



ວາລະສານການສຶກສາສາລາວແບບຍືນຍົງ  
ວິທະຍາໄລຄຸສາລະວັນ

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ດຳເນີນການວາລະສານໂດຍ ວິທະຍາໄລຄຸສາລະວັນ

**ສຶກສາປັດໄຈທີ່ສົ່ງຜົນຕໍ່ການຂຽນບົດຄວາມພາສາອັງກິດບໍ່ໄດ້ດີຂອງ  
ນັກສຶກສາພາກວິຊາພາສາອັງກິດ, ຄະນະພາສາ-ມະນຸດສາດ,  
ມະຫາວິທະຍາໄລສະຫວັນນະເຂດ.**

**Study of Factors that Affect learner's English Writing Essay at  
the faculty of linguistics and humanities, Savannakhet University**

ສອນເພັດ ແກ້ວດວງສະຫວັດ<sup>1</sup>, ຈັນທະຈອນ ຂັນທະວົງ<sup>2</sup>, ທິດາພອນ ລຽບວິໄຊນະວັງ<sup>3</sup>, ວານິທອນ ສິດທິໂສ<sup>4</sup>, ທອງເຕີ ໂລວັນແທກ<sup>5</sup>,  
ລັດດາວອນ ແກ້ວມະນີວິງ<sup>6</sup>

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**ບົດຄັດຫຍໍ້**

ການຂຽນບົດຄວາມພາສາອັງກິດເປັນທັກສະທີ່ສຳຄັນສຳລັບນັກສຶກສາໃນປະເທດທີ່ບໍ່ໄດ້ໃຊ້ພາສາອັງກິດ  
ເປັນພາສາແມ່ ເຊັ່ນ ສປປ ລາວ, ແຕ່ນັກສຶກສາສ່ວນໃຫຍ່ຍັງພົບບັນຫາດ້ານຄວາມຖືກຕ້ອງ ແລະ ໂຄງສ້າງ ໂດຍມີ  
ຈຸດປະສົງ: 1) ເພື່ອວິເຄາະ 9 ປັດໄຈພາຍໃນ ແລະ ພາຍນອກ ທີ່ມີອິດທິພົນຕໍ່ຄວາມສາມາດໃນການຂຽນບົດ  
ຄວາມພາສາອັງກິດຂອງຜູ້ຮຽນ, ເຊິ່ງປະກອບມີ: ການຝຶກຂຽນ, ແຮງຈູງໃຈ, ຄວາມສອດຄ່ອງເກາະກ່າຍ, ນິໄສການ  
ຂຽນ, ຄວາມກັງວົນໃນການຂຽນ, ລະດັບຄຳສັບ, ຄວາມຖືກຕ້ອງຂອງໄວຍາກອນ, ແຫຼ່ງຂໍ້ມູນການຂຽນ ແລະ ຄຳ

<sup>1</sup>ພາກວິຊາພາສາອັງກິດ, ຄະນະພາສາ-ມະນຸດສາດ, ມະຫາວິທະຍາໄລສະຫວັນນະເຂດ/ ສປປ ລາວ.

<sup>2</sup>ພາກວິຊາພາສາຫວຽດ, ຄະນະພາສາ-ມະນຸດສາດ, ມະຫາວິທະຍາໄລສະຫວັນນະເຂດ/ ສປປ ລາວ.

<sup>3</sup>ພາກວິຊາພາສາອັງກິດ, ຄະນະພາສາ-ມະນຸດສາດ, ມະຫາວິທະຍາໄລສະຫວັນນະເຂດ/ ສປປ ລາວ.

<sup>4</sup>ພາກວິຊາໄອທີ, ຄະນະໄອທີ-ຂໍ້ມູນຂ່າວສານ, ມະຫາວິທະຍາໄລສະຫວັນນະເຂດ/ ສປປ ລາວ.

<sup>5</sup>ພາກວິຊາພາສາອັງກິດ, ຄະນະພາສາ-ມະນຸດສາດ, ມະຫາວິທະຍາໄລສະຫວັນນະເຂດ/ ສປປ ລາວ.

<sup>6</sup>ຫ້ອງການຄຸ້ມຄອງບໍລິຫານ, ມະຫາວິທະຍາໄລສະຫວັນນະເຂດ/ ສປປ ລາວ.

