

Reliability and Validity of the Level and Causes of English Writing Anxiety Instrument among Chinese Junior High School Students

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ABSTRACT

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Anxiety, an emotional factor, detrimentally affects learning by hindering cognitive progress. Numerous studies have revealed its negative impact on language learning, particularly among Chinese junior high school students who often find English, especially writing, challenging. Unfortunately, English writing is not given the attention it deserves in their language learning journey. As a result, students tend to evade or even feel anxious when it comes to English writing. Moreover, there's a significant gap in reliable tools to assess the levels and causes behind this English writing anxiety among Chinese junior high school students. Hence, this study aimed to assess the reliability and validity of the Level and Causes of English Writing Anxiety Instrument among 57 EFL students from a Guangzhou junior high school through a survey. The Level and Causes of English Writing Anxiety Instruments, consisting of items related to the level and causes of EFL writing anxiety, were administered to the participants. Cronbach's alpha coefficient and KMO & Bartlett's Test were used to measure the reliability and validity of the instruments. The findings revealed that the instruments demonstrated good reliability and validity, making them valuable tools for understanding and addressing EFL writing anxiety among these students. Researchers and educators can utilise these instruments to develop effective interventions and enhance students' writing performance, addressing this significant educational challenge.

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1. INTRODUCTION

1.1 Background of Study

English holds significant importance in political, economic, and cultural exchanges between countries as a global lingua franca. In China, English is taught as a foreign language and is considered a fundamental subject in basic education, reflecting the high value placed on English language learning in the country. However, many Chinese students need help comprehending and utilising English language skills, including writing. One major obstacle in second language learning is anxiety, which researchers, teachers, and students have widely acknowledged. Second language anxiety refers to the feeling of tension and apprehension specifically associated with second language contexts, such as speaking, listening, and writing (MacIntyre & Gardner, 1994). This phenomenon can negatively affect students' academic performance and self-confidence, leading to avoidance behaviors that hinder language acquisition (Horwitz, Horwitz, & Cope, 1986).

To assess learners' anxiety levels and types, specifically in English writing, Cheng developed the Second Language Writing Anxiety Inventory (SLWAI) (Cheng, 2004). This inventory consists of 22 items and aims to identify the physiological, cognitive, and behavioural effects of writing anxiety on the writing process. The SLWAI has gained widespread usage among scholars and has shown high validity and reliability. Moreover, it has been used to assess anxiety across different cultural contexts, revealing that writing anxiety is a global issue affecting non-native English speakers worldwide (Zhang, 2019)

In a study conducted by (Rezaei & Jafari, 2014). They adapted the Causes of Writing Anxiety Inventory (CWAI), comprising ten items based on the causes of foreign language writing anxiety. The CWAI questionnaire has been as a reliable tool for identifying factors contributing to EFL writing anxiety. It was developed through classroom observations and a review of previous research on the subject (Kusumaningputri, et al., 2018).

Therefore, measuring reliability and validity is crucial in assessing English writing anxiety as it enables researchers to obtain reliable and credible data. By ensuring the consistency and dependability of the assessment instruments, researchers can draw accurate conclusions and enhance the credibility of their findings. Reliability and validity measurements are essential for establishing the quality and trustworthiness of the research instruments used to assess English writing anxiety.

1.2 Problem Statement

English exams in Chinese junior high schools encompass listening, speaking, reading, and writing components, with a total score of 120 points. Writing, a critical skill in language learning, contributes 30 points to the overall score. According to the Compulsory Education English Curriculum Standards (2011), students are expected to develop competencies in listening, speaking, reading, and writing. Writing is not only crucial for helping junior high school students internalize basic language knowledge but also for promoting overall English proficiency. It serves as a fundamental method for assessing students' language knowledge and skills, thus necessitating significant attention.

Jia (2020) emphasises that listening, speaking, reading, and writing have always been pivotal in foreign language teaching. Among these skills, English writing is particularly reflective of a student's overall language proficiency and deserves substantial focus. Zhang (2021) further

highlights the importance of writing, identifying it as one of the most challenging skills for junior high school students to master. Writing demonstrates a learner's comprehension level and is influenced by various factors. Despite its importance, writing is a necessary skill that junior high school students in China must acquire. However, within the Chinese education system, English writing is typically taught at the junior high school level without a separate passing requirement. Nevertheless, writing scores significantly impact overall English grades and total scores in entrance exams.

