

# The Anxiety Levels of Vietnamese Ethnic Minority Students in Writing Texts in Vietnamese (National Language): A Case Study in the Northern Provinces of Vietnam

Tran Thi Ngoc<sup>1</sup>, Dao Thi Hong Hanh<sup>2</sup> and Ngo Thi Thu Trang<sup>3</sup>

## Abstract

*This study investigates the anxiety levels of ethnic minority students in Vietnam when creating texts in Vietnamese, focusing on the Northern provinces. The purpose of this research is to uncover the specific anxieties and challenges these students face in their educational journey, especially in writing Vietnamese, a language with complex grammar and tonal nature. By using a quantitative methodology, data was collected from 729 high school students across 24 schools in 12 provinces through a 27-question survey. The findings reveal that these students have moderate confidence but experience significant anxiety, particularly related to grammar and vocabulary, leading to avoidance behaviors. The study concludes that while students have a basic grasp of Vietnamese, the language's complexities contribute to their educational stress, suggesting that tailored educational strategies and psychological support are essential to improve their learning environment and integration into the educational system. Understanding and addressing these challenges can help foster a more inclusive and effective educational landscape in Vietnam.*

**Keywords:** Vietnamese Writing Anxiety, Ethnic Minority, Language Barriers, Targeted Educational, Linguistic and Cultural Integration.

## INTRODUCTION

Vietnam, home to 54 ethnic groups, is characterized by a rich linguistic diversity where the Kinh ethnic group constitutes the majority and other ethnic minorities make up about 14% of the population (Vietnam Statistics Office, 2020). These minority communities predominantly inhabit the northern mountainous regions, the Central Highlands, and central Vietnam, exhibiting significant socio-economic disparities (Nghị & Trinh, 2011; Trung & Thuy, 2021). The unique cultural, historical, and linguistic backgrounds of each ethnic minority group contribute to Vietnam's cultural diversity, yet these groups often face challenges, including poverty and limited educational resources. Notably, only 30 out of 53 ethnic minorities have their own scripts, while Vietnamese remains the official language and primary medium of instruction from preschool to university. The complexity of Vietnamese grammar, vocabulary, and its tonal nature poses significant challenges for ethnic minority students, exacerbating their educational stress and hindering their full integration into the education system (Nghị & Trinh, 2011; N. T. Thanh et al., 2022; Trung & Thuy, 2021).

Vietnam has 90 different languages, with most ethnic minorities having their own languages, such as Tày, Thái, H'Mông, Dao, Khmer, Ede, Bana, and more. However, not all of them have their own writing systems (30 out of 53 ethnic minorities have their own scripts). Ethnic groups that have their own scripts include H'Mông, Dao, Ede, Bana, Cham, Khmer, and others (Vietnam Statistics Office, 2020; T. V. Thanh, 2021; Yen, 2021). In the context of integration, Vietnamese remains the official language, and the preservation of languages of ethnic minorities faces many challenges (Hang, 2019; Thanh et al., 2022; Yen, 2021).

Vietnamese is the official language and also the primary language of instruction in the education system in Vietnam from preschool to university (Vietnam Statistics Office, 2020; Yen, 2021). However, the grammar and vocabulary of the Vietnamese language are notably complex, making learning and writing in Vietnamese potentially challenging. Vietnamese grammar does not use tenses and forms of verbs such as singular, plural, or gender. Instead, it employs different words to indicate time and relationships (Hang, 2019; Vu, 2021). In expression, Vietnamese utilizes words that convey complex family and social relationships, along with a richness

---

<sup>1</sup> University of Education, Thai Nguyen University, Vietnam, <https://orcid.org/0009-0009-0114-3373>, Email: [ngocct@tnue.edu.vn](mailto:ngocct@tnue.edu.vn)

<sup>2</sup> M.A.- Postgraduate University of Education, Thai Nguyen University, Vietnam, <https://orcid.org/0009-0005-5319-2717>, Email: [hanhdth@tnue.edu.vn](mailto:hanhdth@tnue.edu.vn)

<sup>3</sup> M.A.- Postgraduate University of Education, Thai Nguyen University, Vietnam, <https://orcid.org/0009-0000-2754-070X>, Email: [trangntt@tnue.edu.vn](mailto:trangntt@tnue.edu.vn)

of vocabulary, proverbs, and idioms (Kien et al., 2021; Yen, 2021). Moreover, the complex structure of six distinct tones within the Vietnamese language creates variations in the significance of words sharing identical spellings, presenting difficulties in acquiring proficiency in speaking, writing, and reading Vietnamese. (Hang, 2019; Kien et al., 2021; Vu, 2021).

The significance of this research lies in understanding the specific anxieties and difficulties faced by ethnic minority students in writing Vietnamese, which is crucial for developing effective educational strategies and psychological support systems. This study aims to provide insights into these challenges, thereby aiding educators and policymakers in creating a more inclusive and supportive educational environment.

The research questions guiding this study are:

What are the specific anxieties and difficulties experienced by ethnic minority students in writing Vietnamese?

How do these anxieties and difficulties impact their confidence and performance in writing Vietnamese?

What educational and psychological strategies can be implemented to alleviate these challenges and improve the learning environment for ethnic minority students?

