

# **Analysing EFL learners' problems to perform writing tasks: A case study of fourth form pupils at college Konan of Yamoussoukro (Côte d'Ivoire)**

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## **Abstract**

This work aims to analyse the problems of 3e pupils at Collège Konan of Yamoussoukro dealing with writing tasks. To reach this objective, a survey has been carried towards 04 teachers and 100 pupils through some questionnaires. The results have revealed that the main causes to this phenomenon are: the incapability of the students to read the instructions, lack of learning materials, problem to understand the tasks. The findings also indicated other factors such as large classes, lack of total engagement of the learners, the non-mastery of writing teaching process by teachers.

**Key words:** Writing, Task, Performance, Problems, Teaching

## **Analyse des problèmes rencontrés par les apprenants d'Anglais langue étrangère dans les tâches d'écriture : Une étude de cas des élèves de quatrième au collège Konan de Yamoussoukro (Côte d'Ivoire)**

## **Résumé**

Ce travail a pour but d'analyser les problèmes des élèves de 3e du collège Konan de Yamoussoukro dans les tâches d'expression écrite. Pour atteindre cet objectif, une enquête a été menée auprès de 04 enseignants et 100 élèves à travers des questionnaires. Les résultats ont révélé que les principales causes de ce phénomène sont : l'incapacité des élèves à lire les instructions, le manque de matériel d'apprentissage, problème pour comprendre les tâches. Les résultats ont également indiqué d'autres facteurs tels que la taille des classes, le manque d'engagement total des apprenants, la non-maîtrise du processus d'enseignement écrit par les enseignants.

**Mots clés :** Expression écrite-Tâche -Performance-Problèmes, Enseignement

## Introduction

Writing is one of the four main skills in English language learning. It stands out as a central aspect of the learning process, as it enables students to develop their ability to structure ideas and express thoughts clearly and coherently (A. Raimes, 1983, p. 7). In fact, this skill requires not only a good knowledge of grammar and vocabulary, but also the ability to organise ideas coherently and to adapt one's writing style to the context and target audience. However, for secondary school students, these requirements seem to be particularly difficult to meet, especially as learning to write in English often takes place in a context where exposure to the language is limited. As a matter of fact, many students have difficulty in developing this skill.

My experience as former secondary school teacher has permitted to notice that the fourth form students prefer focusing on the comprehension check and the language in use at the detriment of the writing task during the tests. When we marked the papers during the common tests and mock exams, it is the same remark. Given the recurrence of this problem, I exchanged with some colleagues from collège Konan of Yamoussoukro to have their opinion, and it came out that they have noticed the same thing. The majority of the pupils of fourth form in that school don't perform the writing tasks. This article seeks to answer the following questions: what are the problems that prevent 3e students at Collège Konan of Yamoussoukro from performing the writing tasks? What are the factors that cause these difficulties? What are the strategies that can be used to help the students overcome these difficulties? By addressing these issues, this study aims to identify 3e students' problems in performing writing tasks, analyse the causes and then suggest some strategies to solve them.

**Importance of writing in EFL teaching and learning:** The importance of writing skills in learning and teaching English as a foreign language (EFL) is widely recognised in academic researchers. A. Raimes (1983, p.7) pointed out that writing is essential for structuring and organising thought in a foreign language. It enables learners to formulate and develop their ideas coherently, which is fundamental to effective communication. Raimes argues that writing also helps students to internalise new grammatical structures and vocabulary, thus consolidating their overall linguistic competence.

K. Hyland (2003, p.85) emphasises that “writing is an integrative skill that combines reading comprehension, critical thinking and written production”. He states that the development of writing skills contributes significantly to learners' ability to use language creatively and functionally. W. Grabe and R. Kaplan (1996, p.58) examine how writing plays

a central role in the development of communicative competence in EFL. They note that writing enables learners to practise and refine their grammatical and syntactic skills in a practical context. Grabe and Kaplan point out that the ability to write effectively is essential for academic and professional success in an English-speaking context.

A. Cumming (2001, p.135) demonstrates that “writing in a foreign language enables learners to reflect critically on their own language use and to improve their written production skills through revision and rewriting”. For him, writing is an effective way for learners to develop metacognitive reflection skills, which are crucial for language acquisition.

In short, the literature emphasises that writing is an essential component of learning English as a foreign language, contributing to learners' overall mastery of the language and their cognitive development.

