistical Treatment

The gathered data in the survey that was administered (SLWAI) was analyzed using descriptive statistics. Here, the scores from each item in the questionnaire were to obtain the total score. From this score, the frequencies, percentages, and weighted means were determined. Finally, the verbal interpretations of these numerical results were defined in order to determine the English Writing Anxiety and its extent. Using the same raw data in the said survey, Analysis of Variance (ANOVA) was applied to get the significant differences in the students' English writing anxiety in terms of sex and social class.

RESULTS AND DISCUSSION

This section presents the findings about the degree of anxiety in English writing among the Grade 11 students of Kiburiao National High School, including how it varies in terms of sex and social class. Results based on the Second Language Writing Anxiety (SLWA) scale are statistically computed and verbally interpreted. The succeeding subsections present the results and discussions of each of the research questions.

Extent of Students' English Writing Anxiety

The results have shown that the Grade 11 students of Kiburiao National High School experienced writing anxiety in English. As shown in Table 1, they exhibit moderate somatic anxiety in relation to English writing, with a 3.30 overall weighted mean. Somatic anxiety, in general, refers to the sensation of the physiological consequences of anxiety, as manifested in elevated autonomic arousal and uncomfortable emotional states as tension and nervousness (Morris et al., 1981).

Evidently, the study participants felt these anxieties, such as increased heart rate when asked to write with time constraints, mental block when starting an English composition, perspiration under time pressure, jumbled thoughts, panic, and feeling frozen, among others.

Table 1
Somatic Anxiety

Indicators	Mean	SD	Descriptive Rating	Qualitative Interpretation
I feel my heart pounding when I write English compositions under time constraint.	3.64	0.90	Agree	High Writing Anxiety
My mind often goes blank when I start to work on an English composition.	3.08	1.09	Uncertain	Moderate Writing Anxiety
I tremble or perspire when I write English compositions under time pressure.	3.41	0.95	Uncertain	Moderate Writing Anxiety
My thoughts become jumbled when I write English compositions under time constraint.	3.55	0.99	Agree	High Writing Anxiety
I often feel panic when I write English compositions under time constraint.	3.37	1.07	Uncertain	Moderate Writing Anxiety
I freeze up when unexpectedly asked to write English compositions.	3.10	1.07	Uncertain	Moderate Writing Anxiety
I usually feel my body rigid and tensed when I write English compositions.	2.96	0.95	Uncertain	Moderate Writing Anxiety

Overall Mean	3.30	1.00	agree	

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	strongly agree	very high writing anxiety
3.51-4.50	agree	high writing anxiety
2.51-3.50	uncertain	moderate writing anxiety
1.51-2.50	disagree	low writing anxiety
1.00-1.50	strongly disagree	very low writing anxiety

On the other hand, the Grade 11 students of Kiburiao National High School have also experienced moderate avoidance behavior when tasked with English writing composition, with an overall weighted mean of 2.88. Statistical results have revealed that they felt uncertainties when writing in English compositions. As indicated in Table 2, they do not possess a high level of enthusiasm when writing. This is prevalent in their tendency not to completely feel enjoyed and doing their best in English writing, or the issue of 'self-efficacy unbeliefs' as Cheng (2004) calls it.

Table 2
Avoidance Behavior

Indicators	Mean	SD	Descriptive Rating	Qualitative Interpretation
I often chose to write down my thoughts in English.	3.24	1.12	Agree	Moderate Writing Anxiety
I usually do my best to avoid writing English compositions.	2.62	1.04	Uncertain	Moderate Writing Anxiety
I do my best to avoid situations in which I have to write in English.	2.64	1.03	Uncertain	Moderate Writing Anxiety
Unless I have no choice, I would not use English to write compositions.	3.11	1.07	Agree	Moderate Writing Anxiety
I would do my best to excuse myself if I am asked to write English compositions.	2.59	1.08	Uncertain	Moderate Writing Anxiety
I usually seek every possible chance to write English compositions outside of the class.	2.86	1.11	Uncertain	Moderate Writing Anxiety
Whenever possible, I would use English to write compositions.	3.09	1.02	Uncertain	Moderate Writing Anxiety
Overall Mean	2.88	1.07	Agree	

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	strongly agree	very high writing anxiety
3.51-4.50	agree	high writing anxiety
2.51-3.50	uncertain	moderate writing anxiety
1.51-2.50	disagree	low writing anxiety
1.00-1.50	strongly disagree	very low writing anxiety

Finally, the students also exhibit moderate cognitive anxiety in English writing, with an overall weighted mean of 3.39. The mental aspect of anxiety, such as negative expectations, performance obsession, and worry about other people's opinions, is typically linked to cognitive anxiety (Morris et al., 1981). Table 3 shows that they felt slightly nervous, uneasy, and worried that they might have a worse write-up. Apart from that, they are also a little bit conscious about what other people might think of their English compositions when they read them. In addition, they are also afraid of receiving negative evaluations from their teachers and peers, including low grades.