### **Theoretical Foundation**

Language is a crucial foundation for education and community building. Success in using a second language requires a strong foundation in the native language (Cummins, 2000). Worldwide, situations where students do not use their mother tongue in education are common, such as the Uighur people in China learning Mandarin (Minorities, 2012), and in the United States, many students from various cultural backgrounds have to learn English (Cummins, 2000). In Canada, students are encouraged to learn both English and French (Fortune et al., 2008). Meanwhile, in India and Australia, students often have to learn a language other than their mother tongue (Fortune et al., 2008; Sharifian, 2015). This leads to the inference that early education in Vietnamese may be necessary for minority students to establish a strong language foundation. Minority students often face difficulties in recognizing and accurately reproducing Vietnamese phonemes (Flege et al., 1997; Thien, 2022). Learning a second language not only poses challenges but also generates a level of anxiety in students, especially for minority students when learning Vietnamese (Huong & Fry, 2002). This is a common issue faced by second language learners, particularly when the sounds do not exist in their native language.

Another challenge for minority students is the traditional learning method, where students often memorize without focusing on understanding and using the language (Lightbown & Spada, 2021). The most effective way to learn a second language is when students have the opportunity to use the language in real communication situations. Lack of regular exposure to a second language can reduce language reflexes (Gass et al., 2020), implying that providing more opportunities to use Vietnamese in real-life situations may help minority students develop better language reflexes. Self-consciousness when using a non-native language can diminish students' communication abilities (MacIntyre & Gardner, 1991). This is a factor that needs attention because, unlike learning other subjects, confidence plays a crucial role in language learning. The anxiety of minority students when learning a non-native language is related to economic, social, and linguistic factors (Baulch et al., 2012), especially when they live in a developing and sometimes challenging society like Vietnam (Nghì & Trinh, 2011). Specifically, ethnic minorities in Vietnam often reside in remote areas with limited educational infrastructure or insufficient educational resources (Vietnam Statistics Office, 2020; Thanh et al., 2022). Furthermore, they may feel socially disadvantaged when learning Vietnamese, the official and widely spoken language of the country, while their language is not valued or included in the curriculum (Huong & Fry, 2002).

Minority students, not only have to face economic and social challenges but also contend with the complexity of the Vietnamese language. Vietnamese exhibits distinct phonetic structure, grammar, and vocabulary compared to minority languages, especially with the richness of vowel sounds and tones (Nguyen et al., 2008). Classifying and using tones correctly in Vietnamese pose a significant challenge, increasing the level of anxiety for students when writing (Vu, 2021; Yen, 2021). For native languages that do not utilize a tonal system like Vietnamese, recognizing and accurately reproducing tones in Vietnamese becomes particularly difficult (Thanh,

2021; Vu, 2021; Yen, 2021). This is a common challenge for second language learners, especially when the sounds do not exist in their native language.

The research has also indicated similarities between these anxieties and the anxieties of non-native speakers when learning English as a second language. Horwitz, Horwitz, and Cope (1986) introduced the concept of "Foreign Language Anxiety" (FLA), expressed through three main factors: anxiety about communication, anxiety about second language sound production, and anxiety about sound evaluation. These factors also become evident as minority students engage in the process of learning Vietnamese. (Le, 2021).

Despite the myriad challenges, the process of learning Vietnamese presents chances for minority students to assimilate into Vietnam's culturally varied society and capitalize on economic and educational prospects. To address these issues, potential solutions involve bolstering support for minority students in learning Vietnamese, establishing an educational environment that is inclusive and fair, and promoting awareness regarding the significance of minority languages within the education system.

## METHODOLOGY

The study employed a blend of three approaches: theoretical research, inquiry, and statistical analysis. These methodologies are frequently employed collaboratively by numerous researchers as well. (Abrams, 2009; Nguyen, 2019; Thanh et al., 2022).

### Research Design

This study employs a quantitative research design to investigate the anxiety levels of ethnic minority students in creating texts in Vietnamese. The research focuses on high school students in the northern provinces of Vietnam. A survey method was used to collect data, with a structured questionnaire designed to assess various dimensions of writing anxiety. The survey included both descriptive and inferential statistical analyses to interpret the collected data.

### Research Population

The research population consists of 729 high school students from 24 schools across 12 provinces in the northern region of Vietnam. These students were selected to ensure a representative sample of ethnic minority groups in these areas. The selection criteria included students from schools in areas with average economic and social conditions. The participants' demographics are summarized in Table 1.

**Table 1. Information about the study participants**

	Gender		Language		Script	
	Male	Female	Have their own language	Not have their own language	Have their own script	Not have their own script
<b>Number (persons)</b>	250	479	652	77	409	320
<b>Percentage (%)</b>	34.2	65.8	89.3	10.7	56.0	44.0

### Instrument

The primary instrument for data collection was a survey questionnaire consisting of 27 questions. The questions were designed based on established scales such as the Foreign Language Classroom Anxiety Scale (Horwitz et al., 1986), the English Writing Anxiety Scale (Cheng, 2004), encompassing anxiety associated with composing texts in the second language (Cheng, 2004); the English Classroom Anxiety Scale (ECAS) (Liao & Wang, 2015); the English Writing Attitude Test (EWAT) (Alamri et al., 2021); Spiritual Well-being Questionnaire (SWBQ) (Rose, 2009); the English Writing Self-Efficacy Scale (EWSS) (Shell et al., 1995); the Trait Anxiety Scale (TAS) (Sarason & Ganzer, 1962); the Mathematics Anxiety Scale (MAS) (Betz, 1978), and the Motivational Dynamics of Writing in English Scale (Gardner, 2014; MacIntyre & Gardner, 1991). The questionnaire used a 5-point Likert scale to measure students' confidence, anxiety, and attitudes toward writing in Vietnamese. The questions were divided into four groups: Confidence and Vietnamese Writing Ability, Pressure and Anxiety when Writing

in Vietnamese, Self-consciousness and Avoidance in Vietnamese Writing, and Attitudes and Emotions in Vietnamese Writing.