**Problems Encountered by EFL Students in Writing:** Several researches have been conducted about learners' difficulties in writing skill. A.A.Martine (2016) conducted a study on the psychological dimension of testing: the case of essay writing in English as foreign language in the classes of terminal A and D in general secondary schools in cote d'Ivoire. The study was based on the psychological factors that affect the poor performances of those learners. The study revealed that cognition and affect can have negative impact on students' behaviours and hinder their performances at essay writing. This work is important to the current one because it is conducted in the same context, raising the same problem that is the problems of students to perform writing tasks. However, the current study differs from the work of Akpessi in terms of the target population because we think that those problems, they are facing in terminal are originated from the first cycle.

K. Koatenin (2016) conducted a study on the phenomenon of recurrent grammatical errors in the writing tasks of form 3 and form 4 students. The study pointed out that the inductive teaching of grammar as the main explanation of the recurrent grammatical errors in the writing tasks. Other factors such as the lack of reading of English literature, demotivation, large classes and the lack of training of some teachers are additional explanations of the phenomenon. This study is important to the current one in the sense that the study is conducted in the same context, the same target population that is form 4 learners and the same problem to analyse. At this level, his work goes in line with Akpessi as the two studies are about the problems Ivorian learners face in writing. However, the work of kouamé is different from Akpessi in the sense that it deals with the grammatical errors in the writing of learners. The study is different from the current

study because in the previous research the problem was identified before analysing the causes of that phenomenon whereas in the present study the problems are not identified yet.

S. Saf (2015) explored EFL learners' difficulties in the productive skills mainly on students of first year students at English department. Her study showed that the failure of those students in the productive skills was due to the lack of reading, the lack of practice. The study is relevant to my study because it is about EFL learners writing problems but different in the sense that my study is oriented on pupils of fourth form and this former study is about the students, it means at university and her study is about two skills which are writing and speaking.

M. Mirosława (2014) investigated on the English language writing strategies used by Polish EFL secondary school learners. The study showed that those learners faced two major areas of concern in doing writing. First of all, the learners are not prepared to take their national school leaving exam in English which included the written composition part. Secondly, they are not equipped with the strategic knowledge of how to write texts in a foreign language.

A. Raimes (1983, p.15) examined the common problems students encounter in writing in English, emphasising the importance of regular practice and appropriate teaching strategies. Raimes notes that grammatical errors and difficulty in organising ideas are major obstacles for learners, requiring particular attention from teachers. Furthermore, K. Hyland (2003) explored the challenges faced by students in learning to write in English as a second language, emphasising the importance of constructive feedback and revision. He argues that students often struggle to apply grammatical rules correctly and to develop coherent writing skills (K. Hyland, 2003, p. 72).

## **1. Methodology**

This section aims to describe our research participants (research subjects), the data collection instruments used during our study, and the procedures employed.

### **1.1. Target Population of the Study**

In this study, one hundred (100) students and four (4) teachers were selected to participate. The issue of representativeness was also addressed. The simple random sampling method was applied. This method consists of randomly selecting the required number of subjects for the sample from a list of the population (L. Cohen et al., 2007, p. 111).

## 1. 2. Data Collection Instruments

Regarding the data collection instruments, a quantitative method was used to obtain the data. A questionnaire was employed to identify the problems that the learners encounter in writing tasks. The learners and teachers were given a copy of the questionnaire. It has been administered to a sample of 100 participants. As for the teachers' questionnaire, it has been addressed to four (4) teachers all in service in collège Konan. Thus, after describing the target population and the instruments used for data collection, it is important to present and comment on the data obtained from the questionnaire.

## 1.3. Data Analysis Method

In this research, the data are quantitative. In other words, they were collected using questionnaires with closed-ended questions. Subsequently, during the analysis, numbers and frequencies are converted into percentages and presented in tables. For the open-ended part of the questionnaire, the analysis of the provided information was based on content analysis. The statistical data analysis software "Sphinx Lexica" was very useful in the analysis procedure, as it allowed for effective calculation and presentation of the data

## 2. Results and Analysis

This part presents and analyses the data obtained from the research tool. The learners' and teachers' answers to the questionnaire are examined and analysed to see whether they confirm or infirm the research objective.

### 2.1. Learners' Questionnaire

#### 2.1.1. Identification of the Participants

This part is about general information about the participant learners. It concerns the gender, the age and their view about the English language.

