

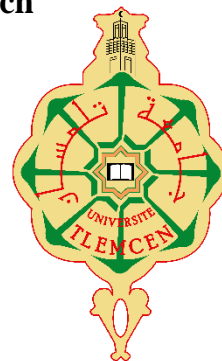
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The Impact of Anxiety on Written Expression Among Students: Case of First Year EFL Students At Tlemcen University

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Requirements for the Degree of Master's in Didactics.

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Dedications

I dedicate this dissertation to my family, whose affection, assistance, and motivation have served as the fundamental catalyst for my scholarly pursuits. To my parents and siblings, your steadfast confidence in my abilities has provided me with fortitude and guidance throughout this endeavour. I express my profound gratitude for your devotion and the sacrifices you have made on my behalf.

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Abstract

This research examines the intricate interplay between psychological variables and written competence amongst Algerian learners of English as a Foreign Language (EFL). Situated within a distinctive multilingual environment wherein students must negotiate Arabic, French, and English, the investigation explores three fundamental research questions. Initially, it analyses the correlation between stress and anxiety levels and the written performance of Algerian EFL students, uncovering a pronounced inverse relationship whereby elevated anxiety levels predict diminished performance across coherence, fluency, and grammatical precision. Subsequently, it determines the particular writing dimensions most susceptible to impairment, establishing that textual organisation, lexical variation, and syntactic sophistication are especially vulnerable to anxiety's detrimental influence, frequently resulting in oversimplified and monotonous textual constructions. Finally, the study elucidates the principal causal elements, highlighting apprehension regarding negative assessment, temporal constraints, and acute linguistic insecurity amplified by monolingual pedagogical approaches and corrective feedback mechanisms as fundamental stress-inducing factors. Employing a mixed-methodological framework, the investigation contends that traditional, grammar-centred pedagogical practices exacerbate these anxieties, establishing a perpetual cycle of trepidation and academic underachievement. Consequently, the dissertation advocates for a transition towards psychologically informed, multilingual pedagogical frameworks. Proposed recommendations encompass the incorporation of adaptive writing exercises, reflective assessment methodologies, and anxiety-mitigation workshops within educator preparation programmes. Through the alignment of pedagogical approaches with the socio-emotional and linguistic circumstances of Algerian students, this research determines that instructors can cultivate more nurturing educational environments, thus reducing anxiety whilst enabling students to develop enhanced confidence and proficiency in written communication.

Keywords: EFL Writing, Anxiety, Language Learning, Multilingual Education, Algeria, Pedagogical Strategies

General Introduction

General Introduction

The ability to produce cohesive written text in English as a Foreign Language (EFL) is an essential competency for Algerian learners; however, many students face psychological barriers in terms of anxiety and stress, negatively impacting their academic achievement. In Algeria's multilingual school system, where students constantly switch between Arabic, French, and English, writing in a foreign language is subject to different cognitive and emotional demands. In this study, 'The Impact of Stress and Anxiety on Written Expression Among Algerian EFL Learners,' we examine how psychological states of anxiety and stress impact students' written production in terms of grammatically accurate, lexically enriched, and overall text coherence and cohesion. By investigating this relatively new field of emotional and cognitive interaction, the study hopes to yield practical recommendations for improving Algerian and similar contexts' EFL teaching approaches.

English foreign language writing proficiency is crucial for professional and academic success in Algeria, where English is becoming increasingly prominent in higher education and worldwide communication. Systemic problems, however, face Algerian learners of English, namely, inadequate exposure to authentic English material, heavy over-reliance on rote memorization strategies, and sociolinguistic tensions between English, French, and Arabic. Added to this is a lack of attention to issues of anxiety and tension, a factor not adequately covered in education programs, but one that is universally accepted as being critical in language learning, which further complicates the foregoing problems. Evaluation anxiety, time pressures, and students' perception of language ability further raise cognitive loads, thus impeding cognitive processes of producing well-structured, grammatically sound, and lexically dense written pieces.

Scholarly achievement does not emerge abruptly nor by coincidence; it develops through the sustained nurturing of students' cognitive and emotional faculties. One of the most critical impediments to academic excellence, particularly in the domain of foreign language learning, is the prevalence of stress and anxiety. These affective states pose substantial challenges for learners, especially in contexts requiring high-level performance under psychological duress. Nowhere is this more apparent than in the writing component of English as a Foreign Language (EFL) education, where learners are frequently confronted with a combination of cognitive demands and emotional strain. These factors detract from the student's capacity for coherent thought, organized expression, and accurate linguistic execution. If such psychological barriers remain unaddressed, they risk severely disrupting the writing process and diminishing academic performance.

Among Algerian EFL learners, anxiety and stress constitute prominent sources of academic underachievement and disengagement. These affective disturbances disrupt essential cognitive mechanisms such as working memory and concentration while undermining students' self-efficacy. The consequence is a decline in the quality of written expression. Addressing this issue necessitates understanding the psychological underpinnings that inform such emotional responses during the writing process. Through such insight, educators are better equipped to develop pedagogical responses that are both responsive and preventative. By cultivating emotionally supportive learning environments and integrating targeted instructional approaches, educators can reduce the impact of emotional disturbances on academic outcomes.

This endeavour is to elucidate the psychological variables affecting EFL learners engaged in written expression, focusing on the dual impact of stress and anxiety. It explores their causes, manifestations, and pedagogical repercussions. Furthermore, it outlines practical interventions by which educators may ameliorate their adverse effects, thereby enhancing the learner's written performance and overall linguistic competence. This investigation utilised a mixed-methods research design to examine comprehensively the correlation between psychological variables and written language competence. The study was undertaken with Algerian English as a Foreign Language (EFL) students drawn from multiple higher education institutions. The principal quantitative measure employed was a survey instrument, namely the Foreign Language Classroom Anxiety Scale (FLCAS), which was modified to incorporate elements addressing writing-specific anxiety through the Second Language Writing Anxiety Inventory (SLWAI). This instrument was constructed to assess anxiety levels, apprehension regarding evaluation, and linguistic insecurity. Qualitative evidence was obtained via semi-structured interviews conducted with a purposive sample of participants, alongside examination of their written outputs. These written productions were evaluated employing analytical scoring rubrics to assess grammatical accuracy, lexical range, structural organisation, and textual coherence. The methodological triangulation of survey responses, interview data, and textual analysis facilitated a comprehensive examination of the ways in which anxiety relates to and is demonstrated within particular dimensions of written performance.

Chapter One

Foundations of the Study: Examining Anxiety in Algerian EFL Writing

1.Introduction

In a world that is becoming increasingly interconnected, being proficient in English as a Foreign Language (EFL) has become essential for academic and career growth in Algeria. However, many Algerian students learning English face major difficulties in expressing themselves in writing, mainly because of psychological factors like stress and anxiety. These emotional issues often interfere with mental processes, causing a decline in the quality of their writing, such as grammatical mistakes, limited vocabulary, and lack of coherence. In Algeria's unique multilingual education system, where students juggle Arabic, French, and English, these problems are made worse by social, teaching, and institutional challenges.

This research aims to explore the less-studied connection between psychological stress and writing skills among Algerian university students. By looking at how anxiety affects different aspects of written work and identifying what mainly causes it, such as fear of judgment, tight deadlines, or insecurity about using multiple languages, this study hopes to offer useful insights for improving EFL teaching in Algeria and similar settings. This chapter sets the stage for the entire thesis by explaining the research issues, goals, questions, and why the study matters, along with defining key terms and outlining what parts of the topic will be covered.

1.2 The Dynamics of Teaching and Learning

1.2.1 Definition of the Teaching Process

The instructional process in Algerian EFL classrooms is the official methods employed by instructors to teach language, typically adopting teacher-centered approaches. The model emphasizes overt grammar instruction, error correction, and adherence to rigid writing formats (e.g., memorization of essay outlines). For example, instructors might emphasize drilling verb tenses or strict following of standardized essay outlines. Though this approach ensures consistency, it often neglects student creativity and increases the level of stress by focusing on attaining perfection. Key characteristics include:

- **Direct Instruction:** Lecturing on grammatical rules without contextualizing them in real-world communication.
- **Corrective feedback:** Excessive use of red pen marking that emphasizes errors instead of improvements.

Standardized Tests: Overuse of timed tests or graded essays, fuelling fear of evaluation. Amidst Algeria's multilingual setting, such a rigid strategy exacerbates cognitive load, as students juggle the grammatical compositions of Arabic, French, and English without adequate guidance (Sweller, 1988, p. 264).

1.2.2 Definition of the Learning Process

The learning process is the way students gain new knowledge, skills, or values that support their personal or academic goals. For learning to be effective, teachers need to set clear goals and create a space that supports learning. Several factors are important in this process:

- Clearly explaining the purpose of the lesson.
- Building respect and trust between teachers and students.
- Encouraging a strong interest and desire to learn.
- Motivating students by focusing on what they need, care about, or struggle with.
- Making the classroom a positive and welcoming place.
- Using creative and engaging methods to keep learners interested.

Teaching and learning are deeply connected and depend on each other. Where teaching happens, learning naturally follows.

1.3 Advancing Teacher Expertise

Improving teacher expertise means helping educators grow in their teaching methods, classroom strategies, and emotional awareness to meet students' changing needs. In English as a Foreign Language (EFL) classrooms, especially when trying to reduce the stress and anxiety that affects.

Algerian students' writing teacher expertise plays a key role. It involves understanding how emotions and mental pressure affect language learning and using that knowledge to shape more supportive teaching practices.

Some important areas of growth for teachers include:

1.3.1 Pedagogical Approaches Incorporating Stress Considerations

Teachers learn to recognize signs of language-learning anxiety, such as reluctance to write or participate, and implement techniques like breaking tasks into smaller, manageable steps and offering scaffolded support. As Horwitz, Horwitz, and Cope (1986) identify, reducing

communication apprehension and fear of negative evaluation can significantly improve learners' willingness to engage in writing activities (Horwitz et al., 1986).

1.3.2 Strategies for Strategies for Giving Constructive Criticism

Instructors are equipped to articulate their feedback in relation to students' progress instead of just pointing out inaccuracies. Hattie and Timperley (2007) highlight that meaningful feedback answers students' questions of 'What is my current status? How am I performing? and What are my future steps?' which nurtures a growth-oriented perspective and diminishes performance anxiety (Hattie & Timperley, 2007).

1.3.3 Cultural and Language Awareness

In multilingual EFL settings like Algeria, giving good feedback means teachers need to really understand their students' cultures and languages so they don't make students feel anxious and actually help build their confidence instead. Feedback isn't just about fixing mistakes - it really affects how students feel and whether they want to keep participating, Hattie & Timperley (2007).

It's really important for teachers to get where their students are coming from culturally, since different cultures have different ways of communicating and dealing with criticism. A good teacher who gets this will change how they give feedback – for instance they'll start with something positive or make suggestions in a gentler way - so it fits what students expect from their own culture. This way, students see the feedback as helpful advice for getting better, not as being judged, Nunan (2003). This kind of understanding approach really helps cut down on students feeling nervous about their performance and keeps them motivated.

Teachers also really need to understand how language works, especially things like when students switch between languages or when their first language affects their English - like when Arabic or French speakers make certain kinds of mistakes. Instead of just calling these "wrong," a teacher who really gets it knows these are normal ways our brains try to figure out language, as Celce-Murcia and Olshtain explained in 2000. When teachers recognize that students' first language actually helps them think through new language learning, they can give feedback that helps students connect what they already know with English rules. This shows students that their whole language background matters and helps them feel more confident. This way of doing things turns feedback from something that might stress students out into something that actually makes them feel stronger both with language and emotionally.

1.3.4 Joint Writing Activities

Collaborative writing tasks, whether done in pairs or small groups, provide significant pedagogical benefits by drawing on the inherently social nature of the learning process. Through the shared creation of texts, students engage in joint decision-making, mutual support, and peer-mediated negotiation of meaning, all of which deepen their linguistic and rhetorical understanding. Storch (2005) points out that joint writing processes not only improve the quality of written text but also break down the affective barriers related to individual composition. When learners create language as a collective entity in a supportive community of peers, they are more willing to try out complicated syntactic structures, develop their own knowledge, and pick up successful writing practices. Besides, joint writing promotes an ethos of mutual support and responsibility, which renders it an all-the-more successful approach in learning contexts where students have varying degrees of know-how and individual ways of learning.

1.3.5 Anxiety-Aware Teaching: A Definition of Professional Development

Professional development in educational contexts encompasses the continuous learning endeavors and capacity-building initiatives that teaching professionals undertake to advance their pedagogical competencies, disciplinary knowledge, and instructional methodologies throughout their professional trajectory (Day & Sachs, 2004). This comprehensive framework incorporates diverse formal and informal educational opportunities, encompassing professional workshops, academic seminars, collaborative professional learning networks, and critical reflective methodologies, all designed to optimize instructional efficacy and enhance student academic achievement.

The conceptualization of professional development for anxiety-conscious pedagogy necessitates an expansion of conventional parameters to systematically incorporate the psychological and affective components of the learning process. This specialized professional development framework provides English as a Foreign Language instructors with sophisticated pedagogical competencies while simultaneously developing essential emotional competence and comprehensive understanding of how psychological variables, particularly stress and anxiety, influence written communication proficiency (Horwitz, 2001). This approach transcends traditional linguistic and syntactic instruction by incorporating evidence-based stress reduction methodologies for both educators and learners, culturally responsive teaching frameworks, and evidence-based approaches for establishing supportive, low-anxiety learning environments that minimize affective barriers to learning (Krashen, 1985). The fundamental objective of this professional development approach is to enable educators to identify, comprehend, and systematically address student anxiety throughout the writing instruction process,

thereby establishing optimal learning conditions that enable Algerian EFL students to enhance their written communication competencies with increased self-efficacy and reduced psychological impediments.

1.3.6 The Value of Professional Growth in Treating Anxiety

1.3.6.1 Decreased Assurance Linked to Insufficient Training

Teachers' self-confidence to manage classroom dynamics effectively has an intricate relationship with their continuous professional development. Not attending refresher courses or training may result in a continuous deterioration of their coping capacity with the day-to-day realities of classroom instruction. Furthermore, low levels of physical or emotional fatigue, combined with obsolete knowledge or skills, will effectively diminish self-confidence. According to Benabid (2000), educators under such circumstances tend to have a moderate level of confidence when performing everyday teaching activities, a pattern that can reflect underlying problems such as discontentment with the profession or initial stages of burnout (p. 58).

The decline in professional confidence, as noted, is usually low-key yet cumulative. When denied ongoing opportunities to work with new pedagogical approaches, curricular revisions, or changing student requirements, teachers will consider themselves unprepared or outdated with best practices within their field. This feeling of professional stagnation can undermine their effectiveness, resulting in more cautious decision-making, less proactivity in classroom management, and more uncertainty in their teaching practice.

Furthermore, poor training can diminish teachers' motivation and resilience, particularly in new challenges like incorporating technology, teaching diverse student populations, or using inclusive teaching strategies. As time passes, this loss of confidence influences teacher efficacy and adversely affects student learning and the classroom environment.

Thus, continuous professional development should not be viewed as an add-on enrichment but as a core driver for establishing teacher wellness and enhancing teaching performance. Continuing engagement in training allows teachers to re-engineer their capabilities, stay current with contemporary teaching practices, and solidify their professional identities. Furthermore, it prepares them with stress management abilities, allowing them to adjust to new realities and sustain high teaching self-efficacy in the classroom environment.

1.3.6.2 Fundamental Skills for Managing Stress in Professional Development

Stress is a chronic element influencing instruction in teaching. It is frequently underrated and can tremendously impact instructional effectiveness and overall well-being. Stress-management programs integrated in professional development activities are crucial in assisting teachers to preserve a balanced and sustainable strategy towards duty. OnDefoc's stress-management projects are an excellent case of such activities within the Algerian context. They also provide material support and aid that enable teaching staff to deal with their profession's psychological and emotional challenges (OnDefoc.dz, n.d.).

These programs are designed to mitigate the immediate stress impacts and enhance long-term resilience. Through workshops, seminars, and guided exercises, teachers are exposed to time management, mindfulness, reflective strategies, and cognitive restructuring skills.

These strategies allow educators to recognize early warning signs of stress, act positively, and refrain from accumulating emotional tension. By developing these foundational skills, educators are more inclined to remain attentive in the classroom, manage workload pressures, and avert the long-term consequences of burnout.

Importantly, stress-management training renders schools more productive and caring. As a result of teachers possessing the emotional and psychological capital to deal with challenges, they are more able to interact constructively with students, get along with colleagues, and establish a collegial school climate. This also translates into increased job satisfaction and professional commitment, which are fundamental in teacher retention and education quality.

1.3.6.3 Institutional Role in Self-Efficacy

Studies have demonstrated that learners possessing heightened self-efficacy defined as confidence in their writing capabilities demonstrate increased engagement in compositional tasks and attain superior academic performance. Furthermore, elevated self-assurance correlates with diminished writing apprehension. These empirical results indicate that cultivating learners' self-efficacy via systematic pedagogical interventions including facilitating successful experiences and presenting exemplars of proficient writing may effectively mitigate anxiety while simultaneously improving compositional competence. Consequently, the development of self-efficacy constitutes a viable pedagogical framework for enhancing both psychological wellness and scholastic achievement within English as a Foreign Language writing environment (Khelalfa, 2018).

