



AN INVESTIGATIVE STUDY ON THE TYPES AND CAUSES OF ESL WRITING ANXIETY: A CASE STUDY OF LEARNERS FROM A CHINESE INDEPENDENT MIDDLE SCHOOL

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Abstract:

Feelings of fear, anxiety, and worry make the learning of ESL / EFL difficult as learners' focus is being interrupted. Writing; whether in first or second language, is considered a difficult process. The arousal of negative psychological experience in a second/foreign language writing is known as foreign language writing anxiety. As such, the underlying causes of ESL / EFL anxiety need to be understood to ensure a smooth language writing process for ESL / EFL learners. This study aims to investigate the level, types, and causes of writing anxiety among the students in a Chinese Independent Middle School. A convenience sample total of 30 Chinese Independent Middle School students were purposely chosen to participate in this study. This research adopted two survey questionnaires; Second Language Writing Anxiety Inventory (SLWAI) by Cheng (2004) and Causes of Writing Anxiety Inventory (CWAI) by Rezaeia & Jafari (2014). The findings revealed that these students experience a high level of cognitive anxiety, moderate level of somatic anxiety, and low level of avoidance behaviour. It is discovered that the level of writing anxiety being experienced by the students is at the level of moderate to high anxiety. Meanwhile, in terms of the causal factor for writing anxiety, the results reported high means scores for each causal of writing anxiety theme are 'afraid of writing tests' for negative writing experience theme, 'feel worried to write under time constraints' for negative writing attitude theme and 'often encounter some linguistic problems' for limit writing knowledge and skill theme. The researcher proposed some strategies that could be used in reducing ESL writing anxiety which are: process writing approach, affective strategies, positive error correction, and vocabulary knowledge enhancement.

Keywords: writing anxiety, learners, types, causes, strategies

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1. Introduction

Anxiety may cause individuals to feel uneasy, frustrated, doubting oneself, tensed. According to linguistics studies, anxiety has a significant influence on foreign language learning mastery and poses a great challenge to language teaching (Negari & Rezaabadi, 2012).

Language anxiety is present within individuals but is often concealed by the learners. Based on the recent research by Cantina (2017), the presence of language anxiety can lead to deterioration in language learner's performance. It can also inhibit the language learning process. Language anxiety leads to the manifestation of other psychological insecurities such as being afraid of failure, concern in the thoughts of others, avoidance of language task, the worry of making careless mistakes.

In the present research study, the researcher seeks to: (1) identify the level and types of ESL writing anxiety among Chinese Independent Middle School students; (2) investigate the influence of ESL writing anxiety level on Chinese Independent Middle School student's writing task performance; (3) investigate the underlying causes of ESL writing anxiety among Chinese Independent Middle School students. The study is done to answer the following questions;

RQ 1: What are the types of ESL writing anxiety experienced among Chinese Independent Middle School students?

RQ 2: What is the level of ESL writing anxiety experienced among Chinese Independent Middle School students?

RQ3: What are the main causes of ESL writing anxiety among Chinese Independent School Middle students?

2. Literature Review

2.1 The Influences of Writing Anxiety on Writing Ability

According to the research study of MacIntyre (1995), anxiety can affect second language assessments. In other words, anxiety can impair the quality of individual's performance in writing task. This is due to the interaction between worries in task-irrelevant information and negative cognitive self-concern which interrupts the individual's cognitive systems from being able to process the relevant information. The relation between anxiety, cognition & behavior is described to have a cyclical influence among each other (see Figure 2). Therefore, highly anxious individuals are more likely to have divided attention in processing the information as compared to non-anxious individuals. Given the explanation by MacIntyre (1995), the negative effect of anxiety arousal could only worsen when the demand of the cognitive processing systems further exceeds individual ability which in turn leads to impairment of task performance. Thus, those who do not experience anxiety will be able to perform on task more effectively as their cognitive thought processes are not distracted which allows them to process information more quickly.

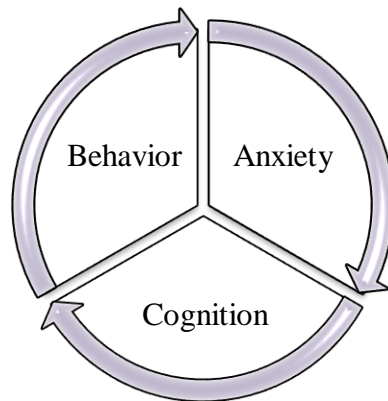


Figure 2: Cyclical Relation Between Anxiety, Cognition & Behaviour

In contrast, there is a possibility that anxiety could also stimulate improvement in task performance as individuals will give in to the cognitively demanding task by increasing effort. However, whether anxiety facilitates or impairs performance is solely dependent on the degree in which the experiencing anxiety individual's willingness to enhance their efforts to make up for the reduced/interrupted cognitive process to improve on their task performing effectiveness. In other words, the arousal of anxiety affects the level of effort being invested by the subject and the ability to produce quality task performance. Thus, in-depth research needs to be done as suggested by the theorist to determine the relationship between anxiety and task performance ability, which serves to be facilitative or debilitating (see Figure 3).

