



COGNITIVE LOAD AND COPING STRATEGIES OF MULTILINGUAL ESL LEARNERS IN ACADEMIC WRITING: A QUANTITATIVE STUDY

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Abstract

This study aims to analyze how Cognitive Load and Coping Strategies influence the academic writing of multilingual ESL learners. Both play an important role in academic writing as they together shape the quality of ESL learners' writings. This research tries to combine to investigate both factors, as previous literature review mainly focuses on them separately. However, both have a significant impact on each other. This research uses quantitative methodology by surveying 200 ESL learners from the English department of Quaid-e-Awam University of Engineering, Science & Technology. This study is mainly grounded on Cognitive Load Theory (CLT) and Multilingualism. The questionnaire was developed based on the research objective and reviewed literature. The questionnaire was checked by two professors and a pilot study. The questionnaire was divided into two parts; each part contains 10 items. The first part deals with cognitive load, and the second deals with the coping strategies used by students. Data was collected through Google Forms and analyzed using SPSS software. Results indicate that the cognitive load of students writing in English is high, especially in the process of switching languages, converting L1 ideas into L2 language, concentrating and remembering language grammar and writing norms. Meanwhile, students also noted that they actively employed coping strategies to decrease the degree of mental load, particularly outlining, dividing tasks into smaller units, taking breaks, using computer-based language resources (e.g., translation apps and dictionaries), and receiving peer/teacher feedback. The research finds that although multilingualism has the potential to elevate the cognitive load of academic writing, strategic coping mechanisms can enable learners to deal with working memory constraints and enhance writing outcomes.

Keywords: *Multilingual, Cognitive Load, Academic Writing, Coping Strategies, ESL Learners*

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1. Introduction

Academic writing refers to structured words, phrases, sentences, and ideas to provide information in an effective manner, and that is why there is a difference between academic writing and general writing (Gurung, 2022). Academic writing is a field that can develop the academic literacy of students by instructing them in how to analyze scientific articles and journals (Zashikhina, 2021). Academic writing in ESL is the development of critical writing in the case of non-English language speakers, with the theories, techniques, and difficulties that the EFL students encounter (Alasbali et al., 2022). Academic writing is also a term that is used to describe academic communication within the discourse community (Condrat, 2018).

1.1. Role of Multilingualism in Academic Writing

Multilingualism refers to the ability of students to understand multiple languages (Curry and Lillis, 2024). Multilingualism in ESL academic writing enhances the critical awareness of language, making it possible to monitor metalinguistic awareness and conduct interlinguistic communication (Sun, 2023). ESL academic writing is critical to a multilingual student because it enhances cognitive processes, identity, and language proficiency to improve learning outcomes (Leung and Lewkowicz, 2024).

Multilingualism as an academic ESL writing is very advantageous in terms of cognitive and identity gain, but there are problems associated with it that include difficulties in code-switching, grammatical interference, and cognitive pressure. Bilingualism also improves the functioning of the brain, such as the executive functions and problem-solving, because of the mental activity of having to maintain two or more language systems (Babazade, 2024). Cross-linguistic interference is common among multilingual learners because their competence in their native languages may impair the acquisition of the English language. This is an additional cognitive burden of being a bi- or multilingual. This mental strain may make the learning process more complicated, but multilingual settings may also support cross-linguistic transfer, which contributes to acquiring English (Hamdalo et al., 2023).

1.2. Importance of Writing Skills for ESL Learners

Good writing skills are an academic need of every student because It enhances mastery in the subject matter and increase knowledge in a given field. In the writing aspect, learners are usually expected to employ the right strategies in order to generate written products that can be consumed in an academic way (Anyau et al., 2024). The skills of writing are hard, yet it is a crucial aspect of learning a language (Dunsmuir et al., 2015). The writing competence of ESL learners defines the performance outcomes of students in terms of education (Jabali, 2018). In the case of ESL learners, strategic writing skills are crucial because the necessary skills are to be obtained to write well. According to Anyau et al. (2024), a lack of appropriate knowledge that requires strategic writing leads to unconscious but harmful mistakes among the learners that may affect their academic performance.