ຄິດຄຳເຫັນຂອງຄູສອນ ແລະ 2) ເພື່ອສະເໜີແນວທາງການແກ້ໄຂ ແລະ ຍຸດທະສາດການສອນທີ່ມີປະສິດທິພາບ ເພື່ອເອົາຊະນະປັດໄຈທີ່ເປັນອຸປະສັກຕໍ່ການຂຽນບົດຄວາມພາສາອັງກິດ ຂອງນັກສຶກສາຊັ້ນປີທີ III. ວິທີການວິໄຈ: ນຳໃຊ້ການວິໄຈປະລິມານໂດຍວິເຄາະບົດຄວາມ 110 ບົດ ແລະ ແບບສອບຖາມ ດ້ວຍການວິເຄາະຄວາມສຳພັນ. ຜົນການວິໄຈພົບວ່າ: ລະດັບຄຳສັບ ( $\beta = .421, p < .001$ ) ແລະ ໄວຍາກອນ ( $\beta = .287, p = .001$ ) ແມ່ນຕົວຊີ້ວັດທີ່ດີທີ່ສຸດ. ຄວາມກັງວົນໃນການຂຽນສິ່ງຜິດພາດ ( $\beta = -.149, p = .022$ ), ໃນຂະນະທີ່ມີໄສການຂຽນ ( $\beta = .195, p = .004$ ) ແລະ ຄຳຄິດເຫັນຂອງຄູ ( $\beta = .173, p = .012$ ) ສິ່ງຜິດພາດ. ສະຫຼຸບໄດ້ວ່າ: ຄວາມສາມາດດ້ານພາສາ ແລະ ປັດໄຈດ້ານຈິດໃຈແມ່ນສິ່ງສຳຄັນ. ບົດວິໄຈສະເໜີໃຫ້ເນັ້ນການຝຶກຂຽນຢ່າງມີລະບຽບ, ໃຫ້ຄຳເຫັນທາງບວກ ແລະ ພັດທະນາຄຳສັບ-ໄວຍາກອນ ເພື່ອປັບປຸງຫຼັກສູດ ແລະ ການຊ່ວຍເຫຼືອນັກສຶກສາ.

**ຄຳສັບສຳຄັນ:** ການຂຽນບົດຄວາມພາສາອັງກິດ, ຜູ້ຮຽນພາສາອັງກິດ ເປັນພາສາທີສອງ, ໄວຍາກອນ, ການຂຽນຄວາມກັງວົນ, ຄຳຄິດຄຳເຫັນຂອງຄູອາຈານ.

### Abstract

English essay writing is a critical ability for undergraduate students in non-native contexts like Laos, yet many struggle with accuracy and structure. Research purposes were 1) to analyze the nine internal and external factors affecting learners' English essay writing performance, which include writing practice, motivation, coherence and cohesion, writing habit, writing anxiety, vocabulary range, grammar accuracy, writing tools, and instructor feedback and 2) to suggest effective solutions and instructional strategies for overcoming the factors that impede English essay writing among Year III students. Methods: Using a quantitative design, 110 student essays and structured questionnaires were analyzed via multiple regression. Vocabulary range ( $\beta = .421, p < .001$ ) and grammar accuracy ( $\beta = .287, p = .001$ ) were the strongest predictors of success. While writing anxiety ( $\beta = -.149, p = .022$ ) significantly hindered performance, writing habits ( $\beta = .195, p = .004$ ) and instructor feedback ( $\beta = .173, p = .012$ ) showed positive effects. Motivation and writing resources were not statistically significant. Proficiency and affective factors are vital for Lao EFL learners. The study suggests disciplined practice, positive feedback, and instructional focus on vocabulary and grammar to enhance higher education curricula and student support.

**Keywords:** English essay writing, English as a Second Language (ESL) learners, grammar, teacher feedback, writing anxiety.

### INTRODUCTION

Writing an essay is often considered the toughest skill for English language learners, as it is more complex and uses more refined theories than spoken language. Academic success requires multiple competencies, including generating ideas, organizing them coherently, and following specific genre conventions (Chicho, 2022). Within the ASEAN and Lao contexts, writing proficiency frequently lags due to limited writing practice, structural differences between languages, and L1 interference. At Savannakhet University (SKU), Year III students are expected to produce academic essays, yet many struggle to meet expectations in terms of clarity and correctness.

Writing is a vital human communication tool for expressing ideas, thoughts, and feelings through narratives or symbols. Langan (1987), Gunning (1998), and Emmons (2003) mention that writing is particularly difficult because it requires a more complex understanding of theories compared to oral communication. Key elements of effective writing include grammar understanding, vocabulary range, and content clarity (Thipnipa, 2010). According to cognitive and sociocultural perspectives, successful language acquisition involves an interplay between individual effort, motivation, and social learning.

Research identifies several factors affecting writing achievement, such as a lack of practice opportunities, insufficient instructor feedback, and psychological barriers like writing anxiety. Soranee (2003) and Penguin (2006) note that a lack of grammatical knowledge and vocabulary range directly impedes communication between authors and readers. For Year III students at SKU's Faculty of Linguistics and Humanities, this stage is critical as they transition toward final-year projects and professional careers where academic writing appropriateness is essential.