Table 3
Cognitive Anxiety

Indicators	Mean	SD	Descriptive Rating	Qualitative Interpretation
When I write in English, I'm not nervous at all.	2.91	1.04	Uncertain	Moderate Writing Anxiety
While writing English compositions, I feel worried and uneasy if I know they will be evaluated.	3.69	0.97	Agree	High Writing Anxiety
I don't worry that my English compositions are a lot worse than the others.	3.24	0.99	Uncertain	Moderate Writing Anxiety
If my English composition is to be evaluated, I would worry about getting a very poor grade.	3.67	0.98	Agree	High Writing Anxiety
I'm afraid that the other students would deride my English composition if they read it.	3.69	0.94	Agree	High Writing Anxiety
I don't worry at all about what other people think of my English compositions.	3.39	1.11	Uncertain	Moderate Writing Anxiety
I'm afraid of my English composition being chosen as a sample for discussion in class.	3.68	1.00	Agree	High Writing Anxiety
I'm not afraid at all that my English compositions would be rated as very poor.	2.86	1.27	Uncertain	Moderate Writing Anxiety
Overall Mean	3.39	1.04	agree	

Legend:

Range	Descriptive Rating	Qualitative Interpretation
4.51-5.00	strongly agree	very high writing anxiety
3.51-4.50	agree	high writing anxiety
2.51-3.50	uncertain	moderate writing anxiety
1.51-2.50	disagree	low writing anxiety
1.00-1.50	strongly disagree	very low writing anxiety

Therefore, this current study argues that the Grade 11 students of Kiburiao National High School experienced writing anxiety in English at a moderate level. This result is relatively different from earlier studies, which contended that most students in an English class suffered from high levels of writing anxiety in English. For example, in the study conducted by Husin et al. (2013), which includes English writing anxiety among International Students (Chinese, Vietnamese, Laotian, Cambodian, and African), they found that the participants were highly anxious when they were required to write English compositions such as essays, narratives, etc. Lightbrown and Spada (2006) also argued that most students in English classrooms were apprehensive during the cognitive stages of developing new information. Learners are unable to process and perform well in a given time.

Apparently, the current findings differ from earlier investigations for one major possible reason. This could be

attributed to the fact that the Grade 11 students of Kiburiao National High School are already exposed to the English language, as the Philippines is an English-speaking country. Thus, this study argues that anxiety levels in English writing compositions significantly vary between EFL and ESL contexts. Students in ESL classrooms have a relatively convenient learning experience in comparison to students who take English as their foreign language. Therefore, the longer and more recurrent the exposure of learners to a particular language, the higher the chances of learning confidence. But still and all, the current study cannot deny the evident traces of writing anxiety, however moderate. There is still a need for an intervention in order to fully eradicate learning anxieties that handicap successful learning. The goal must be to achieve a low or very low level of writing anxiety. According to Dordinejad and Ahmadabad (2014), language anxiety, in general, is difficult to completely rectify, and thus, there is a need for context-based teaching pedagogy. This initially involves assessment of the students' sources of anxiety and developing strategies to aid them in maximizing the abilities of language learners.

Social Classification of Males and Females with the Highest Level of EWA

The findings have further revealed that both males and females from poor and low-income classes experienced the highest level of English writing anxiety in comparison to other social classifications. To be more specific, Table 6 shows that males from poor social class tend to face the highest extent of somatic and cognitive EWA with a weighted mean of 3.29 and 3.37, respectively.

On the other hand, it also appeared that male participants from the low-income class have the highest tendency to avoid behavior, with a weighted mean of 3.05. It must be noted, however, that there is only a very thin line of difference between the avoidance behavior of males from the low-income class as compared to that of males from the poor class. Similarly, females from the poor and low-income classes also encountered the highest level of EWA as compared to other classes.

Specifically, poor female participants appeared to have the greatest somatic and cognitive EWA, with a weighted mean of 3.39 and 3.57, respectively. In addition, females from the low-income class have the most tendency to avoid behavior, with a mean of 2.77.

