

An Investigation of the Relationship between EFL University Students' Writing Performance and their Writing Self-Regulation

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مستخلص البحث

تهدف الورقة البحثية الحالية الى دراسة العلاقة بين مهارات الاداء الكتابي وفعالية الذات الأكاديمية متمثلة في مهارات تعلم التنظيم الذاتي. تكونت عينة الدراسة من ثلاثين طالب من طلاب ريادة المشروعات اناكتس جامعة الفيوم بمصر. تم قياس مهارات تعلم التنظيم الذاتي من خلال مقياس كفاءة الذات الأكاديمية وكذا قياس الأداء الكتابي للطلاب من خلال اختبار الكتابة وتصحيحه بمقياس الأداء المتدرج الخاص بمهارات الكتابة. وكلاهما تم اعداده من خلال الباحثة. أظهرت نتائج عينة الدراسة أنه توجد علاقة طردية بين درجات العينة في اختبار الاداء الكتابي وبين فعالية الذات الاكاديميه الخاصه بمهارات تنظيم الذات وهي علاقة ارتباطية طردية دالة.

الكلمات المفتاحية

اختبار الاداء الكتابي, فعالية الذات الاكاديميه, مهارات تنظيم الذات

Abstract

The current research paper aimed at investigating the relationship between EFL University Students' Writing Performance and their Writing Self-Regulation. The study sample consisted of 30 ENACTUS Al Fayoum University students, Fayoum Governorate, Egypt. The study sample's writing performance was measured using a writing performance test, and their Writing Self-Regulation level was identified using the Academic Self -Efficacy scale, both prepared by the researcher. Results of the study sample showed a statistically significant positive correlation between the scores obtained from the writing performance test and the Writing Self-Regulation skills.

Key words: Writing Performance, Writing Self-Regulation, Academic Self-Efficacy.

Introduction

Writing occupies a remarkable role in the professional and personal lives of EFL students (Corgill, 2008). In its importance to learning, Suleiman (2000) confirms that “writing is a central element of language, any reading and language arts program must consider the multidimensional nature of writing in instructional practices, assessment procedures, and language development.” (p. 155). Hence, the stronger writing skills students have the more chances they got for success (Alexander, 2008).

Two contrasted approaches are dominant in the teaching of writing; i. e., product and process-oriented. In the former, the main emphasis is on spelling, correct usage, mechanics, grammar and punctuation. (Raimes, 2002). Students are expected to learn the writing of essays by reading some contemporary writers essays and generating similar ones. The finished students' writing product, in this model, is the main concern of the teachers whereas little or no concern was paid to teaching students the processes and strategies involved in writing. This, as a result, leads students to have an unrealistic sense of self efficacy. (Santangelo et al, 2008).

On the other side, in the Process-oriented approach, writing is sequenced into four stages of process; planning, drafting, revising, and editing. Each stage has its rules, activities, strategies and behaviors (Seow, 2002). In this approach, students need instruction to master the processes involved in writing. One example of such strategies is the self-regulation.

Dörnyei (2005) argues that it is important to study factors as self-regulation which is of great effect on language learning, especially writing. Hence, in relation to self-efficacy and the social cognitive learning theory from Bandura, self-regulated learning is a dynamic learning process concept that requires regular steps to develop the students' skills to overcome different predictors in learning (Gandomkar, R & Sandars, J., 2018 and Perry, J. et al., 2015).

One aspect of self-efficacy is "academic self-efficacy" that refers to an individual's conviction that one can successfully fulfill a fixed performance level on an academic activity, task or academic goal.

(Bandura, 1997; Eccles & Wigfield, 2002). The components of writing self-efficacy include Self-Regulation, Persistence, and Competence. Hence, self-regulation is a component of self- efficacy skills.

Self-regulation is of significance in the students' learning process. Learners' ability to conduct self-regulation is resembled in their management of their own learning without being dependent on others. In contrary to low self-regulated learning students, high self – regulated learners always have much awareness of the learning importance. They are characterized by having the ability to control their emotions to attain learning outcomes (Lin, J-W., 2018 and Muis, K. et al, 2018), assess their performance (Raaijmakers, S. et al., 2018), organize their process of learning, doing their own tasks without relying on others.

Ellis, J & Helaire, L. (2018) and Winne, P. (2018) contend that self-learning is seen as an essential component of college readiness. Hence, self regulation acts as a writing skill's monitor process. According to Zimmerman & Riesemberg (1997), high levels of self-regulation lead to skilled writing skills. Thus, these self-regulation strategies are taught to beginning and developing writers. According to The social cognitive model of self-regulated writing developed by (Flower & Hayes, 1980, cited in Harris, Graham, and Mason, 2006), self-regulation occurs when a writer uses personal processes in order to strategically regulate behavior or the environment, for example, regulating one's behavior by writing three pages a day.

The validity of Self-regulation strategies has been proven empirically across all grade levels especially in University learners (Akerman, MacGregor, Salter & Vorhaus, J., 2009; Cleary, Zimmerman, 2004; Ghanizadeh, 2012; Kitsantas, W., 2008; & Duckworth; & Tavakolizadeh, Q., 2011). Thus, Self-regulation strategies has attracted a great deal of attention and has been the focus of a number of studies (Lavasani, M. G., Mirhosseini, F. S., Hejazi, E., & Davoodi, M., 2011; Little, M. A., 2007; Nakata, Y., 2010). However, few studies and researches have addressed the relationship between university learners' writing performance and their self-regulated writing skills in spite that self-regulation has proved to be effective in

developing learners' writing performance. (Ellis, J & Helaire, L., 2018; Winne, P., 2018; and Zimmerman & Riesemberg, 1997). Thus, the current study is trying to investigate how the use of Self-Regulated writing skills will improve EFL University learners' writing performance.

