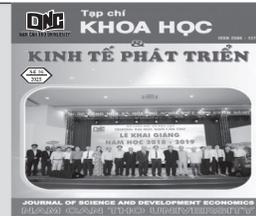




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Factors affecting the ability to write essays in English of second-year students majoring in English at Nam Can Tho University

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ABSTRACT

Writing is considered an important skill. For second-year students majoring in English at Nam Can Tho University, writing essays in English is a mandatory subject. However, in the process of writing essays, students encounter many difficulties. To find out the difficulties and find solutions, 28 questions designed on a Likert scale were used for analysis with the participation of 100 second-year students and 100 senior students majoring in English language for comparison. In addition, five sophomores and five seniors participated in interviews to learn more about the research problem. The results show that there are many difficulties for second-year English Language students at Nam Can Tho University in writing essays in English. Factors include being influenced by the style of writing essays in Vietnamese, students not being proficient in grammar and not having enough vocabulary with spelling mistakes, lack of additional writing practice at home, limited learning ability and not having critical thinking in writing essays. Some external factors include lack of reference materials, personal factors and too many other course assignments affecting writing essays in English. For 4th year students, factors that hinder the ability to write essays in English include not having many ideas for the essay they are about to write, grammar mistakes, spelling mistakes, lack of vocabulary, being influenced by their mother tongue. Some external factors are due to students' personal problems such as part-time jobs, health problems, psychological problems such as stress, lack of reference materials.

TÓM TẮT

Viết được xem là một kỹ năng quan trọng. Đối với sinh viên năm hai chuyên ngành ngôn ngữ Anh tại trường Đại học Nam Cần Thơ, việc viết luận bằng tiếng Anh là một môn học bắt buộc. Tuy nhiên, trong quá trình viết luận sinh viên gặp rất nhiều khó khăn. Để tìm ra những khó khăn nhằm tìm ra giải pháp khắc phục thì 28 câu hỏi được thiết kế theo thang đo Likert được sử dụng để phân tích với sự tham gia của 100 sinh viên năm hai và 100 sinh viên năm cuối ngành ngôn ngữ Anh được sử dụng để đối chiếu. Thêm vào đó, năm sinh viên năm hai và năm sinh viên năm cuối tham gia vào việc phỏng vấn nhằm tìm hiểu sâu hơn về vấn đề nghiên cứu. Kết quả cho thấy rằng có rất nhiều khó khăn cho sinh viên năm hai ngành Ngôn Ngữ Anh tại trường đại học Nam Cần Thơ trong việc viết bài luận bằng tiếng Anh. Các yếu tố bao gồm bị ảnh hưởng bởi phong cách viết bài luận bằng tiếng Việt, các sinh viên, chưa thành thạo ngữ pháp và không đủ số vốn từ cùng với lỗi chính tả, thiếu thực hành viết thêm tại nhà, năng lực học tập còn hạn chế và chưa có tư duy phản biện trong viết bài luận. Một số yếu tố xuất phát từ bên ngoài gồm việc thiếu tài liệu tham khảo, các yếu tố cá nhân và các bài tập môn khác trong khóa học quá nhiều ảnh hưởng đến việc viết bài luận bằng tiếng Anh. Đối với sinh viên năm 4 thì các yếu tố cản trở khả năng viết luận bằng tiếng Anh bao gồm không có nhiều ý tưởng cho bài luận mình sắp viết, lỗi ngữ pháp, lỗi chính tả, thiếu từ vựng, bị ảnh hưởng bởi tiếng mẹ đẻ. Một số yếu tố xuất phát từ bên ngoài là do các vấn đề cá nhân của sinh viên như công việc bán thời gian, vấn đề sức khỏe, vấn đề tâm lý như stress, thiếu tài liệu tham khảo.

1. INTRODUCTION

1.1 Statement of the problems

Writing is considered a mandatory skill to master for successful language development. Writing in English is of great importance in international communication and acquiring necessary knowledge. English writing has a great impact on the entire education system, because it is the main source of world knowledge.