### Survey Question Content

The survey form comprised 27 questions structured on a 5-point Likert scale and organized into four distinct groups (Table 2).

**Table 2. Survey Question Content**

<p>Group 1: Confidence and Vietnamese Writing Ability</p> <p>Question 1. Do you feel confident in writing in Vietnamese regarding grammar and expression? (1: Really confident – 5: Really self-conscious)</p> <p>Question 2. Do you feel anxious about using rich and accurate vocabulary in Vietnamese? (1: Not worried - 5: Really worried)</p> <p>Question 3. When writing in Vietnamese, do you feel anxious about expressing ideas accurately and logically? (1: Not worried - 5: Really worried)</p> <p>Question 4. When writing in Vietnamese, are you confident that your writings can be evaluated well like others? (1: Really confident – 5: Really self-conscious)</p> <p>Question 5. When starting to write a Vietnamese essay, do you often find your mind blank? (1: Never - 5: Always)</p> <p>Question 6. When writing in Vietnamese, do you feel that your ideas and words don't often flow as smoothly as you would like? (1: Always smoothly - 5: Always difficultly)</p> <p>Group 2: Pressure and anxiety when writing in Vietnamese</p> <p>Question 7. Do you feel pressure because you're afraid of being judged poorly in your Vietnamese writing ability? (1: Definitely not - 5: Definitely)</p> <p>Question 8. If your Vietnamese writing is evaluated, do you worry about receiving a low score? (1: Definitely not - 5: Definitely)</p> <p>Question 9. Do you feel tense and uncomfortable when writing Vietnamese essays under time pressure? (1: Definitely not - 5: Definitely)</p> <p>Question 10. Does your thinking become disorganized when writing Vietnamese essays under limited time conditions? (1: Definitely not - 5: Definitely)</p> <p>Question 11. Do you feel anxious and uneasy when writing Vietnamese essays under tight time constraints? (1: Definitely not - 5: Definitely)</p> <p>Group 3: Self-consciousness and avoidance in Vietnamese writing</p> <p>Question 12. Do you often try to avoid writing Vietnamese essays and prefer to write in your ethnic language? (1: Never - 5: Always)</p> <p>Question 13. Do you try to avoid writing essays in Vietnamese to avoid difficulties and pressure? (1: Never - 5: Always)</p> <p>Question 14. Is it true that you only choose to write essays in Vietnamese when there is no other choice? (1: Always - 5: Never)</p> <p>Question 15. Are you afraid that others will mock your Vietnamese writings when they read them? (1: Not at all - 5: Really afraid)</p> <p>Question 16. Do you freeze when unexpectedly asked to write Vietnamese essays? (1: Not at all - 5: Totally freeze)</p> <p>Question 17. Do you always purposely try to refuse if asked to write essays in Vietnamese?</p>
---

(1: Not at all - 5: Purposely)

Group 4: Attitudes and emotions in Vietnamese writing

Question 18. When writing in Vietnamese, do you feel tense and uncomfortable?

(1: Never - 5: Always)

Question 19. Are you afraid your Vietnamese writings will be chosen as examples for discussion in class?

(1: Not afraid - 5: Really afraid)

Question 20. Do you usually feel comfortable and at ease when writing in Vietnamese?

(1: Always comfortable - 5: Never)

Question 21. Are you afraid your Vietnamese writings will be evaluated as very poor?

(1: Not afraid - 5: Very afraid)

Question 22. Do you avoid writing in Vietnamese whenever possible?

(1: Always avoid - 5: Never avoid)

Question 23. Do you feel you lack the ability to write in Vietnamese?

(1: Really untrue - 5: Really true)

Question 24. Are you confident in your Vietnamese writing ability?

(1: Very confident - 5: Not confident at all)

Question 25. Do you usually feel enthusiastic when writing in Vietnamese?

(1: Always enthusiastic - 5: Never enthusiastic)

Question 26. Do you feel confident when writing in Vietnamese?

(1: Always confident - 5: Not confident at all)

Question 27. Are you satisfied with your Vietnamese writing ability?

(1: Really satisfied - 5: Dissatisfied)

Next, the survey method was used to collect information directly from 729 high school students (from 24 high schools in 12 provinces in the northern region of Vietnam). The study participants (Table 2) were selected evenly from the northern provinces of Vietnam, and students were attending schools in areas with average economic and social conditions. Our questionnaires were designed on Google Forms (link: <https://forms.gle/NbdhssWG9Pau17Nw8>). Since the research subjects are high school students, answering the questions on Google Form was not challenging for them (Abrams, 2009; Lan, 2022; Vu, 2021), especially after the period of online learning due to the Covid-19 pandemic from 2020 to 2022 (Lan, 2022). The Google Form questions were sent to collaborators (teachers in the schools to be investigated), who explained to students the meaning and purpose of the research as well as how to answer the research questions. Students without phones (or computers) could borrow from their friends to complete our questionnaire. In the schools we investigated, there were also Kinh ethnic students (not ethnic minorities) attending, but they were not allowed to participate in the interview responses. The survey period was from May 21, 2023, to June 5, 2023.