1.3. Cognitive Load in ESL Writing

Cognitive load theory determines the way the information is processed in the mind when learning, offers principles on how to organize the instruction, defines the cognitive limits, and offers aids to enhance learning in academic settings (Nurjanah and Retnowati, 2024). Cognitive load theory can be applied in academic writing to fill the processing of information, working memory, long-term memory, and expertise in the learning and design of instructions (Sweller, 2024). Collaborative learning can be used in English writing to decrease cognitive load and enhance efficiency and quality in composing tasks. This corresponds to the studies of cognitive load theory regarding the second language writing (Jiang and Kalyuga, 2022).

Overloading students with cognitive load impedes their ability to learn analytical doctrine, including patterns for legal writing. Minimizing cognitive load frees up working memory to assist students in learning writing and analytical skills effectively (Enns and Smith, 2014). Cognitive load also influences the writing process by affecting pen motion patterns, making it possible to classify handwriting into mental workload categories with high accuracy (Badarna et al., 2018).

1.4. Coping Strategies in Academic Writing

Rubin (1981) categorized direct and indirect strategies with respect to language acquisition. Direct strategies (known as cognitive learning techniques) are used for learning and monitoring learning, guessing strategies, memorizing strategies, and clarification requests. Indirect strategies (metacognitive techniques) are used in the learning process and relate to planning, prioritizing, and self-management (O'Malley & Chamot, 1990).

1.5. Research Gap and Rationale

Multilingualism is recognized at a slow pace in higher education; however, there remains a knowledge gap in how ESL learners' cognitive load and coping strategies interact with each other in an academic writing context. It is highlighted that cognitive load theory and the advantages of multilingualism have been studied separately; therefore, there is still a scarcity of research on how these two areas converge in the ESL academic writing context, including how multilingual students manage working memory capacity to meet the cognitive demands of academic writing in L2, as well as the coping strategies they employ to uphold or improve writing quality.

1.6. Significance of the Study

The present study holds importance because it brings together three areas that are mostly studied separately, namely multilingualism, cognitive load, and coping strategies in ESL academic writing. Earlier studies have described how multilingualism enhances learners' cognitive skills and language awareness (Leung and Lewkowicz, 2024; Sun, 2023), while Cognitive Load Theory explains the way mental effort affects learning outcomes and performance (Sweller, 2024). But little attention has been given to the overlap between these two areas in real-world writing situations. This work is important since academic writing is directly connected with the academic performance of students and their achievement in education at the higher level (Jabali, 2018). The results can be useful to the teacher and curriculum developers to minimize the unnecessary load and positively utilize the multilingual resources to improve writing quality.

1.7. Novelty of the Study

The majority of the reviewed literature has addressed multilingualism and cognitive load independently without paying much attention to their interaction in academic writing by ESL learners. The current research is distinct in that it integrates the paradigm of Cognitive Load Theory and multilingual pedagogy to study this intersection. Through this, the research not only discussed the challenges of code-switching, grammatical interference, and translation strain but also examined coping strategies adopted by students, including making of outlines, seeking of peer feedback, and use of digital tools. Such strategies are construed as types of germane cognitive load, which demonstrates that learners are not just coping with the challenges, but they also work hard, which contributes to the development of their writing. The other aspect of novelty is the context. The research was conducted in Pakistan, which is a very diverse environment with students having to cope with Urdu, regional languages, and English simultaneously. This situation contrasts with the context of Western ESL and provides the results with the regional significance and the international applicability.

1.8. Research Objectives

1. To assess the impact of Multilingualism on the cognitive load of ESL students' academic writing.
2. To examine coping strategies employed by Multilingual ESL students in managing cognitive load.

1.9. Research Questions

1. How does multilingualism impact Cognitive load during ESL academic writing?
2. What coping strategies do multilingual ESL learners employ to manage cognitive load?

2.Literature Review

2.1. Academic Writing Challenges for ESL Learners

Academic writing is generally seen as a difficult task for ESL learners in and outside of class. ESL learners need to explore certain strategies as much as they can find through self-study and never fall into the trap of their mother tongue (Hussain, 2019). Communication is a dialogue between sender and receiver (Rahmat, 2020), but in oral communication sender and receiver transact personally, whereas in the writing mode writer talks and the readers through it. Literature document writers frequently face problems with vocabulary size and sentence structure. Academic writing difficulties can be attributed to linguistic difficulty, cognitive difficulty, and cognitive ability (Rahmat, 2019; Larenas et al., 2017)

2.2. Cognitive Overload in the Writing Process

Research reveals L2 learners often fail to take into account mental processes during the writing process because of cognitive overload, which is partially brought about by converting original ideas from home language (L1) into target language (L2) (A. F, 2018). Novice writers translated L1 to L2 compared to experienced writers, which can be a factor in the high cognitive load that writers undergo (Sasaki, 2002). The act of mentally shifting between languages may lead to excessively high cognitive load (A. F, 2018).

