



**Write Right:**

# **Reducing the Writing Anxiety of University EFL Students**

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# Presentation Outline

- Background of the Study
- Research Questions
- Research Method
- Findings
- Recommendations

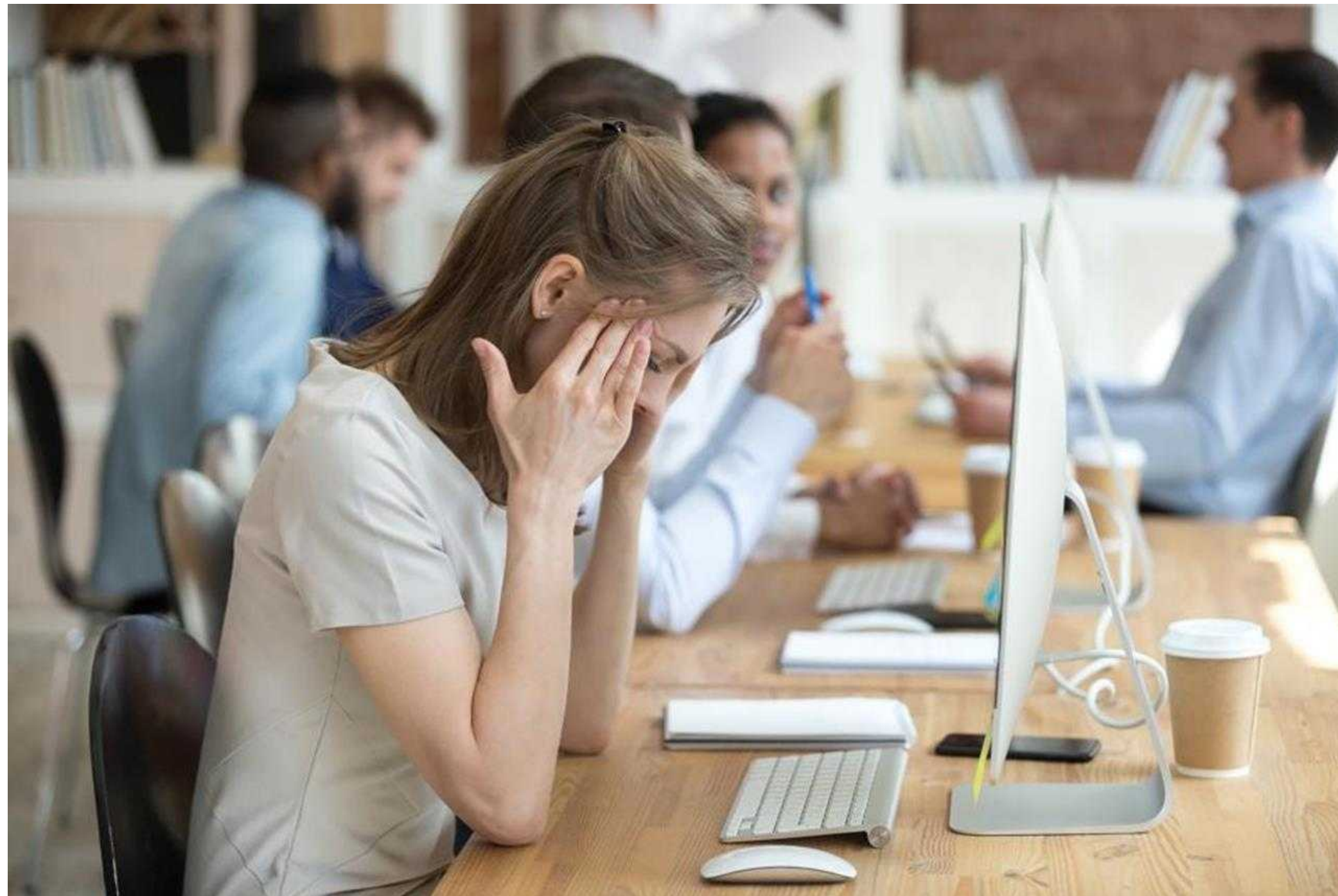


## PRE-PANDEMIC SCENARIO:

In your EFL classroom,  
when you mention **WRITING** or any writing tasks  
to your students, how do they react?