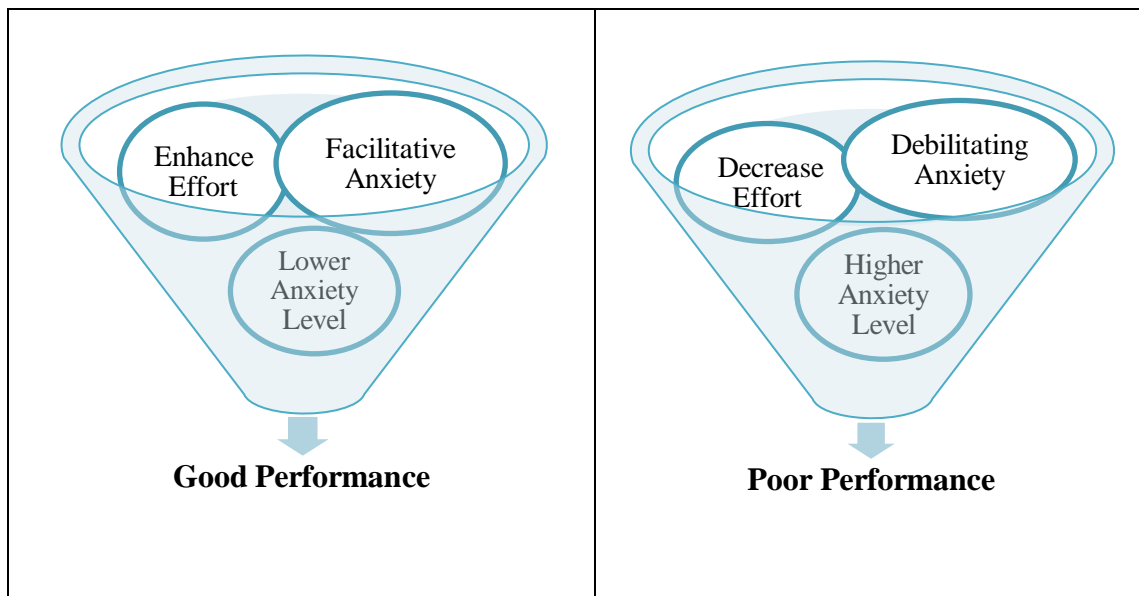


Figure 3: Relation between anxiety & performance

2.2 The Relationship Between Levels of Anxiety and Writing Ability

Writing anxiety appears to influence an individual's tendency to approach writing which in turn affects one's satisfaction towards writing-oriented tasks. According to the pioneering researcher of writing anxiety Daly & Miller (2012), writing assignments are unrewarding for highly anxious writers, and this consequently lead them to shy away from it.

These writers would tend to experience more than the average level of writing anxiety as they fear writing evaluation. Thus, the experience of writing anxiety will be reflected in their writing behavior, writing attitude, and writing pieces. Daly & Miller's (2012) found that the written works presented by the highly anxious writer are rather shorter and in lower quality which results in significantly low written assessment scores. The outcome of low writing scores could be explained in two bidirectional relationships between writing anxiety and performance (Daly & Miller, 2012). The first explanation states that highly anxious writers could be strongly affected by their negative stressors and this interrupts their development of essay writing ideas. This will then result in lesser supporting detail expansion in their written products (Faigley, Daly & Witte, 2001). The second explanation is related to individual writing ability, due to poor command on language structure usage and writing skills conventions; thus, causing the writer to feel highly anxious when given composition tasks as they do not possess strong knowledge and skills of writing. The written products of highly anxious writers are often being evaluated negatively by classroom teachers for they lack of fluency and maturity (Faigley, Daly & Witte, 2001). However, there is still no clear answer to whether writing anxiety or poor writing skills or both interactively provoke a rise in anxiety levels.

On the other hand, writers with low anxiety would generally perform better in writing skills compared to writers with high anxiety which in-turn allow them to perform better in written compositions and achieve higher test scores. Low anxiety writers are effective in encoding messages which leads them to have confidence in writing and satisfaction in writing (Daly & Miller, 2012). While low anxiety writers frequently feel the joy of writing, highly anxious writers would tend to avoid themselves from writing tasks and this reduces their opportunity to practice and receive constructive feedback for the betterment of their writing skills for future success (Daly, 2016). It is proposed by the researcher on the need for differential instructional methods and materials to support highly anxious writers to gradually improve their writing skill performance and self-confidence (Faigley, Daly & Witte, 2001).