For Chinese junior high school students, mastering English writing is a significant challenge. Students often avoid writing tasks due to insufficient training and a lack of reliable measurement instruments to assess the level and causes of English writing anxiety. Despite being a challenging skill, English writing has not received adequate attention within the current Chinese secondary education system. Consequently, students frequently lack proper training and may experience anxiety and avoidance behaviours regarding English writing tasks.

This situation highlights a critical gap about the absence of accurate measurements and understanding of the specific levels of English writing anxiety and its contributing factors among Chinese junior high school students. This study aims to address this gap by investigating and establishing the reliability and validity of measurement instruments used to assess English writing anxiety in this context. By doing so, it seeks to provide a foundation for more effective teaching strategies and support systems to help students overcome their writing anxiety and improve their overall English proficiency.

1.3 Research Objectives

To gain the current status of English writing anxiety among junior high school students in Guangzhou by measuring and analysing its level and causes, a survey will be conducted among 57 eighth-grade students in Guangzhou. The research objectives are to determine:

- 1) the reliability and validity value of the Levels of EFL English writing anxiety among Chinese junior high school students;
- 2) the reliability and validity value of the causes of EFL English writing anxiety among Chinese junior high school students;
- 3) the total reliability and validity value of the levels and causes of English writing anxiety.

1.4 Research Questions

This study aims to investigate the current status of English writing anxiety among junior high school students in a selected junior high school in Guangzhou. A survey is conducted to explore the degree of their English writing anxiety as the main causes that contribute to their writing anxiety. The study analyses the following three research questions as follows:

- 1) What is the reliability and validity value of the level of EFL English writing anxiety among Chinese junior high school students?
- 2) What is the reliability and validity value of the causes of EFL English writing anxiety among Chinese junior high school students?
- 3) What is the total reliability and validity value of the levels and causes of English writing anxiety?

1.5 Significance of Study

This study's significance lies in assessing the reliability and validity of a measurement tool for evaluating English writing anxiety levels and causes among Chinese junior high school students. The use of a reliable tool enhances data accuracy. It primarily offers a comprehensive understanding of English writing anxiety among Chinese junior high school students. Additionally, it examines the key factors contributing to this anxiety, shedding light on their impact on writing performance. This, in turn, enables the targeted implementation of educational interventions to help students overcome potential obstacles. Ultimately, the study's findings serve as essential references for educational policies and practices, providing a foundation for educational improvement.

2. LITERATURE REVIEW

2.1 English Writing Anxiety

Rose referred to writing anxiety as "writing blocks" and argued that it is not the lack of writing skills but rather the unwillingness or refusal to write (Rose,1985). Scott and Rockwell stated that writing anxiety is related to the writing context, indicating that learners tend to avoid writing and feel frustrated when faced with writing tasks (Scott & Rockwell,1997). Cheng's theory proposes that English writing anxiety is a relatively stable anxiety tendency associated with English writing. Writing anxiety is accompanied by various dysfunctions, such as increased psychological arousal and manipulative behaviours. In summary, most researchers view writing anxiety as a negative emotion learners exhibit during the writing process, leading to difficulties and influencing writing performance. Recent studies have also highlighted the role of emotional factors, such as fear of failure and perfectionism, in exacerbating writing anxiety among students (Murray & Nussbaum, 2021).

2.2 Level of Writing Anxiety

Cheng developed the Second Language Writing Anxiety Inventory (SLWAI) for the first time (Cheng, 2004). According to the design of this inventory, English anxiety is divided into three parts: somatic anxiety, cognitive anxiety, and avoidance behaviour. Many researchers use this inventory to measure students' anxiety levels, as it has high reliability and validity.

Tu used Cheng's SLWAI to measure seventh-grade students at a middle school in Zhengzhou, China, and found that the measured students generally experience anxiety in writing (Tu, 2020). Most students exhibited moderate writing anxiety, with only a small number experiencing low levels, while a slightly higher number experienced severe writing anxiety. Jia Qi also conducted a study on English writing anxiety among 110 Chinese ninth-grade students using Cheng's SLWA (Tu, 2020), and the results similarly indicated a relatively high level of English writing anxiety among the participants. Moreover, a meta-analysis by (Wang & Zhang, 2022) confirmed that students' writing anxiety is prevalent across different educational contexts, highlighting the need for targeted interventions to alleviate this anxiety.