2.3. Cognitive Load Theory and Writing

Effective writing results from disciplined thinking so improved writing skills lead to efficient analytic skills (Garner, 2009). Cognitive Load Theory (CLT) serves theoretical framework for writing. It refers to the general set of learning principles that lead to efficient instructional environments, which exploit human cognitive learning mechanisms (Clark et al., 2006). CLT theory predicts learning outcomes considering the capabilities and limitations of human cognitive architecture (Plass et al., 2010).

2.4. Types of Cognitive Load

Therefore, three classes of cognitive load—intrinsic, extraneous, and germane—are known in the CLT framework. Examining these categories and their potential interactions may provide guidance on how to prevent issues that can hinder the writing process (Clark et al., 2006) of ESL students. Intrinsic cognitive load refers to “the exact count of interacting elements in a task that working memory must manage to represent requirements of the task successfully” (Paas et al., 2003). Extraneous cognitive load is dictated by how information is presented in terms of its design or format (Mayer & Moreno, 2003). Sweller (2010) described germane cognitive load as working memory that is needed to process intrinsic cognitive load.

1.1 Coping Mechanisms for Writing Anxiety

Santri et al. (2022) investigated how students deal with anxiety while writing in English. Students struggled with vocabulary, grammar, and topic selection because of high workload, gaps in their language proficiency, and fear of failing. The results showed that although such challenges were experienced, the anxiety of students led to the application of beneficial coping strategies, which included vocabulary checks, supportive writing activities, diary writing, and writing challenges.

1.2 Translanguaging as a Pedagogical Resource

Khan and Muhammad (2019) investigates the potential of translanguaging as a support to academic writing skills. The research examined the writings of 40 undergraduate students who were bilingual and who were studying English in order to achieve success in school. The results showed that the multilingual resources that the students possessed could be utilized by teachers as cognitive tools that they could use in formulating pedagogical strategies in teaching writing. Students used various translingual strategies in the process of writing, which proves that the possibility of using various linguistic repertoires contributed to the successful writing. The research postulated that acceptance and exploitation of the multilingual abilities of students could result in better methods of teaching.

2.5. Translingualism and Identity in Academic Writing

Translingual writing in scholarly articles is a phenomenon that is tightly connected with the concept of identity since writing in a second language is not only the ability to use proper grammar but also the ability to express oneself and the ability to belong to a certain culture (Wang, 2024; Rahman et al., 2024; Duff, 2015). Language proficiency, personal experience, educational background, and sociocultural factors influence the writer identity of a writer as they determine the positions of the writers in academic circles (Wang, 2024; Machado, 2025).

2.6. Affective Factors: Anxiety and Motivation

Cognitive load and performance in learning situations are important aspects that are influenced by anxiety, confidence, and motivation. The elevated state anxiety levels slow information processing and decision making, which demonstrates how mental resources are blocked and fail to utilize them effectively (Liu & Lourenco, 2022). However, as their confidence and motivation increase, the performance of learners becomes better since processing becomes more effective and decision thresholds become more evident.

It is also highlighted that biological mechanisms linking stress and anxiety with motivation show how coping strategies can reduce the harmful effects of anxiety, which helps students to keep better and decision making even under pressure (Klenowski et al., 2023). This shows that affective factors like anxiety, confidence, and motivation have a close connection with cognitive load and they should be considered important in the analysis of learning and writing outcomes.

Literature review shows that ESL academic writing is influenced by many overlapping factors such as linguistic challenges, cognitive load, coping strategies, and the multilingual resources that students bring with them into the classroom. However, multilingualism can provide benefits in terms of metalinguistic awareness and identity, it may also increase the pressure of writing tasks due to interference and the demand of switching between languages. In the same way, coping strategies and digital tools are shown to be supportive in reducing the mental strain of writing, but too much dependence on them can limit creativity and independent skill development. Affective factors like anxiety, confidence, and motivation are equally important because they directly shape the way students use their cognitive resources when writing in English. The literature reviewed reveal the necessity of conducting more research considering multilingualism, cognitive load, and coping strategies in combination, but not individually.