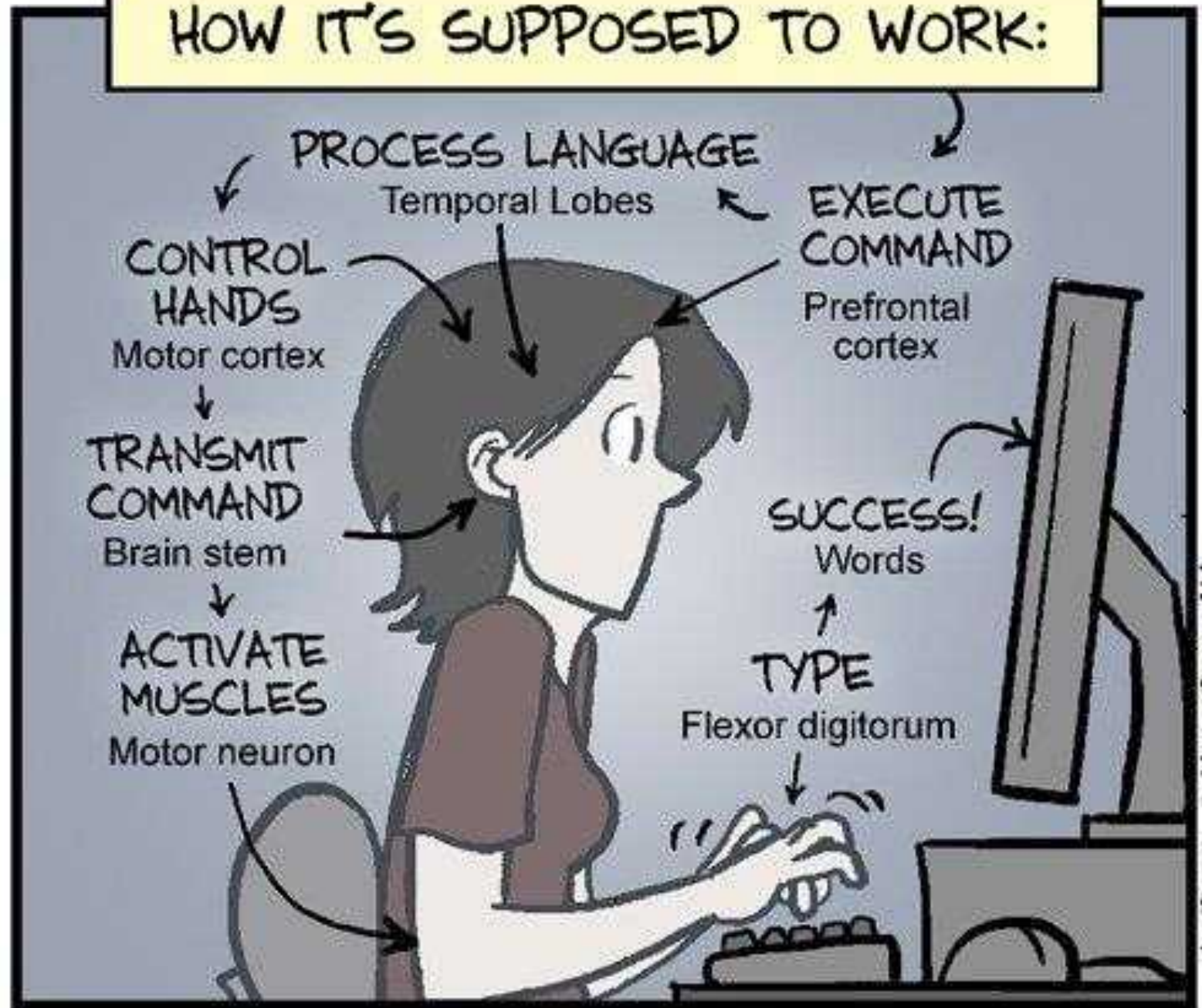


# Writing Anxiety during the Pandemic



