

An Investigation of the Relationship between EFL Pre-Service Teachers' Writing Proficiency and their Learning Environment Perception

Submitted By

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ABSTRACT

This research aimed at investigating the relationship between EFL pre-service teachers' writing proficiency and their learning environment perception. The research participants were (80) of the EFL pre-service teachers enrolled in the first year-English Language Department at the Faculty of Education/Fayoum University. The data were collected by using two instruments designed by the researcher: a writing proficiency test and a learning environment perception questionnaire. Results showed that there was a positive correlation between the research participants' writing proficiency and their learning environment perception. Some recommendations and suggestions were presented for further research.

Keywords: *writing proficiency, learning environment perception, EFL pre-service teachers*

Introduction

Nowadays, English is becoming important as more than 300 million persons are using it as they are native speakers and more than 400 million persons are using it as second or foreign language users. In addition, English language is used in different contexts, so it is

necessary to understand and analyze students' beliefs and perceptions regarding learning English either as a foreign or as a second language. (Rad,2010).

Hayati (2015) declared that human being is not only an individual person, but also he/she is a social one who needs to communicate and uses language as a means for communication. Thus, people want to learn English because it is considered an international language that can be used for general or specific purposes and in formal and informal situations. In the classroom context, the students' perceptions, beliefs, attitudes and metacognitive knowledge are considered important elements in the learning process.

Klimova (2014) stated that the communicative goal is achieved through the four language skills as they are used in everyday communicative situations. These skills are divided into receptive and productive skills. The receptive skills are listening and reading and the productive ones are writing and speaking. Regarding the productive skills, they are developed least during English language teaching.

Writing in one's first language, known as the mother tongue, or in a second or foreign language is considered a too challenging skill to do perfectly. This fact can be applied to school children or even professionals and it is related to the complicated cognitive processes included in the writing skill. (Mastan, Maarof & Embi, 2017). Nacira (2010) confirmed that the four skills of the foreign language teaching and learning are complex, especially writing and half of the world's population do not know how they can write effectively as writing needs some steps to be followed, enough time, and practice.

Huy (2015) stated that writing is considered one of the most important skills, especially in work fields and it is a reason for success at university, yet many high school students do not realize this fact. The result is that there are many mistakes in students' written works. In addition, Nik et al. (2010) declared that writing

effectively helps students to achieve three important goals: (1) it supports grammatical structures, idioms and vocabulary,(2) it provides chances for them to use language without being afraid and (3) writing improves the other language skills including fluency, accuracy and appropriateness. Writing also enhances communication and conveying meanings and messages as well.

Ismail (2011) stated that during the writing classes, learners are expected to be offered adequate time to develop their writing skill. Writing is certainly an important element of learning English language .This importance is related to the fact that it reinforces grammatical structures, vocabulary and idioms that are taught to students. Writing should receive more attention in English language classes in order to prepare learners to cope with the communicative demands of real life situations and that can be achieved by exposing students to the writing process. In addition, writing skills can be developed when the learners' interests are recognized and when they are exposed to situations where they can produce authentic piece of writing.

According to the Partnership's 21st Century Skills Framework, it is better to describe the 21st century learning environment as the supporting system that organizes the condition in which humans learn best, systems that accommodate the unique learning needs of every learner, and supports the positive human relationships needed for effective learning.

Nijhuis (2006) confirmed that much of the recent research on student learning in higher education can be identified in terms of the 3P model of Biggs (1987).In light of this model, the point of contact between the student and the learning environment is the perceived learning environment that influences learning. Also, the learning process is affected by students' characteristics and it includes: **(1)** the amount of knowledge and skills a student has acquired, **(2)** the integration of newly learned information with previously learned

information and the structure of knowledge, and (3) students' feelings in terms of their motivation and satisfaction with the course.

In fact, according to the previously mentioned studies, it can be concluded that there may be a relationship between students' writing proficiency and their learning environment perception that can affect their acquisition of the writing skills. Hence, the current research tries to investigate the relationship between the EFL pre-service teachers' writing proficiency and their learning environment perception.

Statement of the Problem

After reviewing literature, it is shown that the students' writing proficiency can be affected by the students' surrounding. Also, it is proved that there is a relationship between learning English as a foreign language and the students' learning environment perception. Thus, there is a need to study the relationship between the students' writing proficiency and their learning environment perception.

In order to tackle this problem, the current research tried to answer the following main question:

What is the correlation between EFL pre-service teacher's writing proficiency and their learning environment perception?