1.3.7 Strategies to Strengthen Teacher Development

Approaches for enhancing educator development involve a comprehensive methodology that incorporates collaborative learning networks, artificial intelligence-augmented professional training, and culturally sensitive educational practices to address both pedagogical competencies and emotional learning requirements. As demonstrated by Al-Mahdawi and Al-Smadi (2019), whose research on the RAFT strategy illustrates how systematic creative writing methodologies considerably enhance learner participation and academic achievement, professional enhancement programmes should cultivate collaborative methodologies including peer supervision and critical reflection discourse, facilitating educators' ability to disseminate stress-management approaches and multilingual support techniques efficiently. Artificial intelligence-powered educational platforms additionally provide individualised professional development through responsive learning technologies and automated assessment mechanisms, assisting instructors in developing methodologies for literacy instruction and emotional guidance whilst managing cognitive demands within multilingual educational settings, as evidenced in AI-supported digital learning environments that encourage collaborative problem-resolution and analytical reasoning. The integration of culturally sensitive approaches including the validation of learners' linguistic heritage through code-switching practices and multilingual ideation sessions diminishes linguistic apprehension and strengthens participation, corresponding with Gay's (2000) framework of utilising students' cultural knowledge as fundamental educational resources. Ongoing, contextually relevant professional development remains essential, emphasising reflective methodology, emotional intelligence, and responsible technology implementation to establish sustainable pedagogical practices, highlighting the necessity for programmes that directly correspond with educators' practical challenges and organisational objectives. These methodologies collectively enable teachers to establish inclusive learning environments that enhance both instructional effectiveness and learner welfare, demonstrating a comprehensive approach to professional development that is simultaneously research-informed and contextually relevant.

1.3.8 Training Teachers to Design Low-Stress Writing Activities

Instructors require a centered education to develop writing strategies that reduce tension and foster self-belief. Below are strategies aligned with the observation. Instructors require cantered education to lay out writing strategies that reduce tension and foster self-belief's cognizance on mitigating strain in Algerian EFL first-year students:

1.3.8.1 Informal free writing Activities

In Algeria's multilingual education setting, short writing exercises that are not graded, such as prompts like "Describe your favourite holiday memory," focus more on expressing ideas rather than perfect grammar. This helps reduce students' language anxiety and allows them to switch between Arabic, French, and English without fear of making mistakes. This method aligns with the concepts of low-stakes writing and lowering affective filters in language learning, as highlighted by Lang, J. M. (2008), who states that ungraded writing activities encourage engagement, critical thinking, and experimentation with language in diverse classrooms. By emphasizing fluency over accuracy, this approach boosts students' confidence and makes it easier for them to navigate multiple languages without feeling overwhelmed.

1.3.8.2 Collaborative Group Exercises

Collaborative group exercises, as a structured pedagogical strategy, involve students working together in small groups to complete writing tasks, thereby fostering peer interaction, collective problem-solving, and shared knowledge construction. In the context of Algerian EFL classrooms, where students often grapple with multilingual challenges and writing anxiety, such exercises are particularly valuable. For instance, activities like "genre circle writing" or "jigsaw writing" (as illustrated in the search results) require learners to co-create texts, negotiate meaning, and provide real-time feedback, which not only enhances grammatical accuracy and lexical complexity but also reduces affective filters like fear of judgment. According to Storch (2005), whose research is pivotal in this area, collaborative writing tasks significantly improve textual coherence and syntactic diversity because peers scaffold each other's learning through dialogue and mutual support. This approach aligns with Vygotsky's concept of the Zone of Proximal Development (ZPD), where learners achieve higher competence with guidance from more knowledgeable peers. In Algeria's multilingual context, such exercises can be adapted to allow strategic code-switching (e.g., brainstorming ideas in Arabic or French before drafting in English), thereby reducing cognitive load and leveraging students' full linguistic repertoires. Ultimately, collaborative group exercises transform writing from an isolated, anxiety-inducing task into a dynamic, socially supported process, promoting both linguistic gains and emotional resilience.

1.3.8.3 Structured Writing Duties

Breaking essays into smaller steps (e.g., outlining → drafting → revising) prevents them from being weighed down. The teacher's manual guides students through every section, imparting remarks during

the session instead of overwhelming them with corrections (Sweller, 1988). For instance, newcomers are first conscious of organizing thoughts, then refining grammar in later levels. Scaffolding is mainly robust in Algeria, where college students juggle more than one language, allowing them to tackle one mission at a time.

1.3.8.4 Application in Algerian Classrooms

- replace high-pressure timed essays with incremental duties.
- Use peer remarks to highlight strengths (e.g., “Your advent is obvious! Let’s work on transitions”).
- Educate instructors to version vulnerability, sharing their personal writing struggles to normalize imperfection.

1.3.9 Peer Mentoring Initiatives

Newly qualified teachers can substantially benefit from collaboration with extra-skilled colleagues. Through mentorship, they can learn techniques for helping students in writing without compounding linguistic apprehension. These involve dealing with grammar problems while conveying positivity and building pupil self-confidence (Horwitz, 2001).

1.3.10 Integration of Reflective Practices

Reflective exercise allows teachers to improve how they supply feedback to reduce pupil strain and anxiety. For Algerian EFL instructors, this often involves thinking about their teaching methods and adjusting them to support newcomers’ writing self-assurance. How it works:

Reflective Journals:

instructors write approximately their remarks style after classes. for instance:

- “Did I recognize the most effective grammar mistakes, or did I reward creative ideas?”
- “Did my corrections make college students worried or influenced?”

This helps teachers’ words if they’re too vital and want stability feedback with encouragement (Farrell, 2018, p. 94)

- position-playing exercises:
- Teachers exercise by giving comments in training classes. as an example:
- Pretending to be a scholar who struggles with writing tension.

using terms like “Your essay has strong thoughts! Permit’s work on organizing them higher” instead of “Too many grammar errors here.” This builds capabilities in supportive communication (Farrell, 2018, p. 97).

1.3.11 Significance for Algerian EFL Learners

- Overly important comments could make students scared to write down, leading to simple, repetitive essays.
- Reflective practice enables teachers' consciousness of development, no longer perfection. as instance, praising a scholar’s progress in vocabulary earlier than lightly correcting irritating mistakes.
- In Algeria’s multilingual lecture rooms, this method reduces language lack of confidence and worry of mixing Arabic or French with English.

predicted outcomes:

- students feel more secure to experiment with complex sentences and new vocabulary.
- instructors become greater aware of how their words influence learner strain.

1.3.12 Challenges Commonly Encountered by EFL Educators

Within Algeria's multilingual classroom contexts, where Arabic, French, and English interact regularly, code-switching becomes an omnipresent and often pivotal dimension of communication. Code-switching, as the juxtaposition of more than one of these languages in a single utterance or even one sentence, is a common occurrence in use by pupils to deepen English language expertise. Code-switching, while being an intuitive pedagogic approach, also holds drawbacks for teaching staff in one respect in particular, in respect of pupils' writing clarity and self-confidence in writing within the target language.

As a result, it is necessary for teacher preparation programs to underscore the significance of code-switching comprehension. Teachers need a strong understanding of code-switching and an ability to see why students code-switch for a variety of motives, including remedying lexical deficits, expressing themselves as beings of a certain identity, or reducing tension in difficult environments. Teachers need training that promotes awareness of these environments for them to respond in a manner that promotes student growth and does not hinder it.

The first aim of professional development should be empowering educators with sound strategies for enabling students to use Arabic and English confidently and respectfully. To do this requires teaching

students what contexts each should be used in and assisting them in making judgments on when one of these is appropriate rather than the other for particular study tasks. As an example, an educator can persuade a student to think through ideas in Arabic but eventually complete a piece of writing in writing in English. Teachers can also institute vocabulary-building programs and organized activities that minimize unnecessary code-switching to ensure no student feels humiliated or embarrassed using either of these two languages. With this fair approach, educators enhance the confidence of the English capabilities of learners while respecting their mother tongue. The approach promotes an academic environment where linguistic diversity becomes an asset instead of an impediment. By recognizing and utilizing multilingual education contexts instead of denying their existence, learners can deepen instruction effectiveness and enhance academic achievement, as stated by Bensalem (2020).

1.3.13 Expected Outcomes

Using those strategies, teachers can set up lecture room settings where college students feel cozier and keener to study. Whilst freshmen feel emotionally comfortable, they are more likely to try out new phrases, improve their grammar, and successfully organize their thoughts in writing. These techniques offer powerful strategies to enhance teaching and mastering, even as they directly tackle the demanding situations of hysteria and occasional performance in EFL writing.

1.4 Commonly Faced Problems by EFL Instructors

In Algerian EFL classrooms, educators encounter difficulties that unintentionally leave students more anxious or stressed, particularly regarding writing activities. Two of the main issues are:

1.4.1 Teachers are OFTEN not adequately trained to help anxious students

Many of Algeria's educators are not trained to identify and reduce student stress during teacher preparation programs (Idri, 2012, p. 78). Examples include

- A teacher might think a quiet student is lazy, not realizing the student is too nervous to write.
- Teachers may overlook other methods of making writing tasks more efficient, such as providing essay extension deadlines or breaking essays into smaller parts.
- They may avoid using definitional relaxation techniques, permitting worries to be expressed before writing begins.
- Lack of proper training hinders instructors from creating an environment that allows learners to participate in writing tasks without fear of committing errors.

1.4.2 A disproportionate focus on grammatical accuracy

A prevalent and detrimental phenomenon observed in Algerian English as a Foreign Language pedagogical environments concerns the disproportionate prioritization of grammatical accuracy. When educators primarily concentrate on addressing every minor syntactical error in learners' written compositions, this practice unintentionally generates considerable anxiety among student writers, thereby inhibiting their willingness to explore novel lexical items or employ more sophisticated grammatical structures (Krashen, 1982, p. 30). Such pedagogical approaches frequently neglect other essential components of effective written discourse, including organizational coherence, originality, and the lucid articulation of conceptual content (Truscott, 1996).

The ramifications of this excessive concentration on correctness are far-reaching: learners consistently employ abbreviated, elementary, and monotonous sentence constructions to circumvent potential errors, resulting in compositions that lack engagement and demonstrate limited intellectual depth. The prevalence of extensive corrective feedback causes students to conceptualize effective writing merely as error-free text rather than as meaningful communicative discourse, consequently inhibiting their linguistic creativity and self-expression. This emphasis on precision at the expense of communicative competence proves especially counterproductive within Algeria's multilingual educational landscape, where learners must simultaneously negotiate Arabic, French, and English linguistic systems. Excessive error correction intensifies learner anxiety and creates uncertainty regarding their compositional abilities, potentially resulting in heightened instances of code-switching or linguistic

confusion as students attempt to coordinate multiple language systems under academic pressure (Bensalem, 2020, p. 62).

1.4.3 Impact on the Algerian EFL Context

The difficulties in academic writing are heightened in multilingual learning environments in general and in Algeria in particular, where students often shift between three main languages: Arabic, French, and English over the course of their studies. This linguistic flexibility, indicative of Algeria's rich sociolinguistic environment, presents specific problems for non-native English as a Foreign Language (EFL) learners. When such students shift from their mother tongue (Arabic) to the more widely used language of secondary schooling, i.e., French, and then to English in higher education, they need not just to learn new lexis and syntactic patterns but also to get accustomed to specific conventions in rhetoric and scholarly habits particular to each language they encounter.

In the context of such a model, the classical focus on grammatical accuracy in learning English seems to heighten learners' anxiety. Instead of creating a sense of control among students who are involved in language production tasks, exclusive focus on errors potentially heightens learners' fear of committing flaws during the process of learning their English skills. This heightened degree of anxiety then gets expressed in students' writings through signs of insecurity, an over-reliance on simple sentence structures, and an inconsistent use of rules of grammar. In extreme cases, learners may inadvertently shift from one language to another, a phenomenon described in linguistic research as code-switching, as a means of countering gaps in the target language vocabulary as well as rules of grammar.

Sudden and broken changes of language lead to works lacking in coherence and clarity, further degrading the overall quality of the final product and eroding the author's confidence.

Students often wonder about the appropriateness and correctness of their language use in an academic setting and about justifying it, possibly causing higher disengagement from the act of writing. This lack of confidence and fear of negative criticism reinforce a cycle of low self-efficacy and low motivation in circumstances calling for formal written productions, e.g., essays or research reports.

In the multilingual context of Algeria, where linguistic divides have significant social and political connotations, students have often mixed attitudes towards language use. For instance, French is commonly viewed as representing elitism in learning environments, while English is seen as emblematic of globalization and career opportunities. These conflicting representations heighten identity issues and complicate learning English academic writing. From a pedagogical point of view, it is important to redesign pedagogical approaches in such a way as to promote linguistic competence and the recognition of the multilingual context of learners instead of seeing it as a limitation. Educators must strive to develop meta-linguistic consciousness in such a way as to empower learners to identify and manoeuvre effectively in the interplay between the learner's mother tongue and a second language. By creating classroom environments in tune with the intricacies of multilingual writing and providing learners with positive feedback, instructors can improve students' linguistic confidence and strengthen their learning identities in writing in English.

Alongside this is a writing pedagogy that moves away from punitive, grammar-driven methods to a more nurturing model that stresses clarity, coherence, and intentionality in writing.

1.5 Proposed Interventions to Mitigate Stress and Anxiety

1.5.1 Adaptive writing tasks

Adaptive writing pedagogies constitute instructional methodologies that systematically modify compositional activities to accommodate the diverse linguistic, cognitive, and affective requirements of learners, consequently diminishing psychological barriers while facilitating enhanced written communication competencies. Such pedagogical approaches emphasize process-cantered learning paradigms rather than product-driven educational outcomes, enabling students to participate in formative writing exercises including reflective journaling, exploratory free-writing, and structured ideation activities without the constraints of summative evaluation. Through the systematic decomposition of writing tasks into discrete, sequential phases (conceptualization → composition → revision → proofreading), educators facilitate targeted skill development while preventing cognitive overwhelm and alleviating performance anxiety. Within multilingual educational environments such as those found in Algeria, adaptive pedagogical frameworks strategically accommodate translanguaging practices, enabling learners to engage in initial conceptualization and drafting processes utilizing their native linguistic resources (Arabic or French) prior to transitioning to English composition, thereby maximizing their complete linguistic competence while reducing affective impediments. This

pedagogical framework corresponds with adaptive teaching practice (ATP) theoretical foundations, which advocate for dynamic, responsive, and contextually sensitive instructional interventions calibrated to address heterogeneous student populations. Exemplary implementations include differentiated task complexity aligned with individual proficiency assessments, individualized formative feedback emphasizing developmental progress over deficit-focused correction, and collaborative composition opportunities designed to cultivate peer-mediated learning communities. Zheng, Y., & Feng, L. (2022)

1.5.2 Reflective Feedback Practices

Encouraging student participation in guided peer review sessions helps them become active contributors to the writing process while at the same time reducing fears of committing mistakes. Using guided feedback worksheets helps students focus on organization, clarity, and transitional words. In so doing, the technique builds them as keen readers and reflective writers. According to Storch (2005), in addition to increasing consciousness of linguistic aspects, peer review also encourages a positive learning environment in the classroom where learning is seen as a process of communal effort. By presenting critiques of one another's works through peer review, students develop improved knowledge of writing conventions and self-assessment confidence. In summary, the peer-review approach can lead to better proficiency in writing and independence in students.

In addition, peer review introduces students to various styles of writing and deepens their understanding of the use of appropriate language. Moreover, it helps develop critical thinking, as students must justify their criticisms and consider their implications. To maximize the process's effectiveness, instructors must provide clear rubrics, model constructive criticism, and monitor interactions to ensure respectful and relevant responses.

1.5.3 Culturally Responsive Pedagogy

1.5.4 Code-Switching Tolerance

Recognition and use of students' full linguistic repertoires are essential in multilingual EFL classrooms. Allowing students to brainstorm or plan their ideas in French or Arabic before translating them into English reduces cognitive load and leads to more engagement with the task. Such a practice scaffolds language production and legitimates students' multilingual or bilingual identities, which results in a sense of belonging and classroom confidence. Celce-Murcia and Olshtain's (2000) work also reveals that a learner's first language (L1) can also act as a cognitive mediator when grappling with challenging writing tasks in the second

language (L2). Instead of considering code-switching as an interference, this approach renders it an effective tool that clarifies ideas and enables students to attend to content development before addressing linguistic accuracy. When managed strategically, code-switching can lead to more diverse written production and greater learner autonomy.

1.5.5 Anxiety-Reduction Workshops

Language learning, especially under circumstances of high -stakes writing, tends to induce anxiety, with the adverse consequences for student performance and motivation. To remedy the issue, instructors can implement brief workshops or institutional practices using mindfulness practices such as breathing exercises, grounding, or soothing visualizations before tests. Such approaches modulate emotional reactions and make the environment more conducive to risk-taking and articulation of ideas. Research has established that mindfulness-based interventions can improve concentration, decrease anxiety, and promote academic resilience in language learning students (Gregersen, MacIntyre, & Meza, 2014).

Additionally, promoting pre-writing activities such as journaling, mind mapping, or listening to soothing music may assist students in shifting from a stressed state to one of focus. Regular use of these activities establishes a healthy classroom culture in which emotional well-being is strongly embraced. Teachers may also ask students to discuss how they cope with stress, thereby fostering a culture characterized by support and empathy for one another.