Statement of the problem

Results and recommendations of the previous studies have proved students' deficiency in writing performance (Abdel-Aleem, H., 2018; Amoush, K., 2015; Hussein, M. & Al Ashri, 2013; Mustafa, B., 2019; Seifeddin, A, & Ebrahim, 2015). And because EFL university learners should master the writing skills, they must be self-regulated learners depending on themselves and having high self-efficacy to attain their academic goals. This reveals that more specific research needs to be done on how academic self-efficacy, in general, and self-regulated skills, in particular, can foster and improve learners writing performance as well as overcoming their deficiency in writing skills. Thus; due to the great effect that self-regulated skills have on students' language development in general and their writing performance in particular, there is a need to investigate the relationship between students' writing performance and their self-regulated skills in order to provide help to develop students' writing performance level. Thus, the following main question will be the core of the research:

'What is the correlational relationship between University students' writing performance and their self-regulated skills?'

This question was sub-divided into the following sub questions:

1. What is the level of University students' writing performance?
2. What is the level of University students' self-regulated skills?
3. What is the correlation relationship between the five components of writing performance test and the academic self-efficacy scale?
4. What is the correlation relationship between writing performance test and the three components of academic self-efficacy scale?

5. What is the correlation relationship between the five components of writing performance test and the three academic self-efficacy scale components?

Aims of the Study

The current study aimed at identifying the following:

1. The relationship between EFL University students' writing performance and their Academic Self-Efficacy.
2. The relationship between EFL University students' five components of writing performance and their self-regulated skills.
3. The relationship between University students' writing performance and their self-regulated skills.

Significance of the Study

The current study might be helpful in:

1. Providing EFL university learners, teachers, supervisors and researchers with a writing performance test that might help in identifying EFL University students' writing performance level.
2. Providing University students, teachers, supervisors and researchers with a valid and reliable foreign language writing Self-efficacy scale for measuring EFL writing Self-regulated writing skills..
3. Raising educators' awareness towards the relationship between EFL University students' writing performance and their academic self-efficacy.
4. Raising educators' awareness towards the relationship between EFL University students' five components of writing performance and their Self-regulated writing.
5. Raising educators' awareness towards the relationship between EFL University students' writing performance and their Self-regulated writing.

Hypothesis of the study

The current study aimed at testing the following hypothesis:

"There is a statistically significant correlation between the study sample's writing performance and their Academic self-efficacy skills related to self-regulated learning skills"

Delimitations of the study

A sample of thirty ENACTUS university students, Fayoum Governorate, Egypt.

Definition of terms

The following definitions of key terms are adopted in the current study:

1. Writing Performance:

The term 'writing performance' according to (Mohammed, 2009, p. 2) is "The production of a writer's ideas on a certain topic in a written form with clear organization of ideas, adequate and relevant content taking the audience into consideration and demonstrating appropriate mechanics"

2. Self-regulated learning:

Self-regulated learning is defined as "an active, constructive process whereby learners set goals for their learning and then attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and the contextual features in the environment" (Pintrich, 2000, p. 453).

3. Writing Self-Regulated learning is a "model of instruction in writing skill whose major function is teaching students strategies for planning and organizing their writing together with self-regulation procedures like monitoring and goal-setting". (Fahim, M., & Rajabi, S., 2015)

It is the thoughts, emotions and acts that are used by students in order to achieve different writing targets, through which they can control the writing process (Kaplan, Lichtinger and Margulis, 2011; Schunk and Zimmerman, 2007).

Literature Review

Writing is the process of producing and recording words in a form that can be read and understood. It is a crucial skill without which written communication cannot take place. Writing was shown to be of significance not only to the social, learning, and linguistic contexts (lane, Graham, Harris, Weisenbach, 2006), but as well to the development of writers' critical and creative thinking (Malloy, 2007). Writers are allowed to think about ideas, write according to each one's judgment, vocabularies and writing styles.

To fulfill the writing process, a well-structured way of the presentation of thoughts in an organized and planned way is needed (Braine & Yorozu, 1998). In this context (Dülger, 2011; & Herrera, 2002) contend that the process of writing is not linear because a higher level ability is required than just the recognizing some stages. Here from comes the importance of the term 'Academic self-efficacy' as a main factor to academic success. Chemers, Hu, & Garcia. (2001) argue that Students with high academic self-efficacy have shown to perform better in academic fields.

Writing self-efficacy beliefs are defined as students' judgments of their writing capabilities and skills needed to perform various writing tasks (Pajares & Johnson, 1994). Thus, writing self-efficacy positively correlates with students' aims for academic achievement, their satisfaction with the grades they believe they can get, and what they actually achieved (Zimmerman & Bandura, 1994).

Academic self-efficacy involves components as self-regulation, competence and persistence. Self-Regulated learning is a student's ability to manage his own learning without depending on others. This is a vital activity in the student's learning process and is related to the social cognitive learning theory from Bandura. Klassen and Georgiou (2008) contend that self -efficacy for self-regulation "refers to an individual's confidence to plan and organize learning, to concentrate in the face of distractions and to equally prepare for the demands of school" (p.313)

In the process of writing, different learning strategies are used as planning, generating ideas, self-monitoring, self-evaluating, and reflecting. Writers even, have to be involved in processes as deeply understanding what they are writing about, searching for more information, becoming motivated about the content, planning and organizing their thoughts. (Lenski, 1998; Lienemann & Reid, 2008).

Self-regulation acts as a writing skill's monitor as writing is an internal, intentional, self-initiated and self-supported process. (Zimmerman & Martinez-Pons, 1990; Zimmerman & Riesemberg, 1997; Hayes, 1996). Therefore, this cognitive strategy is seen as an inevitable approach in the process of second/ foreign language learning (Marton & Saljo, 1976b; Kellogg & Raulerson 2007).