This main question branches out into the following sub questions:

1. What is the EFL pre-service teachers' learning environment perception?
2. What is the level of the EFL pre-service teachers' writing proficiency?
3. What is the correlation relationship between the EFL pre-service teachers' writing proficiency and their learning environment perception?

Aims of the Research

The current research aims at identifying the following:

The relationship between the EFL pre-service teachers' writing proficiency and their perception of the learning environment.

Significance of the Research

The current research may help in:

- 1- Raising the instructors' awareness for paying attention to their EFL pre-service teachers' learning environment perceptions as these perceptions affect their learning.
- 2- Encouraging instructors, educators and curriculum designers to search for new methods to change the limited perception of the learning environment and to improve the low level of EFL pre-service teachers' writing proficiency.
- 3- Helping EFL pre-service teachers' to discover their perceptions of their learning environment to change them as much as they can while learning English.

Hypotheses of the Research

- 1- There is no statistically significant correlation between the mean scores obtained by the research participants in the writing proficiency test and their mean scores in the learning environment perception questionnaire.
- 2- There is no statistically significant correlation between the mean scores obtained by the research participants in the writing proficiency test and their mean scores obtained in the ten pivots of the learning environment perception questionnaire.

Delimitations of the Research

A sample of (80) EFL pre-service teachers enrolled in the first year-English Language Department at the Faculty of Education/Fayoum University.

Definition of Terms

1- Writing Proficiency

Rao(2016) stated that language proficiency is the ability to do something well because of training and practice and with an advancement in knowledge or skill.

-For the purpose of the current research, the researcher develops the following operational definition:

Writing proficiency is the students' ability to write in a good way after being trained.

2-Learning Environment Perceptions

* **Learning environment** is defined by the Glossary of Education Reform as (2019), "The diverse physical locations, contexts, and cultures in which students learn".

* **Perception** is defined by the business dictionary (2019) as, "The process which people translate sensory impressions into a coherent and unified view of the world around them ".The Cambridge Dictionaries online defines the perception as, "A belief or opinion, often held by many people and based on how things seem."

-For the purpose of the current research, the researcher develops the following operational definition:

Learning environment perceptions are the students' opinions about the surrounding context of learning either inside or outside the classroom.

Review of Literature

Walsh (2010) stated that writing is important because of its increase use in higher education and in the workplace. He added that much professional communication is done through writing as proposal, memos, reports, applications and e-mails. Actually, students need writing to express themselves in many forms in their daily life.

Nik, Hamza &Rafidee (2010) concluded that lecturers and teachers should help students to be aware of how and why they write and encourage them to write freely and fluently at the same time .This is related to that writing is an important tool for communication and the most used means of assessing learning in education systems. Students also need to interact effectively with the world.

In addition, writing has a unique position in language teaching as its acquisition includes the integration between three other language skills which are listening ,speaking and reading .Moreover, it needs mastering of such skills. Writing is considered an essential skill because it is used to express one's personality, promote communication ,develop thinking skills and reflect on others' ideas.(Klimova,2013).

Reichelt et al. (2012) showed that, in the FL writing classroom, the following criteria should be followed : using writing to reinforce the orthography, grammar and vocabulary of the target language, using fun writing assignments to engage and motivates students, using writing to teach the culture of the target language, preparing students to survive in the target language environment, preparing students to write in business and other work-related genres and using writing as a means of connecting with others around the world who are native speakers of the target language.

A number of studies showed the important role of the learning environment perceptions to change the students' beliefs regarding their learning process while learning English as a foreign language. Lizzio, Wilson and Simons (2002) conducted a study to investigate the relationship between university students' perceptions of their learning environment and their approaches of study and the academic outcomes at both university and faculty levels. It was found that teaching environment perceptions affect learning outcomes and the students' perception of the learning environment has an effect on his/her academic outcomes and the his /her academic success as well.

Dunlop (2004) stated that the learning environment includes the classroom aspects that lead to a specific feel or tone. For instance, the classroom may full of excited voices, anticipation and discovery desire or it may only full of deactivation with uncomfortable atmosphere. In fact, the university students spend about 20.000 hours in classrooms by the end of secondary stage. Hence, it is necessary to

carry studies and obtain information from students regarding their learning environment perceptions.

Smith(2004) stated that when people are satisfied with their environment, they do better whether at the childhood or the adulthood. On the other hand, they lose motivation as the environment should be suitable to the students' academic and asocial needs. He found out that a positive classroom environment includes cohesive and cooperative teachers and students and the ideal classroom environment should be distinguished by high degrees of satisfaction, cooperation, equity and support.