**Table I: Gender specification**

Modalities	Numbers	Percentage
Male	46	46%
Female	54	54%
Total	100	100%

Source: Kouassi (25 Août2024)

The reading of this table indicates that with the question 1 which has been addressed to 100 pupils in fourth form in Collège Konan, 46 are male representing 46% of the sampling and

54 are female which represents 54% of the sampling. In fact, through these statistics, we observed that the number of girls participants is higher than boys. This is due to the fact that in Collège Konan we have many girls than boys.

**Table II: learners' Age**

Modalities	Number of participants	Percentage
13-15	24	24%
16-18	61	61%
18 and more	15	15%
Total	100	100%

Source : Kouassi (25 Août 2024)

This table shows that out of 100 pupils that compose this statistics population, 24 participants, be it 24% have age comprised between 13-15. Considering the same sampling, 61 participants, be it 61% are aged from 16 to 18. This demonstrates that the majority of the pupils of 3e in CK have an age comprised between this interval. Besides, 15 of them representing respectively 15% of the sampling have 18 and more.

**Table III: Learners' preference about the four skills: Which language skill do you prefer?**

Modalities	Number of participants	Percentage
Speaking	59	59%
Reading	24	24%
Listening	08	08%
Writing	09	09%
Total	100	100%

Source : Kouassi (25 Août 2024)

This table shows that, concerning the four language skills that they are exposed to learn, 59 pupils, be it 59% of the learners questioned prefer the Speaking skill. It means that most of these learners interrogated like oral. We can also read that 24 representing 24% of the sampling prefer Reading. After them, 08 pupils, be it 08% say they prefer Listening. As for the 09 others, be it 09% recognize their love for the Writing skill. This table testifies the preference of these learners towards the different language skills they are exposed to 59% of them like the speaking skill, 24% prefer reading, 08% for listening and only 9% for writing. This may be explained by the fact that speaking is more practised than the other skills. The fact that many activities of speaking are done in the classroom push them to like that speaking. The second reason can be the fact that we are living in a society where we speak than we write.

### 2.1. 2. Writing skill

This section of the questionnaire is about the writing skill. It implies the opinion of these learners, the common problems that prevent them from being good at writing skill and some solutions.

**Table IV: Learners' opinion about the importance of writing: Do you think that writing is important?**

Modalities	Number of participants	Percentage
Yes	87	87%
No	13	13%
Total	100	100%

Source : Kouassi (25 Août 2024)

This table shows that, considering the 100 pupils questioned in this study, 87 pupils be it a rate of 87% recognize that writing is important. This means that those learners are conscious that the fact of writing in language is very important. The second group composing of 13 participants representing 13% of the sampling deny the importance of writing. Despite the fact that those learners don't like the writing skill may be by lack of practice, they recognized that it is an important skill. It is what the results in this table tell us, 87 of the learners questioned answered 'yes' that writing is important. This means that they do not deny the importance of that skill.

**Table V: teachers' writing teaching: Do your teachers teach you writing and make you practice writing activities continuously in class?**

Modalities	Number of Participants	Percentage
Yes	80	80%
No	20	20%
Total	100	100%

Source : Kouassi (25 Août 2024)

According to this table above, 80 students on the 100 selected, be it 80% confirm that they are taught writing by their teachers and that these teachers make them practice continuously writing in the classroom. Indeed, from this chart we can clearly see those learners are not unfamiliar with the writing tasks. Next to this first group, 20 among the sampling support that they are not taught and they don't practice writing permanently in class. So, this means that it is during the tests that they discover the writing tasks, they are not familiar with.

**Table VI: Learners' level in writing: How do you consider your level in writing?**

Modalities	Number of Participants	Percentage
Very good	00	00%
Good	05	05%
Average	15	15%

Bad	80	80%
Total	100	100%

Source : Kouassi (26 Août 2024)

The table above shows that, on the 100 pupils questioned in the school precisely among the pupils of fourth form, 00 of them, be it 00% has a very good level in writing.05 of them be it 05% have a good level at writing. Next, 15 participants representing 15% among the 100 say that they have average. Unfortunately, 80 of the pupils answering the questionnaires representing respectively 80% confessed they are bad at writing. The reading of this table indicates that although, most of the learners confessed that they are taught writing in class and that they practice writing activities continuously, they do not have good level in writing. This is seen through the statistics in this table in which 80 of them said their level is bad in writing. Only 05 of them said they are good at writing.

