

ປັດໄຈທີ່ສົ່ງຜົນກະທົບຕໍ່ການຮຽນພາສາອັງກິດທີ່ເປັນພາສາຕ່າງປະເທດທີ່ໂຮງຮຽນມັດທະຍົມ ຕອນປາຍພູບາຈຽງ¹

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ພາກວິຊາພາສາອັງກິດ, ຄະນະສຶກສາສາດ, ມະຫາວິທະຍາໄລຈຳປາສັກ.

² ວິທະຍາໄລວິທະຍາສາດສຸຂະພາບແຂວງຈຳປາສັກ, ນະຄອນປາກເຊ, ແຂວງຈຳປາສັກ, ສປປ ລາວ.

ບົດຄັດຫຍໍ້

ປັດໄຈການຮຽນ ທີ່ມີຜົນຕໍ່ການຮຽນພາສາອັງກິດ ທີ່ເປັນພາສາຕ່າງປະເທດມີອິດທິພົນທີ່ສຳຄັນຕໍ່ຜົນສຳເລັດຂອງນັກຮຽນໃນການຮຽນພາສາຕ່າງປະເທດ. ໃນການຮຽນພາສາອັງກິດມີຫຼາຍປັດໄຈທີ່ສົ່ງຜົນກະທົບຕໍ່ ປະສິດທິພາບການຮຽນ ເຊັ່ນ: ປັດໄຈພາຍໃນ ແລະ ປັດໄຈພາຍນອກ. ຄວາມຮູ້ກ່ຽວກັບປັດໄຈການຮຽນຮູ້ ຊ່ວຍໃຫ້ເຂົ້າໃຈ ວິທີການຈັດການ ສະພາບແວດລ້ອມໃນຫ້ອງຮຽນທີ່ເໝາະສົມກັບການຮຽນພາສາຕ່າງປະເທດ. ປັດໄຈພາຍໃນປະກອບມີທັດສະນະຄະຕິ ທາງລົບ, ຂາດຄວາມໝັ້ນໃຈ, ແລະ ຂາດແຮງຈູງໃຈໃນການຮຽນ ຊຶ່ງປັດໄຈເຫຼົ່ານີ້ມີບົດບາດສຳຄັນໃນການຮຽນພາສາ ອັງກິດຂອງນັກຮຽນ, ໃນຂະນະທີ່ປັດໄຈພາຍນອກປະກອບມີການຂາດການສະໜັບສະໜູນຈາກໂຮງຮຽນ, ສະພາບ ແວດລ້ອມຂອງໂຮງຮຽນທີ່ບໍ່ເອື້ອອຳນວຍ ແລະ ວິທີການສິດສອນທີ່ບໍ່ມີປະສິດທິພາບ. ຈຸດປະສົງຂອງການສຶກສາຄັ້ງນີ້ ແມ່ນເພື່ອສຶກສາສະຖານະການ ຂອງການຮຽນພາສາອັງກິດທີ່ເປັນພາສາຕ່າງປະເທດ, ປັດໄຈທີ່ສົ່ງ ຜົນກະທົບຕໍ່ການຮຽນ ແລະ ສຶກສາການຄວາມຄິດເຫັນຕໍ່ການຮຽນພາສາອັງກິດທີ່ເປັນພາສາຕ່າງປະເທດ. ການສຶກສາພົບວ່າ ນັກຮຽນສ່ວນໃຫຍ່ ຂອງ ໂຮງຮຽນບໍ່ພໍໃຈກັບການສະໜອງສິ່ງອຳນວຍຄວາມສະດວກ. ພວກເຂົາຍັງໄດ້ກ່າວເຖິງເອກະສານໃນການຮຽນ ແມ່ນບໍ່ພຽງພໍເຊິ່ງເຮັດໃຫ້ຂາດແຮງຈູງໃຈໃນການຮຽນ. ປັດໄຈອື່ນໆໜຶ່ງແມ່ນມາຈາກການ ສະພາບແວດລ້ອມຂອງ ໂຮງຮຽນທີ່ເຮັດໃຫ້ການຮຽນບໍ່ປະສິດຜົນສຳເລັດ. ບັນຍາກາດໃນຫ້ອງຮຽນກໍ່ສົ່ງຜົນຕໍ່ການປະກອບ ສ່ວນເຂົ້າໃນການ ຮຽນ. ນັກຮຽນຂາດແຮງຈູງໃຈທີ່ຈະເຂົ້າຮ່ວມໃນກິດຈະກຳໃນຫ້ອງຮຽນ ສ່ວນການສິດສອນຄຸ້ມກະເນັ້ນການສອນແປ ຮຽນໄວຍະກອນ. ພວກເຂົາໄດ້ເປີດເຜີຍວ່າຫ້ອງຮຽນພາສາອັງກິດແມ່ນນຳເບື້ອ ເພາະການ ສອນສ່ວນໃຫຍ່ແມ່ນອີງໃສ່ ການທ່ອງຈຳ. ປັດໄຈສຸດທ້າຍແມ່ນກ່ຽວຂ້ອງກັບເສດຖະກິດ - ສັງຄົມ. ພວກເຂົາຕ້ອງຮັບຜິດຊອບຊ່ວຍເຫຼືອວຽກໃນຄອບຄົວ ຊຶ່ງເຮັດໃຫ້ມີຜົນກະທົບຕໍ່ການຮຽນຂອງພວກເຂົາ. ພວກເຂົາເວົ້າວ່າພວກເຂົາຕ້ອງຊ່ວຍເຫຼືອພາຍໃນຄອບຄົວຂອງພວກເຂົາຫຼາຍກວ່າການຮຽນ.