2.3 The Relationship Between Types of Writing Anxiety and Writing Ability

In the studies of Cheng (2004), have significantly identified the co-relationship between low self-confidence in language ability and language skills anxiety. The success and failure in performing a particular language skill might result in varying social-emotional responses and expectations towards the skill task. The researcher highlighted three common factors in which second language writers may experience: (1) low self-esteem in writing (2) negative influence towards writing activity (3) fear of evaluation. These three

factors have been included in the structure of the Second Language Writing Anxiety Inventory (SLWAI) that is divided into three subscales: Somatic Anxiety-physical arousal, Cognitive Anxiety-perceptions arousal, and Avoidance Behaviour-Withdrawal response. These three subscales correspond to Cheng (2004) theory of anxiety. According to the theory, describes that learners' self-belief of their English writing capabilities serves to be a sole predictor of the level of anxiety arousal. In the context of ESL writing, low self-confidence in language skills plays a strong role in influencing the rating scores of second language writing anxiety. ESL writers might tend to underestimate their ability to accomplish their writing tasks. These writers often have negative insecurities which cause them to be unable to cope with their writing anxiety levels which leads them to be less effective and disengage themselves from any future writing activities, which further impair their language skills development progress, making themselves more vulnerable to experience writing anxiety. As for those writers who have stronger self-belief that they are capable to accomplish their writing task with little or no reason to fear will not avoid or hesitate to outperform themselves and improve on their skills. Conclusion, the pedagogically, there is a possible link low self-confidence and anxiety and suggests creating a non-threatening learning environment along with supportive instructional guidance to support writers to enhance skills and self-confidence.

2.4 The Relationship Between Causes of Writing Anxiety and Writing Ability

Younas et al. (2014) study have identified several causal factors that could affect the outcome of writing using a foreign language. The causal factors which contribute to the arousal of writing anxiety include (1) fear of negative evaluation; (2) insufficient writing technique practice; (3) poor linguistic knowledge (4) lack of topical knowledge (5) pressure for perfection (6) time limitation (7) lacking self-confidence.

Fear of evaluation can have a contradicting effect on a student writer's decision on whether he or she will perform. A student writer often feels anxious when known that their writing will be evaluated by their teachers or peers this is because negative evaluations could result in the feeling of embarrassment, as some teachers may criticize their poor writing skills in front of other students, becoming a mockery of the class for producing a poor model composition. Therefore, to prevent such incident to occur anxious student writers may unconsciously pressure themselves to produce a perfect composition or feel ashamed to write. Hence, students may also feel anxious to write under conditions which highly demand linguistic capabilities of the foreign language. The frustration of not having insufficient literacy knowledge and writing skills practice may result in frequent writing conventions. Therefore, having sufficient literacy writing practice and knowledge of writing technique application enables to suppress the level of anxiety experienced by the student writers. Exam-oriented settings may raise the feeling of anxiety among student writers are being assessed under time pressure. Despite that, the anxiety level will persist exhilarate when they are being assessed on essay composition topics which they are lacking of knowledge during the exam. Furthermore, having heavy loads of writing assignments can also cause anxiety among student writers

as they feel they can't accomplish all of them when they are being pressurized to complete them within a short time frame.

In conclusion, based on the anxiety-provoking factors derived from the study, Younas et al. (2014) concluded that student writers will start to feel more anxious if they are over polluted by the issues that they may encounter within the writing activities, this directly hampers the student writer's self-confidence which might be the contributing cause of second language writing anxiety.

3. Material and Methods

This quantitative is carried out for a period of two months in a selected independent middle school situated in a state in Malaysia. 30 students were conveniently selected as samples to participate in the study. The sample were Junior 2 level students' and they have had experience in English writing which they gained during their studies during Junior level 1 & 2. Two instruments were used for this study;

3.1 The Second Language Writing Anxiety Inventory (SLWAI)

SLWAI is a 22-item instrument developed by (Cheng, 2004) as a means to measure the degree of anxiety feeling in second language writing among student writers (see appendix B). This instrument (table 1) has been assessed and proven to have high reliability and validity in correlation and factor analysis, with a Cronbach's Alpha range of 0.89. (Cheng, 2004) The questionnaire is divided into 3 categories of anxiety types which includes Cognitive Anxiety (Question No.8,9,10,11,12,13,14,15), Somatic Anxiety (Question No.16,17,18,19,20,21,22), and Avoidance Behaviour (Question No.23,24,25,26,27,28,29). The response format of this questionnaire follows a 5-point Likert scoring scale ranging from 1 (strongly disagree), 2 (disagree), 3 (neither agree nor disagree), 4 (agree), and 5 (strongly agree); A reverse scoring* is needed of 7 negative worded items (8,10,13,15,23,28,29) before summing up the total score. The total scoring of 65 points above shows a high level of writing anxiety, below 50 points score shows a low level of writing anxiety, in-between scores show a moderate level of writing anxiety.

3.2 Causes of Writing Anxiety Inventory (CWAI)

Causes of Writing Anxiety Inventory (CWAI) (see appendix B) is a 10-item questionnaire adapted from (Rezaeia & Jafari, 2014) as a basis to analyze the causes of writing anxiety consisting fear of teacher's negative comment, problems with the topic choice, fear of writing tests, insufficient writing practice, pressure for perfect work, linguistic difficulties, time pressure, high frequency of writing assignments, insufficient writing technique, and low self-confidence in writing.

4. Results and Discussion

4.1 Types of ESL Writing Anxiety

RQ 1: What are the types of ESL writing anxiety experienced among Chinese Independent Middle School students?

