

Perceptions of Tunisian EFL Students toward Their Writing Difficulties

Authors : Salwa Enneifer

Abstract : The research is intended to investigate Tunisian students' own perception of the difficulties they encounter in the writing task. To achieve this objective, a questionnaire was administered to students enrolled in the 'Faculty of Letters Arts and Humanities' in Kairouan, in Tunisia. Students were classified into three groups: first-, second-, and third-year students. The researcher used 120 questionnaires filled in by the students as data for this study; moreover, 30 students participated in a semi-structured interview to complete the data. The questionnaire results revealed that Tunisian EFL students faced spelling and grammar difficulties. ANOVA also revealed that the first-year students did not recognise that Arabic and English greatly differ in their respective punctuation systems. The second-year class, however, was fully aware of this difference. Additionally, the interview shed light on other aspects or different difficulties experienced by students in writing: a cruel 'lack of vocabulary', Arabic language interference, the organisation of the essay and especially the academic essay, and difficulty with writing an argumentative essay.

Keywords : difficulties, writing, Tunisian, EFL students

Conference Title : ICCPE 2021 : International Conference on Critical Pedagogy and Education

Conference Location : Paris, France

Conference Dates : October 28-29, 2021