2.3 Causes of Writing Anxiety

Hyland identified insufficient language knowledge as a major factor in writing anxiety (Jia, 2020). Latif argued that factors such as weak language foundation, low self-evaluation, and low learning self-efficacy can also contribute to anxiety (Hyland, 2003). Karakaya emphasised that a lack of sufficient writing training can result in anxiety (Abdel, 2007). Sulaiman further

investigated writing anxiety and found that examination, cognitive, and language factors significantly impact anxiety (Sulaiman, 2013).

In a study conducted by (Rezaei & Jafari, 2014), they developed the Causes of Writing Anxiety Inventory (CWAII) and summarised the top ten factors influencing learners' English writing anxiety. These factors include fear of negative evaluation, fear of writing tests, insufficient writing practice, insufficient writing skills, lack of topical knowledge, language difficulties, pressure for perfect work, high frequency of writing tasks, time pressure and low self-confidence. Additionally, recent research has identified the impact of peer feedback and classroom dynamics on writing anxiety, indicating that a supportive environment can mitigate anxiety levels (Lee & Schallert, 2023).

2.4 Reliability Measurement

DeVellis provided an overview of different reliability measures, including test-retest reliability, internal consistency reliability (Cronbach's alpha), inter-rater reliability, and intra-rater reliability. According to DeVellis, reliability measurement is an important aspect of research methodology that assesses the consistency and stability of data collection instruments or measurements, and he highlighted the importance of choosing the appropriate reliability measure based on the nature of the data and research objectives (DeVellis, 2012).

Nunnally and Bernstein discussed the internal consistency reliability concept, which is commonly assessed using Cronbach's alpha coefficient (Nunnally & Bernstein, 1994). They provided guidelines for interpreting Cronbach's alpha values and emphasised the importance of considering the number of items, their intercorrelations, and the constructs being measured.

Given these considerations, considering the research context, data type, and research objectives, this study opted to employ Cronbach's alpha as a measure of authenticity and reliability, thereby ensuring the results' robustness and quality.

2.5 Construct Validity

According to Karl Wuensch (2016), Construct validity refers to the extent to which a test accurately measures the intended theoretical concept. Scientists frequently evaluate or measure abstract constructs. They employ statistical analysis methods, such as factor analysis, internal consistency analysis, and hypothesis testing, to ascertain construct validity. When the attribute being measured is an abstract construct inferred from directly observable events, it is considered to demonstrate "construct validity".

In simpler terms, the construct validity of an operationalisation (a measurement or manipulation) measures how well it truly captures what it claims to measure (or manipulate). When the measured dimension is an abstract construct inferred from directly observable events, we refer to this as demonstrating "construct validity."

Furthermore, the concept of content validity hinges on the comprehensive description of the entire population of behaviour (or other phenomena) that an operationalisation aims to capture. Under this consideration, our operationalization can be viewed as a sample extracted from that population. The content validity of our operationalisation depends on how well this sample represents the overall population (Wuensch, 2016).

3. METHODOLOGY

3.1 Research Design

This study employed a survey research design to measure the reliability and validity of the Level and Causes of English Writing Anxiety Instrument among Chinese junior high school students. To ensure the quality of the study, the data obtained will be evaluated for authenticity, reliability, and validity using Cronbach's alpha and KMO & Bartlett's Test as measurement tools. This statistical method will assess the internal consistency, reliability and validity of the data collected. By utilising Cronbach's alpha and KMO & Bartlett's Test, the study aims to validate the Level and Causes of English Writing Anxiety instrument, thereby enhancing the credibility and robustness of the research findings.

3.2 Participants

This study's participants are 57 eighth-grade students from a junior high school in Guangzhou. Their ages ranged from 13 to 15, and they all voluntarily participated in the study. There are 24 male and 33 female students, with a relatively balanced gender ratio. All questionnaires were completed, meeting the requirements of this survey.

3.3 Instruments

To investigate English writing anxiety among middle school students, this study utilises the "Second Language Writing Anxiety Inventory" (SLWAI) developed by (Cheng, 2004). The questionnaire consists of two parts. The first part includes personal information such as the participants' names, gender, and grade level. The second part contains 22 items related to English writing anxiety. Please refer to Appendix 1 for further details.