Self-regulated students are shown to achieve tasks more efficient, have more motivation and persistence to attain their goals and overcome their current obstacles (Leventhal & Cameron, 1987). Thus; they are successfully concentrating on activating, maintaining their learning practices and changing them, when needed. (Zimmerman & Kitsantas, 1999)

Some studies demonstrated the positive relation between writing performance and self-regulated skills. (De La Paz, 1999; De La Paz & Graham, 2002; Harris et al., 2003; Saddler et al., 2004; & Saddler, 2006)

To overcome learners' low level in writing performance, students should be high self-efficacious and self-regulated learners. Thus, this research paper will focus on EFL University student' writing performance in relationship to their academic self-efficacy in general and their self-regulated skills in particular.

Material and Method: The method used in the current study can be shown throughout the following items the design of the study including the variables of the study, the participants of the study, and the instruments of the study.

1. The Study Design

The correlational experimental design was adopted in the current research. Thirty ENACTUS Al Fayoum University students represent the study sample.

2. The Study Variables

- EFL University students writing performance.
- EFL University students writing self-regulated skills.

3. The Participants of the Study

Thirty ENACTUS Al Fayoum University students participated in the study. Participants' age ranged from eighteen to twenty-two years old. The rationale for choosing the study sample is that students in the university stage need to be able to express themselves in a written way. This would facilitate their future in getting a job or having awards and donations. Their writing outcome would be much improved and fostered if they have self-regulated learning skills. Thus, identifying the relationship between the study sample's writing performance and their self-regulated learning skills may help in

identifying their writing self-regulated learning skills, and improving their writing performance as a result.

4. The Study Instruments

In the current study, the researcher made use of two main instruments:

- 4.1. The Writing Performance Test
- 4.2. The Writing Performance Scoring Rubric
- 4.3. The academic self-efficacy skills Scale.

4.1. The Writing Performance Test

4.1.1. Purpose of the Writing Performance Test

A writing performance test was prepared and administered by the researcher to thirty students enrolled in ENACTUS Al Fayoum University. It aimed at assessing their writing performance.

4.1.2. Design of the Writing Performance Test

The researcher constructed the writing performance test based on:

- Reviewing literature related to testing EFL university students' writing performance.

The writing performance test included three prompt functions to choose one and write about. The functions were: Agreement/Disagreement, Making Suggestions, and Making Arguments. The total mark was 88. Participants were asked to compose an essay of at least 120 words. Their essays should be supported with reasons and examples to foster their opinions. Their essays were graded based on the writing scoring rubric, 88 marks for the whole test. For the test, see **appendix (A), P. 41.**

4.1.3. Validity of the Writing Performance Test

To ensure the validity of the test, the test items was submitted to a group of specialized jury members in the field of EFL curricula and instruction to be read and judged regarding the following criteria:

- Suitability of the test items to students' linguistic level.
- Clarity and linguistic correctness of the test instructions and items.
- Suitability of the test as a whole to its intended goal; i.e., assessing EFL university students' writing performance.

Some modifications were done on the test according to the recommendations of the jury members.

4.1.4. Reliability of the Writing Performance Test

In order to examine the reliability of the writing performance test, it was administered on group of (35) piloting sample of ENACTUS Fayoum students. Cronbach's Alpha analysis in the SPSS program was used in order to estimate the reliability of the test. Cronbach's Alpha result yielded (.070) , which is an acceptable level of reliability.

4.1.5. Time of the Writing Performance Test

During piloting the writing performance test, the researcher estimated the average time needed for writing the essays. In order to do so, the researcher calculated and added the time spent by each examinee and divided them by the number of the participants. The time accredited for the test was (30) minutes, which would provide ample time for students to respond to the test. No one needed an extension of time to complete the test.

4.1.6. Writing Performance Test Scoring

Students' writings on the writing performance test were assessed using the writing performance-scoring rubric described below. Two raters used the writing performance-scoring rubric to assess learners' writing performance on the test. The total score of the test became 88 marks because 40 marks were allotted for Organization/ Purpose, 12 marks for Content and Ideas, 12 marks for Fluency (communication), 12 marks for Accuracy of Language and 12 marks for Conventions and Mechanics. By summing the scores of all components, the total score of the test became 88 marks.

4.2. The Writing Performance Scoring Rubric

4.2.1. Design of the Writing Performance Scoring Rubric

The writing performance-scoring rubric was designed after reviewing literature related to EFL University students' writing sub-skills, writing performance assessment, and samples of rubrics designed and used in several research works. It consists of (5) criteria to be measured; i.e., Organization/ Purpose, Content and Ideas, Fluency (communication), Accuracy of Language, and Conventions and Mechanics. According to the learner's skill, h/she was labeled in each one of the (5) criteria mentioned in the rubric. For each criterion, (4) levels of performance were described on a four-point rating scale

(arranged from 4 to 1). Thus, the total points of the rubric are (88). For the form of the writing performance-scoring rubric, see **appendix (B), P.42.**

4.2.2. The Writing Performance Scoring Rubric Parameters

The rubric included five parameters for assessing and rating the writing. Five components of the rubric included Organization/Purpose, Content and Ideas, Fluency (communication), Accuracy of Language, and Conventions and Mechanics. The criteria for judging the availability of the writing component was described at the first column as well as the detailed Twenty-two elements of the writing components at the second column. The Four levels of students' performance were described for each parameter using a four-point rating scale (arranged from 4 to 1):

- 4 indicates 'excellent' performance,
- 3 indicates 'very good' performance,
- 2 means that the student's performance is 'good',
- 1 indicates 'weak' performance.

4.2.3. Purpose of the Writing Performance Scoring Rubric

A writing performance scoring rubric was prepared by the researcher to:

- Rate students' writing performance in essay writing,
- Identify students' writing abilities, and
- Identify the progress occurring in these abilities.