**Table VII: Learners' opinion about the performance of the writing task: Do you perform correctly the writing tasks during the tests?**

Modalities	Number of participants	Percentage
Yes	05	05%
No	95	95%
Total	100	100%

Source : Kouassi (26 Août 2024)

From this table, we can say that 95 pupils constituting 95% of the whole sampling unfortunately confess not to do correctly the writing tasks during the tests. Thus, the reading of this statistics shows how writing constitutes a serious problem for these learners. Only 05 of them representing 05% perform the tasks during the tests. This question is related to the question number 9. Since they do not have good level in writing according to the results in the table number 9, it is quite understanding that they can't perform properly the writing tasks they are submitted to.

**Table VIII: Learners' attitude towards the tasks: What do you do when you have to perform the writing tasks during a test?**

Modalities	Number of Participants	Percentage
I copy the tasks	17	17%
I copy a part of the text	60	60%
I write nothing	15	15%
I perform the tasks	08	08%
Total	100	100%

Source : Kouassi (26 Août2024 )

This table summarized the different attitudes of the learners concerning the writing tasks during the English tests. According to the chart,17 participants among the questioned pupils



said that they copy the writing tasks. Next to this group, there are those who copy a part of the text. They are 60 representing 60% of the population. Then, 15%, that is to say 15 pupils recognize to write nothing during an English test at the level of the writing part. It means, they do the two other parts except the writing part. Finally, 08 of them, be it 08% affirm to perform the tasks. As it has been said above, it presents the behaviour of the learners when they have to perform the writing tasks during the tests. Since they do not have good level at writing, they have different attitudes toward the tasks. There is a first category that to avoid leaving a blank part copies the task itself, some copy a part of the text and the others prefer not to write anything. This means how serious the problem is.

**Table IX: Learners' common problems to do the tasks: What are the problems that prevent you from performing writing?**

Modalities	Number of Participants	Percentage
Reading the tasks	33	33%
Understanding the tasks	61	61%
Vocabulary	06	06%
Grammar	00	00%
Total	100	100%

Source : Kouassi (26 Août 2024)

This table answers the preceding one. For this table, the fact that the majority of these learners don't perform writing tasks is due to many reasons. Those pupils face problems to read the tasks. For this group, 33 students, be it 33% support that they are unable to read the instructions of the writing tasks. It is clear that they cannot perform because of reading difficulties. The second group, that is 61 representing 61% don't come to perform the writing tasks because they don't understand the tasks. It is quite normal in the sense that a person who doesn't know how to read, obviously that person is poor in vocabulary so cannot understand. In this vein, only 06 pupils, be it 06% said to have problems in vocabulary. This category represents the few of those learners who attempt to perform the tasks and they most the time use French in their production since they lack English appropriate words. Finally, we note that none of them has a problem in grammar. This is comprehensible. To face grammar problems, you have to perform but when you don't perform at all it is obvious that you don't have problem in it.

**Table X: Learners' feeling while doing writing tasks: what is your feeling when you have to perform a writing task?**

Modalities	Number of Participants	Percentage
Motivation	10	10%
Anxiety	60	60%

Indifference	30	30%
Total	100%	100%

Source : Kouassi (26 Août 2024)

The reading of this table shows that learners express different feeling when they have to perform writing tasks. In fact, only 10 learners out of 100 are motivated during the writing tasks. This demotivation can be explained by the fact that they don't understand the tasks.30 of these learners representing 30% are indifferent. It means that this group of students expresses a lack of motivation because for them, they are in a francophone country where English is not important at the workplaces.60 learners representing 60% of the learners questioned are discouraged during the tasks simply because they can't read and understand the tasks.

**Table XI: Learners' suggestions: What do you want your teachers to do to help you solve your problems in writing?**

Modalities	Number of Participants	Percentage
Helping in reading	70	70%
Doing many exercises in writing during the classes	30	30%
Total	100	100%

Source : Kouassi (26 Août 2024)

The reading of this table shows that,70 of the questioned pupils, be it 70% think that teachers should put the stress on reading. For them through reading they can enrich they vocabulary and that will probably help them understand the tasks because a good reader is a good writer.30 of them representing 30% assert that their problems can be solved through ongoing exercises in writing. For them even if they don't know how to read and they practise writing continuously in class it can help them. So, for helping them read and doing many exercises in the classrooms are seen as a remedy to solve their problems.

## 2.2. Teachers' Questionnaire

### 2.2.1. Identification of the teachers

This part displays general information about the teachers. Thus, the gender, the age and the teaching experience are presented and analysed.