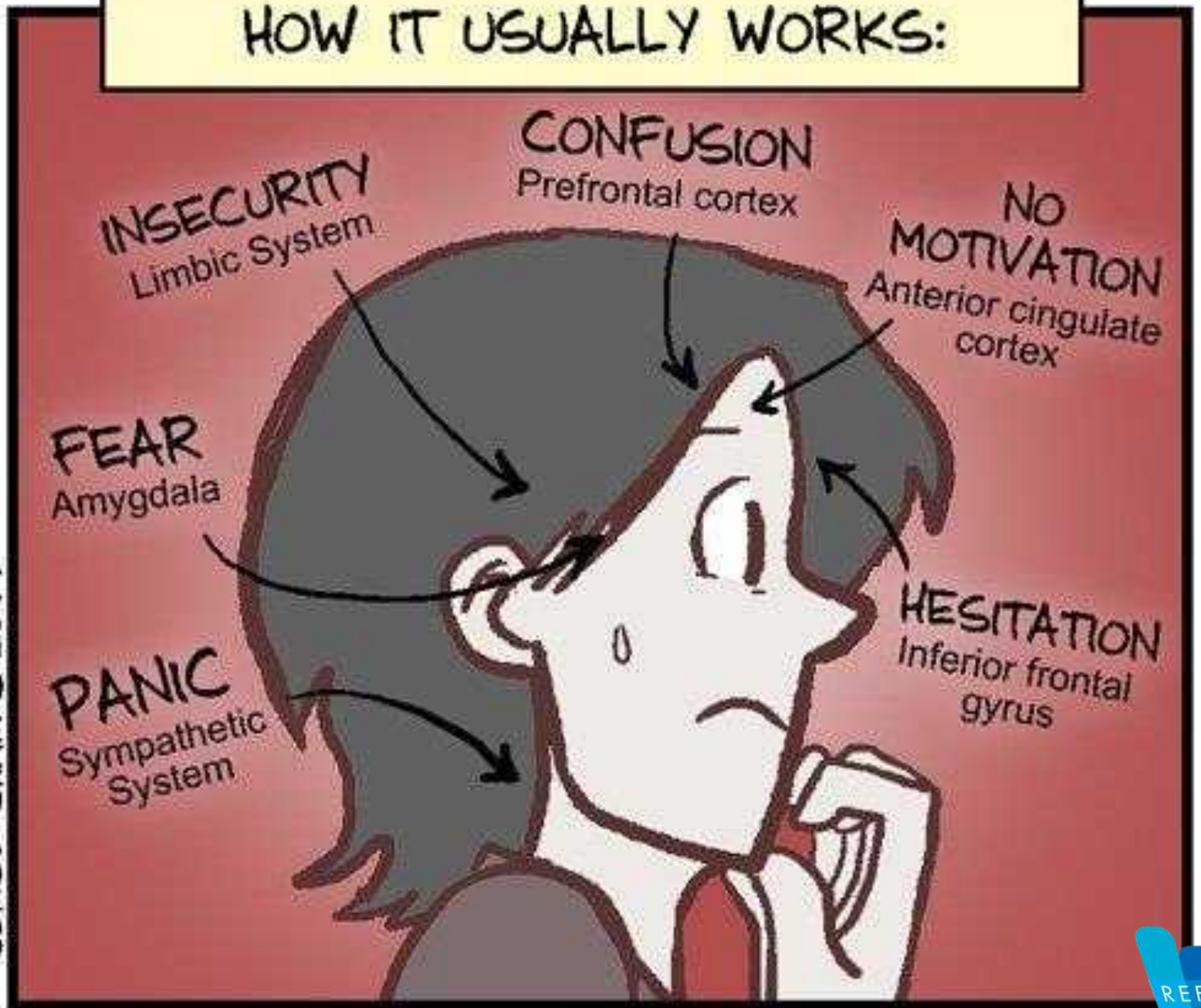
# THE NEUROBIOLOGY OF WRITING

HOW IT'S SUPPOSED TO WORK:



