An Investigation of the Relationship between EFL University Students' Writing Fluency and their Writing Self-Efficacy

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مستخلص البحث

تهدف الورقة البحثية الحالية الى دراسة العلاقة بين مهارات الطلاقة الكتابية وفعالية الذات الأكاديمية. تكونت عينة الدراسة من ثلاثين طالب من طلاب ريادة المشروعات اناكتس جامعة الفيوم بمصر. تم قياس مهارات فعالية الذات الأكاديمية من خلال مقياس كفاءة الذات الأكاديمية وكذا قياس الطلاقة الكتابية 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 العينه في اختبار الطلاقة الكتابية وبين فعاليه الذات الاكاديميه وهي علاقة ارتباطية طردية دالة.

الكلمات المفتاحية الطلاقة الكتابية, فعاليه الذات الاكاديميه, الأداء الكتابي.

Abstract

The current research paper aimed at investigating the relationship between EFL University Students' Writing Fluency and their Academic Self-Efficacy. The study sample consisted of 30 ENACTUS Al Fayoum University students, Fayoum Governorate, Egypt. The study sample's writing fluency was measured using a writing performance test, and their Academic Self-Efficacy 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 fluency test and the Academic Self-Efficacy.

*Key words***:** Writing Performance, Writing fluency, Academic Self-Efficacy.

Introduction

In the writing process, the writer needs a well-structured way of the presentation of thoughts in an organized and planned way (Braine & Yorozu, 1998). In this context (Dülger, 2011; & Herrera, 2002) argued that the process of writing is not linear because a higher level ability is required than just recognizing some stages.

According to The Flower and Hayes model (1980), the writing process is composed of three components: (a) planning, that includes ideas generation, organizing, and goal setting; (b) translating, that is language representations transference into orthographic text; and (c) reviewing, that includes proofreading and editing.

One aspect of writing performance is fluency. Writing characteristics as clarity, clearness, consistency, and fluency are of importance in considering a text having good expression (Avcı, 2006). Hence; writing fluency is defined as being able to transcribe texts automatically with ease. Writing fluency is significant for other writing skills as planning for writing and generating ideas, as Graham et al. (1997) contends that writing fluency frees up cognitive resources for these higher order skills.

In Education, self-efficacy is a main factor in learners' success, as self-efficacy affects the choices learners make and the courses of action they pursue (Pajares, 2002). Academic self-efficacy is the conviction someone has that he can successfully achieve at a designated level in a specific academic subject area. (Bandura, 1997; Schunk & Pajares, 2002). Students who are highly self-efficacious have more confidence in their ability to organize, attain, and regulate their problem-solving or task performance at a designated level of competence. According to Bandura (1993), students with high academic self-efficacy:

• consider problems as challenges to be mastered rather than threats thus, they set goals to overcome the challenges;
• commit to the academic goals they set;
• exert more efforts in case they fail to attain the goals they set;
• see failures as an output of less effort or knowledge not as less self-competence. This can be modified by exerting much more effort and acquiring more knowledge;

• diagnose the task rather than diagnosing a self. They give feedback to improve their performance, which is better than reinforcing the student's low expectations about what he can attain.

Writing self-efficacy was proved to be of a major significance for successful writing performance (McCarthy, et al., 1985; Pajares, 2003, 2007; Pajares & Johnson, 1996; Pajares, et al., 1999; Pajares & Valiante, 1997, 2006; Shell, et al., 1995; Shell, et al., 1989; Zimmerman & Bandura, 1994). Thus, the higher levels learners have of academic self-efficacy, the more fluent writers they become. Hence, writing Self-efficacy has been the focus of a number of studies (Lane & Lane, 2001; Lane, Lane & Kyprianou, 2004; Pajares, 2000; Pajares & Johnson, 1996; Pajares & Valiente, 2001). However, few researches have addressed the relationship between university learners' writing fluency and their self-efficacy skills. Thus, the current study is trying to investigate how the increase in Self-Efficacy writing skills will improve EFL University learners' writing fluency.