1.6 Expected Outcomes

The suggested interventions are expected to bring about the following outcomes in Algeria's multilingual EFL classrooms:

1.6.1. Reduce Fear of Evaluation

Mitigating evaluative apprehension necessitates a paradigmatic transformation in assessment methodologies and feedback mechanisms, transitioning from deficit-oriented paradigms that emphasize remediation of linguistic errors toward developmental frameworks that prioritize incremental progress, sustained effort, and communicative competence. Within the Algerian English as a Foreign Language pedagogical environment, where learners frequently encounter intensified anxiety stemming from multilingual complexities and academic expectations, such pedagogical reorientation assumes particular significance. Educators can establish conducive learning environments through explicit articulation that errors constitute anticipated and pedagogically valuable learning opportunities rather

than deficiencies. Rather than inundating students with comprehensive corrections, practitioners should emphasize feedback strategies that recognize demonstrated competencies including conceptual innovation, structural coherence, or lexical sophistication prior to facilitating targeted enhancement. This methodology corresponds with the feedback framework articulated by Hattie and Timperley (2007), which underscores the significance of establishing transparent learning objectives ("Where am I going?"), assessing current achievement relative to established benchmarks ("How am I going?"), and delineating concrete developmental trajectories ("Where to next?"). Through systematic integration of this structured yet empathetic feedback methodology within writing pedagogy, instructors facilitate the clarification of evaluative standards, minimize interpretive uncertainty, and enable students to conceptualize critical commentary as developmental scaffolding rather than individual critique. This approach progressively diminishes anxiety while simultaneously fostering classroom environments wherein learners demonstrate willingness to experiment, assume linguistic challenges, and participate substantively in compositional processes, consequently strengthening both academic self-efficacy and written linguistic competency.

1.6.2 Enhance Linguistic Confidence

Building linguistic self-assurance in Algerian English as a Foreign Language students requires the systematic utilization of their pre-existing multilingual competencies through structured pedagogical interventions that recognize and capitalize on their comprehensive linguistic knowledge base. Within an educational environment where learners consistently operate across Arabic, French, and English linguistic domains, promoting deliberate translingual practices including conceptual development in Arabic or French prior to English composition can substantially diminish the cognitive load and affective barriers inherent in monolingual foreign language production. This pedagogical stance positions students' heritage languages as instrumental cognitive resources rather than impediments to English language development. Through the implementation of graduated instructional frameworks, including progressive composition techniques, explicit demonstration, and facilitated practice sessions, educators can establish achievable learning trajectories that enable students to attain competency benchmarks throughout successive phases of the writing curriculum. As documented by Celce-Murcia and Olshtain (2000), the acknowledgment and mobilization of learners' plurilingual competencies enhances both linguistic sophistication and expressive fluency while cultivating learner agency and self-efficacy in language performance. Through sustained application of these methodologies, students progressively reconceptualize their academic identity from deficient language users to proficient multilingual practitioners, consequently enhancing their classroom participation, risk-taking behaviors,

and task persistence. This enhanced self-efficacy proves fundamental not merely for advancing compositional competence but equally for sustaining learner investment and intrinsic motivation within the English as a Foreign Language instructional context.

1.6.3 Improve Written Expression

Enhanced written performance among Algerian students learning English as a foreign language emerges as a direct consequence of anxiety reduction and the adoption of systematic, phased writing methodologies that emphasize procedural development rather than final outcomes. When psychological and cognitive resources are liberated from stress-related constraints and evaluative apprehension, learners can allocate their attention to sophisticated elements of composition, encompassing syntactic precision, lexical diversity, and structural unity. Through the systematic decomposition of writing tasks into discrete, manageable components including planning, initial composition, revision, and final editing instructors facilitate learner concentration on particular competencies within each phase while preventing cognitive overload. During the planning stage, for example, students may devote their efforts to idea generation and conceptual organization without confronting immediate demands for linguistic accuracy. Progressive phases subsequently permit a systematic transition toward enhanced linguistic precision and rhetorical sophistication. This methodical, gradual methodology corresponds with research conducted by Gregersen, MacIntyre, and Meza (2014), who demonstrate that diminished anxiety facilitates learners' access to their complete linguistic repertoire, yielding written output characterized by enhanced accuracy, fluency, and expressiveness. Through sustained participation in this supportive, systematic framework, students develop internalized mechanisms for self-assessment and textual refinement, culminating in continuous enhancement of clarity, complexity, and overall compositional quality. Consequently, through the establishment of conditions that minimize affective obstacles while prioritizing developmental sequences, educators enable students to generate written discourse that authentically demonstrates their evolving proficiency and self-assurance in English language use.

1.7 Comparing Pre-service and In-service Training

1.7.1 Pre-service Teacher Training

Algerian pre-provider instructor training offers the primary academic preparation for prospective EFL teachers before they enter the classroom.

The applications are frequently concerned with theoretical regions, linguistics, second language acquisition theory, and content; they neglect the practical, effective, and socio-linguistic concerns teachers will face, particularly whilst dealing with students' problems with written language. The mission of writing in English is especially challenging inside the multilingual Algerian context, such that scholars constantly suffer from pressure, tension, and uncertainty. However, pre-service teachers are often supplied with adequate temporary pedagogy; help to surmount writing fluency in linguistically diverse classrooms, facing these realistic problems or the foundational shortcomings in pre-service education, which have to be addressed to grow more inclusive, allowing domain names to crystallize the most crucial and responsive English educators.

1.7.2 Anxiety-aware feedback practices

One of the significant shortcomings of Algerian pre-service teacher training is the insufficient attention to preparing students to provide feedback that enhances their emotional and writing abilities. Student teachers primarily receive training focused on identifying and correcting linguistic errors with precision; however, they are not adequately trained to offer feedback that supports students emotionally. In contrast, they are not instructed to approach this in a way that maintains learners' motivation and confidence. This is particularly problematic in EFL writing, where learners already face significant self-doubt and anxiety regarding grammatical accuracy, vocabulary choices, and coherence. Highly corrective or negative feedback only reinforces feelings of inadequacy, discouraging learners from taking risks in their writing. In contrast, anxiety-sensitive feedback employs a balanced tone, praising effort and progress while diplomatically addressing areas for revision. It also encourages students to view writing as a developmental process rather than a performance to be judged. New teachers often rely on what they learned as students, often with inadequate training in this type of feedback, which can reinforce counterproductive or anxiety-inducing tendencies. Incorporating training modules that focus on motivational, formative, and student-sensitive feedback approaches would better equip pre-service teachers to support learner well-being and development.

1.7.3 Multilingual scaffolding

Despite Algeria's wealth of linguistic resources, it can assist multilingual novices. Writing in English environments, where students frequently navigate Arabic, French, and English, pre-service teacher programs do not equip future educators with pedagogical tools. A foreign language is often taught through the lens of a student's first and second languages.

Still, these interactions are usually framed in deficit terms. Rather than being taught to understand and harness students' existing linguistic resources, trainees are encouraged to view interference as mistakes. This perspective overlooks the cognitive and linguistic benefits of multilingualism and fails to help students learn how to navigate across languages. Effective multilingual scaffolding techniques, which include employing comparative sentence structures, drawing vocabulary connections among languages, and promoting cross-language brainstorming, support students in building fluency and confidence in EFL writing. Furthermore, knowledge of code-switching and trans-languaging can assist teachers in normalizing the use of multiple languages as part of the learning process.

In the absence of such training, teachers may inadvertently create rigid monolingual learning environments that marginalize students' complete linguistic identities. Addressing this requires a deliberate shift in pre-service programs towards inclusive, multilingual pedagogy that aligns with Algeria's sociolinguistic reality.

1.7.4 Gaps in Socio-Emotional and Multilingual Teacher Training

Teacher education programs in Algeria consistently fail to address the essential convergence of socio-emotional learning principles and multilingual pedagogical frameworks, resulting in substantial deficiencies in educator preparedness. Although these programs demonstrate competency in delivering grammatical instruction and curricular content, they exhibit marked inadequacies in preparing teachers to identify and mitigate the psychological obstacles that students encounter during foreign language writing processes. This deficiency proves especially problematic within multilingual educational contexts, where students must continuously transition among Arabic, French, and English linguistic frameworks, frequently experiencing distinctive manifestations of anxiety and cognitive strain.

The lack of targeted preparation in socio-emotional pedagogical support results in teachers possessing limited competencies to recognize indicators of writing apprehension, including avoidance patterns, perfectionist tendencies, or diminished willingness to engage in linguistic experimentation. In the absence of knowledge regarding the establishment of psychologically supportive learning

environments, educators may inadvertently intensify student apprehensions through excessively evaluative feedback mechanisms or stress-inducing assessment methodologies. Additionally, these programs demonstrate insufficient provision of training in multilingual pedagogical methodologies that could effectively utilize students' pre-existing linguistic competencies. Educators receive minimal instruction regarding the strategic implementation of translanguaging methodologies, including the utilization of Arabic or French for ideation and conceptual framework development prior to engaging in English compositional tasks.

This twofold inadequacy encompassing both affective support deficits and the absence of plurilingual pedagogical approaches renders instructors insufficiently prepared to navigate the multifaceted difficulties encountered by Algerian English as a Foreign Language learners in their writing endeavors. The consequent instructional methodology frequently prioritizes final products rather than developmental processes, error correction rather than skill cultivation, and monolingual frameworks rather than linguistic adaptability. As a result, educators may resort to conventional teaching paradigms that emphasize syntactic precision at the expense of communicative proficiency, thereby potentially exacerbating learner apprehension and constraining compositional growth. This deficiency in instructor preparation consequently impacts classroom methodologies, learner engagement, and written performance outcomes, underscoring the critical necessity for comprehensive teacher education reform that synthesizes socio-affective support mechanisms with efficacious multilingual instructional strategies (Horwitz, 2001; Khelalfa, 2018)

1.7.5 Stress-reduction techniques

Research connects emotional safety to students' academic performance in school. Algerian teacher training programs seldom cover strategies for minimizing students' stress during writing. Strategies like guided breathing, reflective journaling, and peer writing can reduce stress and improve concentration (Oxford, 2017). However, these strategies are still largely absent from official training schemes.

Many teacher training programs often overlook the emotional aspects of teaching, leaving educators unprepared to identify or handle student anxiety during writing tasks (Horwitz, 2001). Because of this, teachers may misread signs of stress, like unfinished work or frustration, as laziness or lack of effort rather than recognizing them as signs of anxiety. In places like Algeria, where multiple languages are in play, the stress related to writing can be intensified, and teachers might find it difficult to foster a supportive environment that encourages students to experiment with language without fearing mistakes

(Hamzaoui, 2021). Without proper training or institutional support in managing anxiety, teachers are less likely to adopt strategies such as mindfulness activities or peer support, which have proven effective in reducing anxiety and helping students manage their emotions in classrooms focused on writing (MacIntyre & Gregersen, 2012). Improving teacher preparation in this area is essential for creating spaces where students see writing as a skill to develop, not a source of stress.

1.7.6 Culturally responsive practices

In Algeria's multilingual classrooms, students often rely on Arabic, French, and English to validate their linguistic identities and express themselves more genuinely and flexibly in writing. However, pre-service instructor education rarely addresses how to use this linguistic range as an asset. Teachers are generally trained to view code-switching as a problem rather than a tool for meaning-making. Culturally responsive education might help instructors understand how to validate students' linguistic identities and support them in expressing themselves more authentically. Studies show that maintaining multilingualism fosters increased educational self-confidence and participation (Gay, 2018). When college students feel their language backgrounds are respected, they are more likely to take writing risks and improve over time.

Many teachers might unintentionally suppress freshmen's voices without adequate training. When college students believe their language backgrounds are valued, they are more likely to take writing risks and improve. Studies show that maintaining multilingualism fosters increased educational self-confidence, despite insisting on rigid language norms. Education in culturally responsive pedagogy might help shift classroom discourse toward inclusivity and empowerment.

1.7.7 Limited attention to psychological factors

While writing anxiety and fear of negative evaluation understandably make students hesitant to write, aspects like planning and familiarity with textbooks are often given more importance in Algerian in-service programs, even though they can impact mental health. Teacher training programs mostly focus on exam strategies and lesson planning, rarely addressing emotional concerns, which can lead to ongoing cycles of anxiety and poor performance (Rabadi & Rabadi, 2020).

Teachers often struggle to identify whether a student's hesitation to write is due to anxiety or past failures, and they sometimes mistakenly see these issues as laziness or a lack of motivation. Including mental health education in in-service teacher training, especially through modules that focus on recognizing stress, providing motivation, and building confidence, can help teachers respond with more empathy and effectiveness. By empowering teachers in this way, we can better address both the

emotional and academic challenges of teaching English as a foreign language writing, ultimately helping students build resilience and improve their learning (Wang et al., 2020).

1.7.8 Bridging the Gaps

Pre-service teacher training in Algeria mainly focuses on theoretical knowledge, often neglecting practical, hands-on learning. The courses emphasize pedagogical theories, second language acquisition models, and curriculum planning, which help build a solid foundation. However, they often fall short in providing ways to apply this knowledge in real classroom situations. This gap is well recognized; for instance, Hamzaoui (2021) points out that Algerian EFL training programs tend to concentrate on language and cognitive skills while overlooking practical, emotional, and classroom management abilities. Many experts suggest incorporating role-playing exercises into pre-service programs, giving trainees the chance to practice real classroom scenarios. These simulations would help future teachers develop important skills like empathetic feedback and effective classroom management, which are vital for emotionally intelligent teaching.

1.8 Suggestions

- Before starting their teaching practice, trainees should engage in reflective activities that include simulated classroom scenarios to develop their emotional intelligence. This method helps connect what they learn in theory with hands-on teaching skills, better preparing them to handle real classroom situations (Hamzaoui, 2021).
- In-provider: Institutionalize every day, context-sensitive workshops on stress-conscious pedagogy and challenging layouts (Gacem Moustafa, 2022).
- Together, these reforms can bridge the gap between theory and practice, initial instruction, and lifelong professional growth.

1.8.1 Why Pre-service Training Is Crucial

1.8.1.1 Asking Questions: Encouraging Participation Without Heightening Stress Levels

Reducing student stress is essential, and a key skill involves asking open-ended, non-threatening questions such as “What strategies could improve your essay?” instead of focusing on mistakes with questions like “Why are you making this mistake?” Research on Algerian pre-service teacher programs shows that untrained instructors often interpret student silence as disinterest, which increases anxiety. Drawing from reflective thinking principles in education, teachers are encouraged to see errors as valuable learning opportunities. For example, Messaoudi and Djennane (2015) highlight that Algerian universities lack proper training frameworks for developing teachers’ socio-emotional skills and

practical classroom techniques, creating environments where fear of judgment suppresses creativity. Incorporating modules on stress-aware communication into pre-service programs can help future teachers find a balance between correcting language and ensuring students feel psychologically safe, especially given Algeria's multilingual setting where switching between Arabic, French, and English can heighten feelings of linguistic insecurity.

1.8.1.2 Managing Lessons: Planning Activities That Minimize Mental Overload

Effective lesson plans for scaffolding to alleviate cognitive stress are essential. Breaking writing responsibilities into incremental steps in Algeria's multilingual classrooms (e.g., brainstorming → drafting → revising) enables college students to navigate transitions between Arabic, French, and English. For instance, allowing freshmen to outline their thoughts in Arabic before translating them into English reduces linguistic overload.

Studies highlight that Algerian students with stronger English skills experience less tension, underscoring the need for gradual skill-building. Pre-career programs should prioritize practical frameworks, including multilingual brainstorming sessions, to validate students' linguistic identities. Melouah (2013) notes that Algerian instructors frequently lack training in scaffolding techniques, leading to fragmented writing results. Training should also emphasize low-stakes activities (e.g., peer discussions) to build confidence before high-pressuring tasks like timed essays.

Maintaining discipline in Algerian EFL classrooms while minimizing tension requires techniques that blend authority with empathy. Traditional disciplinary methods and public corrections or punitive measures often increase college students' fear of judgment, especially during writing tasks where linguistic insecurity is already pronounced (Melouah, 2013). For instance, a study of Algerian center faculty students revealed that rigid disciplinary methods intensified avoidance behaviors, as students feared criticism for errors or code-switching between Arabic/French and English Anderson, K. P., Ritter, G. W., & Zamarro, G. (2019)

Non-confrontational techniques are essential for fostering a supportive environment. Proximity interventions (e.g., standing near a distracted student) or nonverbal cues (e.g., a reassuring gesture) can redirect off-task behavior without singling out newcomers, thereby preserving their dignity (Idri, 2012). Instructors may kneel beside a struggling student to provide targeted feedback like, "Permit me to rephrase this idea together. What synonyms ought we use here?" instead of reprimanding them publicly. This aligns with findings that empathetic redirection improves engagement and decreases anxiety in Algerian classrooms (Dealing with Learners' Misbehaviors, 2020).

A compassionate environment also involves reframing mistakes as learning opportunities. For instance, teachers who model self-compassion (e.g., “Even I blend up verb tenses once in a while, allow them to review them!”) create safer spaces for experimentation. Studies note that classrooms lacking socio-emotional training perpetuate a lack of confidence in language, as students internalize mistakes as personal disasters (Language anxiety in Algeria, 2023). Integrating culturally responsive management, including recognizing multilingual challenges, can reduce stress and enhance textual coherence (AL-Qadri, A. H., Al-khresheh, M. H., Boudouaia, A., & Bouflih, A. (2023)).