2.7. Theoretical Framework

This research is theoretically based on Cognitive Load Theory (CLT). According to Cognitive Load Theory, learners' working memory has a limited capacity and extra load can disturb learning or task performance (Sweller, 2010; Plass et al., 2010). The theory also introduces three types of loads, namely intrinsic, extraneous, and germane, which are important in understanding how students perform in writing tasks (Clark et al., 2006; Paas et al., 2003). On the other side, within this framework, multilingualism is conceptualized as a factor that influences cognitive load, rather than as a separate theoretical lens. By combining these two approaches, the study focused on examining both the challenges and coping strategies by multilingual students in academic writing.

3. Methodology

This study was carried out by using a quantitative survey approach. The survey was selected because it allowed the researcher to collect responses from a large number of students in a short time, and it also made it possible to analyze their opinions in a systematic way. In this way the study was able to focus directly on the objectives of identifying the cognitive load faced by multilingual ESL students in academic writing and the coping strategies they used to manage this load.

3.1. Participants

The participants of the study were 200 students from the English Department of Quaid-e-Awam University of Engineering, Science & Technology (QUEST), Nawabshah, Pakistan. The English Department was chosen because students in this department are directly engaged in academic writing tasks in English, which makes their experiences highly relevant to the focus of the research. It is highlighted that all the students came from multilingual backgrounds, and this made them suitable for the purpose of the study, which was to see how multilingualism is connected with cognitive load and coping strategies in academic writing.

3.2. Instruments

The tool used for data collection was a questionnaire. The questionnaire was designed on the basis of the research objectives, the principles of Cognitive Load Theory (CLT), and the findings from the literature review. It contained 20 items in total: 10 questions were related to cognitive load and 10 questions were related to coping strategies. A five-point Likert scale was used, ranging from strongly disagree to strongly agree. This type of scale was suitable because it gave the students freedom to express their opinions in different degrees rather than being limited to yes or no responses.

3.3. Procedure

The questionnaire was developed in Google Forms and shared with the students of the English Department. They were informed about the purpose of the study and asked to complete the form in their own time. It is explained that participation was voluntary and confidentiality of responses was maintained to respect ethical considerations. In this way, the data were collected in a responsible manner.

3.4. Data Analysis

The responses were organized and analyzed in SPSS software by calculating percentages for each item. The descriptive analysis was used because the purpose of the study was not to test complex hypotheses but to identify clear patterns in students' experiences of cognitive load and the coping strategies they reported using. In this way,

the data analysis provided a detailed picture of how multilingual ESL learners manage the challenges of academic writing in English.

4.Results

Table 1: Assessing Impact of Multilingualism on Cognitive Load

No.	Questions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Writing in English feels mentally overwhelming	8%	12%	18%	30%	32%
2	Managing different language rules while writing in English is challenging	6%	11%	17%	34%	32%
3	I find it hard to focus on writing tasks in English due to cognitive overload	7%	14%	20%	28%	31%
4	Switching between my Native language and English during writing affects my productivity	9%	12%	15%	29%	35%
5	I often forget important writing conventions because of cognitive strain	7%	13%	21%	30%	29%
6	Complexity in English grammar affects my ability to write effectively	8%	11%	19%	30%	32%
7	The need to translate thoughts from my native language to English impacts my writing quality	6%	10%	20%	33%	31%
8	I feel mentally exhausted after working on English writing assignments for extended periods	7%	12%	22%	29%	30%
9	Concentrating on writing in English takes more effort compared to writing in my native language	5%	13%	18%	31%	33%
10	The cognitive demands of writing in English interfere with my ability to express my ideas clearly	8%	12%	17%	30%	33%

The above data shows the impact of Multilingualism on Cognitive Load and how students feel and manage cognitive load. And how many find it difficult to manage CL, and what are their demands in terms of writing in English? 62% reported they feel overwhelmed while writing and more than half said they face problems in management and translating thoughts, and almost 59% find it hard to focus on writing tasks in English due to cognitive overload. According to data, they feel less CL while writing in their native language, but on the other hand, they feel high CL in writing in English because of the Complexity of English grammar.