Statement of the problem

As proved by results and recommendations of previous studies, learners' have deficiency in writing performance in general (Abdel-Aleem, H., 2018; Amoush, K., 2015; Hussein, M. & Al Ashri, 2013; Mustafa, B., 2019; Seifeddin, A, & Ebrahim, 2015). As well, the National assessment contends that great deals of students are of low proficiency in writing (National Center for Education Statistics, 2012; Persky, et al., 2003). But writing is the medium, by which, people communicate, persuade, and express their ideas in written forms by shaping their knowledge, thoughts, and ideas on paper in all academic fields.

Not only in schools does competent written forms are needed, but many universities examine the writing skills of its applicants (Graham & Perin, 2007). As well, employers need their employees to be capable writers. In a survey, it was found that most companies do not accept to employ someone without having the basics of writing skills as a basic component for jobs (National Commission on Writing, 2004). EFL university learners should master the writing skills in general and be fluent writers as well. Thus, they should be high self-

officious learners depending on themselves to learn and to attain their academic goals. This reveals that more specific research is needed on how the development of academic self-efficacy can foster and improve learners writing fluency to overcome learners' deficiency in writing skills. Thus; due to the great effect that self-efficacy has on students' language development in general and their writing fluency in particular, there is a need to investigate the relationship between students' writing fluency and their self-efficacy 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 fluency and their academic self-efficacy?'

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

1. What is the correlational relationship between University students writing fluency and their Academic Self- Efficacy?
2. What is the correlational relationship between University students writing performance and their Academic Self- Efficacy?
3. What is the correlational relationship between University students' five components of writing performance and their academic self-efficacy?
4. What is the correlational relationship between University students writing performance and their three components of academic self-efficacy?
5. What is the correlational relationship between University students' five components of writing performance and their three components of academic self-efficacy?

Aims of the Study

The current study aimed at identifying the following:

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

4. The relationship between University students' writing performance and their three academic self-efficacy components.
5. The relationship between University students' five writing performance and their three academic self-efficacy components.

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' levels in Organization/ Purpose, Content and Ideas, Fluency (communication), Accuracy and Conventions and Mechanics.
2. Providing University students, teachers, supervisors and researchers with a valid and reliable foreign language writing Self-efficacy scale.
3. Raising educators' awareness towards the relationship between EFL University students' writing fluency and their academic self-efficacy.
4. Raising educators' awareness towards the relationship between EFL University students' five components of writing performance and their academic Self- efficacy.
5. Raising educators' awareness towards the relationship between EFL University students' writing performance and their three academic Self- efficacy skills.
6. Raising educators' awareness towards the relationship between EFL University students' five writing performance components and their three academic Self- efficacy skills.

Hypothesis of the study

The current study aimed at testing the following hypothesis:

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

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. Fluency:

Fluency is the amount obtained which is made in a limited time without stopping or making too much effort, without facing difficulties or being interrupted and is related to the coherence and consistency of the created written or oral product. (Brand & Brand, 2006; Casanave, 2004; Chenowith & Hayes, 2001; Lannin, 2007 and Shekan, 2009).

3. Writing Fluency

Writing Fluency refers to a student's ability to write with a natural flow and rhythm. Fluent writers use grade-appropriate word patterns, vocabulary, and content. (Teaching Strategies for Reading & Writing Fluency, 2018).

Academic Self-Efficacy

Academic self-efficacy refers to an individual's belief (conviction) that they can successfully achieve a designated level on an academic task or attain a specific academic goal (Bandura, 1997; Eccles & Wigfield, 2002).

Literature Review

Writing occupies a significant role in the lives of EFL students either in the professional or personal domain. (Cargill, 2008). Suleiman (2000) contends that writing is an essential factor in language learning, without which no written communication or language development can take place. (p. 155). Thus, the more writing skills develop; the more successful students become. (Alexander, 2008).