1.9 Understanding In-service Training

1.9.1 What Is In-Service Teacher Training

In-service training is understood as the ongoing professional education that teachers receive after entering the teaching field. In Algeria, this training is often irregular, poorly coordinated, and primarily focuses on technical matters such as curriculum changes or test-driven instruction. Most teachers lack adequate support for coping with the complex emotional, linguistic, and psychological challenges associated with EFL writing.

In multicultural classes, students frequently experience anxiety and uncertainty about their English writing abilities; therefore, instructors need specialized strategies that are rarely included in professional development programs. As a result, many practicing teachers lack the tools to create inclusive and emotionally supportive classrooms that foster writing skills and self-confidence. The following gaps highlight deficiencies in existing in-service training models.

1.9.2 What Makes a Great In-Service Trainer

Powerful in-provider trainers for Algerian EFL instructors should integrate expertise in stress-conscious pedagogy with cultural responsiveness to address multilingual challenges. They need to design workshops that validate code-switching, allowing students to brainstorm ideas in Arabic or French before drafting in English, thereby reducing linguistic anxiety (Language tension in Algeria, 2023). Trainers should model scaffolded writing tasks, breaking essays into incremental steps (e.g., outlining → drafting → revising) to alleviate cognitive overload and decrease stress (Mateus, S. G. 2014). Collaborative approaches, including peer-review frameworks that normalize mistakes, empower instructors to provide empathetic feedback, fostering safer. Collaborative methods, such as peer review systems that accept mistakes as part of the learning process, help teachers give more understanding and supportive feedback, creating a safer environment in the classroom. Flexibility is essential; trainers should customize their approaches to fit local circumstances, especially by addressing time-related

stress in timed essays to make them more relevant to Algerian classrooms. By focusing on social and emotional training along with support for multiple languages, trainers help teachers find a good balance between high standards and kindness, which leads to better writing skills (Jennifer DePaoli, Jennifer McCombs 2023)

1.9.3 Making In-service Training Work

Powerful in-carrier training for Algerian EFL teachers should align with classroom realities to reduce strain and tension in written expression. Training programs need to prioritize practical workshops where teachers practice scaffolding writing tasks (e.g., breaking essays into outlines, drafts, and revisions) to lessen cognitive overload, as fragmented writing often stems from multilingual transitions (Van de Pol, J., Volman, M., & Beishuizen, J. (2010).). Collaborative sessions, including peer feedback simulations, help instructors refine empathetic communication (e.g., “Your vocabulary is powerful permitting paintings on sentence range!”), fostering classrooms where errors are normalized (Managing Newbies’ Misbehaviours, 2020). Culturally responsive modules should address code-switching challenges by validating brainstorming in Arabic/French before drafting in English, easing linguistic lack of confidence.

Trainers also need to include ongoing support, like follow-up training, to ensure strategies adapt to evolving student needs, including time-pressure triggers in timed tests (Language tension in Algeria, 2023). By grounding education in Algeria’s multilingual context and emphasizing socio-emotional skills, instructors gain tools to balance rigor with compassion, directly enhancing written outcomes.

1.9.3.1 Program Design

A well-established in-provider education software ought to comprise instructional additives aimed toward decreasing learner tension in EFL writing instructions. Algerian EFL college students often battle with writing due to mental pressures, including fear of making errors, fear of instructor assessment, or uncertainty in a multilingual context. To deal with these challenges, in-carrier modules have to provide instructors with practical strategies like scaffolding techniques, strain-aware remarks, and lecture room-based writing practices. This shift from a basically linguistic recognition to one that considers affective variables facilitates create psychologically safer mastering environments. Edmondson, A. C. (2018). emphasizes that the failure to account for newbies’ psychological states in language lecture rooms outcomes in disengagement and terrible academic consequences. Consequently, any effective teacher development software needs to embed psychological sensitivity into its instructional design. This includes schooling in recognizing student tension symptoms and responding with empathy-driven study room strategies that inspire scholar self-belief and autonomy in writing.

1.9.3.2 Training Content

The content of trainer education programs must explicitly address the emotional and mental barriers that hinder EFL beginners' writing performance in Algeria. Stress and anxiety in written expression often arise from the fear of negative evaluation, unfamiliarity with writing conventions, and strict correction practices. Therefore, educational content must extend beyond grammar instruction and equip teachers with strategies to foster emotionally supportive writing environments. This includes training on anxiety-aware feedback, scaffolded writing assignments, and peer collaboration to reduce writing apprehension. The lack of effectively focused content in education leaves instructors unable to respond effectively to students' emotional struggles. Embedding reflective practices, practical strategy training, and learner-centered writing tasks can help teachers alleviate anxiety and promote writing fluency. A curriculum that centers on learners' emotional well-being is essential for improving written expression outcomes in Algerian EFL classrooms.

1.9.3.3 Choosing the Right Methods

Selecting suitable teaching techniques is vital for reducing anxiety and enhancing writing outcomes among Algerian EFL novices. Emphasizing peer collaboration and self-mirrored image within writing instruction helps students' systemic linguistic challenges while feeling emotionally supported. Group writing duties, peer review periods, and reflective journals allow novices to externalize their fears and build self-assurance through shared enjoyment. those tactics lessen isolation and shift the schoolroom surroundings from one of performance stress to one of cooperative learning. consistent Cheng, Y. S. (2004). Incorporating reflective practices empowers students to assess their writing development without worry of judgment, which in turn alleviates tension. Collaborative duties also inspire positive communication and mutual feedback, which might be especially powerful in multilingual school rooms, wherein students might also experience insecurity about their linguistic choices. Selecting pedagogical strategies that promote consideration, emotional expression, and self-assessment is consequently essential for helping EFL beginners in handling writing-related stress.

1.9.3.4 Identifying What Teachers Need

Understanding what EFL instructors in Algeria need to support freshmen dealing with writing-related pressures is crucial for meaningful reform in teacher training programs. Many instructors report feeling under-equipped to handle emotional barriers, such as writing anxiety, fear of failure, and common issues among Algerian EFL students. Their current training often emphasizes formal aspects of language, like grammar and text structure, while giving little attention to the socio-emotional dimensions of the writing process. Consequently, instructors are left without the practical tools to

recognize stress symptoms in novices or to respond with suitable classroom strategies. O'Reilly, M., Svirydzhenka, N., Adams, S., & Dogra, N. (2018) notes that Algerian EFL instructors require greater specialized knowledge in mental literacy, confidence-building strategies, and emotional feedback techniques. They also need institutional support to incorporate student-centered writing practices, prioritizing self-expression over rigid accuracy. Practical workshops, real classroom simulations, and reflective discussion forums should be integrated into pre-service and in-service training programs. These formats allow teachers to reflect on their teaching behaviours, exchange ideas with peers, and collaboratively develop strategies for reducing anxiety in writing instruction. Addressing teacher needs is a prerequisite for alleviating emotional distress among students and improving writing outcomes in Algerian EFL classrooms

1.10 Why In-Service Training Is Key

In-provider education is vital for Algerian EFL instructors to address the persistent challenges of stress and anxiety that impede students' written expression. Unlike pre-service programs, which often lack practical strategies for multilingual classrooms, in-service training equips educators with immediate solutions tailored to Algeria's Arabic-French-English context. For example, workshops on scaffolding writing tasks (e.g., incremental drafting) help teachers alleviate cognitive overload, a key stressor for students managing multiple languages. Training in empathetic feedback techniques, including prioritizing strengths before errors, counters the fear of evaluation and fosters growth mindsets (Bouyakoub & Ahmed, 2020). Moreover, culturally responsive modules instruct educators to validate code-switching during brainstorming, alleviating linguistic insecurity and enhancing coherence (Peaceful Leaders Academy (2025)). Continuous support through follow-up training guarantees instructors can adapt to evolving stressors, such as timed assessments, by incorporating mindfulness exercises or collaborative peer evaluations (Zeike, S., Bradtke, E., & Lindert, L. (2023) by bridging gaps in socio-emotional and pedagogical training, in-service programs empower instructors to create classrooms where anxiety is minimized and written expression flourishes.

1.11 Conclusion

The evaluation provided during this bankruptcy demonstrates that the emotional well-being of Algerian EFL students, particularly in the area of written expression, is significantly influenced by the structure and effectiveness of teacher training and classroom practices. While writing is often framed as a cognitive and linguistic activity, this perspective is incomplete without considering the emotional challenges learners face. Anxiety, fear of judgment, time pressure, and linguistic insecurity are not

peripheral issues; they are central to the writing experience for many Algerian EFL learners. As the findings suggest, these psychological factors greatly impact students' ability to perform in written tasks, their willingness to engage, and their long-term development as proficient English users.

Evaluating teaching and studying dynamics suggests that instructors play a pivotal role in handing over coaching and shaping the emotional climate of the classroom. However, instructors are often not adequately organized to manage learner strain despite their influence, particularly when writing is perceived as high-stakes. Though foundational, pre-carrier trainer training applications tend to prioritize theoretical entry over practice-oriented and affective competencies.

Many instructors enter lecture rooms with constrained exposure to real writing training scenarios and little instruction on managing student anxiety. Key techniques together with anxiety-aware feedback, low-pressure writing sports, and self-belief-building thru small successes are often absent from formal education.

In-service education offers a second chance to correct these oversights, yet it, too, remains essentially useless in addressing psychological dimensions of learning. As discussed in this bankruptcy, in-provider programs in Algeria typically emphasize technical content material grammar review, exam education, and textbook use, while ignoring socio-emotional development. Failing to encompass modules on school room stress control, learner psychology, or collaborative pedagogy represents a crucial overlooked opportunity. teachers are left without the equipment to perceive the early signs of tension, to reply empathetically, or to create situations where newbies feel secure expressing themselves in English. This lack of preparedness can contribute to inflexible, grammar-targeted teaching that inadvertently increases learner tension and limits fluency improvement.

To address these gaps, teacher education for both pre-service and in-service educators should be restructured to include psychological support, emotional literacy, and research-based strategies to meet students' affective needs in writing. These strategies encompass peer collaboration, self-reflection, scaffolded writing tasks, and feedback methods that emphasize growth rather than judgment. Teachers also need training to model writing, guide revision techniques, and downplay the emphasis on correctness in early drafts. Professional development should not be viewed as a one-time event, but rather as a continuous, reflective process rooted in classroom realities. Building teacher capacity to manage stress is both beneficial and essential for equitable and effective language instruction. When instructors are equipped with the right tools and guidance, they can transform writing education into a method that nurtures student self-belief and linguistic entrepreneurship. Rather than being a source of

stress, writing becomes a pathway for students to express themselves, take risks, and develop their language competence. Ultimately, improving how we train and support instructors could directly impact how students experience writing in the EFL classroom. For Algerian beginners, this shift should signify the difference between silence and self-expression, hesitation, fluency, and academic struggle, and linguistic fulfilment. The goal, therefore, is not merely to lessen anxiety but to cultivate emotionally supportive, linguistically rich writing classrooms where learners feel secure to think, write, and thrive.

Chapter Two

Research Design and Data Analysis

2.1 Introduction

After organizing the theoretical foundations of this study, it is now essential to transition into the practical dimension by outlining a clear and coherent research plan. This chapter aims to present the steps taken to investigate how stress and anxiety impact the writing performance of Algerian EFL learners. The focus remains on how these psychological factors may affect learners' ability to produce written texts with appropriate grammar, varied vocabulary, and coherent structure. Understanding this relationship is important because writing is often one of the most stress-inducing skills in language learning, especially in academic and multilingual contexts.

The purpose of this chapter is to outline the methodological strategies adopted to explore the research problem. The chapter begins by restating the study's goals and motivations for addressing this issue. It then clarifies how the research was designed and how the data were analyzed to ensure objectivity and reliability. This process is guided by the researcher's intent to produce measurable insights into how emotional variables like stress and anxiety affect language performance. In its final sections, the chapter presents the results and reflects on how these findings relate to the initial assumptions and expectations. Therefore, the components of this chapter are critical in demonstrating the educational and pedagogical value of the current research.

2.2 Aim of Research

The current study aims to investigate how stress and anxiety affect Algerian EFL beginners' performance in written expression. Since writing in a foreign language requires cognitive, linguistic, and emotional efforts, many learners experience high levels of mental distress that can negatively impact their writing outcomes. This research primarily seeks to identify how various stress and anxiety levels correlate with specific aspects of writing performance, particularly grammatical accuracy, vocabulary use, and overall textual coherence. By exploring these relationships, the study aims to uncover patterns that may explain why some students underperform in writing tasks despite having adequate language proficiency.

Moreover, the research aims to emphasize contextual factors such as fear of negative evaluation, classroom stress, and the complexity of navigating multiple languages that may lead to increased anxiety during writing.

Understanding these aspects can assist educators and curriculum designers in developing more supportive and psychologically responsive educational strategies. Ultimately, the goal is to measure the

impact of stress and anxiety on writing and provide pedagogical insights that improve outcomes for Algerian EFL learners.

2.3 Research Instruments

To examine the impact of pressure and anxiety on written expression among Algerian EFL beginners, this study employs a mixed-method research design. This combination of quantitative and qualitative approaches allows for a broader and more detailed understanding of how emotional factors affect beginners' ability to communicate effectively through writing. Data was gathered from first-year college students enrolled in English as a Foreign Language at the Algerian University of Abou Bekr Bel-Kaid. This group was selected because they recently transitioned from secondary school, where academic writing standards were generally lower, making them more vulnerable to writing-related stress and anxiety.

2.3.1 Questionnaire

The questionnaire was designed to gather information from first-year college students studying English as a foreign language, often exposed to significant academic and emotional stress during their transition to university-level writing responsibilities. The questionnaire aimed to assess students' experiences with stress and anxiety in written expression and how these emotional states might impact their performance in grammar, vocabulary use, and textual coherence.

The primary part of the questionnaire included a series of rating-scale items where students were asked to indicate the extent to which they experienced specific emotional responses while completing writing tasks. Those statements centered on common signs and symptoms of stress, including nervousness, mental blocks, and fear of making mistakes. Students responded by selecting the extent that best described their experience, from "never" to "always." The second part featured open-ended questions that invited students to describe, in their own words, specific situations in which stress had impacted their writing. These written responses allowed the researcher to gather more detailed insights into students' emotional and linguistic challenges. By combining scaled responses with narrative input, the questionnaire provided a well-rounded understanding of how anxiety affects EFL students' written performance in Algerian university settings.

2.4 Data Analysis

The records analysis procedure seeks to determine how strain and tension affect the writing performance of Algerian EFL rookies, in terms of grammar accuracy, vocabulary use, and coherence.

Since the studies adopt a quantitative approach, the analysis focuses on numerical data gathered through established questionnaires administered to first-year university students studying English as a foreign language. The purpose is to statistically examine whether increased anxiety levels are associated with poorer performance in key components of written expression.

After collecting the records, responses had been systematically coded and entered into statistical software to ensure accuracy and consistency. Descriptive information was used to outline well-known patterns in college students' anxiety levels and writing behaviours, whilst inferential statistics were implemented to analyze the power and course of correlations between tension and precise writing components. For example, correlation analysis helped decide whether students who document better strain levels also generally tend to make extra grammatical errors or rely on basic, repetitive vocabulary.

Teimouri, Y., Goetze, J., & Plonsky, L. (2019) argues, quantitative analysis allows researchers to identify clear tendencies and test hypotheses about language learning behaviors based on objective statistics. In the context of this study, the evaluation is crucial for confirming whether emotional variables such as stress and anxiety contribute to observable declines in EFL writing performance.

2.4.1 Quantitative Analysis

As this study adopts a quantitative research design, the analysis of data gathered from the questionnaires is performed using statistical techniques that objectively measure the relationship between students' stress levels and their written expression performance. The primary purpose of this analysis is to determine whether high levels of pressure and stress are associated with lower performance in grammar accuracy, limited vocabulary use, and reduced textual coherence among first-year Algerian EFL students. Each participant's responses were numerically coded, and the data were processed using statistical software to generate descriptive and inferential outcomes. Descriptive statistics, including means and standard deviations, were used to provide an overview of the overall anxiety levels experienced by students.

Inferential statistics, specifically Pearson's correlation coefficient, were utilized to examine the strength and direction of the relationship between self-reported stress and the quality of students' written output. This statistical tool is especially effective in identifying linear associations between psychological factors and language performance. According to Muijs (2011), quantitative research allows researchers to detect patterns and establish statistically valid relationships among variables in educational contexts. Supporting this approach, Gouider, I. (2023). emphasizes that statistical methods

are critical in Algerian EFL research to assess learner performance trends and identify underlying emotional or psychological barriers. In the context of this study, the quantitative analysis helps determine the extent to which emotional distress disrupts written communication, particularly in grammar control, lexical range, and overall coherence.

2.4.2 Qualitative Analysis

In addition to the numerical data collected through established questionnaire items, this study included a qualitative component to gain deeper insights into the emotional and contextual experiences of Algerian EFL newcomers during writing tasks. The qualitative data were derived from students' written responses to open-ended questions that invited them to reflect on specific moments when stress or anxiety interfered with their written expression. This approach enabled students to share personal stories, fears, and perceptions that statistical measures alone could not fully capture.