Finally, the statistical processing method was used to analyze and interpret the data obtained from the survey. Mathematical statistics provide important tools for assessing trends, relationships, and drawing conclusions from the collected data.

The combination of these three research methods helped us gain a deep understanding of the research issue and make practical suggestions based on the real data obtained.

## **RESULTS AND DISCUSSION**

Firstly, using SPSS 22.0 software, we assessed the reliability of the collected data through calculating Cronbach's Alpha coefficient. The result showed a value of 0.814 (Table 3), indicating that the obtained data is highly reliable (Bryman & Cramer, 2009).

Table 3. Results of testing the reliability of the scale

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.814	.819	27

Table 4. Average rating of the responses

	Mean	SD		Mean	SD		Mean	SD
Question 1	3.51	0.66	Question 10	3.31	1.01	Question 19	3.52	0.75
Question 2	3.45	0.63	Question 11	3.38	1.02	Question 20	3.36	0.62
Question 3	3.53	0.70	Question 12	2.76	0.93	Question 21	3.62	0.79
Question 4	3.59	0.70	Question 13	2.85	0.91	Question 22	4.10	1.00
Question 5	3.57	0.72	Question 14	3.87	1.12	Question 23	3.24	0.79
Question 6	3.62	0.73	Question 15	2.97	0.98	Question 24	3.41	0.62
Question 7	3.12	1.03	Question 16	2.96	0.97	Question 25	3.38	0.62
Question 8	3.3	1.07	Question 17	2.83	0.89	Question 26	3.41	0.63
Question 9	3.37	1.05	Question 18	3.44	0.68	Question 27	3.45	0.64

The average evaluation scores of the responses (on the 5-point Likert scale) and the standard deviations are presented in Table 4. The average evaluation scores for the questions are close to or above level 3 (neutral), indicating that minority ethnic students have a certain level of anxiety when writing Vietnamese texts.

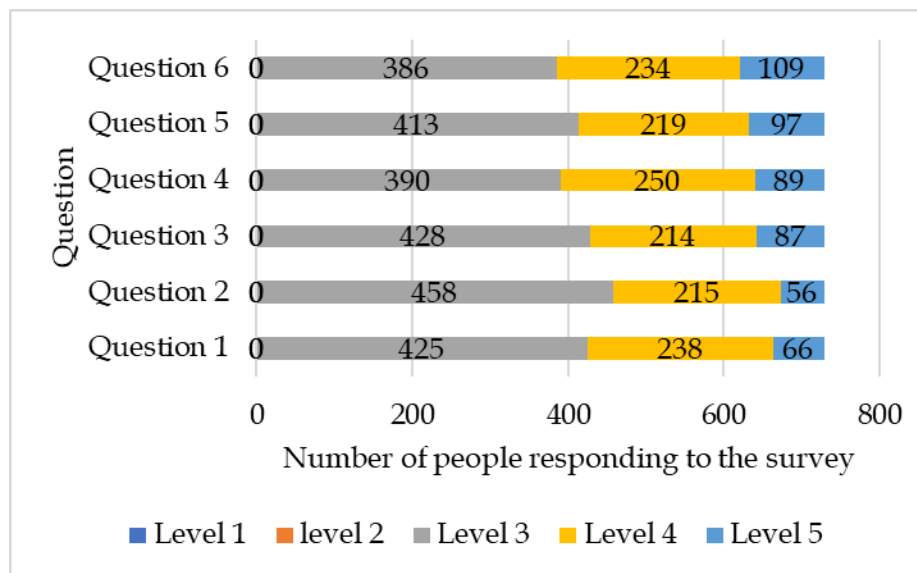


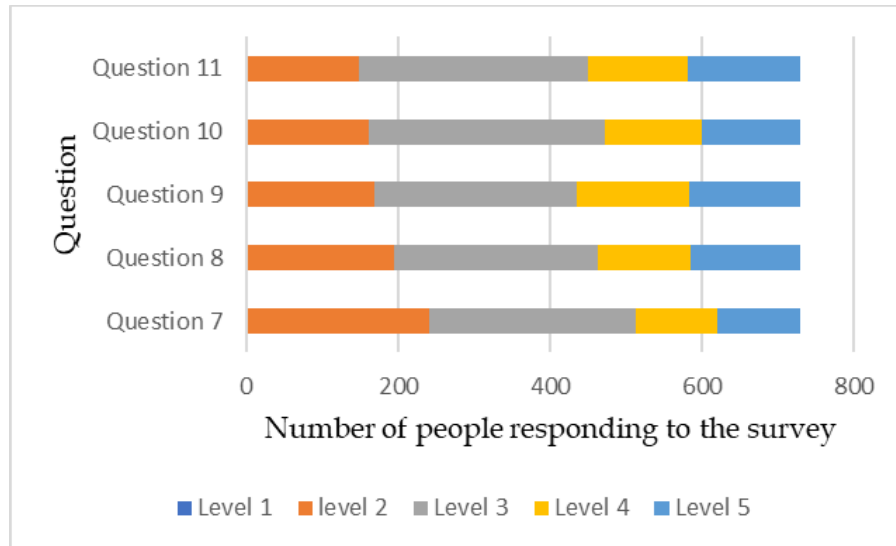
Figure 1. The results of survey in Group 1

The results of research in Group 1, "Confidence and Vietnamese Writing Ability," indicate some anxieties and difficulties that minority ethnic students are facing in the process of writing in Vietnamese (Figure 1).