The writing performance-scoring rubric was based on the writing sub-skills necessary for university students.

4.2.4. Validity of the Writing Performance Scoring Rubric

In order to establish the validity of the writing performance scoring rubric, it was submitted to a group of specialized jury members in the field of EFL curricula and instruction to be read and judged in the light of the following criteria:

- Clarity and relatedness of each level of performance to each writing sub-skill.
- The suitability of the rubric to its intended goal; i.e., assessing writing performance.
- The suitability of the rubric for discriminating between different levels of students' performance.

The writing performance scoring rubric was modified according to the jury members' comments and suggestions.

4.2.5. Inter-Rater Reliability

In order to ensure the reliability of the rubric, participants in the pilot study were evaluated and rated by two raters using the designed rubric. In order to estimate the inter-rater reliability of the rubric, the researcher made use of the SPSS program using Cronbach's Alpha with inter-class correlation coefficient statistics. Reliability yielded (0.96), which is a very strong level of reliability and consistency at (0.01) level of significance.

4.3. The Writing Self-Efficacy Scale

4.3.1. Aims of the Writing Self-Efficacy Scale

The Academic self-efficacy scale aimed at assessing EFL university students' writing self-efficacy. It was developed based on the self-efficacy construct proposed by Bandura (1977). In order to design the scale, the researcher reviewed literature related to the application of self-efficacy concept in the context of academic setting. The concepts of Self-Regulated Learning, Persistence, and Competence are considered as part of the self-efficacy based on different studies (Bandura, 1994, 1997; Feist et al., 2013; Salmeron et al., 2010; Schnell et al., 2015; Schunk and Pajares, 2002; Schwarzer, 1998, 2001 ; Zimmerman, 2008; Zimmerman and Schunk, 2008).

The researcher, as well, reviewed literature related to assessing EFL learners' Academic self-efficacy (e.g., Bandura, 1984; Bandura, 1997; Bandura, 2006; Kavanoz and Yüksel, 2016; Pajares, 1996; Pajares & Johnson, 1996; Schunk, & Pajares, 2002; Zolfagharkhani, 2016).

4.3.2. Design of the Writing Self-Efficacy Scale

The scale is composed of a 27-item writing self-efficacy scale to grade the strength of subjects' belief in their writing ability. The items of the scale were graded with the four-tier system Likert scale: Strongly Disagree, Disagree, Agree, or Strongly Agree. A higher score obtained indicated a higher level of FL writing self-efficacy and a lower score indicates a lower level of FL writing self-efficacy. Each statement on the scale was preceded by the phrase —I can or I have.

The scale is composed of three components of academic self-efficacy. The first component is Competence, underlying nine skills. The second component is Persistence, underlying seven skills. The third component is the Self-regulation, underlying eleven skills. **(Appendix C), P.54.**

The first component, Competence refers to how someone perceives himself as skilled in his capabilities to have control over environmental situations.

The second component, Persistence refers to one's ability and efficacy to pursue in attaining a goal in spite of any academic hindrances or bad experiences.

The last component is the Self-regulation that refers to self-beliefs, thoughts, feelings, and actions that are self-generated by governing processes to facilitate adaption of a person to attain personal goals and school performance capabilities.

The first component, Competence is scored out of thirty-six. The second component, Persistence is scored out of twenty-eight and the third component, the Self-regulation is scored out of forty-four. See. **(Appendix. C), P.54**

4.3.3. Validity of the Writing Self-Efficacy Scale

The validity of the Writing Self-Efficacy Scale was established using two ways as follows:

4.3.3.1. Content Validity

The scale was designed based on a review of literature. It was composed of three components; Competence, Persistence and self-regulation. The first version of the scale was submitted to a group of specialized jury members in the field of EFL curriculum and instruction. The jury members were asked to:

Check the suitability of the scale as a whole for identifying writing self-efficacy level.

- Check the clarity and relatedness of the scale components to FL writing self-efficacy.
- Check the clarity and relatedness of each indicator to each component.
- Check the clarity of the statements.

- Check the Clarity of the scale instructions.
- Check the relative importance of each component to EFL writing self-efficacy.

Make any modification to the scale items.

The scale was modified according to the jury members' comments and suggestions. For the final form of the writing self-efficacy scale, see **appendix (C), P.54.**

4.3.3.2. Internal Consistency

To ensure the validity of the writing self-efficacy scale, it was submitted to a group of (35) piloting sample of ENACTUS Fayoum University students. The internal consistency was tested by calculating the correlation between the scores given to each writing self-efficacy component and the whole score of the pilot writing self-efficacy scale. The correlation was as indicated in the table below.

Table (1) correlation between the scores given to each writing self-efficacy component and the whole score of the pilot writing self-efficacy scale.

No.	Writing self-efficacy component	Correlation	Significance level
1	Competence	0.94	0.01
2	Persistence	0.75	0.01
3	Self-regulation	0.95	0.01

The values given in the above table show the strong correlation between the three components of the scale. They were all significantly related to the total of the scale at (0.01) level. **This means that the writing self-efficacy scale has an acceptable level of validity.**

4.3.3.3. The Writing self-efficacy Scale Reliability

In order to examine the reliability of the Writing self-efficacy Scale, it was administered one week before the study program implementation to a group of (35) piloting sample of ENACTUS Fayoum University students. i.e., a pilot study. Cronbach's Alpha analysis in the SPSS program was used in order to estimate the reliability of the scale. Cronbach's Alpha result yielded (0.87), which is a high level of reliability.

4.3.3.4. Time of the Writing self-efficacy Scale

During piloting the Writing self-efficacy Scale, the researcher estimated the average time needed for answering the scale. In order to do so, the researcher calculated and added the time spent by each

examinee and divided them by the number of the participants. The time accredited for the scale was (17) minutes, which would provide ample time for students to respond to the scale. No one needed an extension of time to complete it.