According to Deane (2018) [1], writing is the most important development in human history. It is a way of exchanging knowledge, information, thoughts and opinions with other countries in the world from generation to generation. However, most of the students cannot understand this writing skill properly. They are still facing many challenges in English subjects especially writing skills. Despite the importance of writing courses

for college students, it still becomes a difficult skill for them. This phenomenon has occurred in various contexts around the world with a number of aspects that make students' writing difficult in the following areas: (1) structure, (2) grammar, (3) punctuation, and (4) vocabulary (Ariyaanti & Fitriana, 2017) [2]. In other studies, writing difficulties are also influenced by the learning process, strategies while writing (Bakry & Alsamadani, 2015) [3]. Therefore, they cannot have their ideas in well-written paragraphs or essays. Okpe & Onjewu (2017) [4] pointed out that acquiring essay writing skills can be one of the great things to do as it can improve daily communication, get good grades, and become a more professional person. Therefore, essay writing become a remarkable subject for students. Essay writing is a demanding task as students need to generate new ideas, put them into grammatically correct sentences, and recognize essay structures and types (Jimenez et al., 2013) [5]. Even if students learn the basics of essay writing, they may still have difficulty applying them to the task and may lack coherence and cohesion. Furthermore, essay writing requires adequate foreign language proficiency (Annab, 2016) [6].

In the context of Vietnam, the undergraduate education program at Nam Can Tho University for second-year students of English Language has Writing 3, Writing 4 subjects in which students are required to write essays in English. However, information from lecturers stated that most of the students have encountered serious problems in writing a good English essay.

There are many current studies on the difficulties in writing essays in English.

However, a study investigating the difficulties in writing essays in English of second-year students of English Language at Nam Can Tho University is still very limited. Therefore, the topic "Factors affecting the ability to write essays in English of second-year students of English Language at Can Tho University" was conducted to find out the factors that cause difficulties for second-year students of English Language at Nam Can Tho University. From there, solutions are proposed to improve the ability to write essays in English of students.

1.2 Literature review

1.2.1 Definition of writing skill

Writing is a skill that involves cognitive processes (Jebreil et al., 2015) [7] such as expressing intentions, generating ideas, problem solving, and critical thinking. Writing is also a process of collecting and working with ideas that are presented in a polished and understandable product for readers (Linse, 2005) [8]. In addition, Cumming (1998) [9] has argued that writing is defined not only as text in writing but also as the acts of thinking, drafting, and encoding language into that text. Therefore, in writing creation, a completely different set of competencies is needed (Brown, 2000) [10] because it involves additional efforts in understanding, thinking, planning, and revising. Similarly, learners' emotions, such as writing excitement, anxiety, lack of confidence, and confusion, play an important role in the development of individual learning (Driscoll & Powell, 2016) [11]. Furthermore, teacher guidance can also shape students' emotions and attitudes while writing.

1.2.2 Purpose of writing

Hasani (2016) [12] state that writing is not just the act of putting the symbols of language into written form, but it also serves to convey ideas. When people start writing, they do not simply write down all their thoughts. They need to convey and organize their thoughts into a readable text with some meaning. They have to consider how to make their theories understandable. Meanwhile, Alfaki (2015) [13] defines that the general purpose of writing is for people to openly express their thoughts, feelings, and know how to persuade others.

1.2.3 Writing an essay

As one of the academic writings (Bailey, 2015) [14], the essay remains a popular type of assignment. More specifically, an essay is a piece of writing that covers a specific topic divided into several paragraphs (one paragraph for each main point) beginning with an introduction and ending with a conclusion (Oshima & Hogue, 2006) [15]. The main elements of an essay are (1) an introduction that presents statements that grab the reader's attention, (2) body paragraphs that provide development of the subtopics of the topic in each, and (3) a conclusion that restates the main ideas and includes supporting quotes.

1.2.4 Structure of an essay

According to Eunson (2014) [16], your essay needs to be structured in a specific way to maximize its effectiveness. An essay has three basic structures. They are as follows; introduction, body or argument, and conclusion. This is also supported by Zemach and Rumisek (2003) [17]

Part 1 Introduction: The introduction provides an overview of the topic. A thesis statement is also included. It is a sentence that expresses the

core idea. It is usually seen at the end of a paragraph.

Part 2 Body: These are the paragraphs between the introduction and the conclusion and clarify and support the thesis argument. In the main body of an essay, one or more paragraphs are required.

Part 3 Conclusion: It is the last paragraph of the essay. It restates or summarizes the argument of the essay.