The majority of students chose level 3 on the 5-point Likert scale when asked about their confidence level in writing Vietnamese (Questions 1, 2, 3, 4, 6). This indicates that they feel an average level of confidence in their Vietnamese writing skills, including grammar, expression, using rich and accurate vocabulary, and expressing ideas accurately and logically. However, when it comes to comparing their writing abilities with others, the number of students expressing a lack of confidence significantly increased (Question 4). This aligns with previous research indicating that students often compare themselves with others when assessing their abilities (Marsh & Hau, 2003).

When asked about the fluency level in writing and starting an essay, it is noteworthy that the number of students choosing levels 3 and 4 increased significantly, indicating that a significant portion of students find it difficult and not fluent when writing in Vietnamese (Questions 5, 6). This aligns with previous research indicating that fluency in writing is often more challenging than speaking, especially in academic contexts where students need to generate complex content (Torrance, Thomas, & Robinson, 2000).

Thus, it can be seen that while students feel moderately confident when writing in Vietnamese, they still encounter certain difficulties. These challenges may include fluency in writing, the pressure of comparison with others, and anxiety about starting to write. This needs to be considered in the design of future Vietnamese language teaching strategies to enhance students' confidence and writing abilities.



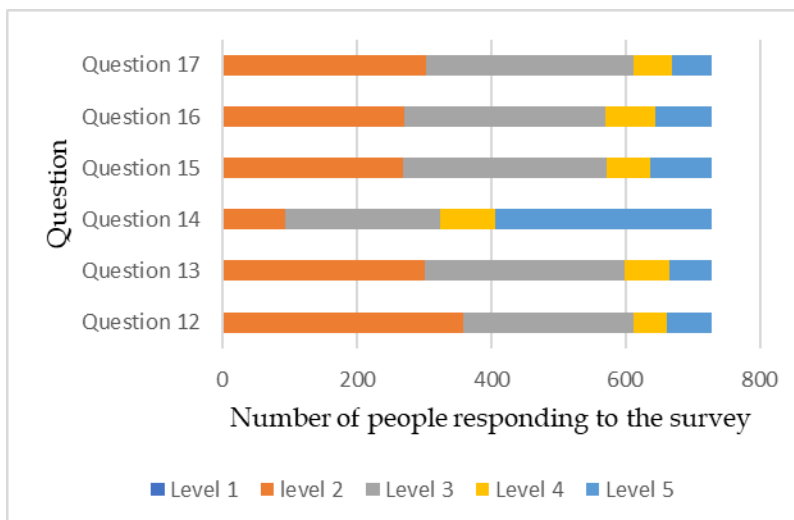
**Figure 2.** The results of the survey in Group 2

The results obtained from the questions in Group 2: "Pressure and Anxiety when writing in Vietnamese" (Figure 2) indicate that the majority of students feel pressure and anxiety when writing in Vietnamese, especially under time constraints. This can be clearly seen through questions 7 to 11.

Questions 7 and 8 are related to pressure and anxiety about being evaluated poorly in Vietnamese writing and receiving low grades. More than half of the students (512 and 414, respectively) indicated that they feel "a little" to "a lot" of pressure and anxiety. This aligns with the study by Pekrun et al. (2002), where the authors found a strong correlation between academic anxiety and academic achievement.

Questions 9, 10, and 11 are all about time pressure in Vietnamese writing, including feelings of stress, confusion, and anxiety. The number of students expressing feelings ranging from "a little" to "a lot" of pressure are 726, 749, and 581, respectively. The stress caused by time pressure has been shown to potentially impact the quality of work and mental well-being (Torrance, Thomas, & Robinson, 2000).

Therefore, writing in Vietnamese can generate a significant level of pressure and anxiety for students, especially in situations with time constraints. This calls for the attention of teachers and educators to create a more comfortable learning environment, provide students with sufficient time to complete their writing, and reduce the pressure associated with assessments.



**Figure 3.** The results of the survey in Group 3

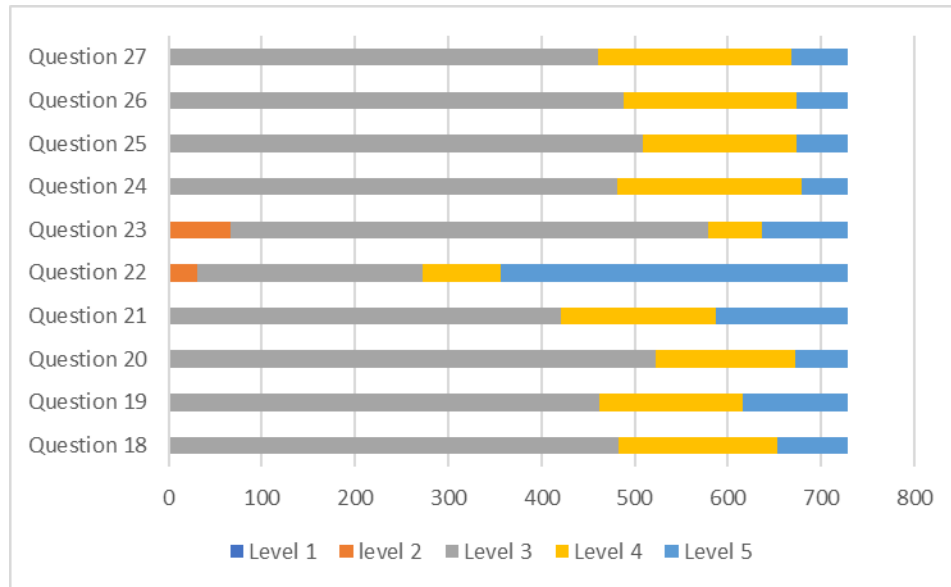
Results from group 3, focusing on the theme of self-consciousness and avoidance in Vietnamese writing, indicate that a significant number of students try to avoid writing in Vietnamese and feel self-conscious about their writing abilities (Figure 3).