Not only is writing important to the social, learning, and linguistic contexts (lane, Graham, Harris, Weisenbach, 2006), but also it is needed to the development of writers' critical and creative thinking (Malloy, 2007).

One of the characteristics of effective and comprehended text is fluency. It is defined as writing the text in a way which is easy-to-read without causing the reader to pause while reading. Two perspectives in fluency can be displayed: "automaticity" and "ratio/time." Automaticity was developed by (Brand & Brand, 2006; Schmidt, 1992), in which a fluent writer is defined as the one whose skill is done automatically in which the text is both cohesive and meaningful to the writer. The second perspective is called ratio/time developed by (Chenowith & Hayes, 2001; Ong & Zhan, 2010), in which quantity and time are added to the fluent writer automaticity. Thus, writers who are able to use many syllables, words, sentences, and grammar structures within allotted time are considered fluent writers.

Self-efficacy is an "individual's confidence in their ability to organize and execute a given course of action to solve a problem or accomplish a task" (Eccles & Wigfield, 2002, p. 110). Academic self-efficacy is considered a main factor to academic success as students with high academic self-efficacy perform better in academic fields. (Chemers, Hu, & Garcia, 2001). Writing self-efficacy beliefs are students' convictions of their writing abilities and skills that they need for their writing tasks (Pajares & Johnson, 1994). These self-efficacy beliefs influence them and affect the attempts they exert and how they overcome their problems. (Bandura, 1986; Schunk, D. H., & Pajares, F., 2009).

Thus, writing self-efficacy correlates positively with students' academic achievement, the grades they think they can get, and what they already attained (Zimmerman & Bandura, 1994). As well, their beliefs in their personal efficacy to control their educational processes and outcomes have a great impact on their scholastic impetus, interest and educational performance.

In the writing process, various strategies of learning are involved. Ones as planning, generating ideas, self-monitoring, self-evaluating,

and reflecting. Moreover, writers have to deeply comprehend, analyze, synthesize and internalize what they are writing about by searching for more information, becoming motivated about the the writing content, and planning and organizing their thoughts well. (Lenski, 1998; Lienemann & Reid, 2008).

In order to be capable writers, learners should be high self-officious. The effect of self-efficacy on academic achievement, in general, and in writing, in particular, was proved by studies to be of significance (Lane & Lane, 2001; Lane, et al., 2004; Pajares, 2000; Pajares & Johnson, 1996; Pajares & Valiente, 2001).

In a study by White and Bruning (2005) on the relationship of writing self-efficacy, and writing performance of the post-secondary learners, the students had three tests to investigate the learners' beliefs of writing hardness, their writing attitudes, as well as writing self-efficacy. The learners' beliefs about writing were found to have a great effect on the writing quality. Thus, learners' writing self-efficacy was of impact on the writing performance.

A significant difference was also found between the learners showing weak writing skills in relation to those having stronger writing skills "Self-belief's supporting the efficacy of self –efficacy writing performance in the study of Jones (2007) who investigated the relationship between 118 freshman learners' writing self-efficacy and their control sense over their writing performance.

Some researchers have addressed writing self-efficacy in terms of writing performance. According to many, writing self-efficacy has been recognized as related to and as a predictor of writing performance (e.g. Prat-Sala & Redford, 2012; Shell, Murphy & Bruning, 1989).

McGettigan (2008) study examined the relationship between writing achievement ability and writing motivation (self-efficacy) for third-grade students in a suburban school district. Results indicated that self-efficacy influenced girls' writing achievement scores.

Tanyer,S. (2015) study aims to identify the relationship between perceived reading and writing self-efficacy beliefs in addition to their effect on writing performance. The findings revealed that SEW (Self-

efficacy in writing) was positively and significantly correlated with writing performance as well as SER (Self-efficacy in reading).

Pajares and Valiante (1997) sought to examine the influence of various factors, such as self-efficacy, writing apprehension, perceived usefulness of writing, and writing aptitude on the written performance of fifth-grade students. The results of the study found that self-efficacy was predictive of students' written performance.