The items are categorised into three subscales: Cognitive Anxiety (items 1, 3, 7, 9, 14, 17, 20, 21), Somatic Anxiety (items 2, 6, 8, 11, 13, 15, 19), and Avoidance Behavior (items 4, 5, 10, 12, 16, 18, 22). The questionnaire adopts a five-point Likert scale for participants to respond: 1) Strongly Disagree, 2) Disagree, 3) Uncertain, 4) Agree, and 5) Strongly Agree. The questionnaire has been translated into Chinese by a professional translation company to ensure the understanding and accuracy of the data collected.

To investigate the main causes of English writing anxiety among middle school students, this study utilises the "Causes of Writing Anxiety Inventory" (CWAI) which summarises the ten causes identified by (Rezaei & Jafari, 2014). The questionnaire consists of 10 items. Similar to the SLWAI, the CWAI has also been translated into Chinese to ensure the understanding and accuracy of the questionnaire responses. Please refer to Appendix 2 for further details.

3.4 Data Collection

The data were collected through a survey administered to the participants. The survey was conducted in a controlled and standardised manner to ensure data collection consistency, reliability and validity.

3.5 Data Analysis

Once the data collection process was finished, the obtained data were meticulously organised for relevant statistical analyses. The researcher conducted a descriptive analysis using SPSS software version 26.0. The analysis focused on the responses from Questionnaires 1 and 2,

examining the frequency of students selecting each item. To ensure the reliability and validity of the data, inferential statistical methods were employed. In particular, Cronbach's alpha was used to measure the internal consistency of the scales.

Cronbach's alpha is a widely accepted method for evaluating the internal consistency of questionnaires or scales (Cronbach, 1951). According to the literature, higher alpha values reflect stronger correlations between items, thus confirming the reliability of the data (Tavakol & Dennick, 2011). Based on this, the study applied Cronbach's alpha to ensure the credibility and reliability of the data collected through the questionnaires.

The descriptive statistical analysis and Cronbach's alpha measurement provided a comprehensive summary of the data, allowing us to examine the overall trends and patterns related to writing anxiety among the participants.

Validity is generally examined through content validity and construct validity. Since this study references established scales, the questionnaires used in this research possess good content validity. Construct validity, conversely, assesses whether the measurement tool or method measures the concept it claims to measure. Methods like factor analysis and confirmatory factor analysis (CFA) are commonly employed in this case. In this study, the construct validity, primarily assessed using factor analysis, was conducted in SPSS. The Kaiser-Meyer-Olkin (KMO) test and Bartlett's test of sphericity were performed to determine if the collected data were suitable for factor analysis.

4. RESULTS AND FINDINGS

4.1 *The Reliability and Validity of the Level of English Writing Anxiety*

Table 1: Descriptive statistics of the SLWAI

	Cognitive Anxiety	Somatic Anxiety	Behavioral Avoidance	Total Score
Items	8.00	7.00	7.00	22.00
Sample Size	57.00	57.00	57.00	57.00
Minimum Value	1.88	1.29	2.14	1.77
Maximum Value	4.00	5.00	4.43	4.27
Mean	3.08	2.88	2.95	2.98
Standard Deviation	0.45	0.93	0.46	0.49

The level of English writing anxiety was measured using a total of 22 items, including cognitive anxiety, somatic anxiety, and behavioural avoidance. As shown in Table 1, in the survey of 57 Chinese junior high school students on English writing anxiety, overall, the students exhibited a moderate level of writing anxiety ($M=2.98$, $SD=0.49$). Analysing the three dimensions of English writing anxiety, it's evident that students had the highest variability in physical anxiety, with a maximum value of 5 and a standard deviation of 0.93, indicating a relatively frequent occurrence of physical avoidance behaviour in English writing. Cognitive anxiety ($M=3.08$,

SD=0.45) and avoidance anxiety (M=2.95, SD=0.46) were both commonly observed (see Table 1).

Table 2: The Reliability of the Level of English Writing Anxiety

Reliability	
Cronbach's Alpha	Number of Items
.787	22

The reliability of the level of English writing anxiety was assessed using Cronbach's alpha coefficient. The obtained value for Cronbach's alpha was .787, indicating a moderate level of internal consistency among the items measuring the level of English writing anxiety. A Cronbach's alpha coefficient of .787 suggests that the items in the instrument have a reasonable level of internal consistency and measure the level of English writing anxiety in a relatively reliable manner (see Table 2).