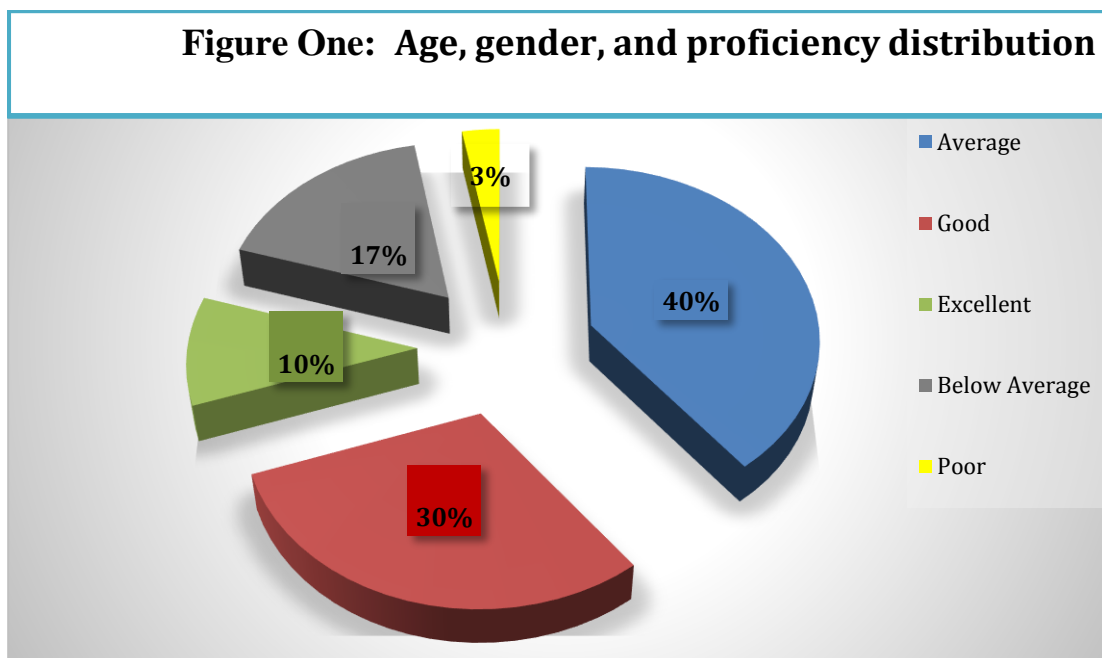
Thematic analysis was used to examine these responses, focusing on identifying recurring patterns and emotional triggers such as fear of evaluation, time pressure, avoidance of complex tasks, and hesitation in word choice. The process involved reading and re-reading responses, coding relevant issues, and categorizing them into groups reflecting learners' psychological and linguistic challenges. Braun and Clarke (2006) describe thematic analysis as a flexible and accessible method for interpreting meaning within qualitative data, particularly well-suited for exploring subjective experiences. Hamzaoui, C. (2021) emphasizes the importance of qualitative approaches in uncovering how internal factors and classroom situations influence learner anxiety within the Algerian EFL context. Through this analysis, the study illustrates how anxiety manifests not only as a psychological state but also as a barrier to linguistic creativity, risk-taking, and writing fluency. This qualitative insight complements the quantitative findings, providing a more comprehensive understanding of the emotional dimensions that underline poor writing performance.

2.5 Presentation of Findings / Results

1. Section One: *Demographic* records

Section One was aimed at gathering basic background details from participants to provide context for the study's results and to spot any demographic trends in their responses. It collected information such as age, gender, university attended, years spent studying English, and a self-assessment of their English writing skills. This data was important to ensure that the sample accurately represented Algerian EFL learners and to allow later analysis to see if

factors like the length of study or perceived proficiency were linked to anxiety levels. This helped deepen the understanding of how stress affects written English expression.



Question One






The participants (90%) were aged 18–20, with the remaining 10% between 21 and 23. Girls made up 73% of the sample, while males accounted for 27%. Students reported between 6 and 8 years of English study, indicating a relatively similar level of formal exposure to the language. This demographic data was collected to provide context for interpreting the results and to ensure that participant characteristics were properly defined for the study. The pie chart above was created to present the distribution of students' self-rated English writing proficiency levels, providing a clear visual summary of how participants perceive their writing skills.

2. Section Two: Stress and Anxiety Levels

This section was aimed at measuring the levels of stress and anxiety related to straightforward writing among Algerian EFL students. It used a 5-point Likert scale (with 1 being Strongly Disagree and 5 being Strongly Agree) to gauge students' emotional and physical reactions to writing tasks. The questions focused on common anxiety triggers such as fear of being judged, feeling pressed for time, concerns about grammar accuracy, and physical symptoms, all of which support the idea that anxiety can hinder writing performance. By looking at responses from different groups, like gender, the section

provided evidence that anxiety is common and tends to affect female students more strongly. This highlights the importance of teaching methods that help students overcome both mental and emotional barriers in diverse classrooms. The information collected here formed the basis for exploring how anxiety relates to specific weaknesses in writing quality later in the study.

Table One : Anxiety About Writing Essays




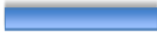

Response	Students	Percentage	Visual Presentation
Strongly Agree	10	30%	
Agree	16	37.5%	
Neutral	7	12.5%	
Disagree	4	10%	
Strongly Disagree	3	10%	

Question One:

The question, "I feel anxious when asked to write essays in English," aimed to measure how common and intense writing-related anxiety is among Algerian EFL learners. It directly tests the main idea that certain factors hinder written communication. As shown in the figure above, responses from 40 students (29 females and 11 males) showed that 12 students (30%) strongly agreed, 15 students (37.5%) agreed, 5 students (12.5%) were neutral, 4 students (10%) disagreed, and 4 students (10%) strongly disagreed. Overall, 67.5% of the participants reported experiencing moderate to high levels of anxiety when writing. This question was important to understand how learners feel about writing, connected to theories like Krashen’s Affective Filter Hypothesis, which suggests that anxiety can block language learning by increasing mental barriers. By measuring this, the study highlights psychological hurdles that may lead to issues like grammatical mistakes, limited vocabulary, and lack of coherence in students’ writing. It also reveals demographic patterns, such as higher anxiety levels among female

students 82% of females reported moderate to severe anxiety compared to only 18% of males, indicating a need for targeted teaching strategies to create a more supportive writing environment, especially in diverse, multilingual classrooms.

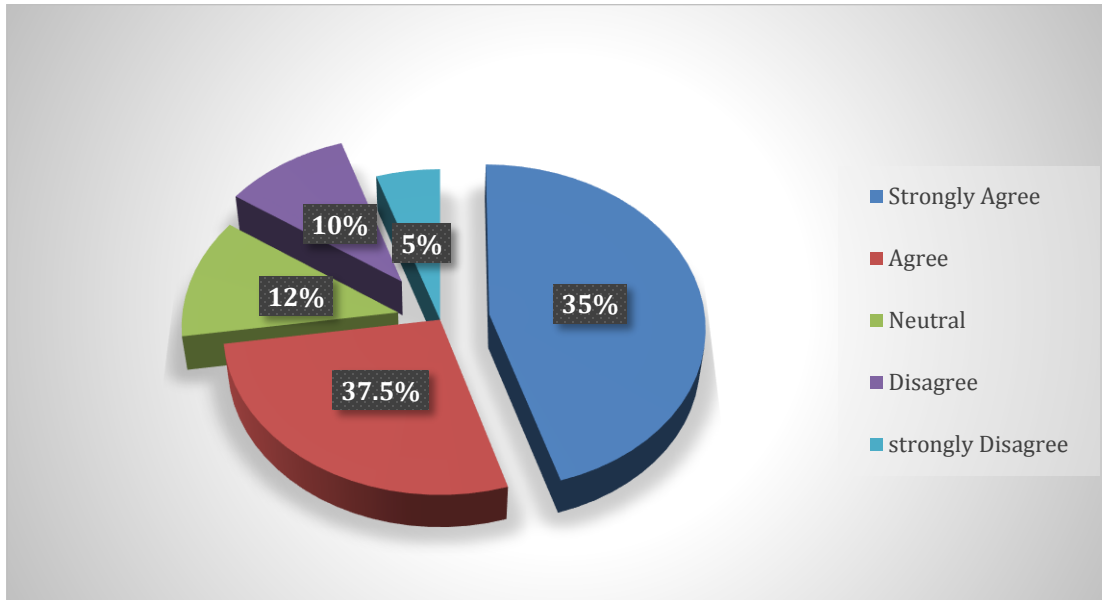
Table Two: Stress From Deadlines

Response	Students	Percentage	Visual Presentation
Strongly Agree	10	24 %	
Agree	16	40 %	
Neutral	7	18.5	
Disagree	4	9.5 %	
Strongly Disagree	3	8 %	

Question two:

The question, "Deadlines for English assignments make me stressed," was included to assess how time pressure acts as a specific source of anxiety among Algerian EFL learners. As shown in the table above, responses from 40 participants showed that 9 students (24%) strongly agreed, 17 students (40%) agreed, 8 students (18.5%) remained neutral, 3 students (9.5 %) disagreed, and 3 students (8 %) strongly disagreed. This item was important for measuring how time constraints can increase cognitive and emotional challenges during writing tasks, directly supporting the study’s aim to identify external factors, such as exam stress or feeling rushed, that can negatively affect the quality of written work. The findings highlight deadlines as a significant source of stress, suggesting that strategies such as flexible deadlines or breaking tasks into stages could help reduce anxiety.

Figure Two: Worry about grammar mistakes



Question three:

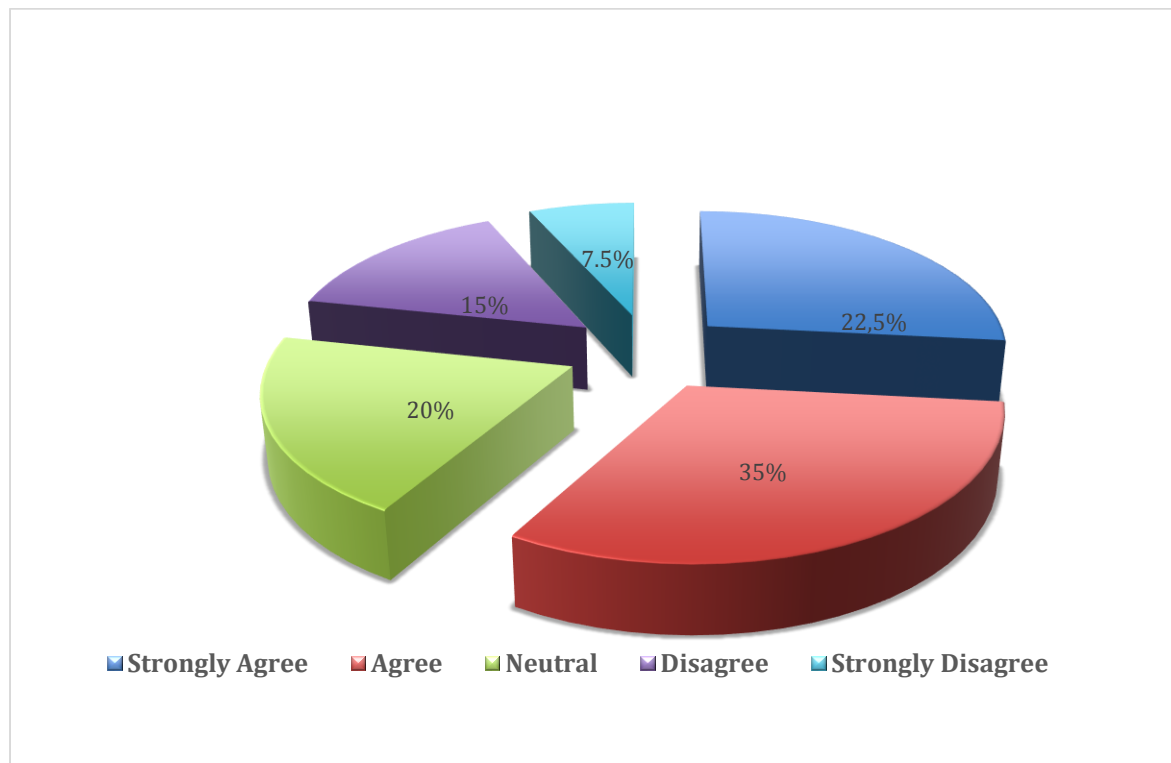
The query, "I worry about making grammar errors while writing," was included to examine the specific tension related to grammar among Algerian EFL college students, as shown in the figure above. Data from forty participants (29 girls, eleven males) showed: Strongly Agree (14 students, 35%), Agree (15 students, 37.5%), Neutral (five students, 12.5%), Disagree (four students, 10%), and Strongly Disagree (2 students, 5%). This aimed to quantitatively investigate concerns about linguistic accuracy as a potential barrier to written expression, aligning with the researcher's goal of identifying tension-related barriers in multilingual writing contexts.

Question four:

The question, "I fear negative evaluation of my writing by instructors/peers," was included to directly measure social-assessment tension, a variable theorized to trigger self-censorship and avoidance of linguistic complexity in writing. Reaction statistics from forty Algerian EFL students (29 female, 11 male) discovered: Strongly Agree (18 students, 45%), Agree (13 college students, 32.5%), impartial (5

college students, 12.5%), Disagree (three college students, 7.5%), and Strongly Disagree (1 student, 2.5%). This object was critical to quantify the effect of perceived judgment on written expression, aligning with the study's goal to identify affective boundaries, such as fear of criticism or embarrassment, which could inhibit experimentation with vocabulary, syntax, and rhetorical shape in multilingual novices.

Figure Three: Physical symptoms during writing



Question Five:

The question, "physical symptoms (e.g., sweating, trembling) arise at some point of writing obligations," became included to degree the somatic manifestation of hysteria among Algerian EFL newcomers. in the chart above, response statistics from forty contributors (29 lady, 11 male) is summarized: Strongly Agree (9 college students, 22.5%), Agree (14 students, 35%), impartial (6 college students, 15%), Disagree (8 college students, 20%), and Strongly Disagree (three college students, 7.5%). This object became important to objectively quantify the physiological dimension of writing anxiety, as somatic responses (e.g., sweating, trembling) offer tangible evidence of pressure levels that may impair cognitive characteristics throughout composition. By capturing these reactions, the study aimed to correlate physical stress signals with performance deficits in grammar, vocabulary,

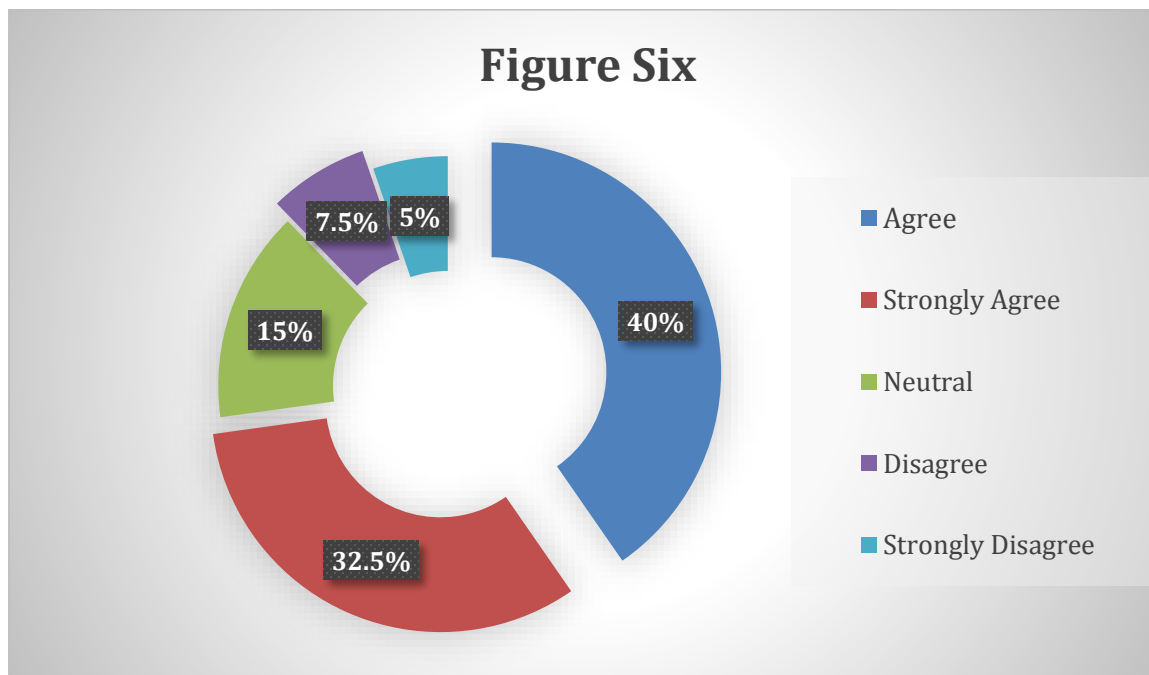
and coherence, thereby validating anxiety’s holistic impact on writing and underscoring the need for interventions addressing each mental and physiological element of language production.

3. Section Three: Impact on Written Expression

This phase assesses how pressure and anxiety directly impair precise dimensions of written expression among Algerian EFL novices. It breaks down writing performance into 4 key areas: grammar accuracy, vocabulary complexity, coherence/cohesion, and fashionable performance to quantitatively degree self-proclaimed declines in high-quality underneath stress. Each item hyperlinks anxiety to observable writing deficits (e.g., grammatical errors, lexical simplification, disorganized ideas), aligning with the examiner’s speculation that psychological obstacles degrade linguistic output. The facts collected right here might be triangulated with study room observations and writing samples to validate correlations among tension levels and measurable declines in writing talent.