However, few studies have tackled the relation between writing self-efficacy in connection to students' writing fluency. Ones as (Limpo & Alves, 2013; Pajares & Valiante, 1997; Pajares, Miller & Johnson, 1999; Pajares, 2007; Schunk & Swartz, 1993; Shell, Colvin, & Bruning, 1995) have examined the role of writing self-efficacy in typically-developing elementary-aged students' writing performance. But, writing self-efficacy was found to be a statistically significant predictor of writing achievement.

To overcome learners' low writing level of performance, students should have high self-efficacy skills. Thus, this research paper will investigate how the development of EFL University student' academic self-efficacy will result in improvement of writing fluency and writing performance as a whole.

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 fluency.
- EFL University students' academic self-efficacy.

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 academic self-efficacy skills. Thus, identifying the relationship between the study sample's writing fluency and their academic self-efficacy skills may help in identifying their academic self-efficacy skills, and improving their writing fluency 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**. **28.**

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 (0.70) 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. 29.**

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.

3.2.3. 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.

3.2.4. 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.

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.35).**

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.35.**

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.35.**

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

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

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 academic self-efficacy Scale, they were introduced to a sample of 'thirty' ENACTUS Fayoum University students, in order to identify their writing fluency level and their academic self-efficacy 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 fluency and their academic self-efficacy skills.

Results The current research paper aimed at investigating the relationship between university students' writing fluency and their academic self-efficacy 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 academic self-efficacy scale and their writing performance test related to fluency."

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 fluency test and the academic self-efficacy scale.

Table (2) correlation coefficient between the writing fluency test scores and the academic self-efficacy scale

No.		Writing fluency	Academic self-efficacy scale.
1	Writing fluency test.	1	** 0.82
2	Academic self-efficacy scale.	**0.82	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 fluency test and the academic self-efficacy scale. The correlation coefficient was (0.82), 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 fluency test and the academic self-efficacy scale. This means that, when learners' academic self-efficacy increases, their writing fluency increases too.

Table (3) correlation coefficient between the five components of the writing performance test scores and 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 0.01between 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 coefficient between writing performance test scores and Academic Self-Efficacy Scale's three 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 0.01between 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 coefficient between the writing performance test five components and the three academic self-efficacy scale 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 0.01between 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 heist 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 between students' writing fluency test and the academic self-efficacy scale. This means that, when learners' academic self-efficacy increases, their writing fluency increases too. The result was confirmed by previous studies as Eggleston, Brittany (2017).

- There is a statistically significant positive correlation at 0.01between between the scores obtained from the administration of the five components of writing performance test and the 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 that their feeling of being able to write.

- There is a statistically significant positive correlation at 0.01between between the scores obtained from the administration of the writing performance test and the three components of academic self-efficacy scale. Self-regulation component was the most correlated component as it had 0.87. The next component was competence by .85 and the least correlated one was the persistence by 0.84. Self-regulation highest correlation to writing performance could be related to the fact proved by previous research 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 0.01between the scores obtained from the administration of the five components of the writing performance test and the three academic self-efficacy scale components. The fluency writing performance aspect correlated more with self-regulated academic-self-efficacy by 0.83 followed by its correlation with the competence aspect by 0.79 and finally the correlation with the persistence aspect by 0.76 .This may be due to the previously elaborated discussion that self-regulation skill was found to be the most predictor of writing performance in general. Consequently, the fluency written performance would be affected.

Hence, the current study showed that there is a statistically significant positive correlation between the study sample's academic self-efficacy and their writing fluency level. Similar results to the current study are indicated in studies and researches in the same field as (Limpo & Alves, 2013; Pajares & Valiante, 1997; Pajares, Miller & Johnson, 1999; Pajares, 2001; Pajares, 2007; Schunk & Swartz, 1993; Shell, Colvin, & Bruning, 1995)

Conclusion

The National Center for assessments has shown that a large number of students are weak writers (National Center for Education Statistics, 2012). Because writing is considered a major factor in student's academic success, it is of significance to develop processes of the writing aspects as, student's self-efficacy and performance as well as their writing skills like fluency. (Eckert et al., 2006). All of these aspects were found to be correlated in different studies. (Pajares & Valiante, 1997; Pajares et al., 1999). However, few studies have examined writing self-efficacy and writing fluency at the university stage which is the main focus of the current study.