Table 3: The validity of the Level of English Writing Anxiety

KMO & Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.718
Bartlett's Test of Sphericity	Approx. Chi-Square	781.303
	df	231
	Sig.	.000

The Kaiser-Meyer-Olkin (KMO) test and Bartlett's test of sphericity were performed to determine if the collected data were suitable for factor analysis. The KMO measure ranges from 0.9 to 1, indicating very suitable; 0.7 to 0.9, indicating suitable; less than 0.6 being unsuitable; and 0.5 or less, representing very unsuitable data for factor analysis. As seen in Table 3, the KMO value for English writing anxiety among students is 0.718, indicating a suitable value, suggesting excellent inter-variable correlations.

Bartlett's Test of Sphericity yielded an approximate chi-square value of 781.303, with a significant value of 0.000 (Sig<0.01). The null hypothesis of the Bartlett Sphericity Test was rejected, indicating the presence of correlations among the original variables, making factor analysis valid.

4.2 The Reliability of the Causes of English Writing Anxiety

Table 4: Situation of Various Causes of Writing Anxiety among Chinese Junior High School Students

Items (N.10)	Mean Score	Percentage	Ranking
Fear of negative evaluation	3.035	9.526%	7
Fear of writing tests	2.719	8.535%	10
Insufficient writing practice	3.596	11.289%	2
Insufficient writing techniques	3.649	11.454%	1
Lack of topical knowledge	3.263	10.242%	5

Language difficulties	3.333	10.463%	4
Pressure for perfect work	3.474	10.903%	3
High frequency of writing	2.789	8.756%	9
Time pressure	2.877	9.031%	8
Low self-confidence	3.123	9.802%	6

As seen in Table 4, the provided data outlines the mean scores, percentage distributions, and rankings for various items related to English writing anxiety among respondents (n=10). It reveals that among the identified factors, "Insufficient writing techniques" received the highest mean score (M=3.649), making it the primary concern among participants, while "Fear of writing tests" had the lowest mean score (M=2.719). Additionally, the percentage distribution indicates that each factor contributes differently to the overall anxiety levels reported by the respondents, offering a ranking based on their reported concerns.

Table 5: The Reliability of the Cause of English Writing Anxiety

Reliability	
Cronbach's Alpha	Number of Items
.860	10

As seen in Table 5, the obtained value for Cronbach's alpha was .860, indicating a high level of internal consistency among the instrument items. This suggests that the items in the English writing anxiety instrument are highly reliable and consistently measure the same underlying construct. This indicates that the instrument is dependable in assessing and capturing the main causes of writing anxiety experienced by the participants.

Table 6: The validity of the Cause of English Writing Anxiety

KMO & Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.766
Bartlett's Test of Sphericity	Approx. Chi-Square	299.099
	df	45
	Sig.	.000

Similarly, in Table 6, the Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity were used. The KMO value for the questionnaire on the causes of English writing anxiety among students was 0.766, indicating an appropriate value and excellent inter-variable correlations. Bartlett's Test of Sphericity yielded an approximate chi-square value of 299.099, with a significant value of 0.000 (Sig<0.01). The null hypothesis of the Bartlett Sphericity Test was rejected, indicating the presence of correlations among the original variables, making factor analysis valid.

4.3 The Total Reliability and Validity Value of the Levels and Causes of English Writing Anxiety

The overall Cronbach's Alpha reliability coefficient for the SWLAI questionnaire is 0.787, and for the CWAI questionnaire, it is 0.860 (see Table 1&4). The Cronbach's Alpha reliability coefficient for survey questionnaires should not be lower than 0.7 (Wu, 2010). Therefore, both questionnaires demonstrate high reliability.

Meanwhile, Regarding the validity assessment, a KMO value closer to 1 indicates data suitability for factor analysis. A KMO value below 0.50 renders the results of factor analysis ineffective. Based on the results from both Table 3 and Table 6, Bartlett's Test of Sphericity yielded approximate chi-square values of 781.303 and 299.099, respectively, with Sig values for both being 0.000 (Sig<0.01).

The null hypothesis of the Bartlett Sphericity Test was rejected in both cases, indicating the presence of correlations among the original variables and validating the use of factor analysis with a good level of suitability for the survey questionnaire. Based on the analysis of the reliability and validity of the two questionnaires, they meet the research requirements and can be effectively used for survey research.