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HOW IT USUALLY WORKS:



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“Though it is generally agreed that FL anxiety exists in various aspects of second/foreign language (SL/FL) learning such as listening, reading, speaking and writing **only speaking anxiety has been predominantly researched**, while anxiety concerned with reading, listening and writing has not been adequately investigated” (Liu & Ni, 2015, p. 47).



Second language classroom anxiety is a more general type of anxiety about learning a second language with a strong speaking anxiety element, whereas second language writing anxiety is a language-skill-specific anxiety. (Cheng et. al., 2008)

# Research Questions

- What are the types and causes of writing anxiety among university EFL students during Covid-19?
- Is there a significant difference between the writing anxiety of the respondents according to gender, degree program, or nationality?
- How can writing anxiety be reduced to make L2 writers more confident even during uncertain times?



# Research Methods

Participants: 131 IFTM Year 2 students of ENGL212 in the 2<sup>nd</sup> Sem of 2020-2021

Tool:

- Second Language Writing Anxiety Inventory (Cheng, 2004)
- Causes of Second Language Writing Anxiety Inventory (Rezaei & Jafari, 2014)

Platform: Qualtrics

## **Second Language Writing Anxiety Inventory (Cheng, 2004)**

- 1. Cognitive Anxiety** - dysfunctional or mal-adaptive cognitions manifesting in the form of worry/fear (8 items)
- 2. Somatic Anxiety** - physiological responses characterized by increases in heart rate, perspiration, muscle tensions, etc., (7 items) and
- 3. Avoidance Behavior** - flight responses and avoidance behaviors (7 items)

# Findings

**Table 1: T-Test for L2 Writing Anxiety of the Respondents according to Gender (N=131)**

**Group Statistics**

	Gender	N	Mean	Std. Deviation	Std. Error Mean
mean_con	Male	36	3.02431	.286324	.047721
	Female	96	3.08724	.319395	.032598
mean_som	Male	36	3.00397	.695245	.115874
	Female	96	3.02530	.767770	.078360
mean_avoidance	Male	36	2.86905	.445744	.074291
	Female	96	2.81845	.402185	.041048

**Table 2: ANOVA Writing Anxiety of the Respondents and Gender (N=131)**

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
mean_con	Between Groups	.104	1	.104	1.073	.302
	Within Groups	12.561	130	.097		
	Total	12.664	131			
mean_som	Between Groups	.012	1	.012	.021	.884
	Within Groups	72.918	130	.561		
	Total	72.929	131			
mean_avoidance	Between Groups	.067	1	.067	.390	.533
	Within Groups	22.321	130	.172		
	Total	22.388	131			

**Table 3: Weighted Mean of the L2 Writing Anxiety of the Respondents according to Degree Program (N=131)**

		Report		
Degree		mean_cog	mean_som	mean_avoidance
Culinary Arts Management	Mean	3.04167	2.57143	2.61905
	N	3	3	3
	Std. Deviation	.260208	.428571	.082479
Heritage Management	Mean	2.95833	2.40476	2.66667
	N	6	6	6
	Std. Deviation	.292261	.945091	.390360
Hotel Management	Mean	3.01087	3.02795	2.85714
	N	46	46	46
	Std. Deviation	.286048	.694402	.448732
Tourism Business Management	Mean	3.10119	3.09524	2.86395
	N	21	21	21
	Std. Deviation	.229194	.648913	.301277
Tourism Event Management	Mean	3.08333	3.04029	2.82051
	N	39	39	39
	Std. Deviation	.337285	.702878	.398329
Tourism Retail and Marketing Management	Mean	3.20588	3.15126	2.84874
	N	17	17	17
	Std. Deviation	.392660	.996768	.521161
Total	Mean	3.07008	3.01948	2.83225
	N	132	132	132