To answer the RQ1 above, data is taken from survey questionnaire SLWAI

4.2 Findings from Survey Questionnaire SLWAI

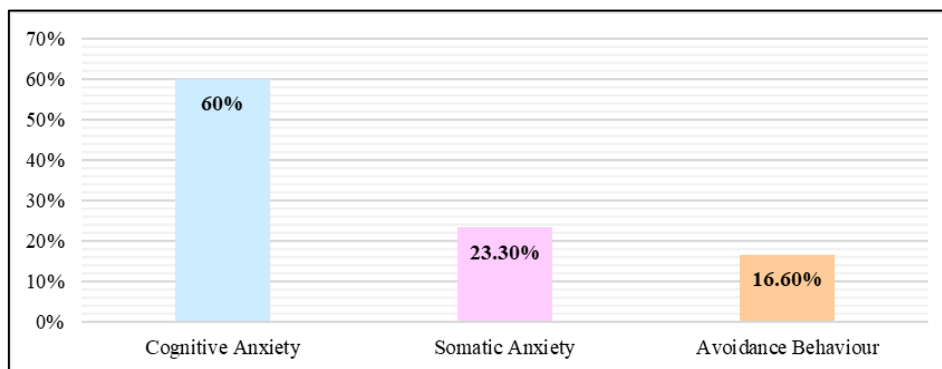


Figure 4: Percentage for types of Writing Anxiety

Figure 4 shows the percentage for types of writing anxiety. Based on the percentages, it is known that cognitive anxiety (60%) was the highest type of writing anxiety experienced by the Junior two Chinese Independent students. The second common type of writing anxiety being experienced among them was of (23.3%) Somatic Anxiety. The least type of writing anxiety experienced was Avoidance behavior (16.6%).

4.2.1 Mean for Cognitive Anxiety

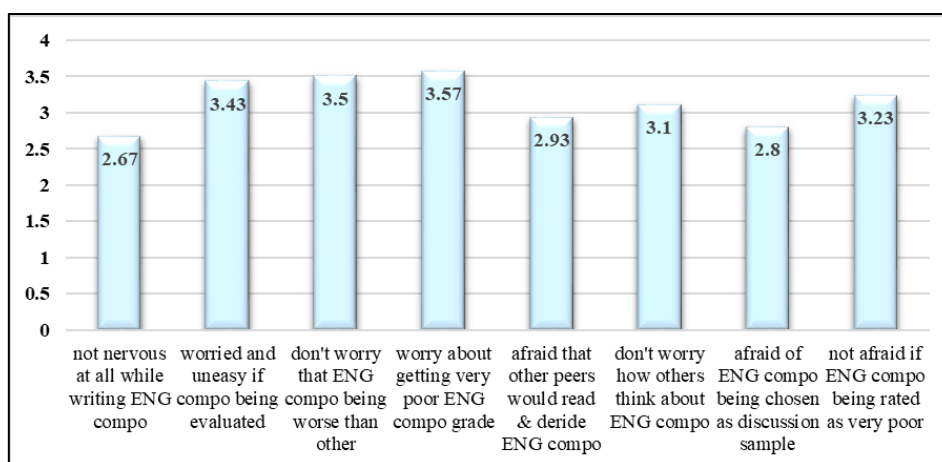


Figure 5: Mean for Cognitive Anxiety

According to Cheng (2004), Cognitive Anxiety is known to be the mental aspect of anxiety experience, whereby writers are preoccupied with negative thoughts about the performance and being considerate about other's impressions of their written work. Figure 5 presents the mean score for CA for the Chinese Independent Junior 2 student participants in this current study. The highest mean score is 3.57 for the statement 'worry about getting poor English composition grade', followed by to reverse scoring statement of 'don't worry that English compositions being worse than others' with mean score 3.5 and next with statement 'worried and uneasy if compositions being evaluated' 3.43.