3.1. Grammar Accuracy

Figure Four: More Grammar Errors When Stressed



Question One:

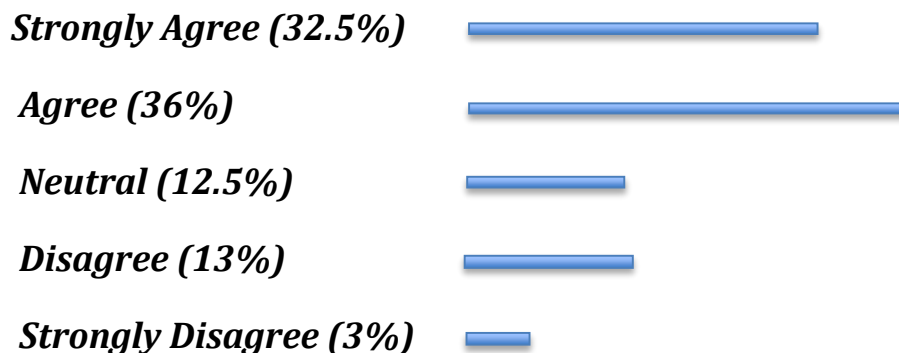
"I make more grammatical errors when stressed." A key element of the study's hypothesis, the purpose of this question was to assess the direct effect of stress on grammatical accuracy. It specifically addresses the cognitive disruption caused by worry, which might make it more difficult to apply grammatical standards when writing. Responses shown in the figure above are as follows, 40 Algerian EFL students (29 female, 11 male) provided the following response data: 13 students (32.5%) strongly agreed, 16 students (40%) agreed, 6 students (15%) were neutral, 3 students (7.5%) disagreed, and 2 students (5%) strongly disagreed.

Question Two:

"I forget grammar rules under pressure." The purpose of this question was to evaluate cognitive overload during stressful writing assignments, with an emphasis on memory retrieval issues that may occur under pressure. It makes it easier to see how anxiety affects one's ability to use newly learned grammar rules. According to data collected from 40 participants (29 females and 11 males), 12 learners (30%) strongly agreed, 16 students (40% agreed), 6 students (15%) were neutral, 4 students (10%) disagreed, and 2 students (5% strongly disagreed).

3.2 Vocubular Complexity

Figure Five: Using simpler vocabulary



Question Three:

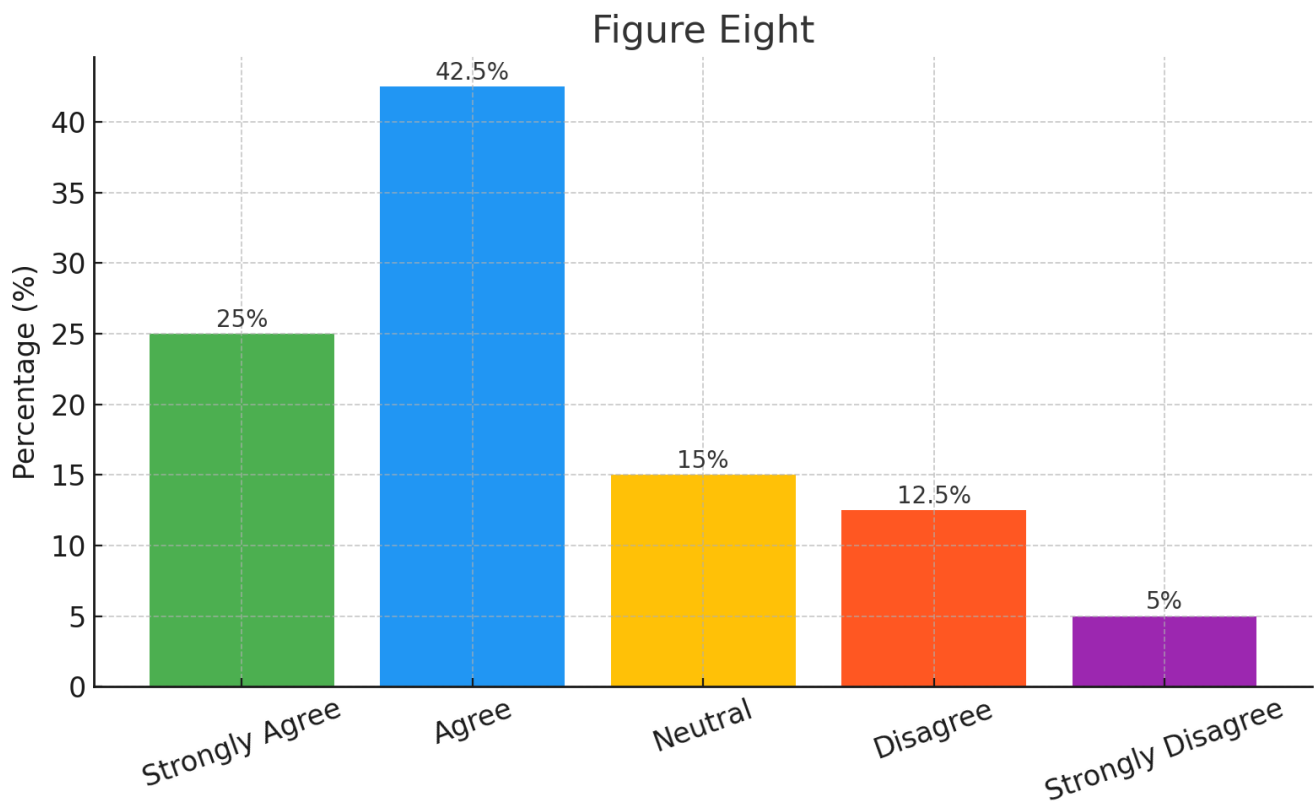
"I use simpler vocabulary to avoid mistakes." To investigate how stress causes conservative language choices that restrict expressive range, this inquiry assessed lexical simplification methods brought on by worry. It discusses the trade-off between word selection richness and accuracy. The visual presentation above shows the following findings: 40 students (29F/11M) showed that 13 students (32.5%) strongly agreed, 15 students (36%), 4 students (5%) were neutral, 5 students (6.5%) disagreed, and 2 students (3%) strongly disagreed.

Question Four:

"I repeat the same words frequently." This was added to measure decreased lexical diversity under anxiety, specifically looking at how stress causes words to be used repetitively instead of using synonyms or a variety of phrases. 40 participants (29F/11M) provided the following data: Strongly Agree (5) were 15 students (37.5%), Agree (4) were 13 students (32.5%), Neutral (3) were 7 students (17.5%), Disagree (2) were 3 students (7.5%), and Strongly Disagree (1) were 2 students (5%).

3.3 Coherence/Organization:

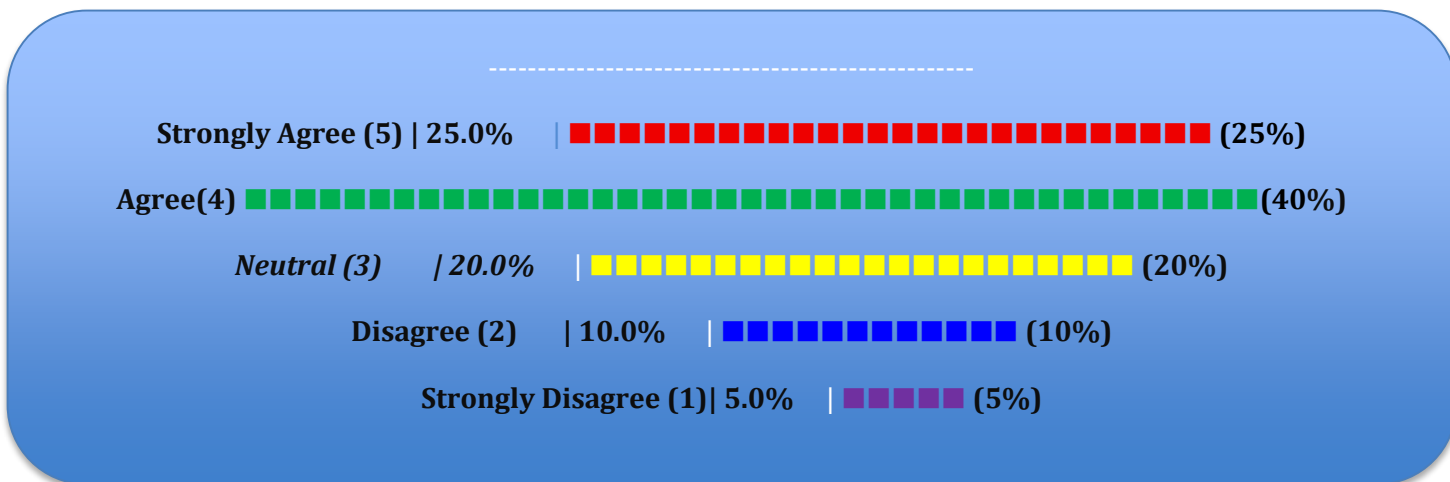
Figure Six : Ideas become disorganized



Question Five:

This question, "My ideas become disorganized," assessed how stress impairs coherence and logical flow in writing by examining cognitive overload effects. The figure above shows the response data from 40 Algerian EFL students (29 female, 11 male) revealed that 72.5% (29 students) agreed or strongly agreed with the statement, including 27.5% (11 students) strongly agreeing and 45% (18 students) agreeing, while 22.5% (9 students) were neutral or disagreed. This majority indicates significant coherence disruption under anxiety, with a notable gender disparity, as 79% of female students reported this issue compared to 64% of males, confirming that cognitive overload during stress directly undermines organizational clarity in writing.

Figure Seven: Difficulty with introductions/conclusions



Question Six:

"I struggle to write clear introductions/conclusions." This task evaluated structural flaws in writing under pressure, with a particular emphasis on how anxiety affects one's capacity to produce strong framing elements, which are essential for writing coherently. According to data shown in the figure above. 40 participants (29F/11M), 10 students (25%), 10 students (25%), 16 students (40%), 8 students (20%), 4 students (10%), and 2 students (5%), were in the Strongly Agree category.

3.4 General Performance:

Question Seven:

This task evaluated structural flaws in writing under pressure, with a particular emphasis on how anxiety affects one's capacity to produce strong framing elements, which are essential for writing

coherently. According to data from 40 participants (29F/11M), 10 students (25%), 10 students (25%), 16 students (40%), 8 students (20%), 4 students (10%), and 2 students (5%), were in the Strongly Agree category.

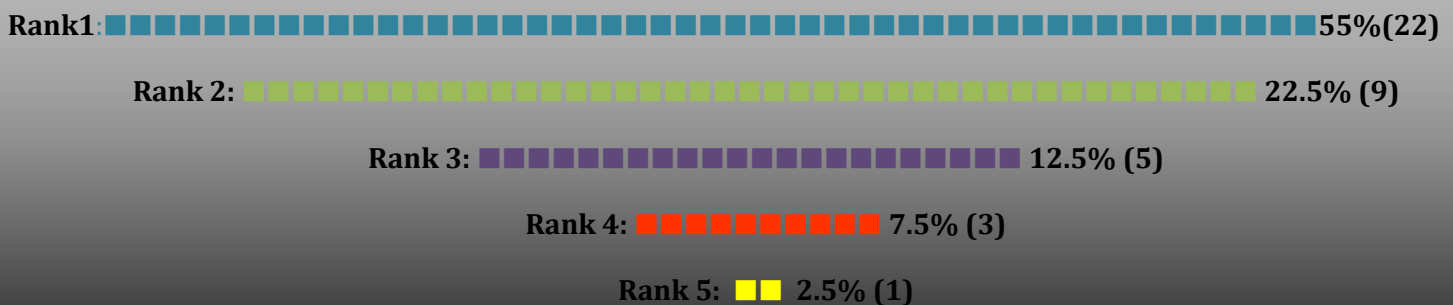
4. Section Four: Contributing Factors

This part aims to pinpoint and prioritize the primary sources of stress and anxiety experienced by Algerian EFL students while engaging in writing assignments. Participants were asked to evaluate five possible contributing factors: fear of negative evaluation, time pressure, language insecurity, peer comparison, and topic complexity by ranking them from 1 (most significant) to 5 (least significant). The aims are to:

- Rank stressors to identify which elements greatly hinder writing effectiveness.
- Link the results from the earlier sections (e.g., grammar mistakes, lexical reduction) to underlying factors.
- Guide focused interventions by highlighting the key areas for educational support (e.g., reducing evaluation anxiety via constructive feedback or managing time constraints through structured deadlines).

This ranking provides a detailed insight into anxiety triggers in Algeria’s multilingual EFL setting, specifically relating to Research Question 3 ("What elements lead to stress and anxiety during writing tasks?")

Figure Eight: Fear of negative evaluation ranking



Question one:

Fear of negative evaluation (e.g., grades, criticism). This question was added to evaluate the perceived effect of judgment anxiety on writing performance, particularly examining how worries about assessment from teachers or peers lead to stress. Data shown in the visual presentation above, from 40 Algerian EFL students (29 female, 11 male) revealed the following rankings: Rank 1 (Most impactful) - 22 students (55%), Rank 2 - 9 students (22.5%), Rank 3 - 5 students (12.5%), Rank 4 - 3 students (7.5%), and Rank 5 (Least impactful) - 1 student (2.5%). The goal was to determine if fear of criticism is the main stressor influencing writing quality, guiding possible improvements in feedback provision and evaluation techniques.

Question Two:

Time pressure (e.g., deadlines, timed exams). This study sought to assess how time limitations contribute to increased writing anxiety, especially in critical academic environments. Information from 40 participants (29F/11M) showed: Rank 1 (Most significant) - 16 students (40%), Rank 2 - 12 students (30%), Rank 3 - 7 students (17.5%), Rank 4 - 4 students (10%), Rank 5 (Least significant) - 1 student (2.5%). The inquiry was incorporated to assess the importance of time constraints compared to other elements, aiding in evaluating if timed writing tasks or deadline frameworks need educational adjustments.

Question Three:

Language insecurity (e.g., doubts about vocabulary/grammar). This question aimed to evaluate how individuals' perceived language limitations affect writing anxiety, concentrating on students' confidence in their linguistic abilities. Results from 40 students (29F/11M) showed: Rank 1 (Most impactful) - 14 students (35%), Rank 2 - 13 students (32.5%), Rank 3 - 8 students (20%), Rank 4 - 4 students (10%), Rank 5 (Least impactful) - 1 student (2.5%). It was incorporated to evaluate if language-related insecurities act as a significant obstacle to writing fluency, possibly informing specific language support measures

Question Four:

Peer comparison (e.g., feeling others write better). This query assessed the influence of social comparison on writing anxiety, exploring how students' views of their classmates' skills influence their own confidence in writing. Information from 40 participants (29F/11M) indicated: Rank 1 (Most significant) - 8 students (20%), Rank 2 - 10 students (25%), Rank 3 - 12 students (30%), Rank 4 - 7 students (17.5%), Rank 5 (Least significant) - 3 students (7.5%). The inquiry was added to assess the significance of social dynamics in writing anxiety, guiding choices regarding competitive versus collaborative classroom settings.

Question Five:

Complexity of the writing topic. This inquiry examined the role of topic difficulty in writing anxiety, determining if complex subjects elevate stress levels while composing. Data from 40 students (29F/11M) indicated: Rank 1 (Most impactful) - 6 students (15%), Rank 2 - 8 students (20%), Rank 3 - 10 students (25%), Rank 4 - 11 students (27.5%), Rank 5 (Least impactful) - 5 students (12.5%). It was incorporated to differentiate between anxiety arising from language difficulties and that from conceptual intricacies, aiding in the development of suitable topic-scaffolding approaches.

Section 5: Open-Ended Responses

To contextualize and enhance the quantitative results given in earlier parts, this section collects qualitative data. It allows students to express in their own words how they have dealt with stress or anxiety associated with writing, offering greater insights into:

- situations and causes where anxiety is most noticeable.
- Individual coping mechanisms that students already use.
- Students' specific recommendations for educational enhancements.

Likert-scale questions overlook nuances like cultural, linguistic, or emotional nuances specific to Algeria's multilingual EFL context, but the open-ended approach picks them up. This is consistent with the study's mixed-methods methodology, which guarantees a comprehensive comprehension of how anxiety affects writing.

Question One:

"Describe a situation where stress/anxiety most affected your writing. What happened?" A summary of responses from 40 students revealed that 37.5% (15 students) described freezing during exams,

leading to incomplete sentences and forgotten grammar rules, while 25% (10 students) cited public criticism from teachers as a trigger for avoiding complex vocabulary. Another 20% (8 students) emphasized panic during timed essays, resulting in repetitive word usage, and 17.5% (7 students) highlighted peer comparison as a source of self-doubt. This question was included to identify context-specific anxiety triggers, such as high-stakes assessments or social evaluations, and to illustrate how these moments disrupt cognitive processes during writing.

Question Two:

"What strategies do you use to manage stress during writing tasks?" A summary of responses showed that 45% (18 students) rely on multilingual brainstorming, drafting ideas in Arabic or French before translating to English, while 25% (10 students) use breathing exercises to regain calm. Additionally, 17.5% (7 students) admitted to simplifying sentences to avoid errors, and 12.5% (5 students) sought peer feedback before submission. This question was included to uncover existing coping mechanisms, both adaptive and maladaptive, and to highlight cultural practices such as code-switching that could inform pedagogical strategies.