**Table 4: ANOVA for L2 Writing Anxiety and Degree Program of the Respondents (N=131)**

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
mean_cog	Between Groups	.579	5	.116	1.208	.309
	Within Groups	12.085	126	.096		
	Total	12.664	131			
mean_som	Between Groups	3.305	5	.661	1.196	.315
	Within Groups	69.624	126	.553		
	Total	72.929	131			
mean_avoidance	Between Groups	.360	5	.072	.412	.839
	Within Groups	22.027	126	.175		
	Total	22.388	131			

**Table 5: Weighted Mean of the Writing Anxiety Factors based on the Nationality of the Respondents (N=131)**

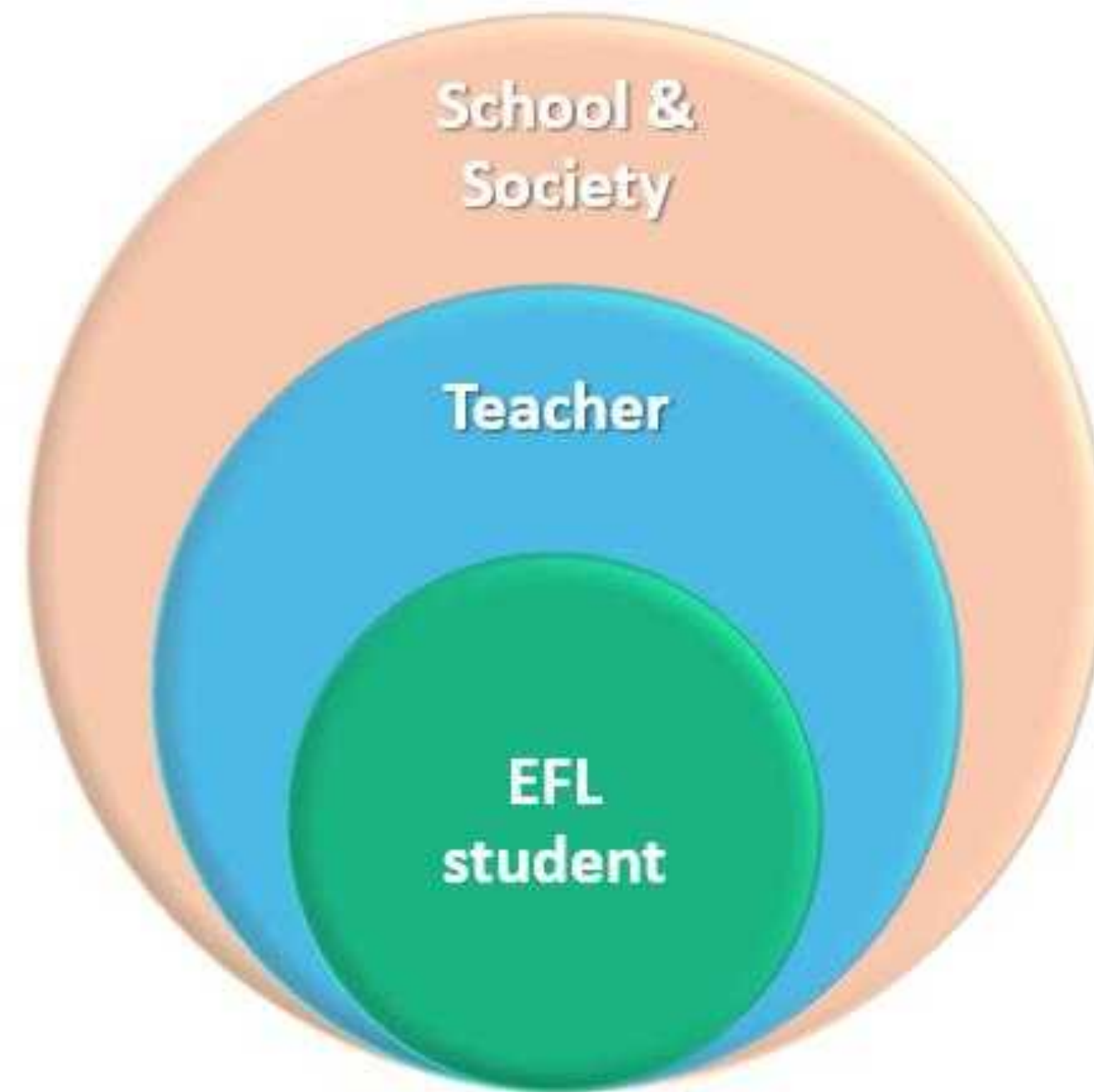
		Report		
Nationality		mean_cog	mean_som	mean_avoidance
Macanese	Mean	3.11310	2.90476	2.79592
	N	21	21	21
	Std. Deviation	.270719	.785498	.417894
Macao Chinese	Mean	3.00532	3.25532	2.96353
	N	47	47	47
	Std. Deviation	.310545	.727173	.382014
Mainland Chinese	Mean	3.08333	2.70748	2.63605
	N	42	42	42
	Std. Deviation	.333206	.705488	.345925
Hong Kong Chinese	Mean	3.04545	2.94805	2.75325
	N	11	11	11
	Std. Deviation	.275413	.439261	.367512
Taiwanese	Mean	3.16667	4.04762	2.95238
	N	3	3	3
	Std. Deviation	.144338	1.003396	.577350
Burmese	Mean	3.00000	3.00000	2.85714
	N	1	1	1
	Std. Deviation	.	.	.
Filipino	Mean	3.54167	3.42857	3.38095
	N	3	3	3
	Std. Deviation	.438986	.571429	.540848
Thai	Mean	3.16667	3.33333	3.33333
	N	3	3	3
	Std. Deviation	.144338	.359516	.459221
Others	Mean	3.00000	3.00000	3.00000
	N	1	1	1
	Std. Deviation	.	.	.
Total	Mean	3.07008	3.01948	2.83225
	N	132	132	132
	Std. Deviation	.310924	.746133	.413398