Tools Implementation

After establishing the validity, ensuring the reliability and specifying the time of the Writing self-efficacy Scale, they were introduced to a sample of 'thirty' ENACTUS Fayoum University students, in order to identify their writing performance level and their self-regulated learning skills. The researcher applied the tools on (October 13th, 2019). Students' essays were analyzed and data were collected, recorded, and statistically analyzed to know the correlation between the study sample's writing performance and their self-regulated learning skills.

Results The current research paper aimed at investigating the relationship between university students' writing performance and their self-regulated learning skills. To do so, some statistical procedures were followed. The results came as follow:

Testing the hypothesis of the research paper:

The hypothesis stated that:

"There is a statistically significant correlation between the study sample's scores in the administration of the writing performance test and their academic self-efficacy scale regarding self-regulated learning skills."

In order to test the above hypothesis, the researcher calculated the Pearson Correlation Coefficient for the relationship between the study sample's scores obtained from the administration of the writing performance test and the academic self-efficacy scale regarding the self-regulated learning skills.

Table (2) Correlation between students' writing performance and their self-regulatory skills

No.		Writing Performance Test	Self-regulated learning skills.
1	Writing Performance Test	1	** 0.88
2	Self-regulatory skills.	**0.88	1

**** means that the correlation is significant at the 0.01 level**

Table (2) above shows that there was a statistically significant positive correlation between the scores obtained from the administration of the

writing performance test and the academic self-efficacy scale regarding the self-regulated learning skills.. The correlation coefficient was (0.88), which is significant at 0.01 level. So, the first hypothesis of the research was affirmed. This indicates that there is a statistically significant positive correlation between students' writing performance test and the academic self-efficacy scale regarding the self-regulated learning skills. This means that, when learners' self-regulated learning skills increases, their writing performance increases too.

Table (3) correlation between scores of the five components of the writing performance test and the academic self-efficacy scale

Writing Performance	Academic Self -efficacy
Organization/ Purpose	**0.87
Content and Ideas	**0.79
Fluency (communication)	**0.82
Accuracy of Language	**0.77
Conventions and Mechanics	**0.66

** Correlation is significant at the 0.01 level (2-tailed).

Table (3) above shows that there was a statistically significant positive correlation at 0.01 between between the scores obtained from the administration of the five components of writing performance test and the academic self-efficacy scale. This means that, when learners' academic self-efficacy increases, their five components of the writing performance increase too.

Table (4) correlation between writing performance scores and the three Academic Self-Efficacy Scale's components.

Academic Self-Efficacy	Writing Performance
Competence	**0.85
Persistence	**0.84
self-regulation	**0.87

** Correlation is significant at the 0.01 level (2-tailed).

Table (4) above shows that there was a statistically significant positive correlation at 0.01 between between the scores obtained from the

administration of the writing performance test and the three components of academic self-efficacy scale. This means that, when the three academic self-efficacy scale components increase, the students' writing performance increases too.

Table (5) correlation between the five components' scores of the writing performance test and the three academic self-efficacy scale's components.

Writing Performance	Academic Self -efficacy		
	Competence	Persistence	self-regulation
Organization/ Purpose	**0.84	**0.84	**0.86
Content and Ideas	**0.78	**0.72	**0.79
Fluency (communication)	**0.79	**0.76	**0.83
Accuracy of Language	**0.74	**0.75	**0.75
Conventions and Mechanics	**0.63	**0.64	**0.64

** Correlation is significant at the 0.01 level (2-tailed).

Table (5) above shows that there was a statistically significant positive correlation at 0.01 between between the scores obtained from the administration of the five components of writing performance test and the three academic self-efficacy scale components. This means that, when learners' three academic self-efficacy components increase, the five components of the writing performance increase too.

Discussion

The previously mentioned results revealed that:

- There is a statistically significant positive correlation between students' writing performance test and the academic self-efficacy scale regarding the self-regulated learning skills. Self-regulation component was the most correlated component as it had 0.95. The next component was competence by .94 and the least correlated one was the persistence. Self-regulation highest correlation to writing performance could be related to the students' These findings might be due to the fact that the students taking part in the present research were EFL university learners mostly of practical colleges as

Engineering, Pharmacy, Medicine which require more organization and sequencing in the nature of their students than other colleges.

- There is a statistically significant positive correlation at 0.01 between the scores obtained from the administration of the five components of writing performance test and the academic self-efficacy scale. This result is due to the fact assured by other previous studies that Writing performance is greatly affected by self-regulated skills. Hence when students' self-regulated skills increased, their writing performance improved as a result. (Zimmerman & Martinez-Pons, 1990; Zimmerman & Riesemberg, 1997; Hayes, 1996).
- There is a statistically significant positive correlation at 0.01 between the scores obtained from the administration of the writing performance test and the three components of academic self-efficacy scale. This result showed that the most correlated writing performance component was the Organization/ Purpose by 0.87 that confirms the impact of the academic self-efficacy on the organization skills. The second correlated aspect was Fluency (communication) by 0.82. The third affected component was Content and Ideas by 0.79. The fourth was accuracy by 0.77 followed by the least correlated aspect which is Conventions and Mechanics by 0.66. That may be due to the more effect of how students were learnt and had the basics of writing more than their feeling of being able to write.
- There is a statistically significant positive correlation at 0.01 between the scores obtained from the administration of the five components of writing performance test and the three academic self-efficacy scale components. The most correlated were the Organization/ Purpose writing performance aspects with the self-regulation academic self-efficacy scale rather than competence and persistence aspects. This may be due to the previously elaborated discussion that self-regulation was found to be the most predictor of writing performance. Consequently, the most affected aspect of written performance would be the ability to organize and plan for purpose skills.