Nowadays, our educational system is heading towards students' self-study oriented approach in which they bear the responsibility of their own learning. Thus, it is of significance that stakeholders in education give more attention to investigating learners' self-efficacy in general, and their academic self-efficacy, in particular, as a major factor of students' success.

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

From the above findings, academic self-efficacy skills and components should be the main concern of teachers to foster students' abilities in their writing performance and to introduce friendly and relaxing environment where students can learn.

Recommendations

The following recommendations are given

1. The teachers have a significant role in instilling positive self – convictions of academic efficacy in their students by training them to use some learning strategies as (Schunk, 1995) contends, as follows,:

a.   Goal – setting, strategy training, modeling, and feedback. In goal setting: the training would about understand the goals they need to achieve in their academic courses and giving them feedback on their goal progression.

b.   In Strategy training: Teachers introduce programs by which students are trained on the use of some strategies to develop their performance. In this context, Schunk (1995) proposed the use of verbalization or think aloud strategy procedures that activate the students to be more systematic and have more control over their learning.

c.   In Modeling, Teachers introduce a remedy program to the students' learning problems by providing students with models of cognitive strategies and self-regulatory techniques (Zimmerman, 2000).

d.   Finally, in the Feedback: systematic feedback should be provided by the teacher to the students to help them assess their learning progress. Following these steps would result in improving students' academic performance.

2. In writing instructional practices, teachers can greatly develop students' writing fluency using strategies as (Graham, Harris, Fink-Chorzempa, & MacArthur, 2003) contend, as follows,:

    a. setting writing goals to complete,

    b. teaching students to plan, revise, and edit texts independently,

    c. teaching students how to summarize texts,

    d. students work together to plan, revise, and edit their texts in a peer assistance sessions,

    e. having feedback from others about their writing,

    f. providing praise to struggling writers when completing work,

    g. modifying the instruction to suit the needs of struggling writers by using drawings or pictures in their writings.

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 reading achievement.

2. EFL student' self-regulated strategy and their speaking performance.

3. EFL students' oral performance and their persistence skills.

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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?

4. **Appendix (B)**

5. **The Writing Performance Rubric**

teria	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	●The introduction is clear including the position statement that states the goal or thesis	●The introduction includes the goal or thesis.	●The introduction includes the main goal or thesis, but not in a clear way.	There is no introduction, structure, goal or thesis.
	2) overview of the issue	• provides a good overview of the issue	• An overview of the issue is provided.	• An overview of the issue is not clearly provided.	• no overview of the issue is provided.
	3) claim	●claim is introduced, clearly.	• claim is introduced	• claim is not clearly introduced	●No claim is provided.
	4) Text structural development	• Text contains a detailed text with3 developed strong components.	●Text contains a detailed longer text with two developed components and one weaker component.	●Minimal evidence of structural components not clearly identifiable OR -- one component only, e.g. an introduction or body.	●No structural developed text.
	5) Logical order	• Information is presented in a logical order and maintains the interest of the audience. The focus is strongly maintained for the purpose and audience.	●Information is presented in a logical order but does not always maintain the interest of the audience	• Little information is presented in a logical order so the response may have a minor drift in focus: claim may be somewhat	●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	• The response is consistently and purposefully focused	• The response has an evident organizational structure and a sense of completeness.	• unclear, or the focus may be insufficiently sustained for the purpose and/or audience	focus is unavailable.
	7) Use of different ideas into the body paragraph.	• The body paragraph is supported with varied reasons and detailed supporting evidence	• The body paragraph is not enough supported with reasons. They are not varied or detailed.	• The body paragraph is supported with few reasons.	• Insufficient or (includes copied text) • In a language other than English ☐ Off-topic ☐ Off-purpose
	8) Use of a strong ending conclusion that fosters the thesis	• The conclusion strongly sums up the thesis.	• A conclusion rephrases the thesis.	• A conclusion is included, but does not clearly rephrase the thesis.	The conclusion might not be stated or Gives unclear thesis rephrase.
	9) Focus on the idea.	• all paragraphs are focused on one idea	• all paragraphs are focused on one idea or set of like ideas	• 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.	• No order of paragraphs to support the argument-ation or make a clear idea.
	10) Support of argument.	• paragraphing supports argument.	• at least one paragraph is logically constructed and contains a topic sentence and supporting details.	• Very little logical construction with topic sentence and supporting details.	• No support of argument or sequencing details.