1.2.5 Factors affecting students' ability to write essays in English

According to Hasani (2016) [12], some factors hinder the development of English language students with writing skills, such as lack of motivation of learners, insufficient time for writing, lack of reading and writing practice, lack of proper feedback and comments on students' writing, lack of teaching resources and facilities, overcrowded classrooms, ineffective teaching methods and social background of students. All these factors are the main causes of students' problems in writing English. Lack of free writing opportunities affects creativity in learners' writing, but unfortunately, most of the instructors do not practice this habit in their classrooms and thus the results are not favorable for different learners to improve their academic writing skills (Alfaki, 2015) [13]. Proper writing activities require sufficient time to complete writing tasks because the nature of writing tasks is different at different stages. Students need a lot of time to reread, rewrite, collect scattered thoughts, organize different ideas logically, and compose specific drafts of texts. They cannot master their English writing if they do not spend adequate time on their academic writing. Due to

insufficient time, students are unable to convey their ideas in their writing, which reduces their creative writing skills properly (Carson, 2001) [18]. Assessing and grading students correctly is not a difficult task for any teacher, but most English teachers ignore this strategy when teaching English writing and reading skills at the school level. They do not properly instruct students on how to write well (Graham, 2008) [19]. According to Byrne (1988) [20], writing is a difficult activity for most people because it requires them to use their mother tongue as well as a foreign language. Writing related problems are divided into three categories; psychological, linguistic and cognitive.

Psychological problems: Writing is a complex task because it does not come naturally and must be learned through constant work and practice. A student also has to write a lot to become a good writer. Students will be more motivated to do it if someone is present when they use the language and they receive some form of feedback.

Linguistic problems: In oral communication, it involves an interactive process and, except in special circumstances, such as a lecturer or other participants, it keeps it going. In speech, which is often spontaneous, we have little time to notice the structure sentences. We repeat, rephrase, etc., depending on how people respond to what we say. In writing, we have to compensate for the lack of specificity; we have to keep the channel of communication open through our own efforts and ensure that the text we produce can be interpreted on its own terms, both through our choice of sentence structure and the way our sentences are linked together and sequenced. So learners need time to gather information,

organize their thoughts, write drafts, reread, and rewrite to make their work understandable to the reader.

Cognitive issues: Writing, on the other hand, is learned through instruction; we have to master the written form of the language as well as some of the less common structures used in speech. We also have to learn to organize our thoughts so that they can be understood by a reader who is not present, and perhaps by a reader who is not familiar with us.

Adas and Bakir (2013) [21] classify some factors of problems in writing, they are; the students describe the main factors of their English shortcomings as teaching methods and environments. Their poor English proficiency is due to the lack of motivation of students towards teachers. English learners have a small vocabulary. As a result, students tend to repeat the same sentences. English learners do not use spelling invention, and their written texts are limited to familiar words. Because of the unreasonable structure of sentences in the text, students' writing is difficult to understand. Students are unable to share their work with peers and do not receive enough feedback. When students read their work aloud, they cannot tell whether what they read or write is correct or incorrect. According to Maysuroh (2017) [22], it is important to explain some of the aspects that contribute to students' problems in their writing classes.

Lack of practice: Writing is considered to be the most difficult skill. As a result, both teachers and students will require a lot of practice and constant effort. The findings show that students only practice writing on a very limited basis.

They also do not have much time at home to practice writing. As a result, students find it difficult to write down their thoughts.

Lack of motivation: Most students seem to write to complete their assignments rather than to write. They do not want to write because they think it is too difficult. One of the reasons for the difficulty in writing may be a lack of enthusiasm and willingness.

Time allocation: Another factor that contributes to the problem of students is the writing process, the time required to compose and revise the text. As a result, students are unable to complete it in class because of running out of time.

2. RESEARCH METHODS

2.1 Research design

This study was designed as a descriptive research. The research team collected and analyzed primary data including quantitative and qualitative data. By combining different research methods, the research content will be approached and analyzed more completely (Fraenkel et al., 2012) [23]. In this study, quantitative data were collected through questionnaires and qualitative data were collected through semi-structured interviews.

Question 1: What are the factors that hinder the ability to write essays in English of second-year English major students at Nam Can Tho University?

Question 2: What are the causes of these difficulties?

Question 3: Are there any differences in the factors and causes that hinder the ability to write essays in English of second-year and senior students?

2.2 Objects of the study

200 English language students, including 100 second-year students and 100 fourth-year students, were used for comparison. The students were between 19 and 23 years old. Table 3.1 below summarizes the personal information of the students participating in the study.