**Table 6: ANOVA for L2 Writing Anxiety and Nationality of the Respondents (N=131)**

		ANOVA				
		Sum of Squares	df	Mean Square	F	Sig.
mean_cog	Between Groups	.983	8	.123	1.294	.253
	Within Groups	11.681	123	.095		
	Total	12.664	131			
mean_som	Between Groups	11.005	8	1.376	2.732	.008
	Within Groups	61.925	123	.503		
	Total	72.929	131			
mean_avoidance	Between Groups	4.252	8	.531	3.604	.001
	Within Groups	18.136	123	.147		
	Total	22.388	131			



# Recommendations



# Reducing writing anxiety

## A. Learning Strategies

1. Meta-cognitive – identifying one's interests and needs, and learning preferences
2. Cognitive - involves interaction with materials to be learned, e. g. repetition, rehearsal, translation, transfer
3. Affective – identifying one's feelings, anxiety or contentment, and becoming aware of the task, e.g. questioning for clarification, cooperation, self-task, self-reinforcement



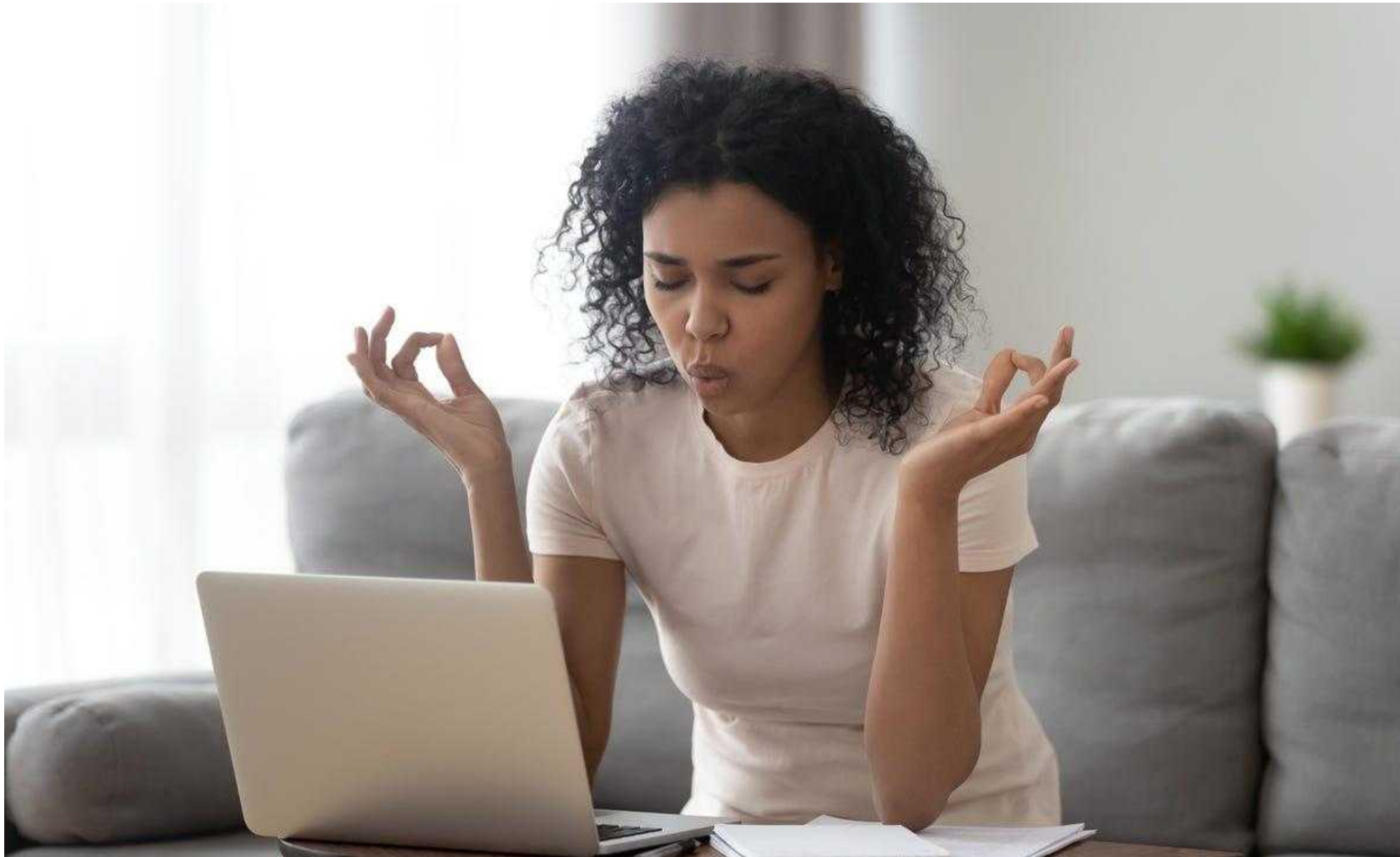
# Reducing writing anxiety

## B. Teaching Strategies

1. Help students cope with the existing anxiety-provoking situation
  - relaxation exercises, journaling
  - process-oriented approach - scaffold – give sufficient support
  - set goals/learning objectives

2. Make learning contexts less stressful

- Offer oral and written feedback that are doable
- Use technology – vocab building, spelling, grammar
  - <https://writeandimprove.com/>
- Encourage students to write beyond the classroom – write online reviews, blogs, journals and publish
- gamify writing activities/online games <https://edublogs.org/> <https://classkick.com/>  
<https://storium.com/> <http://writtenkitten.co/>
- Have them identify their writing buddy (strong-weak)
- Strengthen the school's English Centre or Writing Centre





# Arigato gozaimasu!

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