Furthermore, Barr (2016) pointed out that the classroom climate can be seen as a reflection of the students' opinions regarding their academic experience. These opinions involve their perception of the classroom, their interaction with their instructor, their peers and their involvement in the classroom. All these elements develop a different perception by each student, but of there will be a shared perception by all of them. These perceptions greatly influence the students' learning, motivation, satisfaction and achievement.

As stated above, many elements constitute the knowledge acquisition of the EFL learners, especially their perception of the learning environment. Thus, the relationship between the EFL pre-service writing proficiency and their learning environment perception can be investigated to improve the teaching and learning process of English as a foreign language.

Material and Method

The method used in the current research includes the following:

1. Design of the research.
2. Participants of the research.
3. Instrumentation of the research **includes**:
 - A writing proficiency test.
 - A learning environment perception questionnaire.

4. Research instruments implementation.

1. Design of the Research

The current research followed a quasi-experimental design. **The research variables include the following:**

- ❖ The EFL pre-service teachers' writing proficiency.
- ❖ The EFL pre-service teachers' perception of the learning environment.

2. Participants

The participants of the current research were the EFL pre-service teachers enrolled in the first year-English Language Departemnt at the Faculty of Education/Fayoum University. Only (80) EFL pre-service teachers participated. The reason for choosing the sample was that those participants need to know more about the English language to accomplish their assignments and tests and to know about the culture related to the English language as they are freshmen. Moreover, they need to broaden their perception of the learning environment and improve their writing proficiency level.

3. Instruments for Data Collection

3.1. Writing Proficiency Test

3.1.1. Aims of the Writing Proficiency Test

The writing proficiency test was prepared to measure the participants' writing proficiency level.

3.1.2. Design of the Writing Proficiency Test

The test was prepared and constructed by the researcher based on reviewing the previous related studies. The writing proficiency test consisted of four main writing questions about four different topics. The participants were asked to write not less than eight sentences in each question depending on some guiding ideas or guiding pictures stated in the test. The test instructions were provided at the beginning of the test and they were clear, so the participants followed them

easily. *(To see the final version of the writing proficiency test, please go to appendix B .p. 26).*

3.1.3. Validity of the Test

To ensure the test validity, the writing proficiency test was submitted to specialized jury members in the field of EFL curriculum and instruction to judge the test items according to the following:

- Suitability of the test items to students' level.
- Suitability of each test item to measure the skills it is designed for.
- Suitability of the test as a whole to its intended goal (assessing writing proficiency.)

3.1.4. Reliability of the Test

To determine the test reliability, it was administered to a group of 30 students, as a pilot study, in the first year-English Language Department at the Faculty of Education/Fayoum University other than those participated in the current research. Cronbach's Alfa formula was used to estimate the test reliability. It was found (**0.913**) which is a high level of reliability.

3.1.5. Time of the Test

The needed time for the writing proficiency test was calculated, after applying the pilot study, by recording the number of minutes taken by each participant to finish the administered test and dividing them by the number of the participants. The average estimated time for answering the test was **45 minutes**.

3.2. Writing Scoring Rubric

3.2.1. Aims and Construction of the Writing Scoring Rubric:

The aim of using the writing scoring rubric was to rate the participants responses to the writing proficiency test. It was designed after reviewing previous studies related to assessing the EFL students' writing proficiency skills based on some designed writing scoring rubrics. The writing scoring rubric consists of five categories: **fluency of ideas/content, organization, grammar and syntax rules (accuracy), vocabulary use and writing mechanics (conventions).**

Each category has five scoring criteria arranged from 5 to 1 as following : 5 means "Excellent", 4 means "Very Good" , 3 means "Average" , 2 means "Acceptable" and 1 means "Weak". Thus, the total score of the writing scoring rubric is 25 marks and as the writing proficiency test includes four questions, the overall mark is 100.

3.2.2. Validity of the Rubric

To ensure the rubric validity, the writing scoring rubric was submitted to specialized jury members in the field of EFL curriculum and instruction to judge the rubric items according to the following:

1. Relatedness of the parameters of the rubric to writing proficiency.
2. Suitability of the rubric to its intended goal. (Assessing writing proficiency.)
3. Suitability of the rubric for discriminating between different levels of students' proficiency.

Some modifications were made according to the jury members' comments and suggestions. (*To see the final version of the writing scoring rubric, please go to appendix C .p. 31*).