Table 2: Coping Strategies of Multilingual ESL learners Managing Cognitive Load

No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	I use outlines to organize my thoughts before starting an English writing task	6%	10%	18%	31%	35%
2	I take regular breaks during writing sessions to reduce mental fatigue	5%	11%	19%	30%	35%
3	I use language tools (like translation apps or dictionaries) to help with writing in English	7%	12%	18%	28%	35%
4	I break down my writing tasks into smaller sections to manage the cognitive load	6%	10%	21%	30%	33%
5	I seek feedback from peers or teachers to improve my English writing skills	5%	11%	20%	30%	34%
6	I review my previous writing assignments to improve my current writing process	6%	13%	20%	28%	33%
7	I use visual aids or mind maps to help structure my English writing	8%	14%	22%	26%	30%
8	I set specific writing goals and deadlines to manage my writing tasks more effectively	5%	11%	20%	31%	33%
9	I practice writing regularly to build confidence and reduce cognitive load	6%	10%	17%	32%	35%
10	I use stress-relief techniques, such as deep breathing or	5%	11%	20%	30%	34%

relaxation exercises, to
manage writing anxiety

The above data highlights the coping strategies of multilingual ESL learners in managing cognitive load. 66% of students said they use outlines to organize their thoughts before starting an English writing task, 63% break down writing tasks into smaller sections, and take regular breaks during writing to reduce the cognitive load, which shows their management skills for performing writing tasks. More than half of the students mentioned that they use visual aids or mind maps and language tools (like translation apps or dictionaries) to help with writing in English, with stress-relief techniques. Overall, the data show the coping strategies used by learners in managing CL.

5. Discussion

The results of this study demonstrate that multilingual ESL learners face a considerable amount of cognitive load when they are engaged in academic writing in English. Results in Table 1 show that more than 60% of students reported feeling mentally overwhelmed during English writing tasks, and almost the same number admitted difficulties in concentrating and translating thoughts from their native language into English. This shows that writing in English is not only a matter of linguistic knowledge but also of managing mental resources, which confirms the argument of Sweller (2010) that cognitive processing demands increase when multiple tasks, such as translation and organization, are performed together. The findings emphasize that multilingualism is not only a resource, but also a burden, as it offers extra linguistic information, but also heightens the switching cost when changing linguistic systems.

5.1. Cognitive Load in ESL Writing

According to the findings, the complexity of the English grammar, the translation of the ideas, and the alternation between the native language and the English language were the most demanding factors to be considered by the students. This observation is in line with Sasaki (2002) that inexperienced writers transfer more L1 to L2 than experienced writers, thereby leading to high cognitive strain. It is pointed out that grammar, tense, prepositions, and the construction of sentences were also commonly cited as barriers by students. This validates the assertions of Rahmat (2019) who found that linguistic difficulty has been the most enduring challenge among ESL writers. This way, the current study contributes to the literature by demonstrating that despite learners being trained in English on the university level, the grammar barrier still plays its role in the cognitive load and an impact on the quality of writing. The results show that overall, one-third of the students said they felt mentally drained following assignments, which implies that the cognitive load of English writing is not short-term but cumulative, and it can directly impair writing performance.

5.2. Coping Strategies and Writing Performance

In Table 2, 66% of the students reported that they used outlines, and over 60% said that they divided tasks into smaller sections, made frequent breaks, and practiced writing to gain confidence. This proves that students do not sit idly to face their challenges but they are actively working on coping mechanisms. According to a study conducted by Anyau et al. (2024), strategic writing practices make the writing better, as they decrease the amount of mental effort needed in the process. This argument is upheld in the current research, since students who said they use outlines and organizational strategies also indicated that they felt confident about their writing as well. By doing so, coping strategies can be considered a metacognitive tool as well that assists in minimizing the extraneous cognitive load by simplifying the task environment.

It is also noted that students are extensively relying on digital tools like dictionaries, translation applications, and Grammarly. Although such tools assist in minimizing the errors instantly, they can also be addictive and will not allow learners to acquire the ability to write academic papers independently. This result provides a new dimension to the Cognitive Load Theory in ESL learning, since it demonstrates that technological assistance can be applied to both alleviate and generate cognitive load based on the degree of dependency. As an example, translation applications decrease cognitive load in the short run and have the potential to make a person more dependent in the long run, which in turn curtails language development.