4.2.2 Mean for Somatic Anxiety

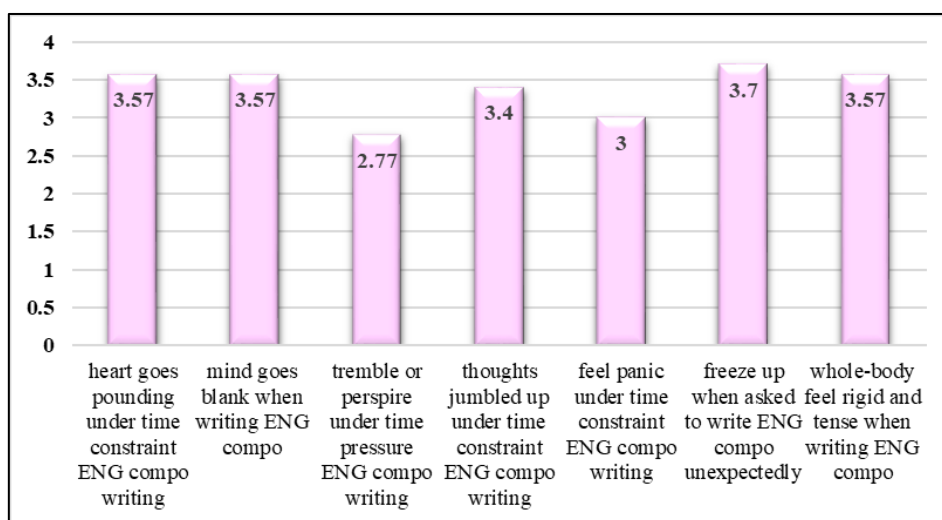


Figure 6: Mean for Somatic Anxiety

Cheng (2004) reveals that Somatic Anxiety is said to be the physical symptoms manifested from the writing experience, which elevates the state of anxiety feelings, and tension. Figure 6 presents the mean findings for SA across the Chinese Independent Junior 2 student participants, the highest mean score is for statement freeze up when asked to write English compositions unexpectedly 3.7, next is followed by the even mean score of 3.57 for 3 statements which are ' heart goes pounding under time constraint English composition writing', ' mind goes blank when writing English composition writing' and ' whole-body feels rigid and tense when writing English compositions.

4.2.3 Mean for Avoidance Behaviour

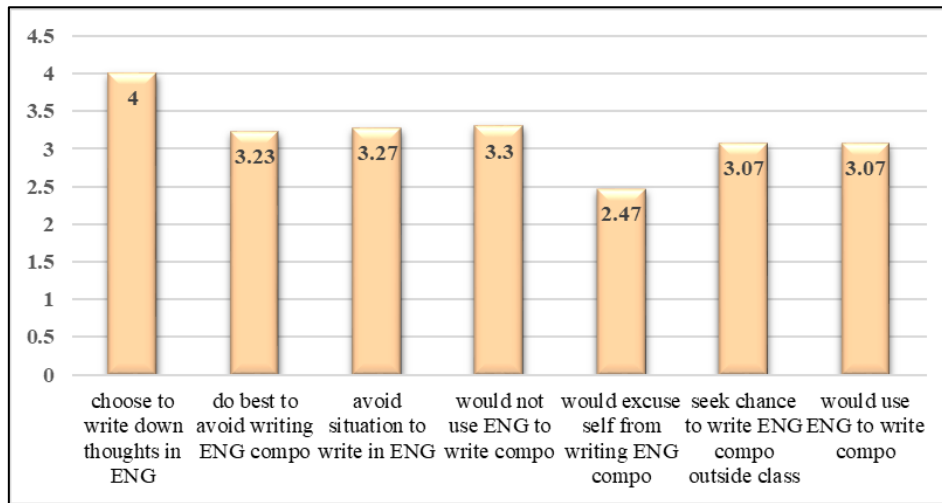


Figure 7: Mean for Avoidance Behaviour

Cheng (2004) reports that Avoidance Behaviour refers to a student's preventive and avoidance reaction towards any writing activity related to second or foreign language. Figure 7 shows the mean findings for AB across the Chinese Independent Junior 2 student participants, the highest mean score of 4 is for reverse scoring statement of disagreeing for 'choose to write down thoughts in English', followed by mean score 3.27 for the statement 'avoid situations to write in English' and mean score 3.23 for the statement 'do best to avoid writing English compositions'.

4.2.4 Level of ESL Writing Anxiety

RQ 2: What is the level of ESL writing anxiety experienced among Chinese Independent Middle School students?

To answer the RQ2 above, data is taken from survey questionnaire (SLWAI)

4.2.5 Findings from Survey Questionnaire (SLWAI) for Level of Writing Anxiety

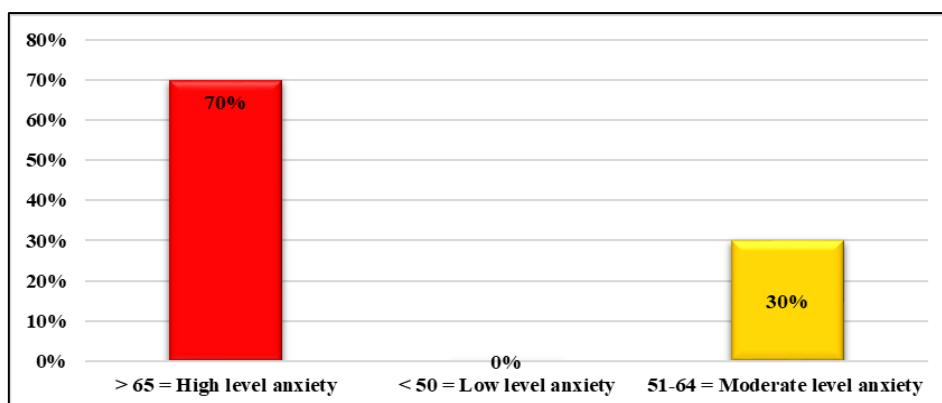


Figure 8: Percentage for Level of Writing Anxiety

Figure 8 shows the percentage of the anxiety level of the ESL Writing Anxiety (EWA) Questionnaire (Appendix B – Section B). It can be seen that a moderate to a high level of ESL writing anxiety being experienced among the Chinese Independent Junior 2 students. A total percentage of 70% of students experience a high level of writing anxiety (> 65 = High-level anxiety), 30% of students experience a moderate level of writing anxiety (51-64 = Moderate level anxiety).