Hence, the current study showed that there is a statistically significant positive correlation between the study sample's academic self-efficacy in general, their self-regulated learning skills, in particular,

and their writing performance level. This emphasizes the effectiveness of the study program in improving the students' writing performance and academic self-efficacy.

Similar results to the current study are indicated in studies and researches in the same field as:

1. Ronald, H. (2012) examined the effects of self-regulated strategy development (SRSD) on the written expression of elementary students. SRSD was used through the implementation of a writing strategy: POW + TREE. The outcome results indicated that performance on writing persuasive essays improved from baseline through the intervention phase and students were more willing to write after learning by the self-regulated strategy.

2. Fahim & Rajabi (2015) examined the effect of self-regulated strategy development (SRSD), an instructional model to teach writing, on writing performance and writing motivation of EFL learners. 30 pre-intermediate EFL writers received a ten-session self-regulatory strategy development instruction on persuasive writing with specific focus on planning, goal-setting, monitoring, and evaluating. SRSD instructional model resulted in improved writing performance of EFL learners. Moreover, the results of data analysis indicated an increase in the motivation of participants as regards foreign language writing.

3. Alemdar, Y. & Karadewniz, A. (2016) conducted a study to examine the relationship between the writing quality and self-regulation skills of secondary education students. The "Writing Quality Scale" was used in the assessment of the compositions of the students. It was concluded that there is a high level of positive correlation between the writing skills and self-regulation skills and book reading habits of the students.

3. Kinsler, Kathryn Lynn (2017). The purpose of this study was to answer this research question: How do sixth-grade students with LD describe their writing self-efficacy before and after participation in explicit self-regulation strategy instruction? Three sixth-grade students with a Georgia special education eligibility of Specific Learning Disability were bounded by their shared participation in a

five-week writing instructional intervention, utilizing the Self-Regulated Strategy Development (SRSD) instructional model. Results indicated that explicit self-regulation strategy instruction was beneficial in developing writing self-efficacy and knowledge.

4. Siew, S. & Mariani, M. (2019) investigated the effects of SRL strategies on early writing self-efficacy and early writing performance among preschool children. The effectiveness of self-regulated learning intervention with an interaction effect between the test and group for early writing self-efficacy was statistically significant and early writing performance has been found statistically significant. The result also confirmed that self-monitoring and controlling was a strong predictor for early writing self-efficacy.

5. Mark, F. (2020). In this study, 34 students receiving a 'Self-regulated strategy development plus collaborative modeling of text structure' intervention were compared with 36 students receiving a 'collaborative modeling of text structure only' in a traditional instruction. Several measures (i.e., content comprehension, summarization of main ideas, and essay writing) were administered after the one-month intervention. Results revealed that, compared to traditional instruction, self-regulated strategy development and collaborative modeling of text structure respectively resulted in better comprehension levels and writing performance.

Thus, it was concluded that learning activities based on self-regulation have a positive effect on the writing skill of the students (Balta, 2018; DeDeyn, 2011; Dilber, 2014; Faigley et al., Fergusson, 2011; 2014; Hassan, 2001; McCoy, 2013; Sperger, 2010; Tracy, Reid and Graham, 2009; Uygun, 2012; Zumbrunn, 2010; Zumbrunn and Bruning, 2013) and that if students have a high level of self-regulation skills, it will be possible for them to produce high-quality texts in terms of writing quality, for writing is an activity that the students plan themselves and manage actively. (Sieben, 2013).

Conclusion

Today, education focuses on how to ensure that students undertake the responsibility of their learning on their own. This makes the approach of self-regulation learning very important. It can be followed in three steps: planning the learning activities, realization and observation, and finally evaluating the results of the learning activities. The writing strategy based on self-regulation enables students develop their skills in planning, writing, managing their negative feelings and correcting in a systematic way so that they can control the writing process themselves. Thus, it is of significance that stakeholders in education focus more on investigating learners' self-efficacy in general, and their academic self-efficacy, in particular, as well as supporting those with low efficacy beliefs.

The current research aimed at investigating the relationship between writing performance and self-regulated learning skills of ENACTUS El Fayoum university students. Findings showed that there is a statistically significant positive correlation between the study sample's academic self-efficacy in general and their self-regulated learning skills, in particular, and their writing performance level.

From the above findings, academic self-efficacy skills and components should be the main concern of teachers to enhance students' abilities in their writing performance and to provide friendly and relaxed environment for students to learn. Moreover, students should learn how to plan for their writing by themselves and be able to manage the process actively.

Recommendations

The following recommendations are given

1. Teachers and educators should give much care to the self-efficacy domain, by which students become more confident and has problem-solving skills as well as depending on their own in regulating thoughts, emotions, goals' attainment and negative feelings.
2. Learning the writing process should be practiced by students on a daily basis using self-regulated skills that makes writing sequenced into stages of internal processes as thinking of an interesting title and advocating a side to defend then comes the stages of planning,

drafting, editing, revising and judging the quality of the piece of writing to be published.

3. Students should learn how to control their negative feelings when writing, have the persistence to complete their flow of ideas without being interrupted by inside or outside factors, plan what they will write about beforehand, and maintain their self-confidence in the writing process.

Suggested Topics for Further Research

In light of the revealed results, the researcher suggests the following:

Investigating the relationship between:

1. EFL students' linguistic self-efficacy and their writing performance.
2. EFL student' academic self-efficacy and their writing anxiety.
3. EFL students' oral performance and their self-efficacy beliefs.

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Appendices

Appendix (A)

The Writing Performance Test

Name of student.....

*This task should take about 30 minutes. You will be writing an essay of at least 120 words that responds to an asked question. Your answer should be supported with reasons and examples to foster your opinion. You have three prompts to **choose one** of them.*

1. Using social media has made the world as a small village. You know all the news in just a click of a button or a touch. It's full of advantages and makes many profits. Do you agree or disagree? And why?
2. You work in the sales department of a large company. Your manager has asked you for a report about your region's sales in which figures show that there has been a fall over the last 6 months. Can you make suggestions for increasing sales and raising the demand for your products?
3. Voluntary work has had a remarkable influence on the lives of many Societies. To what extent would you say that volunteers have positively or negatively affected the development of your society?