2.3 Research tools

2.3.1 Questionnaires

The questionnaire was reconstructed and developed based on previously reviewed documents and based on the survey in the study Hasani (2016) [12]. The questionnaire includes 28 questions divided into three parts. Specifically, part 1 is designed to collect personal information of research participants such as gender, age, qualifications, and seniority. Part 2 from question 1 to question 19 is mainly designed in the form of information listing, assessing the level according to the Likert scale. Specifically, the survey content revolves around the views of English lecturers on the level of agreement (1 = strongly disagree, 2 = disagree, 3 = no opinion, 4 = agree, 5 = strongly agree) about the internal factors that cause difficulties in writing essays in English. In part 3 from question 20 to question 28, the content is also designed according to the scale of agreement (1=strongly disagree, 2=disagree, 3=no opinion, 4=agree, 5=strongly agree) about external factors that cause difficulties in writing essays in English. In addition, this part has three more open-ended questions to exploit more information from lecturers related to their perceptions of factors affecting the writing of essays in English of second-year students majoring in English at Nam Can Tho University.

2.3.2 Interviews

Qualitative data were collected using direct interviews with the students participating in the study. After the quantitative data were analyzed, five out of 100 second-year English language students and five out of 100 final-year students were randomly selected to participate in the interviews. The interviews were designed in a semi-structured format, including three main questions to specifically explore and delve into aspects of the research issues. The questions were designed to collect information with the following main contents: (1) Internal difficulties in writing essays in English. (2) Reasons for those difficulties. (3) External factors affecting writing essays in English. In particular, the interview questions were designed to collect secondary data to supplement and further explain the key information obtained from the questionnaire. The results of the data analysis will provide a clear picture of the factors affecting the English essay writing ability of second-year English language students at Nam Can Tho University. Each individual interview lasted approximately 15 minutes and was recorded for research purposes only.

2.4 Data analysis

2.4.1 Quantitative data analysis

The data collected from the questionnaire will be processed through descriptive statistical analysis using the Software Package of Statistics for the Social Sciences (SPSS, version 20.0) to find out the factors affecting the English essay writing of second-year English language students at Nam Can Tho University.

2.4.2 Qualitative data analysis

The research team listened to and typed all the data collected from the interviews using Microsoft Word software. Then, the data was synthesized, processed and analyzed according to the content related to the research issues. The results of the analysis from the qualitative data will be presented to provide more information and explanation for the results obtained from the statistical analysis.

3. RESULTS AND DISCUSSION

3.1 Factors that make it difficult for students to write essays in English of second-year students majoring in English at Nam Can Tho University

3.1.1 Internal factors

82% of second-year English language students at Can Tho University said that the biggest difficulty when writing an essay in English is being influenced by the Vietnamese writing style, so when writing an essay in English, they encounter many difficulties and are not as natural as native speakers. 82% of candidates said that they are not yet proficient in sentence structures when writing an essay in English. One of the factors that hinder the ability to write an essay fluently in English is not reviewing what the lecturer taught in class (79%) and lacking practice writing at home (60%). At the same time, 81% of candidates said that they often make grammar mistakes when writing an essay in English. 78% of students in this survey said that they do not have enough vocabulary when writing an essay in English. 70% of candidates said that due to limited learning ability, they have difficulty writing an essay in English. Furthermore, spelling mistakes are also one of the problems when writing essays in

English, accounting for 68%. 58% of the difficulties when writing essays in English are due to the lack of critical thinking when writing essays in English.

Based on the interview results, 2 students said that they often make grammar mistakes when writing essays in English.

Student 1 "I often make grammar mistakes when writing essays in English."

Student 4 "I often make grammar mistakes"

Another problem that second-year English language students encounter is spelling mistakes. 2 students encountered this problem. Specifically as follows:

Student 2: "I often make spelling mistakes"

Student 5: "I often make spelling mistakes."

2 students said that because they were influenced by the style of writing essays in Vietnamese, when writing essays in English they were not as natural as native speakers.

Student 3: "I am influenced by the Vietnamese writing style, so I have a lot of difficulties when writing essays in English."

Student 5: "I am influenced by the Vietnamese writing style, so my essays in English are not good."

In addition, there is a student who thinks that he does not have enough vocabulary when writing essays in English.

Student 1: "Moreover, I do not have enough vocabulary."

In conclusion, we can see that some of the main difficulties of second-year English language students in writing essays in English are grammatical errors, spelling errors, insufficient vocabulary, and being influenced by the

Vietnamese writing style, so when writing in English, it is not as natural as a native speaker.

3.1.2 Reasons of internal factors affecting the English essay writing ability of second-year students majoring in English at Nam Can Tho University

From the interview results of second-year English language students at Nam Can Tho University, we can see that.