4.2.6 Causes of ESL Writing Anxiety

RQ 3: What are the main causes of ESL writing anxiety among Chinese Independent School Middle students?

To answer the RQ3 above, data is taken from survey questionnaire (CWAI).

4.3 Findings from Survey Questionnaire (CWAI) for Causes of Writing Anxiety

4.3.1 Mean for Negative Writing Experience

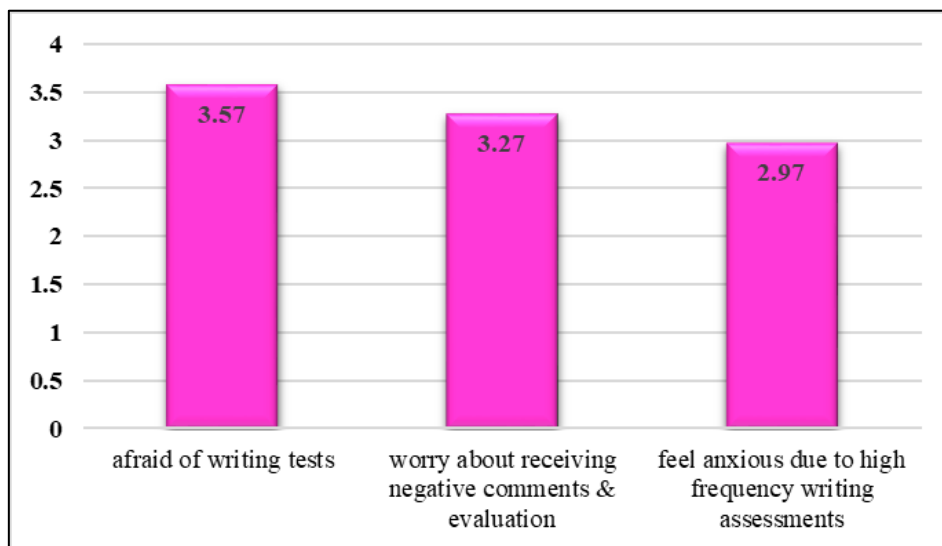


Figure 9: Mean for Negative Writing Experience

Figure 9 presents the mean for causal factual 1 of writing anxiety: Negative Writing Experience. The highest mean is for the situation which evokes writing anxiety is 'afraid of writing test' (3.57), followed by situations 'worry about receiving negative comments & evaluation' (3.27). This is similar to the study of Zhang (2019), which also found that 87% of 2nd-year student's reveal was found to be afraid of writing tests.

4.3.2 Mean for Negative Writing Attitude

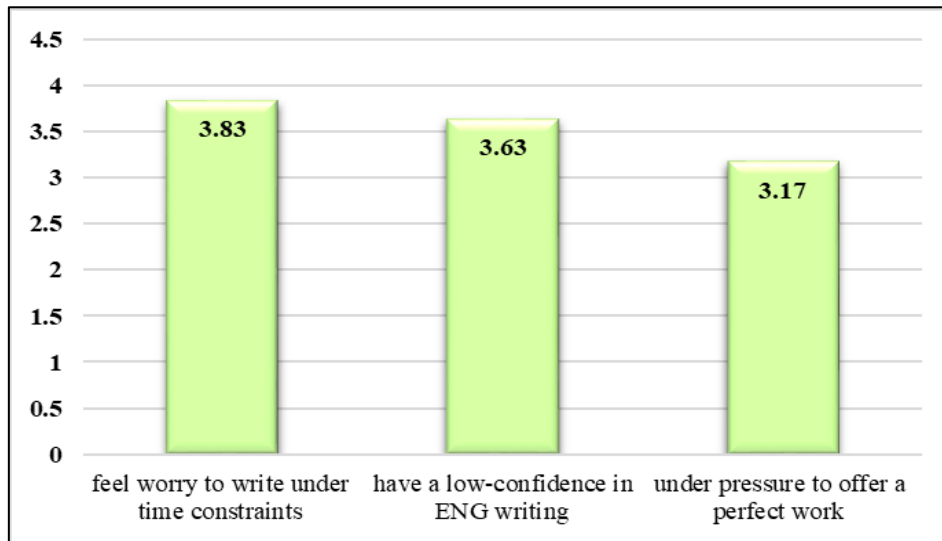


Figure 10: Mean for Negative Writing Attitude

Figure 10 reports the mean for writing anxiety causal factor 2: Negative Writing Attitude. The highest mean for negative writing attitude situation which causes the feeling of anxiety is the statement 'feel worried to write under time constraints' (3.83), secondly is the mean for statement 'low-confidence in English writing' (3.63) and a low mean of 3.17 for the statement 'under pressure to offer a perfect work'. This is also agreed by Rezaei and Jafari (2014), who identified that time pressure as one of the main causes of Writing in English for EFL students, as more time is needed second or foreign language writing.