ຄຳສຳຄັນ: ປັດໄຈພາຍໃນ, ປັດໄຈພາຍນອກ, ສະພາບແວດລ້ອມການຮຽນຮູ້, ວິທີການສິດສອນ, ການຮຽນ ພາສາອັງກິດ

¹ ການອ້າງອີງພາສາລາວ:

ສຸລິຈັນ ຫຼວງສິມບັດ ແລະ ຄະນະ. (2020). ປັດໄຈທີ່ສົ່ງຜົນກະທົບຕໍ່ການ ຮຽນພາສາອັງກິດທີ່ເປັນພາສາຕ່າງປະເທດທີ່ໂຮງຮຽນມັດທະຍົມຕອນປາຍພູບາຈຽງ, ວາລະສານວິທະຍາສາດ ມະຫາວິທະຍາໄລ ສຸພານຸວົງ, ສະບັບທີ: 6, ເຫຼັ້ມ 2, ໜ້າທີ: 1 - 9.

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**The factors affecting learning English as a foreign language at
Phoubachieng Upper Secondary School
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Abstract

Learning factors affecting foreign language learning have an essential influence on students' achievement in acquiring language. There are many factors that contributed to learning performance such as internal and external factors. Knowledge about learning factors contributes to the understanding of how to manage a suitable classroom environment for foreign language learning. Internal Factors comprising of demotivation, negative attitude, low self-esteem, and motivation, are likely to play a crucial role in students' language learning accomplishment, while External Factors including lack of school support, unsupportive school environment, and teaching methodology can result in learning performance of students. This study aims at investigating the situations in learning English as a foreign language, factors affecting learning English as a foreign language and how students respond to factors affecting learning English as a foreign language. The study found that most participants at the school were unsatisfied with the provision of facilities. They also mentioned insufficient materials attributed to demotivation in learning. Another factor caused by unsuccessful learning was the school environment. A negative classroom atmosphere contributed to learning. They were less motivated to participate in activity and learning when the instruction was reliant on grammar-translation methods. They revealed the English class was boring because most teachings were reliant on drill, rote, and memorization. They felt demotivated when teaching applied teacher-centered (didactic) methods. The last factor related to the socio-economic statue of family and household responsibility affected their learning. They said they had to spend their time on family more than study.

Keywords: Internal Factors, External Factors, Learning Environment, Teaching Methodology, Learning English

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1. Introduction

Learning a second or foreign language is not an easy matter to discuss, because it does not only require to know vocabulary and grammar of a language is acquired but also knowledge about the context and culture and a new way of thinking and acting needs great consideration. Some learners learn a foreign language more quickly than others because their virtue of strong commitment, hard work, and patience makes them successful. However, some other learners are not quite successful in learning a foreign language, and it is very clear that certain crucial factors are influencing their performance that is mostly beyond the control of the learner. Emotional factors are critical for learners to assess their success or failure in learning a language. Students should be motivated to learn a language to acquire certain emotional factors, to achieve success rather than failure. The second language learner brings all these variables into the process of learning the second language. The teacher also has to undertake the system and functioning of the language that he teaches to enable students to achieve it effectively.