Without addressing linguistic, personal, and instructional challenges, students' academic performance and readiness for postgraduate study remain at risk. There is a clear need to identify the internal and external factors affecting essay writing to inform curriculum design and student support services. Consequently, this study aims to investigate these factors and provide insights for improving instruction. The primary objectives are to analyze the factors affecting learners' English essay writing and to suggest solutions to overcome these difficulties.

## Methodology

### Population and Sample

The research participants were third-year English majors enrolled for the 2016–2017 academic year, and the study was carried out at a specific location within the faculty of Linguistics and Humanities. The study's respondents were chosen using a sample strategy based on the fishbowl method. Thirty students were chosen at random from the entire student body to take part in the study by the researchers.

### Research Instrument

The survey questionnaire "Affecting Students' Writing essay," which was first prepared by August and Hakuta in 2005, served as the basis for the development and modification of the research instrument used in this study. Students' perceptions of how different elements impact their writing skills were measured by the questionnaire. In order to answer questions about each of the following factors, the respondents were asked to be truthful and accurate: Their writing ability may be impacted by internal variables such a lack of writing methods, a limited vocabulary, poor grammar understanding, low motivation, and inadequate instructor feedback. external elements include the classroom setting, instructional strategies, and learning resources. The Likert Scale, which offered the following choices, was used to evaluate the elements: 1 =

strongly disagree, 2 = disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly agree.

### **Data collection process**

The researcher followed these steps to conduct the study:

First, the researcher created the questionnaires based on the ideas after reading the literature review and associated material multiple times.

After that, the researcher sent the questionnaires to the specialists to ensure they were relevant and useful.

Subsequently, the researcher asked the faculty dean for permission to conduct the study. Once the permission was obtained and all the questionnaires had been revised or edited, the researcher gave the questionnaires to the participants and explained their purpose, how to answer, and other details to ensure accurate data.

Ultimately, the investigator computed, examined, and documented the study's findings.

### **Data analysis**

The researcher employed multiple regression analysis to identify the characteristics that have a significant impact on the English essay writing performance of Year III students in SKU's Faculty of Linguistics and Humanities. Because the study included a number of independent variables that could all have an impact on the dependent variable essay writing performance such as vocabulary knowledge, grammar accuracy, writing habits, writing anxiety, motivation, coherence and cohesion, teacher feedback, and writing environment, this analytical technique was chosen.

Data screening processes were carried out prior to the regression model being run. Using SPSS, the assumptions of normality, linearity, multicollinearity, and homoscedasticity were investigated. The findings validated the applicability of this approach by showing that the data satisfied all statistical presumptions needed for regression analysis.

## **Result and Discussion**

### **Result**

#### **Students' Perceptions on Factors that Affect English Writing Essay**

The results of the regression analysis showed that the predictor factors had distinct effects on the essay writing abilities of the Faculty of Linguistics and Humanities' third-year students. The largest positive predictor was vocabulary range ( $\beta = .421$ ,  $t = 6.52$ ,  $p = .000$ ), suggesting that students with a larger vocabulary expressed themselves more effectively and clearly in their writing. A substantial contribution was also provided by grammar accuracy ( $\beta = .287$ ,  $t = 4.01$ ,

$p = .001$ ), indicating that writing quality is improved by proper sentence structure and fewer grammatical errors.

Students who practice writing more often likely to score higher because writing habits demonstrated a favorable influence ( $\beta = .195$ ,  $t = 2.98$ ,  $p = .004$ ). Another important effect was teacher feedback ( $\beta = .173$ ,  $t = 2.55$ ,  $p = .012$ ), suggesting that students benefit from helpful criticism when they are revising and improving their essays.

On the other hand, there was a significant negative effect of writing anxiety ( $\beta = -.149$ ,  $t = -2.31$ ,  $p = .022$ ), indicating that students who are afraid or anxious about writing tend to do worse. However, when analyzed in conjunction with more powerful linguistic and affective variables, coherence and cohesion ( $p = .105$ ), motivation ( $p = .226$ ), writing practice opportunities ( $p = .381$ ), and writing resources ( $p = .609$ ) were not found to be statistically significant predictors, suggesting that they had no discernible effect on writing performance.

### **Suggestion for improving writing an essay**

With a standard deviation of 0.64 and an overall mean score of 4.43, students are in agreement with the recommended methods for enhancing their ability to write English essays. The high degree of agreement on every item demonstrates that students understand the value of consistent writing practice, language proficiency, and the application of efficient techniques to improve their writing skills. "Practicing essay writing regularly" had the highest rating ( $M = 4.56$ ,  $S.D. = 0.58$ ), indicating that students firmly feel regular writing practice enhances their ability to express themselves, be more organized, and write more fluently.

