

## THE EFFECT OF CHATGPT ON WRITING ANXIETY AMONG EFL LEARNERS IN CENTRAL ASIA

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### **Abstract**

This article examines the issue of writing anxiety among learners of English as a Foreign Language (EFL) in Central Asia and analyzes the potential role of ChatGPT in addressing this challenge. Writing is considered one of the most complex language skills, often associated with psychological barriers such as fear of making mistakes and lack of confidence. The study explores how AI-based tools, particularly ChatGPT, can support learners in developing writing skills and reducing anxiety. The findings suggest that ChatGPT can assist learners in organizing ideas, revising texts, and improving overall writing performance. However, its use should be guided and balanced to ensure the development of independent writing abilities.

### **Keywords**

ChatGPT, writing anxiety, EFL learners, artificial intelligence, language learning, digital education, Central Asia

### **Introduction**

In the context of globalization, English has become an essential means of communication in education, science, and international collaboration. In Central Asia, the demand for learning English has significantly increased in recent years. However, along with this growing interest, learners face several challenges, particularly in developing writing skills.

Writing is a complex cognitive activity that requires the integration of grammar, vocabulary, coherence, and critical thinking. Many EFL learners experience writing anxiety, which is often caused by fear of making mistakes, limited language proficiency, and concern about evaluation. This anxiety can negatively affect learners' motivation and performance.

With the rapid development of digital technologies, artificial intelligence tools such as ChatGPT have emerged as innovative resources in education. These tools provide opportunities for learners to practice writing, receive feedback, and

improve their skills in a supportive environment. In the context of Central Asia, where access to authentic language practice may be limited, such technologies can play an important role.

The main purpose of this study is to analyze the impact of ChatGPT on writing anxiety among EFL learners and to evaluate its potential as a supportive educational tool.

#### Theoretical foundations of writing anxiety

Writing anxiety is widely recognized as a common psychological phenomenon in foreign language learning. It refers to the negative emotional response that learners experience during writing tasks, including fear, tension, and lack of confidence. High levels of anxiety can lead to avoidance of writing activities and reduced engagement in the learning process.

In the context of Central Asia, writing anxiety may be influenced by several factors, including limited exposure to the target language, insufficient practical writing experience, and sensitivity to evaluation. As a result, addressing writing anxiety is essential for improving language learning outcomes.

#### The role of ChatGPT in education

Recent advancements in artificial intelligence have introduced new tools into the educational process. ChatGPT, as a language model based on natural language processing, can generate and analyze text in response to user input.

From an educational perspective, ChatGPT can support writing development by providing examples of text organization, offering general suggestions for improvement, and assisting with revision processes. It serves as a supplementary tool that can enhance the learning experience, rather than replace the role of the teacher.

#### The impact of ChatGPT on writing anxiety

The use of digital support tools such as ChatGPT may influence learners' attitudes toward writing. By allowing learners to revise and refine their texts, ChatGPT can help reduce uncertainty in the writing process and increase confidence.

Additionally, the possibility of repeated practice enables learners to gradually improve their writing skills. This iterative process may contribute to lowering anxiety levels, as learners become more familiar with writing tasks. However, the extent of this impact may vary depending on individual learner differences and learning contexts.

#### Limitations and considerations

Despite its advantages, the use of ChatGPT has certain limitations. The responses generated by the tool may not always be fully accurate or contextually

appropriate. Therefore, learners need to develop critical thinking skills to evaluate the provided information.

Furthermore, excessive reliance on such tools may negatively affect the development of independent writing skills. For this reason, ChatGPT should be used as a supportive resource rather than a primary solution.

Academic integrity is another important consideration. Learners should use AI tools for learning and improvement, not for substituting their own work.

### Conclusion

The conducted analysis indicates that writing anxiety is a widespread and multifaceted psychological phenomenon among EFL learners, significantly affecting the effectiveness of language learning. In the context of Central Asia, limited language exposure, insufficient practical writing experience, and high sensitivity to evaluation may further intensify this issue. Therefore, the use of innovative and research-based approaches to reduce writing anxiety is of great importance.

As an AI-based tool, ChatGPT offers certain opportunities to support the writing process. It enables learners to revise, edit, and improve their texts, which may reduce uncertainty and enhance self-confidence. Moreover, it facilitates a step-by-step development of writing skills through repeated practice.

However, despite its potential benefits, ChatGPT also has limitations. Its responses are not always fully accurate or contextually appropriate, and overreliance on the tool may hinder the development of independent writing abilities. Therefore, it should be used as a supplementary resource within a guided educational framework.

Based on the findings, ChatGPT should not be considered a universal solution for eliminating writing anxiety, but rather as one of the factors that can contribute to its reduction. Its effective use requires teacher guidance, clear methodological objectives, and integration with other pedagogical approaches.

Future research should focus on empirical studies involving different age groups and educational levels to better understand the impact of ChatGPT on writing anxiety. Additionally, developing context-specific methodological guidelines may further enhance its effective implementation in the educational environment.

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