Thus, these results suggest that the English writing anxiety of students is associated with having a poor social status. This can be attributed to the fact that learners from the poor class are purportedly challenged in various aspects, such as opportunities, motivation, and support, among many others. This goes hand in hand with the statement of Considine and Zappala (2002) that learners with lower socioeconomic backgrounds experienced higher levels of language anxiety. It means that families with lower total incomes could not support their children's education properly because of their low income.

Lamb (2012) also undergirded this idea by pointing out that students in rural areas, who were mostly from lower social classes, had weaker visions of themselves as successful users of English in the future. It has been reported that the social class and or socioeconomic status of the learners also have a significant influence on language anxiety.

Table 4

Summary of One-Way ANOVA of Males and Females from Each Social Class in Writing Anxiety

Sex	Anxiety	Social Class with Highest EWA	Mean
Male	Somatic	Poor	3.29
	Avoidance	Low Income	3.05
	Cognitive	Poor	3037
Female	Somatic	Poor	3.39
	Avoidance	Low Income	2.77
	Cognitive	Poor	3.57

Significant Differences of Students' English Writing Anxiety in Terms of Sex and Social Class

A. Sex

It must be noted that based on the research data, the significant difference may only occur if the P-value of the variable is .05 or less; otherwise, there is none. The study's findings indicate that there is no discernible difference in the somatic and cognitive aspects of

participants' anxiety when writing in English between male and female participants. As evident in Table 5, it is clear that somatic and cognitive anxiety have a .118 and .173 P-value, respectively. Therefore, it is safe to conclude that male and female participants experienced almost the same level of writing anxiety in English. However, that is exclusive only to

the somatic and cognitive anxieties that the participants faced because Table 5 also indicates that the avoidance behavior aspect of the students' EWA consists of a .007 P-value. This means that the avoidance behavior between

males and females varies but very slightly. In the second column of Table 5, it can be seen that males experienced EWA at a slightly higher level than females based on the weighted mean of avoidance behavior.

Table 5
Students English Writing Anxiety with Respect to Sex

Variable	Sex	Mean	SD	t-value	p-value
Somatic Anxiety	Male	3.24	0.54	-1.570	.118
	Female	3.37	0.64		
Avoidance Behavior	Male	2.98	0.56	2.737	.007**
	Female	2.77	0.56		
Cognitive Anxiety	Male	3.35	0.47	-1.366	.173
	Female	3.44	0.43		

The consistency of somatic and cognitive English writing anxiety between the male and female Grade 11 students of Kiburiao National High School implies that sex may not be a determinant of language anxiety variation. This is in congruence with the study of Mulyono et al. (2020), who also contended that there is no correlation between language anxiety and sex or gender. Language anxiety is not higher in either males or females in the case of Indonesian learners. Their findings showed that all students experienced writing anxiety in F.L. learning, many experiencing a moderate level of anxiety, just like the current study result. However, the idea that sex is not correlated to language anxiety appeared to be questionable because of the fact that the current study participants' avoidance behavior in writing slightly varies between male and female participants. This also corresponds to the study of Elaldi (2016), who also emphasized that males were found to have higher language anxiety as compared to female participants.

However, the current result is in contrast to the investigations of other researchers like Cheng (2018), Gerencheal and Mishra (2016), and Kiya (2014), who argued that female students had experienced significantly higher levels of L2 writing anxiety than male students. Thus, there is still so much to be explored about these varying results. Why is it that in some countries, studies would say that language anxiety does not vary according to sex, but others would highlight that females exhibit higher anxiety than males, and others also would suggest that it is the other

way around? This could be due to other unknown factors like perhaps pedagogical and cultural differences, and thus, further studies should take this aspect into account.

B. Social Class

It can be seen in Table 6 wherein the P-value of somatic anxiety and avoidance behavior across all the identified social categories went beyond .05, that is, .180 and .313, respectively. This indicates that the defined socioeconomic classes—the poor, low-income, lower middle class, and middle class—all exhibit similar levels of autonomic arousal and unpleasant emotional states like tension and anxiety. They all experience the same physiological anxieties, such as increased heart rate while writing under time pressure, mental block when beginning an English write-up, perspiration when writing under time pressure, perplexed thinking, panic attacks, and feeling frozen when trying to generate ideas.