Question Three:

"What changes (e.g., teaching methods, resources) would help reduce your anxiety?" According to a feedback summary, 30% (12 students) supported longer deadlines and fewer timed tests, while 40% (16 students) asked for formative feedback that emphasizes development rather than merely mistakes. 10% (4 students) proposed group writing assignments as a way to relieve pressure, while another 20% (8 students) wanted access to multilingual resources like dictionaries or grammar tools. In order to ensure that interventions are based on learners' lived experiences and address particular contextual hurdles in Algerian EFL classrooms, this question was included to collect actionable feedback directly from learners.

Section Six: Additional feedback

The purpose of this section is to categorize Algerian EFL students' self-perceived main reasons for writing anxiety. By providing organized alternatives for issues including social pressure, instructor expectations, time restrictions, lack of confidence, fear of failure, and an open "Other" category, it enhances previous quantitative and qualitative information by:

- **Setting Priorities for Important Stressors:** Condensing complicated anxiety triggers into a few main groups for focused treatment.

- **Triangulating Findings:** Asking students to rank their perceived primary cause specifically helps validate findings from Sections 2–5 (such as fear of evaluation and time constraint).
- **Highlighting Nuances:** Students can point out context-specific elements (such as socioeconomic pressures and multilingual insecurity) that aren't covered by the preset options by choosing the "Other" option.

Ensuring that recommendations address learners' most pressing concerns, this question supports the study's objective of identifying actionable sources of anxiety and customizing teaching strategies to Algeria's EFL setting.

To determine the Algerian EFL students' self-perceived primary reason for writing anxiety, the following questions were included: "Do you believe your anxiety is mostly caused by:" with alternatives including Fear of failure, Lack of confidence, Time restrictions, Teacher expectations, Peer pressure, and Other. The following findings were derived from the responses of 40 participants (29 females and 11 males): time constraints (6 students, 15%), teacher expectations (4 students, 10%), peer pressure (1 student, 2.5%), lack of confidence (10 students, 25%), fear of failure (18 students, 45%), and other (1 student, 2.5%, citing "multilingual insecurity"). The goal was to categorize complex anxiety triggers into dominating groups, confirming previous findings (such as the top stressor being dread of evaluation) and prioritizing remedies for Algeria's EFL setting, like positively redefining failure or resolving time-related pressures through pedagogical adaptations.

2.6 Discussion of the Main Results

The findings clearly support the main point of this study: stress and anxiety significantly impair the ability of Algerian EFL students to write effectively in English. When students feel anxious, their writing quality drops; they tend to make more grammatical errors, use simpler and repetitive vocabulary, and struggle to organize their ideas clearly. This is mainly because they worry about being judged negatively by teachers or classmates and feel overwhelmed by time constraints, especially during exams. These challenges are particularly common in Algeria's multilingual classrooms, where students often switch between Arabic, French, and English, which adds to their mental burden. Female students reported experiencing anxiety more frequently and more intensely than males, indicating that social and cultural factors might also influence these feelings. These results support earlier theories discussed in Chapter One, which suggest that emotional stress can block learning and that excessive mental effort can hamper performance. Consequently, this research emphasizes the importance of teaching approaches that help reduce anxiety, such as encouraging drafting in multiple languages,

offering supportive feedback, and designing writing tasks with more time and opportunities for collaboration. By fostering a calmer and more supportive classroom environment, teachers can help students write with greater confidence and effectiveness.

2.7 Limitations of The Research

While this study offers useful insights into how anxiety influences writing among Algerian EFL students, it is important to acknowledge its limitations. First, the sample size was quite small, consisting of only forty students, all enrolled in a master's Degree at the same university. This means the results may not be easily generalized to students at different educational levels or from other parts of Algeria.

Second, relying on self-report tools like questionnaires can introduce bias, as participants might have given answers they thought were expected or socially acceptable rather than their true feelings or experiences. This is a common issue in studies that depend on subjective data.

Lastly, the research was a one-time snapshot, providing a limited view of how anxiety and writing skills relate at a particular moment. A longer-term study tracking changes over time would have offered a deeper understanding of how these factors interact in the long run.

These limitations do not diminish the importance of the findings but suggest that future research with larger, more varied samples and methods that include both qualitative and longitudinal approaches would help reinforce and expand on these results.

2.8 Recommendations

Based on the results of this study, several recommendations are made to help reduce the negative effects of stress and anxiety on the writing skills of Algerian EFL students. First, teachers should include strategies in their training to recognize and lessen writing anxiety. This involves providing feedback focused on progress rather than just correcting errors and designing writing tasks that reduce time pressure and allow students to draft in multiple languages. Second, since many students already use Arabic and French to brainstorm and plan their English writing, teachers should encourage these practices. Allowing students to draft ideas in their first language before translating and refining them in English can make the process easier and improve clarity. Third, creating a supportive environment is crucial. Teachers can do this by offering low-pressure writing opportunities, positively encouraging peer review, and emphasizing that writing is a process, not just a final product. Building students' confidence through small challenges and clear success goals can also help lower anxiety. Fourth, special attention should be paid to more vulnerable groups, such as female students, who tend to

experience higher anxiety levels. Providing mentorship, workshops on managing anxiety, and safe spaces for expression can help address this gap. Lastly, assessment methods should be more inclusive and flexible. Instead of relying mainly on timed exams and high-stakes tasks, teachers can use portfolios, multiple drafts, and reflective writing. This approach can lessen performance anxiety and offer a better picture of students' actual writing abilities.

2.9 Conclusion

This research clearly shows a troubling link between stress, anxiety, and the quality of written work among Algerian EFL students. The results indicate that anxiety significantly hampers students' ability to write, especially in areas like grammar accuracy, vocabulary variety, and organizing their ideas. These issues seem to stem from cognitive overload, particularly due to Algeria's complex multilingual environment and emotional factors such as fear of judgment and feeling pressured by time.

These findings have important implications for teaching English as a foreign language in Algeria. They emphasize the need for instructional methods that focus not only on language skills but also on supporting students' emotional health. By adopting strategies such as anxiety-reducing teaching practices, providing support for multilingual writing, and offering more flexible assessment methods, teachers can foster a more supportive and effective learning atmosphere.

This study helps deepen our understanding of how psychological factors impact language learning in multilingual contexts. It lays the groundwork for creating educational approaches that can help Algerian students overcome writing anxiety and succeed more confidently in learning English. Conducting further research with larger and more varied groups would help confirm these findings and shed more light on this important educational issue.

Chapter Three

Contributions, Implications, and Future Directions

3.1 Introduction

This final chapter wraps up the current study by connecting the theoretical ideas from Chapter One with the practical findings from Chapter Two. Its goal is to create a clear link across the research by revisiting the main objectives and showing how they were explored. The study focused on stress and anxiety as key factors affecting Algerian EFL learners' writing, especially in areas like grammar accuracy, vocabulary use, and coherence. By tying these elements together, the chapter highlights how this research contributes to both academic knowledge and teaching methods.

Besides summarizing why the study matters, the chapter also discusses the broader impact of the results. It looks at what the findings tell us about the everyday struggles students face and how teachers can better help learners manage anxiety during writing tasks. Importantly, it emphasizes the need to incorporate emotional and psychological aspects, such as stress relief and emotional awareness, into EFL teaching in Algeria. This approach can improve language skills while creating a more supportive and motivating classroom environment.

Finally, the chapter offers some recommendations and reflections that go beyond the immediate research. These include ideas for classroom practices, suggestions for future training programs, and areas where further research could be valuable. The aim is to ensure that the study isn't just about theories and data but also helps improve English teaching and learning in Algerian universities. It ends by reaffirming that addressing stress and anxiety is crucial for students' success in writing.

3.2 Contribution of the Study

This research makes a meaningful and diverse contribution to the field of Teaching English as a Foreign Language (TEFL), especially within the context of Algeria and other multilingual environments. Instead of just highlighting the problem of writing anxiety, the study offers concrete evidence, contextual insights, and a practical framework for addressing it. Its contributions can be mainly divided into three areas: theoretical, pedagogical, and methodological.

On a theoretical level, the study's main contribution is its detailed understanding of how writing anxiety operates within Algeria's unique social and linguistic setting. It moves beyond generic ideas of Foreign Language Anxiety (FLA) to present a specific model of how anxiety functions in a trilingual context. The research provides strong empirical support for applying Cognitive Load Theory (Sweller, 1988) to multilingual writing, showing how switching between Arabic, French, and English increases mental load. It also clearly explains how anxiety shows up in different writing skills like grammar, vocabulary, and coherence refining the Affective Filter Hypothesis (Krashen, 1982). An important finding is the noticeable gender difference in anxiety levels, adding a socio-cultural perspective that suggests models should consider factors beyond just language and cognition.

From a pedagogical perspective, the study offers valuable guidance for practice. It doesn't push external solutions but instead highlights strategies students already use, such as brainstorming in multiple languages, supporting the idea of formally including cross-linguistic scaffolding techniques. By ranking the factors that contribute to anxiety, the study provides teachers with a clear list of priorities, indicating that tackling fear of negative evaluation is especially important.

3.2.1.1 Contextualizing Anxiety within Algeria's Multilingual Framework

This research makes an important contribution by moving beyond general theories of Foreign Language Anxiety (FLA) and developing a framework tailored to Algeria's unique multilingual educational setting. It shows that writing anxiety is not just a simple psychological reaction to learning a language but a complex issue influenced by the ongoing balancing act between Arabic, French, and English language systems. By combining Cognitive Load Theory (Sweller, 1988) with models of language learning, the study provides evidence that managing three different languages at once increases mental strain, which in turn heightens anxiety and hampers writing performance. This new perspective helps us better understand how multilingual environments pose specific mental and emotional challenges that aren't fully addressed by traditional models focused on monolingual or bilingual anxiety.

3.2.1.2 Establishing Links Between Anxiety and Specific Writing Deficits

The study makes an important theoretical contribution by clearly showing how anxiety leads to specific writing problems. Instead of just noting a general link between anxiety and poor performance,

it explains exactly how anxiety affects different parts of the writing process. The results indicate that higher levels of anxiety are directly associated with:

- More grammatical mistakes and forgetting rules because of cognitive overload.
- Using simpler vocabulary and repeating words to avoid difficulty,
- Challenges in maintaining coherence and organization due to impaired executive functioning.

This refined understanding of the Affective Filter Hypothesis (Krashen, 1982) provides a more detailed framework for understanding how anxiety influences the writing process at a mechanistic level, giving researchers clearer variables and relationships to explore further.

3.2.2 Pedagogical Contribution: Providing a Roadmap for Intervention

This research moves from theoretical concepts to practical use by providing teachers and curriculum planners with an evidence-based guide to managing writing anxiety in multilingual classrooms. Its main contribution is turning research findings into practical strategies tailored to the specific needs of the Algerian education system. Instead of offering generic solutions, it focuses on identifying and validating approaches that are relevant to the local context and directly address students' documented challenges.

The study offers solid evidence supporting the use of multilingual scaffolding techniques in teaching writing. Results show that students naturally use cross-linguistic strategies like brainstorming in Arabic or French before writing in English as effective ways to cope. This research supports these practices and suggests ways to incorporate them systematically into classroom activities. By illustrating how using students' first languages strategically can lessen cognitive load and reduce anxiety, it challenges the idea that only monolingual methods work for teaching EFL writing and provides practical techniques to tap into students' full linguistic skills.

Additionally, the research develops a prioritized framework for intervention by measuring and identifying the main sources of anxiety. The data clearly shows that addressing students' fear of negative evaluation from teachers and easing time pressure should be the top priorities. This allows teachers to concentrate on the most impactful areas, potentially leading to a shift in writing assessment practices toward more supportive, growth-focused methods that value the writing process over the final product.

The study also offers specific, ready-to-use classroom techniques for teaching with an awareness of anxiety, such as low-pressure writing activities that focus on self-expression rather than perfection, and collaborative writing tasks that share cognitive effort and lessen performance stress.

3.2.3 Methodological Contribution: A Model for Mixed-Methods Inquiry

This investigation presents significant methodological contributions through its demonstration of how an integrated mixed-methods framework can effectively examine intricate emotional dimensions within second language acquisition. The research methodology establishes a replicable paradigm that encompasses both quantitative data and comprehensive qualitative perspectives regarding writing apprehension in multilingual contexts.

The methodological innovation emerges from the judicious integration of diverse research methodologies that facilitate thorough data triangulation. Commencing with demographic questionnaires, progressing to Likert-scale evaluations of anxiety manifestations, incorporating targeted examination of writing exercises, employing ranking procedures for various variables, and culminating with open-ended narrative accounts, these sequential phases establish a robust analytical framework for simultaneously investigating psychological and linguistic dimensions. This methodology effectively reconciles the requirement for quantifiable, empirical data with the necessity of comprehending individual experiences, thereby providing a more comprehensive understanding than either methodology could achieve independently.

Moreover, this investigation advances methodological practice through the development of research instruments specifically adapted to Algeria's distinctive trilingual educational environment. Rather than employing standardized instruments developed for alternative cultural contexts, the bespoke questionnaire addresses the intricate interrelationships amongst Arabic, French, and English, thereby establishing a paradigm for developing culturally sensitive research instruments that authentically represent local pedagogical circumstances.

The research further demonstrates how rigorous methodological design can directly impact pedagogical practice. Through the incorporation of components that identify student coping mechanisms for anxiety whilst emphasizing areas requiring intervention, this approach functions as a practical instrument for generating valuable, implementable findings. This establishes an exemplary model for research endeavors that seek to inform and enhance authentic educational practices.

3.3 Pedagogical Implications for pedagogy

This study offers important teaching insights that can directly influence how teachers approach instruction and develop curricula in Algerian EFL settings. The results give concrete evidence for shifting from traditional writing methods to more supportive and language-sensitive teaching practices.

3.3.1 Implementing Multilingual Writing Scaffolds

The study highlights the importance of incorporating strategic multilingual methods into writing teaching. Instead of viewing students' native languages as obstacles, teachers should intentionally include structured code-switching techniques in the writing process. This can involve allowing students to brainstorm and plan in Arabic or French before drafting in English, creating comparison charts that show differences between the languages, and designing activities that increase awareness of linguistic features to help students switch between languages more consciously. These strategies see multilingualism as a valuable cognitive resource rather than a problem.

3.3.2 Transforming Assessment Practices

There is a strong link between fear of negative evaluation and writing anxiety, which calls for fundamental shifts in how assessments are conducted. Teachers should adopt more formative assessment methods that focus on growth rather than perfection, give targeted feedback on specific areas instead of correcting every error, use portfolio assessments that prioritize progress over final results, and create clear rubrics that distinguish between language accuracy and the quality of ideas. These changes can help lessen the pressure of writing assignments while still maintaining high academic standards.

3.3.3 Anxiety-Aware Instructional Design

The research suggests that rewriting writing instruction to focus on reducing anxiety can be helpful. This includes breaking down writing tasks into smaller, manageable steps; adding more group writing activities to share the mental effort; providing low-pressure writing opportunities that prioritize self-expression over perfect accuracy; and teaching simple stress-relief techniques alongside writing skills.

These strategies acknowledge that becoming skilled at writing relies on both mental abilities and emotional well-being.

3.3.4 Teacher Training and Professional Development

The results emphasize the importance of providing thorough teacher training on how to handle writing anxiety. Professional development should cover recognizing the signs of writing anxiety, offering supportive feedback that considers students' psychological well-being, creating inclusive writing environments for multilingual students, and understanding how to apply teaching methods that help reduce anxiety. This type of training should be a key part of both future and current teacher education programs. Overall, these teaching insights point toward a shift from focusing solely on the final product of writing to emphasizing the writing process itself, with an awareness of the emotional and linguistic challenges faced by multilingual learners.

3.4 Suggestions for Future Research

3.4.1 Longitudinal Studies

Future research should utilize long-term studies to observe how writing anxiety changes over time and how it impacts students. These studies would fill important gaps in our knowledge by exploring how writing anxiety starts, varies, and possibly decreases throughout students' educational paths. Some specific methods could provide helpful insights:

Following Developmental Patterns: Researchers could track groups of students over several years, from their first year to graduation, to see how anxiety levels relate to improving language skills. This would involve regularly measuring anxiety at set points such as the start, middle, and end of each year while also assessing their writing skills. This approach would help identify key times when anxiety is highest or lowest and see if reaching certain language proficiency levels leads to notable changes in anxiety.

Intervention Effectiveness Over Time: Research should explore the long-term effectiveness of anxiety-reducing strategies by using controlled interventions and monitoring their impact over multiple semesters or academic years. This would include setting initial anxiety levels, applying specific interventions like multilingual scaffolding or adjusted feedback methods, and conducting follow-up assessments at 6 months, 1 year, and 2 years. Such an approach would help determine not only the immediate results but also whether anxiety reduction persists over time and if certain interventions offer cumulative advantages.

Educational Transition Points: Studies that explore how writing anxiety changes during key educational transitions, especially when students move from high school to college, would be especially helpful. Following student groups from their last year of high school into their first couple of years in college, and examining how shifts in academic demands, teaching styles, and evaluation methods influence writing anxiety, could provide valuable insights. This approach would highlight the specific challenges students face during these transitions and help develop targeted support programs for new college students.