Questions 12 and 13 investigate whether students try to avoid writing in Vietnamese by prioritizing writing in their ethnic language or avoiding difficulties and pressure. A large number of students (613 and 598, respectively) indicated that they "sometimes" to "always" try to avoid writing in Vietnamese. This suggests a responsibility on the part of the educational environment to create favorable conditions to make students feel more comfortable when writing in Vietnamese, based on research emphasizing the importance of the academic environment for language development (Cummins, 2001).

Questions 14, 15, 16, and 17 focus on self-consciousness and avoidance when writing in Vietnamese, including the fear of being ridiculed, feeling paralyzed when asked to write an essay in Vietnamese, and attempting to refuse when requested to write in Vietnamese. It's noteworthy that 404 students indicated that they "frequently" or "always" only choose to write in Vietnamese when there is no other option. This needs to be considered in language education, as Onwuegbuzie et al. (1999) pointed out that feelings of self-consciousness and avoidance can have negative consequences for students' learning and development.

Based on the results above, we recommend further research to understand the causes and ways to reduce feelings of self-consciousness and avoidance when writing in Vietnamese among students.





**Figure 4.** The results of the survey in Group 4

Results from Group 4, focusing on attitudes and emotions when writing in Vietnamese, reveal a concerning trend regarding the level of confidence and satisfaction with the writing abilities of students (Figure 4).

Questions from 18 to 22 address students' emotions when writing in Vietnamese, including feelings of stress, fear that their writing will be selected for discussion, discomfort, fear of poor evaluation, and a tendency to avoid writing in Vietnamese. A significant number of students (over 75%) indicated that they "sometimes" or "often" feel this way. This provides evidence that difficulties in writing in Vietnamese can create psychological pressures for students (Bruning & Kauffman, 2016).

Questions 23 to 27 survey students' confidence and satisfaction with their Vietnamese writing abilities. A majority of students reported feeling "sometimes" confident, capable, interested, and satisfied with their Vietnamese writing skills. This indicates that building confidence and self-esteem related to Vietnamese writing abilities is an important task for language education. As Bandura (1997) pointed out, self-confidence in one's abilities (or self-efficacy) is a determining factor in students' effort and perseverance in the learning process.

Based on the above results, we propose conducting further research to explore effective methods for reducing stress and enhancing the confidence of students when writing in Vietnamese.

## Conclusion and Recommendations

### CONCLUSION

By analyzing the survey data, we have gained a better understanding of the attitudes, emotions, self-assessment, and Vietnamese writing skills of ethnic minority students in Northern Vietnam. The study reveals that students are facing psychological difficulties related to writing in Vietnamese. These difficulties include feelings of fear, stress, and avoidance. The results of this research also align with some studies conducted in other countries with different languages. However, the level of difficulty in each aspect varies between the Vietnamese language study and studies in other languages. These difficulties adversely affect their learning journey and language advancement. However, the survey findings indicate that ethnic minority students also exhibit a relatively elevated level of confidence in their skills in writing Vietnamese.

### Recommendations

To address the fears, stress, and avoidance tendencies among ethnic minority students in Vietnam while learning and writing in Vietnamese, several strategies can be implemented: (1) Enhance Psychological Support:

Educators should consider incorporating psychological support measures, such as academic counseling, fostering a welcoming and supportive learning environment, and employing positive teaching methods to alleviate stress and the pressure associated with Vietnamese writing. (2) Promote Confidence: Educational initiatives should concentrate on instilling confidence in students' Vietnamese writing endeavors. This can be accomplished through an evaluative approach, offering positive feedback, and creating platforms for students to showcase their abilities. (3) Organize Writing Skills Training Courses: Specialized courses or additional classes can be arranged to provide students with opportunities to enhance their writing skills. The research team will continue to conduct further studies to gain a deeper understanding of the difficulties students face when writing in Vietnamese and to develop effective methods to alleviate these challenges.

## Acknowledgements

The funding for this research is provided by Thai Nguyen University of Education, identified by grant number "TNUE-2023-01.