Content and Ideas					
1.Ideas	1. The generation, selection, relevance and elaboration of ideas.	• ideas are generated, selected and crafted.	• one idea with simple elaboration OR • ideas are few and related but not elaborated OR • many simple ideas that are related but not elaborated	• Text contains one idea OR • ideas appear unrelated to each other OR • ideas are unrelated to topic on Prompt.	• no evidence or insufficient Evidence
	2) Sequencing of ideas	• logical progression of ideas from beginning to end;	• adequate progression of ideas from beginning to end	• uneven progression of ideas from beginning to end;	• no progression of ideas from beginning to end is found
	3) Connections between ideas	• strong connections between and among ideas with some syntactic variety	• adequate connections between and among ideas	formulaic; inconsistent or unclear connections between and among ideas	• no connections found between and among ideas
Fluency (communication)					
1.**Cohesion** (linking devises, relationship between senten	1)Use of cohesive devices	• a range of cohesive devices is used correctly and deliberately to enhance reading and support underlying relationships	• some correct links between sentences (do not penalize for poor punctuation)	•links are missing or incorrect	•symbols or drawings irrelevant of the text.

ces and their parts, paragraph structure and punctuation marks)	2)Referring/ transitional words and/or phrases	• Variety of referring / transitional words is used consistently and accurately in their correct places to clarify the relationships between and among ideas.	•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.	• Most referring/ transitional words are inaccurate and needs to be reread to make the connection and meaning.	• inconsistent use of transitional/ referring strategies and/or little variety.
2.**Coherence** (logical organization of ideas)	1) Link among sections of texts to make it coherent.	• An extended, highly cohesive piece of writing showing continuity of ideas and tightly linked sections of text.	•Though there may be minor flaws, they do not interfere with the overall coherence.	•Major flaws are found that interfere with the overall coherence.	• No coherence among ideas of the writing that completely hinders comprehension of the reader.
Accuracy of Language					
1.Word Choice	•Creativity and enhancement of the targeted argument.	•Word choice is creative and enhances the argument.	•Word choice enhances the argument.	•There is evidence of attention to word choice.	•Word choice is limited.
2.Vocabulary	(The range and precision of contextually appropriate language choices).	• a range of precise and effective words and word groups is used in a fluent and articulate manner language choice is well matched	• mostly simple words • may include two or three precise words or word groups	• very short script	• symbols or drawings

			•correct sentences are mostly simple and/or compound sentences meaning is predominantl y clear	•some correct formation of sentences some meaning can be construed	• no evidence of sentences
		to style of argument.			
3.Sent ence structu re	(The production of grammaticall y 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 predominantl y clear	•some correct formation of sentences some meaning can be construed	• no evidence of sentences
Conventions and Mechanics					
1.Pun ctuati on	(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.Spell ing	• (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 words- some	• few examples of conventional spelling • Limited evidence (less than 20 words	• 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)	difficult words (at least two) incorrect difficult words do not outnumber correct difficult words	written)	
3.Han dwriti ng	• 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

Respondent's Name _____

Directions

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.				