Appendix (B)

The Writing Performance Rubric

Criteria	Elements	Levels of Performance			
		4	3	2	1
Organization/ Purpose					
1. Presentation of ideas, opinions, and information into introduction, thesis statement, and claim and the segmentation of text into paragraphs.	1) The introduction	<ul style="list-style-type: none"> The introduction is clear including the position statement that states the goal or thesis 	<ul style="list-style-type: none"> The introduction includes the goal or thesis. 	<ul style="list-style-type: none"> The introduction includes the main goal or thesis, but not in a clear way. 	<ul style="list-style-type: none"> There is no introduction, structure, goal or thesis.
	2) overview of the issue	<ul style="list-style-type: none"> provides a good overview of the issue 	<ul style="list-style-type: none"> An overview of the issue is provided. 	<ul style="list-style-type: none"> An overview of the issue is not clearly provided. 	<ul style="list-style-type: none"> no overview of the issue is provided.
	3) claim	<ul style="list-style-type: none"> claim is introduced, clearly. 	<ul style="list-style-type: none"> claim is introduced 	<ul style="list-style-type: none"> claim is not clearly introduced 	<ul style="list-style-type: none"> No claim is provided.
	4) Text structural development	<ul style="list-style-type: none"> Text contains a detailed text with 3 developed strong components. 	<ul style="list-style-type: none"> Text contains a detailed longer text with two developed components and one weaker component. 	<ul style="list-style-type: none"> Minimal evidence of structural components not clearly identifiable OR -- one component only, e.g. an introduction or body. 	<ul style="list-style-type: none"> No structural developed text.
	5) Logical order	<ul style="list-style-type: none"> Information is presented in a logical order and maintains the interest of the audience. The focus is strongly maintained for the purpose and audience. 	<ul style="list-style-type: none"> Information is presented in a logical order but does not always maintain the interest of the audience 	<ul style="list-style-type: none"> Little information is presented in a logical order so the response may have a minor drift in focus: claim may be somewhat 	<ul style="list-style-type: none"> No evidence of any structural components of a persuasive text that maintain the purpose or the audience.

	6) keeping the focus on the purpose and the audience	<ul style="list-style-type: none"> The response is consistently and purposefully focused 	<ul style="list-style-type: none"> The response has an evident organizational structure and a sense of completeness. 	<ul style="list-style-type: none"> unclear, or the focus may be insufficiently sustained for the purpose and/or audience 	<ul style="list-style-type: none"> focus is unavailable.
	7) Use of different ideas into the body paragraph .	<ul style="list-style-type: none"> The body paragraph is supported with varied reasons and detailed supporting evidence 	<ul style="list-style-type: none"> The body paragraph is not enough supported with reasons. They are not varied or detailed. 	<ul style="list-style-type: none"> The body paragraph is supported with few reasons. 	<ul style="list-style-type: none"> Insufficient or (includes copied text) In a language other than English <ul style="list-style-type: none"> <input type="checkbox"/> Off-topic <input type="checkbox"/> Off-purpose
	8) Use of a strong ending conclusion that fosters the thesis	<ul style="list-style-type: none"> The conclusion strongly sums up the thesis. 	<ul style="list-style-type: none"> A conclusion rephrases the thesis. 	<ul style="list-style-type: none"> A conclusion is included, but does not clearly rephrase the thesis. 	<ul style="list-style-type: none"> The conclusion might not be stated or Gives unclear thesis rephrase.
	9) Focus on the idea.	<ul style="list-style-type: none"> all paragraphs are focused on one idea 	<ul style="list-style-type: none"> all paragraphs are focused on one idea or set of like ideas 	<ul style="list-style-type: none"> writing is organized into paragraphs that are less focused on one idea or set of like ideas to assist the reader to digest chunks of text. 	<ul style="list-style-type: none"> No order of paragraphs to support the argumentation or make a clear idea.
	10) Support of argument.	<ul style="list-style-type: none"> paragraphing supports argument. 	<ul style="list-style-type: none"> at least one paragraph is logically constructed and contains a topic sentence and supporting details. 	<ul style="list-style-type: none"> Very little logical construction with topic sentence and supporting details. 	<ul style="list-style-type: none"> No support of argument or sequencing details.

Content and Ideas					
1. Ideas	1. The generation , selection, relevance and elaboration of ideas.	<ul style="list-style-type: none"> ideas are generated, selected and crafted. 	<ul style="list-style-type: none"> one idea with simple elaboration OR ideas are few and related but not elaborated OR many simple ideas that are related but not elaborated 	<ul style="list-style-type: none"> Text contains one idea OR ideas appear unrelated to each other OR ideas are unrelated to topic on Prompt. 	<ul style="list-style-type: none"> no evidence or insufficient Evidence
	2) Sequencing of ideas	<ul style="list-style-type: none"> logical progression of ideas from beginning to end; 	<ul style="list-style-type: none"> adequate progression of ideas from beginning to end 	<ul style="list-style-type: none"> uneven progression of ideas from beginning to end; 	<ul style="list-style-type: none"> no progression of ideas from beginning to end is found
	3) Connections between ideas	<ul style="list-style-type: none"> strong connections between and among ideas with some syntactic variety 	<ul style="list-style-type: none"> adequate connections between and among ideas 	<ul style="list-style-type: none"> formulaic; inconsistent or unclear connections between and among ideas 	<ul style="list-style-type: none"> no connections found between and among ideas
Fluency (communication)					
1. Cohesion (linking devices, relationship between sentences)	1) Use of cohesive devices	<ul style="list-style-type: none"> a range of cohesive devices is used correctly and deliberately to enhance reading and support underlying relationships 	<ul style="list-style-type: none"> some correct links between sentences (do not penalize for poor punctuation) 	<ul style="list-style-type: none"> links are missing or incorrect 	<ul style="list-style-type: none"> symbols or drawings irrelevant of the text.