Learning English requires students to consider not only the external factors but also internal factors. In this study, the internal factors consist of anxiety, demotivation, low self-esteem, and negative attitude. According to Brown (2007), these factors are specified by each student such as attitude, motivation, personal practice, and study habits. Each of these factors is an individual element of learners' capability to obtain a foreign language but each component also interacts with another. While the external factors consist of lack of family support and unsupportive school environment factor. Those factors might exist in English class which can affect negatively students' learning process. For example, many students are passive and shy to participate in classroom activities. One of the reasons to take into consideration might be their anxiety about making mistakes. As what Riasti (2011) stated that students may feel worried due to problems concerning negative evaluations such as fear of

correction and fear of making mistake. Secondary school students really care about how they are viewed by teachers and classmates and they are not willing to be laughed at by others in the class. Therefore, they will see mistakes in English learning as threats to them. As a result, they will try to protect themselves by avoiding answering questions or giving their ideas in class.

Based on the background explained above, researchers researched to investigate factors affecting learning English as a foreign language. However, in this research, researchers focused on the most dominant internal and external factors affecting learning performance at Phoubachieng upper secondary school in the academic year 2019-2020. This research is important to conduct because having a better understanding of factors that have a big effect on students' English learning can be one of the efforts to be aware of the existence of negative factors that come from both inside and outside the students.

Research Objectives

The study are studied under the following objectives:

1. To investigate the situations in learning English as a foreign language
2. To investigate factors affecting learning English as a foreign language
3. To investigate how students respond to factors affecting in learning English as a foreign language

2. Materials and Methods

Researchers conducted at Phoubachieng Upper Secondary School, Bachieng District, Champasack Province. Researchers applied survey research for this study.

2.1 Research Participants

The number of participants were chosen for this study comprised of 50 students, 27 females, from two classes. Researchers were selected randomly from a list of students in Grade 6th.

2.2 Data Collection

The tool to collect data applied two types of questionnaires. Percentage question used for demographic data and Likert rating scale question was developed to obtain data relating to factors in learning English. These questions could be listed in the following.

1. Demographic questions
2. Situations in learning English
3. Factors affecting learning English
 - External factors
 - Internal factors
4. How students respond to factors affecting learning English

2.3 Data Analysis

The questionnaires were coded manually after researchers obtained information from participants. Therefore, the information researchers collected from the questionnaire, was coded and analyzed by explaining what the participants said or

answered the questions. Researchers used percentage and SPSS program to calculate and analyze data.

3. Results

3.1 Situations in learning English

This section described general situations in learning English how students adjust themselves to school environment. It also pronounced activity implementation and learning and teaching strategies be used to improve language skills.

No	Items	\bar{X}	Level
1	Students lack of commitment in teacher's instructions	2.94	Disagree
2	Learning relies only on textbook without other materials support	3.26	Neutral
3	Lack of motivations to be excellent and innovated in the English language.	3.14	Neutral
4	Class lack of the interval funny acceptable atmosphere.	3.42	Neutral
5	Group discussions improve student's communication	3.60	Agree
6	Students are active in learning to get higher grades in English	3.96	Agree
7	Teacher do not use a sufficiently wide range of teaching strategies	4.02	Agree
8	The number of furniture are insufficient for number of students	3.24	Neutral
9	Teacher do not have a concerned attitude to their students	3.32	Neutral
10	Teaching mostly use teacher-centered (didactic) methods	3.54	Agree
11	Teaching is reliant on grammar-translation methods too much	3.12	Neutral
12	Teaching rely on drill, rote and memorization methods	3.78	Neutral
13	Provide insufficient opportunities for students to think in English	3.52	Agree
14	Use too Lao rather than English in English instruction	3.42	Neutral
15	Students are encouraged to participate activities in to improve English skills	3.52	Agree
16	Students finish homework and attend class on time.	3.20	Neutral
17	Students have their own learning materials in learning	3.18	Neutral
18	School is unable to provide enough facilities.	3.34	Neutral
19	The students are not motivated to work very hard in learning English	3.56	Agree
Total		3.42	Neutral

Most participants were unsatisfied with school supply provided by school. They mentioned that insufficient materials contributed their less motivation in learning. They also revealed that negative learning environment affected on them and their learning performance. Teaching strategy was one factor that brought down their learning effectiveness when it was too much reliant on drill, rote and memorization

methods.