We can clearly see a reason why second-year English language students have difficulty writing an essay in English. Because students do not have a good grasp of English grammar points. In addition, students are not careful, leading to spelling mistakes. In addition, students are influenced by Vietnamese writing style because they are used to writing essays in Vietnamese, so when they switch to English, they are more or less affected. Lack of practice learning vocabulary at home is also the reason why students' vocabulary is limited.

3.1.3 External factors

The factor that most affects the ability to write an essay in English of second-year students majoring in English at Nam Can Tho University is personal problems accounting for 71% such as family, health, and part-time jobs, which make it impossible for survey participants to concentrate on writing a good English essay. A small number of students, 29%, said that they did not have enough reference materials. Surprisingly, 81% of students said that they received enough instructions before writing.

According to the interview results for the teacher, there were 3 students who said that personal problems prevented them from writing a good essay.

Student 2: "Personal problems sometimes prevent me from writing a good essay."

Student 3: "There are some days when I have some personal problems that prevent me from writing well."

Student 5: "I am affected by personal problems, so sometimes I cannot write well."

One student said that too much homework from other subjects affected my essay writing.

Student 1: "Sometimes there is too much homework from other subjects, which makes me feel pressured and unable to concentrate on writing a good essay."

Another student said that he did not have enough reference materials. Specifically, as follows:

Student 4: "I still do not have enough reference materials."

In summary, some external difficulties that affect the ability to write essays in English of second-year English language students at Nam Can Tho University include lack of reference materials, personal factors, and too much homework from other subjects in the course affecting the ability to write essays in English.

3.2 Factors that cause difficulties for students in writing essays in English of final year students majoring in English at Nam Can Tho University

3.2.1 Internal factors

We can see that the two factors that most affect the ability to write essays in English are that students often make grammar mistakes when writing an essay in English, accounting for 67%. The second factor is also not much different, accounting for 66%, which is that students are influenced by the style of writing essays in

Vietnamese, so when writing essays in English, they are not as natural as native speakers and often make stylistic mistakes. The next problem is that students do not have enough vocabulary to write essays in English, accounting for 55%. 52% of students said that they often make spelling mistakes when writing essays in English. Not practicing writing essays in English at home is also a factor that leads to difficulties for students when writing essays in English.

According to the results of the interviews, 2 students said that they sometimes make grammar mistakes when writing essays in English.

Student 2: "When I write essays in English, I sometimes make some grammar mistakes"

Student 4: "Sometimes I make grammar mistakes."

Two students said that they sometimes cannot find suitable ideas when writing essays

Student 1: "I rarely have problems writing essays in English. But if I do, I often cannot find suitable ideas."

Student 5: "I do not recognize many factors that hinder my writing essays in English. If there are, it is because I do not have many ideas for the topic I am writing about."

Vocabulary is also a factor that hinders the ability to write essays in English.

Student 3: "I find it difficult to find suitable vocabulary."

A student said that spelling sometimes affects the ability to write essays in English.

Student 4: "Sometimes I make spelling mistakes."

To conclude, we can see that some of the difficulties that final year students majoring in English have are not having many ideas for the

essay they are about to write, grammatical errors, spelling mistakes, lack of vocabulary, and being influenced by their mother tongue.

3.2.2 Reasons of internal factors affecting the English essay writing ability of final year students majoring in English at Nam Can Tho University

According to the interview results from final year students majoring in English at Nam Can Tho University, we can see that the reasons for grammatical errors are due to lack of grammar proficiency, or due to carelessness in using grammar. Moreover, because students do not have much social knowledge or sometimes the topic is too difficult, it is the reason why students cannot find ideas when writing. Not having enough English vocabulary is a factor that makes students unable to have the appropriate vocabulary to express themselves.

3.2.3 External factors

Based on the answers from candidates about external factors affecting students' ability to write essays in English, the highest was that students did not have enough reference materials, accounting for 29%. The next reason was that students had to study other subjects during the semester, which affected their essay writing, accounting for 17%. However, these rates were still much lower than those of second-year students, of whom 79% were affected by personal problems.

Up to 83% of students disagreed that they did not receive enough instructions before writing. 79% of candidates said that the materials met the requirements of the course. More than 50% disagreed with the following factors affecting their ability to write essays in English, such as

overcrowded classes, feedback from lecturers on essays, classroom facilities, and personal problems.

The interview results showed that poor health and psychological factors affected their ability to write essays in English.

