



Fayoum University
Faculty of Education
Department of Curriculum and Instruction

**Activating EFL Pre-Service Teachers' Writing Strategies for
Enhancing their Writing Performance and Self-Efficacy**

A Thesis Submitted in Partial Fulfillment of the Requirements for
the M.A Degree in Education
(Curriculum and EFL Instruction)

By

Hanaa Muhammad Abdel-Aleem Abo Zaid

Demonstrator at the Curriculum and Instruction Department

Faculty of Education- Fayoum University

Advisors

Dr. Mohammed Farouk Abd Elsami

Professor of Curriculum& EFL Instruction
Dean of Faculty of Education
Fayoum University

Dr. Ragaa Atalla Hanna

Professor Emerita of Curriculum&
EFL Instruction- Faculty of Education
Fayoum University

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Name of the Researcher: Hanaa Muhammad Abdel-
Aleem Abo Zaid

Degree: Master Degree in Education

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Advisors:

Prof. Mohammed Farouk Abd Elsami Professor of Curriculum&
EFL Instruction- Dean
of Faculty of Education
-Fayoum University

Dr. Ragaa Atalla Hanna Professor Emerita of
Curriculum& EFL Instruction
Faculty of Education -Fayoum
University

Department: Curriculum and Instruction

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Abstract

Problem of the study: the problem of this study can be summarized in the following main questions:

1. What is the effect of activating EFL pre-service teachers' writing strategies on enhancing their writing performance?
2. What is the effect of activating EFL pre-service teachers' writing strategies on enhancing their writing self-efficacy?
3. What is the relationship, if any, between writing performance and writing self-efficacy?

Results of the Study

The following results were reached:

1. There was a statistically significant difference between the mean scores of the control and treatment groups in the post administration of the writing performance test, at 0.01 level, in favor of the treatment group. The difference indicates that the study program had a big effect on developing the treatment group students' writing performance as compared to that of the control group students who received the regular instruction.
2. There was a statistically significant difference between the mean scores of the treatment group in the pre and post administrations of

the writing performance test, at 0.01 level, in favor of the post one. This proved the effect of the training program based on writing strategies on enhancing the participants' level of writing performance.

3. There was a statistically significant difference between the mean scores of the control and treatment groups in the post administration of the writing self-efficacy scale, at 0.01 level, in favor of the treatment group. This emphasized the effect of the training program based on writing strategies on enhancing the treatment group participants' level of writing self-efficacy including (self-confidence, stamina, competence and self-regulation).
4. There was a statistically significant difference between the mean scores the treatment group in the pre and post implementations of the writing self-efficacy scale, at 0.01 level, in favor of the post one. This emphasized the effect of the training program based on writing strategies on enhancing the treatment group participants' level of writing self-efficacy including (self-confidence, stamina, competence and self-regulation).
5. There was a positive statistically significant correlation between the study sample's scores in the post administration of the writing self-efficacy scale and the writing performance test. The correlation coefficient was (0.725), which is significant at 0.01 level.

In light of the above results, it can be concluded that the training program based on writing strategies was found to be effective in enhancing EFL-pre service teachers' writing performance and writing self-efficacy. So, the main aim of the study was achieved proving its effect.