4.3.3 Mean for Limited Writing Knowledge and Skills

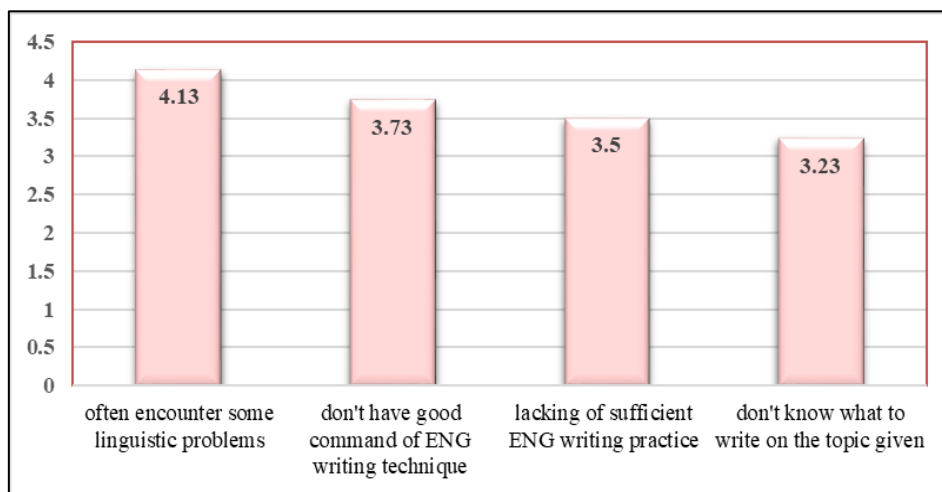


Figure 11: Mean for limited Writing Knowledge and Skills

The mean for limited writing knowledge and skills is shown in figure 11, the statement 'often encountered some linguistic problems' has the highest mean score of 4.13. Next, it seems that the statement 'don't have a good command of English writing technique' with mean 3.73 and is also followed by mean 3.5 for the statement 'lacking of sufficient English writing practice'. This finding is consistent with Younas et al (2014) which research results that 82% of the respondents strongly agreed that the greatest cause of writing anxiety is linguistic difficulties while writing in English and 62% of the respondents are also agreed that insufficient writing techniques are the second contributing cause for writing anxiety.

5. Conclusion

5.1 Summary of Findings

A. Types of writing anxiety

This study found that cognitive anxiety is the highest type of writing anxiety experienced writing among Chinese Independent school student writers which then is followed by moderate level somatic anxiety and low-level avoidance behavior. This finding is consistent with the previous research of El Shimi (2017) which cognitive anxiety is the highest common type of writing anxiety followed by somatic anxiety and avoidance behavior. The cause for high-level cognitive anxiety has resulted from linguistic problems, fear of assessment, and evaluation. Being overly concerned about how teachers and peers perceive about their writings will eventually further distanced themselves from doing the written tasks assigned. In agreement with the findings above, the research of Kusumaningputri et al. (2018), describes that cognitive anxiety can be a great interference to student writers during the process of writing. When student writers are pressure themselves to produce good writing without linguistic and content-based errors, distorted thoughts such as fear of failure in writing, self-deprecation, and avoidance of writing task would start crowding the mind which arouses their anxiety. It is advised student writers who experience cognitive anxiety to exercise positive thought management to reduce their anxiety feeling.

As for the second-most experienced somatic writing anxiety type, it is reflected on the increase of unpleasant physiological effect due stress and nervousness, this affects the brainstorming of writing ideas which bring to experience frequent writers' blocks and language structure complications when they writing English essays. This confirmed the study conducted by Masriani et al. (2018) that students with high anxiety experienced writing anxiety affected by their physics, this is affected by their inability to organize information and create new ideas. At last avoidance behavior is the least experienced type of writing anxiety. Avoidance behavior concerns with the behavioral reactions of student writers to avoid taking a specific language writing course. At last, avoidance behavior became the least type of writing anxiety. Avoidance behavior deals with the behavioral aspect of the students. The behavior was often in the form of avoiding taking a writing course. The rationale for writing avoidance is consistent with Rahim, Jagathan,

& Mahasi (2016) study concluded that due to the low competencies of writing which writing weakness is found in grammar, word choice, and sentence construction. The low confidence towards a language has led to an inhibition among student writers which lowers their interest in ESL writing. As a result, they would have possible means to avoid most English writing situations despite the years of ESL learning, they still face the complication in structuring a proper English essay.