Students view language competency and technology assistance as crucial skills for successful essay writing, as evidenced by the second-highest ranked items, "Expanding vocabulary and grammar knowledge" ( $M = 4.48$ ) and "Using online learning resources" ( $M = 4.46$ ).

In the meantime, students' understanding that writing progress depends not only on information but also on self-belief and teacher direction is shown in "Seeking constructive feedback" ( $M = 4.40$ ) and "Building motivation and confidence" ( $M = 4.38$ ).

### **Discussion**

#### **Q01: What are the factors that affect the essay writing performance of Year I–III students at the Faculty of Linguistics and Humanities, Savannakhet University?**

The current study's findings showed that among SKU's Year III English majors, linguistic abilities—specifically, vocabulary variety and grammar precision—were the most significant indicators of essay writing success. These results are in line with research by Nation (2013) and AlBadi (2015), who highlighted that while grammatical correctness guarantees that ideas are clear and coherent, a broad vocabulary enables writers to successfully generate meaning. Additionally, writing habit was found to be a significant positive predictor, validating Kim and Anderson's (2020) findings that exposure and frequent practice improve writing fluency. Furthermore, the important role that instructor feedback plays is consistent with Lee's (2017) findings that corrective feedback helps students improve their writing skills and navigate the revision process.

On the other hand, it was discovered that writing anxiety was a poor indicator of writing ability. This is consistent with Cheng's (2004) observation that students who experience high levels of anxiety tend to avoid writing and create texts of lesser quality because they are afraid of making mistakes. In this model, writing practice opportunities, writing resources, motivation,

and coherence and cohesion were not significant predictors. This implies that while these features are helpful, they do not directly enhance performance as much as affective components and fundamental language skills in the particular setting of Lao EFL learners. Therefore, lowering psychological barriers to writing and enhancing core language knowledge are necessary to improve writing outcomes.

### **Q02: what is the suggestion for improving writing essay?**

The findings imply that students see writing improvement as a multifaceted process that includes feedback, practice, linguistic growth, and motivation. They are aware that consistent writing, practical techniques, and availability of helpful resources greatly improve essay quality. Cognitive and sociocultural theories of second language acquisition (Vygotsky, 1978; Gardner, 1985) that highlight the interplay between social learning and individual effort in acquiring language proficiency are consistent with these findings.

Therefore, students are urged to take a balanced approach combining regular writing habits with active learning tactics, teamwork, and self-assessment in order to improve their English essay writing skills. This result is consistent with Hyland's (2003) assertion that regular writing practice helps second language learners become more confident and proficient writers. Richards and Renandya (2002), who pointed out that knowledge of grammar and vocabulary are essential to effective written communication. Ferris (2003) highlighted that pupils are better able to identify mistakes and enhance their future drafts when they get constructive criticism.

## **Conclusion**

Overall, the results show that students' success in writing essays is greatly impacted by both internal and external influences. Poor grammatical understanding and a small vocabulary were the most prevalent internal causes. The classroom setting and instructional practices had the biggest impact on students' writing when it came to external influences. These findings suggest that raising students' proficiency in the language and their writing techniques is only one aspect of increasing their English writing abilities; other factors include making sure that instructional strategies and learning settings are encouraging. These difficulties could be addressed with the aid of vocabulary-building exercises, feedback-oriented education, and collaborative activities.

## **Recommendations**

### **Pedagogical and Policy Implications**

- **Strengthening Linguistic Competence:** Since vocabulary range and grammar accuracy are the strongest predictors of writing success, curriculum designers should integrate intensive vocabulary-building exercises and advanced grammar modules specifically tailored for academic essay writing .
- **Providing Constructive Feedback:** Instructors should implement systematic and positive feedback protocols, as constructive criticism significantly aids students in the revision process and enhances their overall writing quality.
- **Reducing Writing Anxiety:** Educational institutions should create a supportive learning environment through collaborative writing activities and peer-review systems to lessen psychological barriers and increase student confidence .

- **Promoting Disciplined Writing Habits:** Students should be encouraged to engage in regular, self-regulated writing practice outside the classroom to improve fluency and organizational skills.

#### **Suggestions for Future Research**

- **Qualitative Exploration of Affective Factors:** Future studies should employ qualitative methods, such as in-depth interviews or focus group discussions, to further explore the underlying causes of writing anxiety among Lao EFL learners.
- **Longitudinal Studies:** It is recommended to conduct longitudinal research to track the development of essay writing proficiency from Year I to Year IV, providing a clearer understanding of how writing habits and linguistic growth evolve over time.
- **Effectiveness of Instructional Interventions:** Further research could investigate the impact of specific teaching methodologies, such as Task-Based Learning (TBL) or the use of AI-assisted writing tools, on improving the accuracy and cohesion of student essays .

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