Student 1: "Sometimes I feel unwell so I can't write my essay well."

Student 2: "I think it's a psychological problem like stress."

In addition, one student said that because he has to work part-time, he doesn't have much time to practice writing essays, which affects his ability to write essays.

Student 4: "I have to work part-time so I don't have much time to practice writing essays in English."

One factor that hinders his ability to write essays in English is the lack of reference materials.

Student 5: "I don't think I have much reference materials."

Surprisingly, one student said that he doesn't encounter any obstacles from external factors in his ability to write essays in English.

Student 3: "I don't see any external problems affecting my ability to write essays in English."

In summary, some external difficulties affecting the ability to write essays in English of 4th year students majoring in English at Nam Can Tho University are due to students' personal problems such as part-time jobs, health problems, psychological problems such as stress, and lack of reference materials.

4. CONCLUSIONS AND SUGGESTIONS

There are many difficulties for second-year students of English Language at Can Tho

University in writing essays in English. According to the survey results, we can see some typical difficulties such as being influenced by the style of writing essays in Vietnamese, so when writing essays in English, they are not natural. Another difficulty that accounts for a large proportion is that students are not yet proficient in the sentence structures used when writing an essay in English. In addition, not reviewing what the lecturer has taught in class is also a factor that makes students not proficient in writing essays in English. Grammatical errors and insufficient vocabulary along with spelling errors, lack of additional writing practice at home, limited learning ability and lack of critical thinking in writing essays are notable difficulties when writing essays in English of second-year students of English Language at Can Tho University. Some external difficulties affecting the English essay writing ability of second-year English language students at Nam Can Tho University include lack of reference materials, personal factors and too many other course assignments affecting English essay writing. We can clearly see a reason why second-year English language students have difficulty writing an essay in English. Because students do not have a good grasp of English grammar points. In addition, students are not careful, leading to spelling mistakes. In addition, students are influenced by Vietnamese writing style because they are used to writing essays in Vietnamese, so when they switch to English, they are more or less affected. Lack of practice learning vocabulary at home is also the reason why students' vocabulary is limited. Some difficulties that final-year English language students encounter are not having many

ideas for the essay they are about to write, grammar mistakes, spelling mistakes, lack of vocabulary, being influenced by their mother tongue. Some difficulties that come from outside that affect the ability to write essays in English of 4th year English language students at Nam Can Tho University are due to students' personal problems such as part-time jobs, health problems, psychological problems such as stress, lack of reference materials. The reasons for grammatical errors are due to lack of grammar proficiency or carelessness in using grammar. Furthermore, students do not have much social knowledge or sometimes the topic is too difficult, which is the reason why students cannot find ideas when writing. Not having enough English vocabulary is a factor that makes students unable to have the appropriate vocabulary to express themselves. Second-year English language students encounter some typical difficulties such as being influenced by the style of writing essays in Vietnamese. Students are not yet proficient in the sentence structures used when writing an essay in English. Not reviewing what the lecturer has taught in class is also a factor that makes students not proficient in writing essays in English. Grammatical errors and insufficient vocabulary along with spelling errors, lack of additional writing practice at home, limited learning ability and lack of critical thinking in writing essays are notable difficulties when writing essays in English of second-year English language students at Nam Can Tho University. In addition, there are some difficulties originating from the outside that affect the ability to write essays in English of second-year English language students at Nam Can Tho University, including lack of reference

materials, personal factors and too many other course assignments affecting writing essays in English. Second-year English language students encounter some typical difficulties such as not having many ideas for the essay they are about to write, grammar mistakes, spelling mistakes, lack of vocabulary, being influenced by their mother tongue. In addition, some external difficulties that affect the ability to write essays in English of fourth-year English language students at Nam Can Tho University are due to students' personal problems such as part-time jobs, health problems, psychological problems such as stress, lack of reference materials. For students majoring in English: should practice writing essays in the style of native speakers, in addition, need to increase vocabulary, practice grammar regularly, practice writing at home, practice critical thinking skills and practice writing more carefully to avoid spelling mistakes. For lecturers: increase writing time for students as well as give appropriate comments and feedback. Have appropriate pedagogical methods to increase the effectiveness of learning Writing. For schools: create many favorable conditions for students in learning Writing such as arranging a reasonable timetable so that students have more time to study Writing, avoiding the situation of cramming too many subjects in a short time, which will create pressure for students when studying, leading to learning not being as effective as expected.

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