B. Level of writing anxiety and writing performance

As for the findings with regards on the influence of writing anxiety levels on writing performance is parallel with Daud et al. (2005) study relating writing anxiety and performance to the deficit theory, which reveals that poor-performing student writers suffer higher anxiety level due to insufficient writing skills has resulted to failure or frequent errors in English language paragraph writing structure. Furthermore, the investigative study of Jennifer & Ponniah (2017) also supports the findings with the extended elaboration that the high writing anxiety levels being experienced by the student writers have debilitating effect as disruption of lowered self-belief and negative psychological thoughts towards language writing has obstructed the cognitive process of student writer the prevents them confidently practicing their writing knowledge. According to the literature of Negari & Rezaabadi (2012), debilitating anxiety may cause learners to develop an avoidance behavior to skip a learning task which they find rather unpleasant, which explains the reaction of student writers to feel demotivated towards ESL writing task. Krashen (1982) explains that low personal anxiety and low writing anxiety environment proves to be beneficial for second language skills learning. It is emphasized to provide a conducive learning environment to support effective second language learning.

C. Causes of writing anxiety

It is believed by Krashen (1982), that anxiety as an affective variable that mostly affects second language learning performance. There are varying causal factors which trigger the students' writers to have the feeling of uneasiness and find English writing complicated, which proved to be a serious obstacle for student writers to master their writing skill. In this research study, it is discovered that the causal factor for writing anxiety is consistent with Alfiansyah et al. (2017) research findings which fear of negative evaluation, time pressure, and linguistic difficulty proved to be the main contributing causes for student writer's writing anxiety.

- a. Fear of negative comments and evaluation: The fear of negative comments and evaluation would resort to aimless writing. (Rezaei and Jafari, 2014) As student writers knowing that their written essays would be judged based on the use of their language skills to express ideas, create persuasive arguments and make creative use of vocabulary, this condition creates more anxiety feeling among student writers which affect the quality of writing.

- b. Time pressure: Writing is a productive activity that could be affected by time pressure, as it engages the feeling of anxiousness more than usual. Hence, when student writers are to produce their writing under an assessment context further aggravates their fear, they will start to experience mind blank syndrome and panicking feeling. (Zhang, 2019) These are signs of the appearance of anxiety when the time given was not enough for them to complete the writing task which raises the chance for student writers to commit more writing mistakes resulting in poor writing performance (Alfiansyah et al., 2017).
- c. Linguistic difficulty: Linguistic difficulties are a common problem often faced by foreign or second language writing. According to Zhang (2011), language difficulties would affect the student writer's attitude become unwillingly to write in English or find it hard to produce ESL/EFL writings, this is because of the complications faced in applying the grammar rule according to in various clauses and finding the suitable word choices to express their ideas (Alfiansyah et al., 2017). Thus, this had led the student writers to perceive that English writing task is not in their favor, also to have a belief it is difficult to express their thoughts with the linguistic difficulty of language which they are not proficient.

5.2 Pedagogical implications

Based on the findings of the descriptive analysis of the causal factors of writing anxiety, it is proposed of 4 classified strategies which the writing educator could apply in helping student writers to cope with their writing anxiety and lighten its effects on writing performance. The classified 4 strategies are elaborated according to the following:

- a. Process writing approach: The process writing approach is an effective alleviating strategy that concentrates on progressive steps of creating the writing which involves the action of planning, editing, drafting, and getting feedback. Writing Educators can train student writers on how to structure their essay by outlining the ideas before writing, then have students have group discussions on brainstorming ideas for the writing topic and receive improvement feedbacks for editing which could help student writers who are lacking in cognitive writing competency. (Qashoa, 2014, Holmes, 2001) Through engaging student writers with such an approach could help direct student writers to have the foundation skills of composition writing and support them to develop self-regulatory ability (Qashoa, 2014, Brown, 2001).
- b. Affective strategies: It important for writing educators to set a conducive and less fear-inducing writing class. Writing educators can practice relaxation exercises, set achievable writing goals, and provide supportive guidance to help instill self-confidence in writing among student writers. (Qashoa, 2014)
- c. Positive error correction: Changing the student writers' negative perception towards making writing mistakes by writing educators is crucial as it serves as encouragement to student writers to face their mistakes with a positive learning attitude as it path which students writers have to overcome because continuous

learning from their writing mistakes will gradually improve the student writer's knowledge and mastery skills for creative writing (Qashoa, 2014, Pajares & Johnson, 1994). Writing educators could also take initiative to create a learning corner together with students where they could review common mistakes made in writing and include remedial guidelines, this way would gradually reduce anxiety feeling and linguistic difficulty.

- d. Vocabulary knowledge enhancement: To help student writers to breakthrough their English language writing difficulty, writing educators could introduce or direct student writer to good reading references to enhance their vocabulary bank, understand how to make use of English to create a variety of sentence expressions and discover their style of writing.

5.3 Suggestion for Future Research

Due to time constraints and COVID -19 pandemic outbreak in Malaysia, the study was conducted only in a small size sample, which could only be obtained from one Chinese Independent Junior Two Level Class students. Therefore, the findings cannot be generalized to all the Junior 2 level students of the Chinese Independent School. Besides, to improve the generalizability for future studies, a larger Junior level student sample size to be obtained from the Chinese Independent School. Further research could be conducted to investigate the relationship between self-efficacy belief, writing anxiety, and writing performance. Furthermore, teacher perception towards overcoming writing anxiety would recommend understanding the measure being taken to help reduce ESL writing anxiety.

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