However, this is not the case for cognitive anxiety, as it appeared that it has a .010 P-value, indicating a significant difference in EWA according to social class. To recall, cognitive anxiety involves a subjective component that deals with the perception of arousal and, in particular, worry or fear of negative evaluation. Evidently, Table 6 revealed that those study participants from the poor social classification encountered the highest EWA in comparison to other classes like the low-income class, lower middle class, and middle class, ranging to the mean of 3.49.

Table 6
Students English Writing Anxiety with Respect to Social Class

Variable	Social Classification	Mean	SD	f-value	p-value
Somatic Anxiety	Poor	3.36	.58	1.647	.180
	Low income	3.33	.58		
	Lower middle	3.09	.63		
	Middle	3.00	.62		

Avoidance Behavior	Poor	2.84	.59	1.195	.313
	Low income	2.94	.59		
	Lower middle	2.73	.34		
	Middle	3.11	.43		
Cognitive Anxiety	Poor	3.49	.44	3.886	.010*
	Low income	3.37	.47		
	Lower middle	3.14	.28		
	middle	3.47	.49		

Earlier studies have espoused that those students with lower socioeconomic backgrounds experienced higher levels of language anxiety (Eamon, 2005). This argument also corroborates the findings of this current study wherein the Grade 11 students of Kiburiao National High School who belong to a poor social class experienced the highest cognitive anxiety among all classes.

According to Zia and Safi (2020), this can be ascribed to the fact that learning outcomes and successes both inside and outside of the classroom are impacted by the fact that students from low-income households typically attend schools with lower funding levels. This condition decreased learners' motivation. It was determined that the main cause of educational inequality among students and that academic success heavily depends on the socioeconomic status of their parents. As a result, the socioeconomic background of the learners' families has a significant impact on their academic accomplishments, and these reflect the kind of anxiety that they have in the language class.

CONCLUSION

The English writing anxiety varies in the context of ESL and EFL classrooms. Previous studies contended that English learners usually exhibit high levels of anxiety, but these studies involved English as a foreign language. The Grade 11 students of Kiburiao National High School experienced a moderate level of anxiety since English is their second language.

Additionally, there is no concrete evidence that sex is a determinant of writing anxiety variations. Although there are traces of differences in terms of avoidance behavior and cognitive anxiety, they appeared to be inadequate since the weighted means standard deviations, including the P-values of the study variables, are not that far different at all. While this can be true in other countries, sex and writing or language anxiety in general may not have any correlation in the context of ESL in the Philippines.

Finally, the study argues that males and females from both poor and low-income classes experienced relatively greater English writing anxiety as compared to other social classes, such as the low-middle class and middle class. This undergirds the idea that those learners who have more privilege, support, and opportunities in society exhibit a lesser level of language anxiety. The heightened anxiety of learners from poor and low-income classes can be ascribed to the fact that they learn in the absence of the material needed to participate fully and confidently in the class. Therefore, socioeconomic status can be a factor that affect language anxiety among learners. This study was limited in terms of scope since it only focused on one academic institution. Future studies may examine other sociolinguistic factors that affect language acquisition, such as cultural differences among learners.

Appendix A

Second Language Writing Anxiety Inventory

Type of Anxiety	SD	DA	UC	A	SA
Somatic Anxiety					
1. I feel my heart pounding when I write English compositions under time constraint.					
2. My mind often goes blank when I start to work on an English composition.					
3. I tremble or perspire when I write English compositions under time pressure.					
4. My thoughts become jumbled when I write English compositions under time constraint.					
5. I often feel panic when I write English compositions under time constraint.					
6. I freeze up when unexpectedly asked to write English compositions.					
7. I usually feel my whole body rigid and tense when I write English compositions.					
Avoidance Behavior					
1. I often choose to write down my thoughts in English.					
2. I usually do my best to avoid writing English compositions.					
3. I do my best to avoid situations in which I have to write in English.					
4. Unless I have no choice, I would not use English to write compositions.					
5. I would do my best to excuse myself if asked to write English compositions.					
6. I usually seek every possible chance to write English compositions outside of class.					
7. Whenever possible, I would use English to write compositions.					
Cognitive Anxiety					
1. While writing in English, I'm not nervous at all.					
2. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.					
3. I don't worry that my English compositions are a lot worse than others'.					
4. If my English composition is to be evaluated, I would worry about getting a very poor grade.					

5. I'm afraid that the other students would deride my English composition if they read it.

6. I don't worry at all about what other people would think of my English compositions.

7. I'm afraid of my English composition being chosen as a sample for discussion in class.

8. I'm not afraid at all that my English compositions would be rated as very poor.

*Adopted from Cheng (2004)

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