5. DISCUSSIONS AND CONCLUSION

This study meticulously examined the reliability and validity of the Level and Causes of English Writing Anxiety Instruments among 57 Chinese junior high school students. The study yielded some noteworthy findings. Both the SLWAI and CWAI questionnaires displayed strong reliability and validity, aligning well with the research objectives. This confirms their suitability for investigating the English writing anxiety levels among Chinese junior high school students and identifying the primary factors contributing to this anxiety.

Through the SLWAI questionnaire, the research established that Chinese junior high school students generally experience a moderate level of English writing anxiety. Both cognitive anxiety and behavioural avoidance were reported at similar moderate levels, while the standard deviation for physical anxiety was relatively higher. The CAWI questionnaire revealed a crucial insight that "insufficient writing techniques" emerged as the primary contributor to English writing anxiety among Chinese junior high school students.

In conclusion, this research has provided valuable insights into the levels and causes of English writing anxiety among Chinese junior high school students. The questionnaires used exhibit strong reliability and validity, making them effective tools for investigating this area of interest. These findings hold important implications for educators and researchers in understanding and addressing the English writing anxiety levels among junior high school students in China. Furthermore, this study highlights the significance of focusing on enhancing English writing techniques to alleviate the primary cause of English writing anxiety.

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AUTHORS' CONTRIBUTION

Shumei He is the first author to conduct the research, analyse the data, and write the paper. Boon Yih Mah, the second author, and Chin Shuang Goh, the third author, supervised the completion of his Master in Applied Language Studies from the Academy of Language Studies, Universiti Teknologi MARA, Cawangan Pulau Pinang, Penang, Malaysia.

CONFLICT OF INTEREST

None declared.

APPENDICES

Appendix 1
Second Language Writing Anxiety Inventory (SLWAI)
(Cheng, 2004)

Personal information

Name	
Gender	
Age	
Grade	
Home address	

Please read and choose one option from the following:

SA	A	U	D	SD
Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree

Items	SA	A	U	D	SD
1. While writing in English, I'm not nervous at all.					
2. I feel my heart pounding when I write English compositions under time constraint					
3. While writing English compositions, I feel worried and uneasy if I know they will be evaluated.					
4. I often choose to write down my thoughts in English.					
5. I usually do my best to avoid writing English compositions.					
6. My mind often goes blank when I start to work on an English composition.					
7. I don't worry that my English compositions are a lot worse than others'.					
8. I tremble or perspire when I write English compositions under time pressure.					
9. If my English composition is to be evaluated, I would worry about getting a very poor grade.					
10. I do my best to avoid situations in which I have to write in English.					
11. My thoughts become jumbled when I write English compositions under time constraint.					

12. Unless I have no choice, I would not use English to write composition.
13. I often feel panic when I write English compositions under time constraint.
14. I'm afraid that other students would deride my English composition if they read it.
15. I freeze up when unexpectedly asked to write English compositions.
16. I would do my best to excuse myself if asked to write English compositions.
17. I don't worry at all about what other people would think of my English compositions.
18. I usually seek every possible chance to write English compositions outside of class.
19. I usually feel my whole body rigid and tense when I write English compositions.
20. I'm afraid of my English composition being chosen as a sample to be discussed in class.
21. I'm not afraid at all that my English compositions would be rated as very poor.
22. Whenever possible, I would use English to write compositions.

Appendix 2

Causes of EFL Writing Anxiety Inventory (CWAI)

Items	SA	A	U	D	SD
1. I feel anxious about receiving negative comments from my teacher regarding my writing.					
2. Writing tests make me feel fearful and anxious.					
3. I believe I lack sufficient practice in writing, which contributes to my writing anxiety.					
4. I feel that my writing techniques are inadequate, causing me to experience anxiety.					
5. I often struggle with choosing appropriate topics for my writing, leading to feelings of anxiety.					
6. Linguistic difficulties in writing create anxiety for me.					
7. I feel pressured to produce perfect work, which contributes to my writing anxiety.					
8. The high frequency of writing assignments adds to my feelings of anxiety.					
9. Time pressure when writing increases my anxiety levels.					
10. I have low self-confidence in my writing abilities, which contributes to my writing anxiety.					

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