**Table XII: Teachers' Gender**

Modalities	Number of Participants	Percentage
Male	04	100%
Female	00	00%
Total	04	100%

Source : Kouassi (26 Août 2024)

The reading of this table indicates that all the participants are male. From the teachers' responses, we observed that all of them are male and it can be explained by the fact that in Collège Konan all the English teachers are males.

**Table XIII: Teachers' age**

Modalities	Number of Participants	Percentage
25-30	00	00%
30-35	00	00%
35-40	02	50%
40 and more	02	50%
Total	04	100%

Source : Kouassi (26 Août 2024)

According to this table, concerning the age of the participants, two of them are between 35 to 40 and the two others are more than 40 years. According the statistics in the table, the participants are adult teachers and they have experience even if it is not in a public school but they have been teaching for years.

**Table XIV: Teachers' teaching experience: How long have you been teaching English?**

Modalities	Number of Participants
Teacher1	15
Teacher2	11
Teacher3	05
Teacher4	07

Source : Kouassi (26 Août 2024)

This table shows the number of years the teachers have been teaching English. The teacher1 has been teaching for 15 years, as for the teacher2, he has been teaching for 11 years. As far as teacher3 is concerned, he has been teaching for 05 years and finally concerning the teacher4, he has been teaching for 07 years. Through the number of years of these teachers, we can say that they have experience in teaching for they have been teaching for many years. Within this item, we noticed that all the participants have been teaching for at least for years. They have experience in the domain.

### 2.2.2. Writing Skill

This part aim is to know if the teachers teach effectively writing or not. It is also about the common problems the learners encounter during the writing tasks and some suggestions to cope with this situation.

**Table XV: The teaching of writing: Do you teach writing to your pupils?**

Modalities	Number of Participants	Percentage
Yes	04	100%
No	00	00%
Total	04	100%

Source : Kouassi (26 Août 2024)

According to this table all the teachers affirmed to teach writing to their pupils. Through their response to this question, we see that all the four teachers agreed to teach writing in their classes. This means that this skill is not neglected by teachers.

**Table XVI: The writing teaching approach: Which approach do you use?**

Modalities	Number of participants	Percentage
Product approach	00	00%
Process approach	04	100%
Genre approach	00	00%
Total	04	100%

Source : Kouassi (26 Août 2024)

According to the answer of the participants, all of them use the process approach to teach writing. The results testify that all the four teachers use the process approach to teach writing. The product approach and the genre approach are not used by these teachers in their teaching. Using the process approach means that those teachers train their learners in writing by following the different stages of writing process. In other words, in their teaching of that skill, it is not the product which is important first, but rather the mastery of the writing process.

**Table XVII: Teachers' view about the frequency of doing the tasks by the learners: Do your pupils perform good writing during the English tests?**

Modalities	Number of participants	Percentage
Always	00	00%
Often	01	10%
Never	03	90%
Total	04	100%

Source : Kouassi (26 Août 2024)

As far as this question is concerned, we have different answers from the participants. Three teachers, be it 90% of the sampling population said that the learners never do the writing tasks, only one among the participants representing 10% answered often. To this question, the participants agreed that their learners never perform the writing tasks. Only one of them said often; this means that it is not always that they perform those tasks.

What are the problems that prevent the learners from performing the writing tasks during the tests?

### **2.2.3. Summary of Teachers' Answers:**

Teacher1: For this teacher, the main problem is reading. Since they don't know how to read in English precisely the tasks that they are submitted to; learners complain that writing is difficult.

Teacher2: As far as the teacher 2 is concerned, he mentioned reading as the main problem and for him this is due to the fact that learners miss materials such as: textbooks, exercise books. He also pointed out vocabulary and non-mastering of the grammar rules.

Teacher3: He pointed out some problems that explain that situation. For him the main barrier is the understanding of the writing tasks. He went further to say that pupils are lazy. It is because they are lazy that they do not make any effort.

Teacher4: Reading of the tasks, unavailability of learning materials and laziness of the learners are the three reasons that explain the failure of those learners in writing, said this teacher. For him a good writer is a good reader.

what do you suggest to cope with these problems?

Teacher1: To cope with this phenomenon, he proposed to insist on reading in the teaching process, and then encourage everyone to fully play his role.

Teacher2: His suggestions are in three points:

- encourage learners to read enough
- teachers must master the process of writing
- organize seminars to update teachers in service

Teacher3: he proposed to come back to the former approach. He pursued to encourage self-training of teachers. Next, giving enough time to teach writing in order to transfer that competence to learners.