## REFERENCES

- Abrams, L. M. (2009). Educational research: Quantitative, qualitative, and mixed approaches. *The Journal of Educational Research*, 102(3), 237. <https://rutgon.icu/QrAyf>
- Alamri, H. R., Alanazi, A. R., Alrashedi, S. M., & others. (2021). Anxiety in Writing Skills: The Voices of EFL University Learners. *International Journal of English Language Teaching*, 9(6), 33–51. <https://tudr.org/id/eprint/47/>
- Bandura, A. (1999). Self-efficacy: The exercise of control. Freeman. <https://doi.org/10.1891/0889-8391.13.2.158>
- Baulch, B., Pham, H. T., & Reilly, B. (2012). Decomposing the Ethnic Gap in Rural Vietnam. *Oxford Development Studies*, 40(1), 87–117. <https://doi.org/10.1080/13600818.2011.646441>
- Betz, N. E. (1978). Prevalence, distribution, and correlates of math anxiety in college students. *Journal of Counseling Psychology*, 25(5), 441. <https://doi.org/10.1037/0022-0167.25.5.441>
- Bruning, R. H., & Kauffman, D. F. (2016). Self-efficacy beliefs and motivation in writing development. *Handbook of writing research*, 2, 160-173.
- Bryman, A., & Cramer, D. (2009). Quantitative data analysis with SPSS 14, 15 & 16: A guide for social scientists. Routledge/Taylor & Francis Group. <https://psycnet.apa.org/record/2008-07675-000>
- Cheng, Y.-S. (2004). A measure of second language writing anxiety: Scale development and preliminary validation. *Journal of Second Language Writing*, 13(4), 313–335. <https://doi.org/10.1016/j.jslw.2004.07.001>
- Vietnam Statistics Department. (2020). The results of the income survey provide information on the socio-economic status of 53 ethnic minorities. Statistical publisher. [https://www.gso.gov.vn/wp-content/uploads/2020/07/01-Bao-cao-53-dan-toc-thieu-so-2019\\_ban-in.pdf](https://www.gso.gov.vn/wp-content/uploads/2020/07/01-Bao-cao-53-dan-toc-thieu-so-2019_ban-in.pdf) [in Vietnam]
- Cummins, J. (2000). Language, power, and pedagogy: Bilingual children in the crossfire (Vol. 23). *Multilingual matters*.
- Cummins, J. (2001). Empowering minority students: A framework for intervention. *Harvard Educational Review*, 71(4), 656-675. <https://doi.org/10.17763/haer.56.1.b327234461607787>
- Flege, J. E., Bohn, O.-S., & Jang, S. (1997). Effects of experience on non-native speakers' production and perception of English vowels. *Journal of Phonetics*, 25(4), 437–470. <https://doi.org/10.1006/jpho.1997.0052>
- Fortune, T. W., Tedick, D. J., & Walker, C. L. (2008). Integrated language and content teaching: Insights from the immersion classroom. *Bilingual Education and Bilingualism*, 66, 71. <https://rutgon.icu/eSQNY>
- Gardner, R. C. (2014). Attitudes and motivation in second language learning. In J. B. (Ed.), *Bilingualism, multiculturalism, and second language learning* (pp. 43–63). Psychology Press. <https://goeco.link/fjnQg>
- Gass, S. M., Behney, J., & Plonsky, L. (2020). *Second language acquisition: An introductory course*. Routledge. <https://doi.org/10.4324/9781315181752>
- Graham, S. (2006). Strategy Instruction and the Teaching of Writing: A Meta-Analysis. In C. A. MacArthur, S. Graham, & J. Fitzgerald (Eds.), *Handbook of Writing Research* (pp. 187-207). The Guilford Press. <https://rutgon.icu/iboRe>
- Hang, N. T. B. (2019). Teaching Vietnamese comparative idioms to foreigners in the approach of cognitive linguistics. *TNU Journal of Science and Technology*, 225(03), 123–132. <https://doi.org/https://doi.org/10.34238/tnu-jst.2020.03.2656> [in Vietnam]
- Huong, P. L., & Fry, G. W. (2002). The emergence of private higher education in Vietnam: Challenges and opportunities. *Educational Research for Policy and Practice*, 1, 127–141. <https://link.springer.com/article/10.1023/A:1021130320485>
- Kien, H. C., Thyy, P. T. D., Chung, V. Q., Huyen, N. T. T., Thuy, N. T., & Trang, P. T. H. (2021). Some directions for applying Vietnamese idioms and proverbs in teaching mathematics in elementary schools. *Vietnam Journal of Education*, 507(1), 29–33. <https://tcgd.tapchigiaoduc.edu.vn/index.php/tapchi/article/view/195> [in Vietnam]
- Lan, L. T. H. (2022). Applying the "Technology Acceptance" model to study online learning behavioral intentions of Dong Nai University students in the context of the Covid-19 pandemic. *Vietnam Journal of Education*, 22(3), 36–41. <https://tcgd.tapchigiaoduc.edu.vn/index.php/tapchi/article/view/340> [in Vietnam]

*The Anxiety Levels of Vietnamese Ethnic Minority Students in Writing Texts in Vietnamese (National Language): A Case Study in the Northern Provinces of Vietnam*