ces and their parts, paragraph structure and punctuation marks)	2)Referring/ transitional words and/or phrases	<ul style="list-style-type: none"> Variety of referring / transitional words is used consistently and accurately in their correct places to clarify the relationships between and among ideas. 	<ul style="list-style-type: none"> most referring/ transitional words are accurate and adequate OR longer text with cohesion controlled only in parts. Reader may occasionally need to re-read and provide their own links to clarify meaning and show relationship among ideas. 	<ul style="list-style-type: none"> Most referring/ transitional words are inaccurate and needs to be reread to make the connection and meaning. 	<ul style="list-style-type: none"> inconsistent use of transitional/ referring strategies and/or little variety.
2.Cohere nce (logical organization of ideas)	1) Link among sections of texts to make it coherent.	<ul style="list-style-type: none"> An extended, highly cohesive piece of writing showing continuity of ideas and tightly linked sections of text. 	<ul style="list-style-type: none"> Though there may be minor flaws, they do not interfere with the overall coherence. 	<ul style="list-style-type: none"> Major flaws are found that interfere with the overall coherence. 	<ul style="list-style-type: none"> No coherence among ideas of the writing that completely hinders comprehension of the reader.
Accuracy of Language					
1.Wor d Choice	<ul style="list-style-type: none"> Creativity and enhancement of the targeted argument. 	<ul style="list-style-type: none"> Word choice is creative and enhances the argument. 	<ul style="list-style-type: none"> Word choice enhances the argument. 	<ul style="list-style-type: none"> There is evidence of attention to word choice. 	<ul style="list-style-type: none"> Word choice is limited.
2.Voca bulary	(The range and precision of contextually appropriate language choices).	<ul style="list-style-type: none"> a range of precise and effective words and word groups is used in a fluent and articulate manner language choice 	<ul style="list-style-type: none"> mostly simple words may include two or three precise words or word groups 	<ul style="list-style-type: none"> very short script 	<ul style="list-style-type: none"> symbols or drawings

		is well matched to style of argument.			
3.Sentence structure	(The production of grammatically correct, structurally sound and meaningful sentences).	all sentences are correct (allow for occasional slip, e.g. a missing word) writing contains controlled and well-developed sentences that express precise meaning and are consistently effective	•correct sentences are mostly simple and/or compound sentences meaning is predominantly clear	•some correct formation of sentences some meaning can be construed	• no evidence of sentences
Conventions and Mechanics					
1.Punctuation	(The use of correct and appropriate punctuation to aid reading of the text).	•correct use of capital letters to start sentences OR full stops to end sentences (at least one correct sentence marker) punctuation is minimal and of little assistance to the reader	• some correct use of sentence level punctuation (at least two accurately punctuated sentences - beginning and end) OR •one correctly punctuated sentence AND some other punctuation correct where it is required (refer to list in additional information) provides some markers to assist reading	•correct use of capital letters to start sentences OR full stops to end sentences (at least one correct sentence marker) punctuation is minimal and of little assistance to the reader	•no evidence of correct sentence punctuation
2.Spelling	•(The accuracy of spelling and the difficulty of the words used).	• correct spelling of all words AND • at least 10 difficult words and some	• correct spelling of - simple words - most common	• few examples of conventional spelling • Limited evidence (less	• no conventional Spelling

		challenging words OR at least 15 difficult words if no challenging words allow for a very occasional minor slip (one or two)	words- some difficult words (at least two) incorrect difficult words do not outnumber correct difficult words	than 20 words written)	
3.Handwriting	the ability to write letter formation in good and clear shape	good and clear handwriting of all or nearly all words that allow for a very occasional minor slip(one or two)	- most words are written in good and clear handwriting (more minor slips).	few words are written in good and clear handwriting	Letter formation is totally unclear.

Appendix (C)

The Writing Self-Efficacy Instrument

The following items explore your beliefs about your ability to attain specific writing related skills. Please respond using the scale choices provided to indicate your level of agreement to each of the statements. For Example: Circle Strongly Agree if you would indicate that you strongly agree with your ability to successfully put your ideas into writing.

Strongly Agree Agree Disagree Strongly Disagree

No	Item	Scale Choices			
		Strongly Agree	Agree	Disagree	Strongly Disagree
Competence (9): According to this domain, I can: (36)					
1	put my ideas into words.				
2	write complete sentences.				
3	punctuate my sentences correctly.				
4	write grammatically correct sentences.				
5	begin my paragraphs in the right spots.				
6	write using correct spelling.				
7	write a good topic sentence or main idea.				
8	Organize paragraphs into the right order to support the idea of the topic sentences.				
9	end paragraphs with proper conclusions.				
Persistence (7): According to this domain, I can:					
10	avoid distractions when I write.				
11	control my frustration when I write.				
12	think of my writing goals before I				

	write.				
13	keep writing even when it's difficult.				
14	manage my anxieties while writing				
15	manage my emotions that may accompany writing				
16	focus on my writing for at least one hour.				
Self-regulation (11): According to this domain, I can:					
17	start writing assignments quickly.				
18	monitor my writing progress.				
19	constantly adjust my writing to a correct one.				
20	perform better each time I write				
21	adjust my ways of writing to get higher levels of academic success				
22	use writing strategies.				
23	generate different ideas to write about				
24	think of many words to describe my ideas.				
25	think of a lot of original ideas.				
26	generate productive ideas				
27	write a well-organized and sequenced paper with a good introduction, body, and conclusion.				