Teacher4: He suggested that teachers must not follow blindly the programs. It means the most important should not be to go through the programs and they cannot do anything. This needs a freedom of the teachers to make a need analysis and teach the way he finds the level of his students. Then, encourage learners to have learning materials and motivate teachers. Being

aware of the situation, teachers proposed some solutions to address that issue. The solutions vary somehow from one teacher to another but share some points.

### **3. Discussion**

The discussion will concern the results obtained from this study. These results are summarized into three points: Learners' related problems-Teachers' related problems and environment related problems.

#### **3.1. Learners' related Problems**

Pupils are the key actors in the learning teaching process. Thus, the hit of any education depends largely on learners' interest and their willingness to participate in the practice teachers use in the classrooms. This means that learners are not passive learners but active. In fact, the results obtained from this work indicated that the problems that the fourth form pupils face to perform the writing tasks depend partly on some factors related to learners themselves. In other words, learners are somehow responsible for the problems in writing. These problems can be summarized in these terms: Their lack of learning materials, their incapability to read in English mainly the writing tasks, problem of tasks comprehension, laziness and lack of motivation. This study mirrors the findings of W. Grabe and K. Kaplan (1996), revealing that students' difficulties in writing are partly due to a lack of learning materials, inadequate English reading skills, and issues with task comprehension. Similarly, A. Cumming (2001) and A. Raimes (1983) highlight that learners' motivation and engagement are essential for effective writing instruction. The study confirms these concerns by noting learners' laziness and lack of motivation as significant barriers.

#### **3.2. Teachers' Related Problems**

This study has shown that teachers are very often on the basis of these problems learners face. This can be explained by the fact that many teachers are still unable to teach properly writing. In fact, because of the large classes, writing activities and evaluation are not practised continuously in the classrooms. This is corroborated by K. Hyland (2003), who notes that teachers' inadequate training and resources can impede effective writing instruction.

#### **3.3. Environment- Related Problems**

The learning environment is very important in the performance of the students in writing. It implies the classroom's physical environment, the social system, the social values. Indeed, fourth form students in Collège Konan don't escape from these problems. Poor quality

of school facilities and physical conditions have negative consequence on pupils' and teachers' motivation in the learning and teaching process. These conditions have significant effect on teachers and demotivate learners, aligning with M. Mirosława's (2014) observations on the negative effects of poor socio-economic conditions. In Collège Konan, however, there are some classrooms where there is no light, bad quality of the board, learners are seated three per tables, lack of desks. Additionally, the poor quality of school facilities, such as inadequate lighting and seating, affects both teachers and students, reinforcing S.Saf's (2015) argument that a well-maintained physical environment is crucial for effective learning.

## **Conclusion**

Through the data analysed, it came out that many problems explain the counter performance of 3e students while dealing with writing tasks. The results highlight that the obstacles to effective writing in English can only be understood by considering three dimensions in an integrated way. On the one hand, learner-related issues, such as lack of teaching materials, difficulties in understanding written tasks, as well as demotivation and laziness, are determining factors in their writing performance. The students must not only acquire basic language skills, but also develop study habits and personal motivation to make progress in writing. Teaching strategies must therefore target these aspects in order to improve student engagement and competence. On the other hand, the challenges faced by teachers, including lack of adequate training, large class sizes, and insufficient ongoing practice in writing activities, make it difficult to implement teaching methods effectively. The teachers play a crucial role in facilitating learning to write, and their ability to provide constructive feedback and adapt their teaching practices is essential to overcoming these obstacles. Finally, environmental issues such as inadequate material conditions and the economic constraints of families also influence the quality of teaching and learning. Inappropriate learning environments and precarious economic situations affect not only student motivation but also the resources available for effective teaching.

To improve the performance of the learners in writing tasks, it is crucial to adopt a holistic approach that integrates solutions at all these levels. This includes improving teaching resources, in-service teacher training and creating more favourable learning conditions. By implementing targeted measures to address these challenges, it is possible to support students in developing their English writing skills and improve their overall performance.

This study however, has some limitations. In fact, studying only the case of 3e pupils at collège Konan of Yamoussoukro is not representative enough to be generalized. Thus, a similar study can be carried out by covering a large sample of study. This research is a contribution in the general reflexion on that phenomenon in a context where English is learned as foreign language.

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