- Le, T. H. (2021). Theoretical basis of activities to develop the ability to teach reading comprehension for students majoring in Primary Education in universities. *Vietnam Journal of Education*, 494(2), 26–30. <https://tcgd.tapchigiaoduc.edu.vn/index.php/tapchi/article/view/20> [in Vietnam]
- Liao, H.-C., & Wang, Y.-H. (2015). Creating a positive learning environment for students with English classroom anxiety. *Psychological Reports*, 116(2), 631–646. <https://doi.org/10.2466/11.PR0.116k21>
- Lightbown, P. M., & Spada, N. (2021). *How Languages Are Learned* 5th Edition. Oxford university press. <https://doi.org/10.1017/9781108565875.012>
- MacIntyre, P. D., & Gardner, R. C. (1991). Methods and results in the study of anxiety and language learning: A review of the literature. *Language Learning*, 41(1), 85–117. <https://doi.org/10.1111/j.1467-1770.1991.tb00677.x>
- Marsh, H. W., & Hau, K. T. (2003). Big-fish-little-pond effect on academic self-concept. A cross-cultural (26-country) test of the negative effects of academically selective schools. *American Psychologist*, 58(5), 364–376. <https://psycnet.apa.org/doi/10.1037/0003-066X.58.5.364>
- Minorities, E. (2012). Ethnic minorities. In *Understanding Chinese Society* (pp. 123–138). Routledge. <https://doi.org/10.4324/9780203803288-14>
- Nghi, N. Q., & Trinh, B. V. (2011). Factors affecting the income of ethnic minorities in the Mekong Delta. *CTU Journal of Science*, 18a, 240–250. <https://ctujsvn.ctu.edu.vn/index.php/ctujsvn/article/view/998> [in Vietnam]
- Nguyen, T. T. T. (2019). Translanguaging as trans-identity: The case of ethnic minority students in Vietnam. *Lingua*, 222, 39–52. <https://doi.org/https://doi.org/10.1016/j.lingua.2019.02.010>
- Onwuegbuzie, A. J., Bailey, P., & Daley, C. E. (1999). Factors associated with foreign language anxiety. *Applied Psycholinguistics*, 20(2), 217–239. <https://doi.org/10.1017/S0142716499002039>
- Pajares, F. (2003). Self-efficacy beliefs, motivation, and achievement in writing: A review of the literature. *Reading & Writing Quarterly*, 19(2), 139–158. <https://doi.org/10.1080/10573560308222>
- Pekrun, R., Goetz, T., Titz, W., & Perry, R. P. (2002). Academic Emotions in Students' Self-Regulated Learning and Achievement: A Program of Qualitative and Quantitative Research. *Educational Psychologist*, 37(2), 91–105. [https://doi.org/10.1207/S15326985EP3702\\_4](https://doi.org/10.1207/S15326985EP3702_4)
- Rose, M. (2009). *Writer's block: The cognitive dimension*. Carbondale: Southern Illinois University Press. <https://goeco.link/EcjLB>
- Sarason, I. G., & Ganzer, V. J. (1962). Anxiety, reinforcement, and experimental instructions in a free verbalization situation. *The Journal of Abnormal and Social Psychology*, 65(5), 300. <https://doi.org/10.1037/h0048977>
- Sharifian, F. (2015). Cultural linguistics and world Englishes. *World Englishes*, 34(4), 515–532. <https://doi.org/10.1111/weng.12156>
- Shell, D. F., Colvin, C., & Bruning, R. H. (1995). Self-efficacy, attribution, and outcome expectancy mechanisms in reading and writing achievement: Grade-level and achievement-level differences. *Journal of Educational Psychology*, 87(3), 386. <https://doi.org/10.1037/0022-0663.87.3.386>
- Thanh, N. T., Hien, L. T. T., & Nguyen, T. T. (2022). Barriers to developing ethnic minority human resources in the context of the 4.0 Industrial. *Vietnam Journal of Education*, 22(5), 1–7. <https://tcgd.tapchigiaoduc.edu.vn/index.php/tapchi/article/view/356> [in Vietnam]
- Thanh, T. V. (2021). Some plans to organize learning for students in ethnic minority and mountainous areas in the context of the Covid-19 epidemic. *Vietnam Journal of Education*, 512(2), 54–58. <https://tcgd.tapchigiaoduc.edu.vn/index.php/tapchi/article/view/257> [in Vietnam]
- Thien, H. H. (2022). Techniques to increase data in sentiment analysis in Vietnamese language. *Economics and Business Administration Ho Chi Minh*, 17(1), 20–27. <https://doi.org/10.46223/HCMCOUJS.tech.vi.17.1.2202.2022> [in Vietnam]
- Torrance, M., Thomas, G. V., & Robinson, E. J. (2000). Individual differences in the writing behavior of undergraduate students. *British Journal of Educational Psychology*, 70(1), 189–199. <https://doi.org/10.1348/000709999157662>
- Trung, T., & Thuy, L. P. (2021). Some solutions for developing Vietnam's ethnic minority human resources in the context of the 4.0 Industrial Revolution. *Vietnam Journal of Education*, 511(1), 7–12. <https://tcgd.tapchigiaoduc.edu.vn/index.php/tapchi/article/view/237> [in Vietnam]
- Vu, L. H. (2021). A correspondence of modern Chinese rhymes and sino-vietnamese sound's rhymes. *TNU Journal of Science and Technology*, 226(18), 28–37. <https://doi.org/https://doi.org/10.34238/tnu-jst.4951> [in Vietnam]
- Yen, T. T. (2021). Bilingual education based on mother tongue in ethnic minority areas in the context of innovation - case studies in Lao Cai and An Giang. *Vietnam Journal of Education*, 501(1), 6–11. <https://tcgd.tapchigiaoduc.edu.vn/index.php/tapchi/article/view/116> [in Vietnam].