3.2 Factors Affecting in Learning English

This section pronounced both external and internal factors that impacted on learning. Internal factors included demotivation, negative attitude, and low self-esteem while External factors focused on family support in learning, unsupported school environment and teaching methodology. The interpretation of these areas were described in the following.

3.2.1 Internal Factors Affect Learning English

A. Demotivation

Table 2: Demotivation

No	Items	\bar{x}	Level
1	Limited learning materials lead to lower attention in learning	4.04	Agree
2	Poor school environment surrounding directly affects students' motivation in learning	3.66	Agree
3	Most of lesson focus on grammar/translation of vocabulary and text	3.72	Agree
4	Poor facility condition in the class lead to low motivation in learning English.	3.22	Neutral
5	The overcrowded classroom made me less motivation in learning English.	3.38	Neutral
6	Negative feedbacks lead me less motivation to further learning	3.38	Neutral
7	Inadequate school supply turns me demotivation in learning	3.74	Agree
8	Students with a poor command of English still achieve success negatively affects me.	3.26	Neutral
9	Remembering many words and grammar rules lead me demotivation	3.36	Neutral
10	Teacher is hard to provide effective learning strategies to students	3.48	Neutral
Total		3.42	Neutral

Learning materials and school supply were main factors contributed to demotivation of students. Another area related to poor learning strategies and classroom environment. Too crowded classroom impacted on learning

concentration. In addition, negative feedbacks led them less motivation to learning improvement. They likely needed positive feedbacks to empower their learning capability.

B. Negative Attitude

Table 3: Negative Attitude

No	Items	\bar{x}	Level
1	Lack of a sense of purpose in learning English	3.10	Neutral
2	Have anti-feeling toward English culture and countries	3.14	Neutral
3	Lack of interest in foreign language	3.72	Agree
4	Have little incentive to learn English	3.60	Agree
5	Neglect to learn what has been taught in the classroom	3.38	Neutral
6	Do not practice English outside classroom	4.00	Agree
7	Find English difficult to learn	3.30	Neutral
8	Give little priority to English	3.18	Neutral
Total		3.42	Neutral

Negative attitude to English affected on learning English. Majority of participants were lack of purpose in learn English and

less incentive to carry on their learning. They considered English was difficult subject in school.

C. Low Self-Esteem

Table 4: Low Self-Esteem

No	Items	\bar{x}	Level
1	Be shy and afraid of losing face in class	3.86	Agree
2	Lack of confident to express my thought in English	3.68	Agree
3	Afraid of imitation when make mistakes	3.96	Agree
4	Poor English background contribute to less confidence in learning English	3.74	Agree
5	Low self-esteem lead me stay in comfortable zone	3.44	Neutral
6	Being volunteer to answer questions in my English class embarrasses me	3.68	Agree
Total		3.72	Agree

Participants preferred not to say anything they were not confident and they tend to stayed in comfortable zone. Reason they did not demonstrate ability because

they were afraid of mistakes, and imitations. This reaction contributed to their learning English. Therefore, they tried to keep quiet not to expose themselves too much.

3.3 External Factors Affect Learning English

3.3.1 Lack of Family Support

Table 5: Lack of Family Support

No	Items	\bar{X}	Level
1	Parents do not give me praise when I have improved my learning.	3.56	Agree
2	Poor Parents/students relationship in the home.	3.68	Agree
3	The household size can affect learning performance	3.54	Agree
4	The socio-economic status of the family affect to learning ability	3.72	Agree
5	The family structure of student can affect learning	3.66	Agree
6	Disagreement between parents can affect learning	3.56	Agree
Total		3.62	Agree

Participants mentioned their learning had been affected when socio-economic status of their family was poor. They had trouble when their parents had limited budget to support their education. Some had to drop out of school when their parents

were unable to support their study fee. They also revealed that poor parents' relationship in the home also affected on their learning at school. They were under pressure when family relationship weakened.

3.3.2 Unsupportive School Environment

Table 6: Unsupportive School Environment

No	Items	\bar{X}	Level
1	The number of students in class is too many	3.52	Agree
2	Classrooms are dingy and dirty	3.64	Agree
3	Electricity system allocated in classroom is in poor condition	3.68	Agree
4	Facilities in school is not thoroughly offered	3.58	Agree
5	There is no reading room and library to support for self-directed learning	3.76	Agree
6	Classroom is too noisy to concentrate on learning	3.22	Neutral
Total		3.56	Agree

Facilities in school considered important tools to raise study ability but Phoubachiang School was unable to support students' need. Negative school environment was a factor affected on their learning. They could

not study in the classroom in poor electricity system condition. Additionally, they needed school reduced the number of school for learning concentration.