3.3. Learning Environment Perception Questionnaire

3.3.1. Aims of the Learning Environment Perception Questionnaire

The aim of the learning environment perception questionnaire is to investigate the EFL pre-service teachers' perception regarding their learning environment.

3.3.2. Construction of the Learning Environment Perception Questionnaire

The learning environment perception questionnaire was designed after reviewing previously related studies and then it was prepared by the researcher depending on previous studies (Fraser,1998; Ali, 2008;

Khine,2001;Aldridge,Fraser&Bell, 2012; Alzubaidi, Aldridge & Khine, 2014).While constructing, the following elements were taken into account:

- Using clear items.
- Using simple and direct items.
- Addressing various elements related the perception of the learning environment.

3.3.3. Content of the Learning Environment Perception Questionnaire

The learning environment perception questionnaire consisted of **27** statements and they were categorized under **10** dimensions as following: teacher support (**three statements**), learner cohesiveness (**three statements**), involvement (**three statements**), investigation(**three statements**), task orientation (**three statements**), equity(**two statements**), curriculum (**two statements**), family support(**two statements**), social and cultural tradition of learning (**three statements**) and input and output opportunities(**three statements**).The items were put in a **five-point Likert scale** from **1 (almost never)** to **5 (almost always)**.

3.3.4. Validity of the Questionnaire

3.3.4.1. Content Validity

To ensure the questionnaire validity, it was submitted to specialized jury members in the field of EFL curricula and instruction to judge the questionnaire items according to the following:

- Suitability of the questionnaire's items to measure students' perception towards their learning environment.
- Clarity of the questionnaire's items.
- Clarity of the questionnaire's instructions.

Some modifications were made according to the jury members' comments and suggestions. *(To see the final version of the learning*

environment perception questionnaire, please go to appendix D.p 34).

3.3.4.2. Internal Consistency

The internal consistency was tested by calculating the correlation between the score given to each of the ten dimensions (teacher support, learner cohesiveness, involvement, investigation, task orientation, equity, curriculum, family support, social and cultural tradition of learning and input and output opportunities) and the total score of the questionnaire. The following is a detailed description of the previously mentioned correlation:

Table (1)
Correlation between the Questionnaire's
Ten Dimensions and its Total Score

No.	Dimensions	Correlation Value in Relation to the Total Score
1	Teacher Support	0.713**
2	Learner Cohesiveness	0.681**
3	Involvement	0.610**
4	Investigation	0.696**
5	Task Orientation	0.523**
6	Equity	0.381*
7	Curriculum	0.537**
8	Family Support	0.410*
9	Social and Cultural Tradition of Learning	0.459*
10	Input and Output Opportunities	0.626**

*Correlation is significant at the 0.05 level.

**Correlation is significant at the 0.01 level.

The above table shows that there is a correlation between the questionnaire dimensions and its total score at the significance level (0.05) and at the significance level (0.01). This means that the

learning environment perception questionnaire has an acceptable level of validity.

3.3.5. Reliability of the Questionnaire

To determine the questionnaire reliability, it was administered to a group of 30 students, as a pilot study, in the first year-English Language Department at the Faculty of Education/Fayoum University rather than those participated in the current research. Cronbach's Alfa formula was used to estimate the questionnaire reliability. It was found (**0.751**) which is a high level of reliability.

3.3.6. Time of the Questionnaire

The needed time for the learning environment perception questionnaire was calculated, after applying the pilot study, by recording the number of minutes taken by each participant to finish the administered questionnaire and dividing them by the number of the participants. The average estimated time for responding to the questionnaire was **10 minutes**.

3.3.7. Scoring the Learning Environment Perception Questionnaire

The final version of the questionnaire consisted of **27** items and the total score of the questionnaire was **135**. Participants were given a score according to their responses out of "**5**" as following:

- 1= "Almost never".
- 2= "Seldom".
- 3= "Sometimes".
- 4= "Often".
- 5= "Almost always".

4. Research Instruments Implementation

The writing proficiency test and the learning environment perception questionnaire were administered to a sample of (**80**) EFL pre-service teachers enrolled in the first year-English Language Department at the

Faculty of Education/Fayoum University. The test and the questionnaire were administered to the sample on **11th of April 2019**. Data were collected, recorded, and statistically analyzed to know the correlation between the EFL pre-service teachers' writing proficiency and their learning environment perception.