Individual Difference Factors: Longitudinal studies would allow researchers to explore how different elements influence the growth of writing anxiety over time, such as past language learning experiences, shifts in motivation, the specific teaching methods students face, and the kinds of feedback they receive. This type of research could reveal protective factors that help students keep their anxiety levels low, as well as risk factors that may lead to increased anxiety.

Methodological Considerations: Effective longitudinal studies should include strategies to keep participants engaged and reduce dropout rates, use consistent measurement tools at each time point, incorporate control groups when suitable, and employ advanced statistical methods to identify growth trends and causal links. Combining quantitative data on anxiety levels with qualitative interviews would be especially helpful in understanding how students' experiences and perceptions change over time. These types of studies would offer valuable insights into how writing anxiety develops, paving the way for more targeted and timely interventions that meet students' needs at different stages of their language learning journey.

3.4.2 Expanded Demographic Representation

Future research should greatly broaden its demographic scope to gain a more thorough understanding of writing anxiety among different learner populations in Algeria. Several important areas need particular focus:

- **Geographical and institutional diversity:** Studies should include various university settings across Algeria's diverse regions, such as coastal, highland, and Saharan areas, to capture differences in resources, teaching quality, and language environments. Research should also consider both urban and rural institutions, public and private universities, and those with different linguistic focuses, like Arabic-heavy versus French-heavy programs. Expanding geographically in

this way would help reveal how regional educational policies, resource distribution, and local language practices impact the development of writing anxiety.

- **Educational level comparisons:** It is essential for research to examine writing anxiety at different educational stages. Comparing secondary and university levels can show how the shift to higher education influences anxiety patterns. Studies should also focus on first-year students adjusting to academic writing demands, intermediate students developing discipline-specific writing skills, and graduate students specializing in advanced research writing. Such comparisons would help identify specific anxiety triggers at each stage and guide the timing of effective interventions.
- **Age and experience factors:** Research should explore writing anxiety across a wider range of ages and levels of experience, including secondary school students, university learners at various points, adult professionals, and returning students in continuing education. This would help understand how factors like cognitive development, life experiences, and educational gaps influence how writing anxiety appears and how individuals cope with it.
- **In-Depth Gender Analysis:** A thorough analysis of gender differences should go beyond simple comparisons and involve targeted investigation. Researchers should use mixed-methods approaches to explore topics such as societal and cultural expectations related to gender and academic achievement, patterns of interaction between male and female students in the classroom, how students from different genders receive and process feedback, and the coping strategies they use. Qualitative research should especially focus on how cultural norms and educational experiences influence gender-specific responses to writing difficulties.
- **Socioeconomic and Educational Background Factors:** Future studies should also consider factors like socioeconomic background, quality of prior education, parental education levels, and access to learning resources. These variables could significantly affect both students' initial anxiety levels and their available resources for handling writing challenges.
- **Multilingual Profile Diversity:** Additionally, research should differentiate among students based on their linguistic backgrounds, including proficiency in various Arabic dialects, exposure to and

skills in French, and diverse experiences with English learning. This would help develop a more detailed understanding of how different language interactions impact writing anxiety.

Implementing these broader demographic considerations would involve using stratified sampling across multiple institutions, fostering collaborative research networks among Algerian universities, and designing robust methodologies to ensure meaningful comparisons among varied groups. Ultimately, this approach would lead to a more nuanced, context-aware understanding of writing anxiety that reflects the diverse educational landscape of Algeria.

3.4.3 Intervention Studies

Future studies should use solid experimental and quasi-experimental methods to test specific strategies aimed at reducing writing anxiety among multilingual learners. Several important areas need thorough exploration:

- **Multilingual Scaffolding Techniques:** Controlled experiments should compare how well different cross-language approaches work, such as structured brainstorming in the students' first language, grammar activities that explicitly link Arabic/French and English structures, and guided translation exercises. These studies should look at both immediate drops in anxiety and lasting boosts in writing confidence.
- **Feedback Model Comparisons:** Research should examine various feedback methods, like progressive error correction that targets different mistakes in successive drafts, positive feedback that emphasizes strong writing features before pointing out areas to improve, and the use of automated versus human feedback systems. It's important to see how the timing, amount, and framing of feedback influence anxiety levels.
- **Alternative Assessment Formats:** Researchers should investigate how various assessment formats influence anxiety, such as comparing extended-time writing tasks to timed ones, evaluating portfolios versus single drafts, and examining collaborative versus individual writing tests. These studies can help identify which assessment features most significantly affect students' anxiety levels.
- **Technology-Mediated Interventions:** Additionally, exploring how digital writing tools impact anxiety is important. This includes analyzing grammar-checking software, AI-driven writing platforms, and online environments that offer real-time feedback. It's essential to distinguish

between technology that helps reduce anxiety by offering support and technology that might increase it due to over-reliance or frustration

Methodologically, such studies should ideally include control groups when possible, utilize standardized measures like the Second Language Writing Anxiety Inventory, and consider both quantitative and qualitative outcomes. Tracking both immediate and long-term effects is crucial. Moreover, understanding how different student groups based on gender, skill level, or language background respond differently to these interventions can lead to more tailored and effective strategies for easing writing anxiety.

3.4.4 Teacher-Focused Research

Future research should focus on understanding the vital role teachers play in tackling writing anxiety through several important areas:

- **Teacher Awareness and Perceptions:** Studies should look into how teachers notice and interpret signs of writing anxiety and how their understanding shapes their classroom strategies and support for students.
- **Training Program Evaluation:** Research is needed to evaluate how well current teacher training programs prepare educators to address writing anxiety and to identify any gaps in professional development related to emotional aspects of teaching writing.
- **Teachers' Personal Anxieties:** Investigations should explore teachers' own worries about teaching writing, giving feedback, and grading student work, and how these concerns might indirectly influence student anxiety levels.
- **Professional Development Models:** Researchers should develop and test specialized training programs that focus on anxiety-sensitive teaching methods, including techniques for supporting multilingual students, providing encouraging feedback, and creating inclusive assessment practices.
- **Institutional Support Systems:** It's important to examine how school policies, available resources, and administrative backing either help or hinder teachers in effectively addressing writing anxiety in their classrooms.

This research area would lay an important groundwork for creating support systems that acknowledge the teacher-student relationship in writing anxiety. By gaining insight into educators' viewpoints and

difficulties, schools can develop focused professional development programs to help teachers better identify and address student anxiety. At the same time, exploring teachers' own anxieties would lead to support strategies that boost their confidence in teaching. These two approaches together would help cultivate more compassionate classroom settings where teaching methods actively reduce writing fear and enhance teachers' ability to provide emotionally supportive writing instruction.

3.4.5 Cross-Cultural Comparative Studies

A helpful area for future research would be to conduct cross-cultural comparisons to better understand how writing anxiety appears in different multilingual educational environments. This kind of comparison can clarify which aspects of writing anxiety are common across cultures and which are influenced by specific contexts, leading to more detailed theories and more effective teaching strategies.

- **Purpose and Scope:** These studies should systematically compare Algerian English as a Foreign Language students with learners from other multilingual societies, such as Morocco, Tunisia, South Africa, India, or Malaysia, where students also manage multiple languages during their education. The research should explore both common patterns and unique differences in writing anxiety across these various contexts.
- **Key Areas of Comparison:** The comparison should focus on how different language combinations like Arabic-French-English versus other multilingual setups create distinct anxiety profiles, how various writing systems and the linguistic distance between languages influence anxiety levels, how educational policies on multilingualism either ease or increase writing anxiety, and how cultural attitudes toward making mistakes and learning languages shape anxiety experiences.
- **Methodological Considerations:** In terms of methodology, cross-cultural studies should use carefully designed tools that allow for meaningful comparison across different settings while being sensitive to local languages and cultures. This could involve using parallel questionnaires with culturally adapted questions, comparing students at similar proficiency levels, or conducting collaborative research involving teams from multiple countries.

- **Practical Applications:** The insights gained from such comparisons can help identify anxiety-reduction strategies that work across different contexts, highlight educational policies that effectively support multilingual writers, and reveal cultural factors that might need tailored approaches to managing anxiety. Ultimately, this knowledge can guide the development of general principles for teaching writing in multilingual environments and inform specific strategies suited to particular cultural and linguistic backgrounds.

This research area will greatly enhance our understanding of writing anxiety by placing the Algerian experience within the wider global context of multilingual education, ultimately helping develop more nuanced theories and teaching methods that are culturally sensitive and effective.

3.5 Conclusion

This in-depth study carefully explored the complex connection between writing anxiety and writing performance among Algerian EFL students working in multilingual learning settings. Using a mixed-methods approach that combined both quantitative and qualitative methods, the research provided valuable insights into the psychological, linguistic, and teaching-related aspects of writing anxiety within Algeria's unique Arabic-French-English educational environment.

The results consistently show that writing anxiety significantly affects students' writing abilities in various areas, including grammar, vocabulary, and overall coherence. Identifying fear of negative feedback and time constraints as main sources of anxiety offers important guidance for developing effective support strategies. Notably, the study found meaningful gender differences in how anxiety is experienced, emphasizing the importance of tailored support that considers cultural and social factors influencing students' feelings about writing.

This research also advances theoretical understanding by placing foreign language anxiety within the context of multilingual education, illustrating how cognitive load theory applies to trilingual writing situations. From a teaching perspective, it offers practical, evidence-based techniques for incorporating multilingual scaffolding, improving assessment methods, and fostering anxiety-sensitive learning spaces. Methodologically, it presents a model for studying emotional factors in second language learning that can be adapted to various educational settings.

Although there are limitations due to the small sample size and the cross-sectional nature of the study, this research provides a solid foundation for future work on writing anxiety among multilingual learners. The practical implications highlight the urgent need to reform curricula, improve teacher training, and adopt teaching methods that address both the cognitive and emotional aspects of writing development.

Ultimately, this study calls for a shift in Algerian EFL writing instruction from focusing mainly on errors and final products to emphasizing the writing process and providing psychological support. It encourages recognizing multilingualism as an asset rather than a barrier.

By applying these suggested strategies, teachers can create learning environments that lessen anxiety and improve students' writing skills, helping them find their voice and confidently share their ideas in English. This research adds to the broader understanding of second language writing by showing that approaches sensitive to context and learners' emotional states can positively transform writing education in multilingual settings around the world.

General Conclusion

General Conclusion

This study offers a thorough look into how psychological factors influence writing skills among first-year students at the University of Abou Bekr Belkaid, who are learning English as a Foreign Language. By carefully examining stress and anxiety within Algeria's unique multilingual education setting, the research provides valuable insights into how emotional challenges can affect language development.

The results clearly show that anxiety related to writing significantly hampers students' ability to compose effectively in various aspects of writing. The study found that fear of being negatively judged by teachers and pressure of time during exams are main sources of this anxiety, especially in a context where students juggle Arabic, French, and English. It also highlighted notable gender differences in anxiety levels, pointing to the importance of tailored support that considers cultural and social factors.

Overall, the research sheds light on how cognitive load theory applies in a trilingual writing environment and offers practical strategies for fostering supportive learning spaces. The findings emphasize the urgent need for teaching methods that see multilingualism as an asset rather than a hurdle such as using multilingual scaffolding, reforming assessment approaches, and adopting anxiety-sensitive teaching practices.

This study shows that to effectively address writing anxiety, it's important to recognize the strong connection between emotions and thinking in language learning. The findings offer a solid base for making EFL writing classes more supportive, effective, and encouraging for students who are navigating multiple languages. By applying the suggested strategies, teachers can foster learning environments that lessen anxiety and boost students' writing skills, helping them find their voice and confidently share their ideas in English. The results also add valuable insights to the broader field of second language writing, highlighting how tailored, psychologically-informed methods can enhance writing instruction in multilingual contexts worldwide, including specific relevance to Algerian higher education and similar multilingual settings.

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Appendices

Research Design and Data Analysis

STUDENTS' QUESTIONNAIRE

Dear students, I am currently working on a thesis that aims to collect data about The Impact of Stress and Anxiety on Written Expression Among Algerian EFL Students. I will highly appreciate your collaboration if you answer my questions honestly.

Section 1: Demographic Information

Age: _____

Gender: Male Female

Years of English study: _____

Self-rated English writing proficiency (1 = Very Poor, 5 = Excellent):

1 2 3 4 5

Section 2: Stress and Anxiety Levels

Rate your agreement with the following statements (1 = Strongly Disagree, 5 = Strongly Agree):

I feel anxious when asked to write essays in English.

1 2 3 4 5 6

Deadlines for English assignments make me stressed.

1 2 3 4 5 6

I worry about making grammar mistakes while writing.

1 2 3 4 5 6

I fear negative evaluation of my writing by teachers/peers.

1 2 3 4 5 6

Physical symptoms (e.g., sweating, trembling) occur during writing tasks.

1 2 3 4 5 6

Section 3: Impact on Written Expression

How often do the following occur under stress/anxiety? (1 = Never, 5 = Always):

Grammar Accuracy:

I make more grammatical errors when stressed. 1 2 3 4 5

I forget grammar rules under pressure. 1 2 3 4 5

Vocabulary Complexity:

I use simpler vocabulary to avoid mistakes. 1 2 3 4 5

I repeat the same words frequently. 1 2 3 4 5

Coherence/Organization:

My ideas become disorganized. 1 2 3 4 5

I struggle to write clear introductions/conclusions. 1 2 3 4 5

General Performance:

My overall writing quality declines when anxious. 1 2 3 4 5

Section 4: Contributing Factors

Rank the following factors by how much they contribute to your stress/anxiety during writing tasks (1 = Most impactful, 5 = Least impactful):

Fear of negative evaluation (e.g., grades, criticism). 1 2 3 4 5

Time pressure (e.g., deadlines, timed exams). 1 2 3 4 5

Language insecurity (e.g., doubts about vocabulary/grammar). 1 2 3 4 5

Peer comparison (e.g., feeling others write better). 1 2 3 4 5

Complexity of the writing topic. 1 2 3 4 5

Section 5: Open-Ended Responses

Describe a situation where stress/anxiety most affected your writing. What happened?

What strategies do you use to manage stress during writing tasks?

What changes (e.g., teaching methods, resources) would help reduce your anxiety?

Section 6: Additional Feedback

Do you believe your anxiety is primarily caused by:

Fear of failure Lack of confidence Time constraints

Teacher expectations Peer pressure Other:

Summary

This research investigates the detrimental impact of stress and anxiety on the quality of EFL writing among university students in Algeria. Within the multilingual landscape of Algeria (Arabic, French, English), psychological barriers present significant challenges to writing proficiency. Key stressors identified include the fear of negative evaluation, time constraints, and insecurity regarding language use. The results indicate that these influential factors contribute to an increase in grammatical errors, a decrease in lexical complexity, and a lack of coherence in texts. The study advocates for modifications in pedagogical approaches, emphasizing the importance of multilingual scaffolding, anxiety-sensitive feedback, and improved teacher training to enhance writing performance.

Keywords: Writing. Anxiety. Stress. Multilingual Education. Pedagogical Strategies

Résumé

Cette recherche examine les effets du stress et de l'anxiété sur la performance rédactionnelle des étudiants algériens apprenant l'anglais comme langue étrangère. Dans un environnement plurilingue caractérisé par la coexistence de l'arabe, du français et de l'anglais, les obstacles d'ordre psychologique constituent un frein significatif au développement des compétences scripturales. Les sources principales de tension psychologique identifiées comprennent l'appréhension face à l'évaluation défavorable, les contraintes temporelles liées aux échéances, ainsi que le sentiment d'insécurité linguistique. Les données révèlent une détérioration notable de la qualité textuelle, se manifestant par une augmentation des erreurs grammaticales, un appauvrissement du répertoire lexical et une diminution de la cohésion discursive. Cette investigation préconise l'adoption de méthodologies pédagogiques innovantes, notamment l'implémentation d'un soutien multilingue structuré, l'intégration de stratégies de rétroaction adaptées aux apprenants anxieux, ainsi qu'une refonte de la formation professorale afin d'optimiser les résultats en production écrite.

Mots-clés: Stress. Anxiété, Performance rédactionnelle, Compétences Scripturales, Anglais langue étrangère (ALE)

ملخص

تبحث هذه الدراسة في التأثير الضار للضغط النفسي والقلق على جودة الكتابة باللغة الإنجليزية كلغة أجنبية بين طلاب الجامعات في الجزائر. في ظل المشهد اللغوي المتعدد في الجزائر (العربية، الفرنسية، الإنجليزية)، تشكل الحواجز النفسية تحديات كبيرة أمام إتقان الكتابة. من بين الضغوط الرئيسية المحددة الخوف من التقييم السلبي، وضيق الوقت، وانعدام الأمان فيما يتعلق باستخدام اللغة. تشير النتائج إلى أن هذه العوامل المؤثرة تساهم في زيادة الأخطاء النحوية، وانخفاض تعقيد المفردات، وغياب الترابط في النصوص. تدعو الدراسة إلى إدخال تعديلات في الأساليب التربوية، مع التأكيد على أهمية الدعم متعدد اللغات، والتغذية الراجعة الحساسة للقلق، وتحسين تدريب المعلمين لتعزيز أداء الكتابة.

الكلمات المفتاحية

التقييم السلبي. في الأساليب التربوية. للقلق. لتعزيز أداء الكتابة. الجزائر. للضغط النفس