3.3.3 Teaching Methodology

Table 7: Teaching Methodology

No	Items	\bar{X}	Level
1	Grammar-centered class	3.64	Agree
2	Memorization-centered class	3.78	Agree
3	Lack of material, guidebooks, and CDs.	3.50	Neutral
4	Lack of understanding of students' need and feeling	3.60	Agree
5	Ignoring students who do not understand in class	3.48	Neutral
6	Contents of lessons are difficult to understand	3.56	Agree
7	Lesson repeated from class to class	3.12	Neutral
8	Lessons are reliant on only textbook	3.46	Neutral
9	Inadequate explanation, lack of formative feedback	3.40	Neutral
	Total	3.50	Neutral

Teaching strategies applied in the classroom were limited. Teacher primarily used grammar and memorization that were not practical strategies to increase learning competence. Furthermore, teaching was

only reliant on only textbook. Lessons were presented in the classroom and students took note and lesson repeated from class to class. Poor students were left behind even though they really need helps.

3.4 How Students Respond to Factors Affecting Learning English

Table 8: How Students Respond to Factors Affecting Learning English

No	Items	\bar{X}	Level
1	Students need to improve their studying habits according to factors	3.58	Agree
2	Students should have more opportunity to practice their English	3.58	Agree
3	Learning English should receive more support from school	3.78	Agree
4	Formative feedback to students should be increased	4.00	Agree
5	Parents should support their children more in learning English	3.68	Agree
6	More resources should be provided by school	4.02	Agree
7	Parents can enhance their children in learning by supporting and praising	3.72	Agree
8	Availability of school supply enable students improve their learning.	3.62	Agree
9	Teacher and students need more interaction in learning and teaching	3.88	Agree
10	Use of a variety of materials stimulates student's involvement in learning process	3.70	Agree
11	To improve students' attitude in learning, different type of rewards given will be encouraged	3.60	Agree
12	A well-provided school environment is helpful for a better learning performance in the class.	3.74	Agree
	Total	3.74	Agree

Questionnaire respondents said they needed more learning resource provision from school and they needed teachers provided their formative feedback to improve their learning performance. They needed more interaction with teacher and preferred teacher to explain lessons for them. They added a well-provided school environment was helpful for a better learning performance in the class. Moreover, they mentioned they needed parents to enhance their learning by supporting and praising. They pointed out that to improve their attitude in learning, different type of rewards given will be encouraged

4. Discussion

The situation in learning English at Phoubachieng upper secondary school has been impacted by the school context. Schools are unable to respond to the school supply to students and teachers that contributed to learning performance. Students lose their engagement when their class is empty. In addition, the less effective methodology is a factor that brings down their motivation to pursue their learning. There are not just only external factors attributing to learning English but there are also internal factors impeding learning in the classroom such as low self-esteem, unconfident and etc. family economics is a factor that contributes to their learning performance. Their learning result is poor when they have to miss the class to work for income or take household responsibility.

5. Conclusion

According to the study above, researchers could summarize that teachers had limited knowledge of using a wide range of teaching strategies. The instruction mostly followed the textbook. Students read, translated vocabulary and text, and did exercise. They revealed the English class was boring because most teachings were reliant on drill, rote, and memorization. They felt demotivated when teaching

applied teacher-centered (didactic) methods. Furthermore, a negative classroom atmosphere also contributed to learning. They were less motivated to participate in the activity and learning the English language when the instruction was reliant on grammar-translation methods too much. They also mentioned learning materials and school supply were main factors contributed to the demotivation of students. Another area was related to poor learning strategies and classroom preparation. Too crowded classroom directly impacted on learning performance.

Furthermore, they mentioned their learning had been affected when the socio-economic status of their family was not good. Their parents had a limited budget to raise their children's education. Some had to jump out of school because their parents were unable to support their study fees. The socio-economic status of the family and household responsibility affected their learning a lot. They had to spend their time on family more than study. They needed supports from their family and school. They also needed rapport, sympathy, and interaction with teachers. They added compliments to empower their learning ability.

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