Results

1.1. Testing the First Hypothesis of the Research

The first hypothesis stated that:

"There is no statistically significant correlation between the scores obtained by the research participants in the writing proficiency test and in the learning environment perception questionnaire"

According to the results in the following table, the above null hypothesis will be either confirmed or rejected.

Table (2)

The Correlation between the Writing Proficiency Test and the Learning Environment Perception Questionnaire

	Writing Proficiency Test	Learning Environment Perception Questionnaire
Writing Proficiency Test	1	0.551**
Learning Environment Perception Questionnaire	0.551**	1

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

The table above shows that there is a positive statistically significant correlation between the scores obtained by the research participants in the writing proficiency test and in the learning environment perception questionnaire as the correlation coefficient value was (.551) which is significant at (0.01) level. Thus, the above null hypothesis is rejected. This result means that when the participants'

writing proficiency increased, their learning environment perception increased as well.

1.2. Testing the Second Hypothesis of the Research

The second hypothesis stated that:

"There is no statistically significant correlation between the scores obtained by the research participants in the writing proficiency test and their scores obtained in the ten pivots of the learning environment perception questionnaire."

According to the results in the following table, the above null hypothesis will be either confirmed or rejected.

Table (3)

Correlation between the Writing Proficiency Test and the Ten Dimensions of the Learning Environment Perception Questionnaire

No.	Dimensions	Correlation Value in Relation to the Total Score of the Writing Proficiency Test
1	Teacher Support	.315**
2	Learner Cohesiveness	.491**
3	Involvement	.386**
4	Investigation	.400**
5	Task Orientation	.174
6	Equity	.120
7	Curriculum	.565**
8	Family Support	.328**
9	Social and Cultural Tradition of Learning	.455**
10	Input and Output Opportunities	.318**

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

- The table above shows that there is a positive statistically significant correlation between the scores obtained by the research participants in the writing proficiency test and in the learning environment perception questionnaire regarding **the teacher support dimension** as the correlation coefficient value was (.315) which is significant at (0.01) level and it is a medium one. Thus, the above null hypothesis is rejected. This result means that when the students get the appropriate teacher support, their ability to write is improved.
- The table above shows that there is a positive statistically significant correlation between the scores obtained by the research participants in the writing proficiency test and in the learning environment perception questionnaire regarding **the learner cohesiveness dimension** as the correlation coefficient value was (.491) which is significant at (0.01) level and it is a medium one. Thus, the above null hypothesis is rejected. This result means that when there is learner cohesiveness, their ability to write is improved.
- The table above shows that there is a positive statistically significant correlation between the scores obtained by the research participants in the writing proficiency test and in the learning environment perception questionnaire regarding **the involvement dimension** as the correlation coefficient value was (.386) which is significant at (0.01) level and it is a medium one. Thus, the above null hypothesis is rejected. This result means that when the students are involved in the learning process, their ability to write is improved.
- The table above shows that there is a positive statistically significant correlation between the scores obtained by the research participants in the writing proficiency test and in the learning environment perception questionnaire regarding **the investigation dimension** as the correlation coefficient value

- was (.400) which is significant at (0.01) level and it is a medium one. Thus, the above null hypothesis is rejected. This result means that when the students are encouraged to investigate what they learn, their ability to write is improved.
- The table above shows that there is a positive statistically significant correlation between the scores obtained by the research participants in the writing proficiency test and in the learning environment perception questionnaire regarding **the task orientation dimension** as the correlation coefficient value was (.174) which is not significant at (0.01) level and it is a weak one. Thus, the above null hypothesis is confirmed. This result means that if the students know about the task aims and instructions, this will not increase their ability to write.
 - The table above shows that there is a positive statistically significant correlation between the scores obtained by the research participants in the writing proficiency test and in the learning environment perception questionnaire regarding **the equity dimension** as the correlation coefficient value was (.120) which is not significant at (0.01) level and it is a weak one. Thus, the above null hypothesis is confirmed. This result means that if the students are equally treated, this will not increase their ability to write.
 - The table above shows that there is a positive statistically significant correlation between the scores obtained by the research participants in the writing proficiency test and in the learning environment perception questionnaire regarding **the curriculum dimension** as the correlation coefficient value was (.565) which is significant at (0.01) level and it is a medium one. Thus, the above null hypothesis is rejected. This result means that when the students have an authentic interesting curriculum, their ability to write is improved.