5.3. The Role of Multilingualism in Cognitive Load

Among the most significant results of the study, the role of multilingualism in ESL academic writing is two-fold. Garner (2009) suggests that inter-linguistic switching is associated with a high degree of mental effort, and therefore, they cause strain and lower quality of writing. This argument is supported by the current data, with 64% of students asserting that alternate use of their native language and English impaired their productivity. Nonetheless, multilingualism was also found as an asset since some students said that it provided them with alternative means of conveying ideas and enhancing their creativity in writing. The presence of this dual role shows how Leung and Lewkowicz (2024) argue that multilingualism enhances cognitive load and helps in providing metalinguistic awareness. In this respect, the research demonstrates that multilingualism cannot be seen merely as an obstacle, but as a multi-dimensional phenomenon that needs to be taught with the help of teaching techniques that will help learners apply their multilingual resources effectively and reduce interference to a minimum.

5.4. Affective Factors and Cognitive Load

Even though the primary interest of the study was in the cognitive load and coping strategies, indirectly, the results were related to the impact of affective variables like anxiety, confidence, and motivation. Numerous students with high scores in cognitive strain also expressed stress, low self-confidence, or fear of failure, as in line with the results

of Liu and Lourenco (2022) that anxiety slows the information processing rate. Conversely, students who commented on frequent writing or peer feedback also indicated higher levels of confidence, which did not contradict the argument by Klenowski et al. (2023) that coping strategies diminish the negative impacts of stress. It is emphasized that the affective aspects are thus engaged in the interaction with the cognitive load and cannot be excluded from the study of the academic writing. This implies that the teachers not only need to focus on technical and linguistic components of writing but also the psychological support that the multilingual learners need to gain confidence and lessen anxiety.

5.5. Comparison with Previous Studies

The current findings align with Santri et al. (2022), who discovered that students address the anxiety related to writing through coping strategies that included vocabulary checks, writing in diaries, and relaxation. Likewise, the translanguaging strategies dependence in the proposed research is comparable to the research conducted by Khan and Muhammad (2019), as study stated that the recognition of the multilingual resources of students can provide better writing instruction. Nevertheless, the research also contributes to the knowledge base by demonstrating that although translanguaging may favor creativity and identity, it may also impose a further mental load on students in cases when they are not taught how to balance between the different language systems adequately. This dual influence has not been tackled in previous research and is another gap that requires more investigation.

5.6. Theoretical and Pedagogical Implications

The results of this study have significant implications for the theory and practice. On a theoretical basis, the research extends the usage of Cognitive Load Theory by demonstrating the manner in which it is applied in a multilingual writing situation, whereby intrinsic and extraneous loads are exaggerated by language switching. Meanwhile, it points out the fact that coping strategies may be regarded as germane load as they have a direct contribution to learning and skill enhancement. Pedagogically, the research proposes that educators must promote strategic coping skills like outlining, dividing tasks into manageable units, and collaborating with peers and also instruct the learners on how to utilize the digital tools in a moderate manner. As it is said, teaching interventions must lessen the superfluous extraneous load by making instructions simple, and giving clear examples, though simultaneously aid the students to convert their multilingualism into an asset and not a liability.

6. Conclusion

The results of the study showed that the management of cognitive load (CL) plays an important role in helping the multilingual ESL learners to improve their academic writing. Excessive cognitive load has a negative impact on their writing performance. This study showed the need for effective instructional approaches to improve learners' writing

skills. Collaborative learning is also a good way to distribute the cognitive load so that writers can focus on their writing more because they do not have to complete the task alone. Teaching learners specific coping strategies, such as organizing strategies, language tools to build coherence and cohesion, as well as transitional strategies, helps them to better manage their cognitive load. Educators can use these practices to reduce cognitive load when teaching writing. They can break down complex writing tasks into smaller and manageable parts, provide better instructions, and give regular feedback so that they can manage their writing more efficiently. They can better support multilingual students to overcome writing challenges and graduate with higher writing proficiency. In conclusion, this study has provided instant ways to improve ESL writing instruction and also helped ESL writers to better cope with their academic writing.

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