- The table above shows that there is a positive statistically significant correlation between the scores obtained by the research participants in the writing proficiency test and in the learning environment perception questionnaire regarding **family support** as the correlation coefficient value was (.328) which is significant at (0.01) level and it is a medium one. Thus, the above null hypothesis is rejected. This result means that when the students are supported by their families, their ability to write is improved.
- The table above shows that there is a positive statistically significant correlation between the scores obtained by the research participants in the writing proficiency test and in the learning environment perception questionnaire regarding **the social and cultural tradition of learning dimension** as the correlation coefficient value was (.455) which is significant at (0.01) level and it is a medium one. Thus, the above null hypothesis is rejected. This result means that if the students link between the taught material and their society, their ability to write is improved.
- The table above shows that there is a positive statistically significant correlation between the scores obtained by the research participants in the writing proficiency test and in the learning environment perception questionnaire regarding **the input and output opportunities dimension** as the correlation coefficient value was (.318) which is significant at (0.01) level and it is a medium one. Thus, the above null hypothesis is rejected. This result means that when the students are engaged in the learning process, their ability to write is improved.

Discussion

The previously stated results show that there is a positive relationship between the EFL pre-service writing proficiency and their perception

of the learning environment. Their writing proficiency can be improved if their learning environment perception is changed and widened. In addition, the results showed that there are positive medium relationships between the improvement of the writing proficiency level and only eight dimensions of the EFL pre-service teachers' learning environment perception which are: **(1) teacher support, (2) learner cohesiveness, (3) involvement, (4) investigation, (5) curriculum, (6) family support, (7) social and cultural tradition of learning, and (8) input and output opportunities.** Yet, there are positive weak relationships between improving the writing proficiency level of the EFL pre-service teachers and the following two dimensions of the learning environment perception: **(1) equity and (2) task orientation.**

Some studies confirmed the findings that changing the learners' perceptions positively affects their learning in general and English learning in particular such as Khine (2001), Allen & Fraser (2002), Goh (2005), Rita & Dunlop (2011), Wei (2011), Neeman & Barak (2013), Harris (2013), Alzubaidi, Albridge & Khine (2016), Khine et al. (2017), Siddig & Alkoudary (2018) and Ahmed et al. (2018). All these studies found out the positive influence of the learners' perceptions on their learning. Some of those studies depended on the same dimensions of the current research while others depended on similar dimensions. There are no previous studies and researches that directly handle the relationship between the EFL learners' writing proficiency and their learning environment perception.

Conclusion

The present research aimed at investigating the relationship between the EFL pre-service teachers' writing proficiency and their learning environment perception. Findings showed that there is a positive relationship between them. Also, the learning environment perception's dimensions except of equity and task orientation

dimensions have a positive impact on the improvement of EFL pre-service teachers' writing proficiency. Thus, EFL teachers or instructors and families should support the students to help them learn English as a foreign language in general and writing in particular. Moreover, students should be involved in the learning process.

Recommendations

In light of the current research findings and the discussion of these findings presented in the previous part, the following recommendations are reached:

1. English writing skill should be given more attention as a way of communication like the other language skills: the listening and the speaking skills especially for the EFL students.
2. The learning process should be learner-centered by giving students more opportunities to interact with each other and with their surrounding environment and community as they learn more when they are active learners.
3. It is highly recommended that, during the writing sessions, the students should be promoted to learn collaboratively through pair work, group work, discussions and negotiations.
4. The students should be provided with authentic assessments and a direct feedback including positive reinforcement and effective comments to support them to write more without being afraid and to avoid the repeated mistakes.

Suggestions for Further Research

In light of the current research findings, the researcher suggests the following for further research:

1. Investigating the relationship between the EFL learning perception's dimensions and enhancing the other English Language skills: listening, reading and speaking.
2. Investigating the relationship between the EFL learning perception's dimensions and enhancing writing proficiency in other stages: primary and secondary stages in Egypt.

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Appendices***Appendix A******List of the Jury Members*****List of Jury Members**

Name	Position
Minia University	
Dr.Gamal Shehata	Professor of Curriculum and EFL Instruction-Faculty of Education
Ain Shams University	
Dr.Zeinab El-Naggar	Professor Emerita of Curriculum and EFL Instruction-Faculty of Education
Dr.Magdy Mahdy	Professor of Curriculum and EFL Instruction-Faculty of Education
Fayoum University	
Dr.Mona Ahmed Abdel Tawab	Lecturer of Curriculum and EFL Instruction-Faculty of Education
Dr.Sayed El-Garhy	Assistant Professor of Mental Health-Faculty of Education

Appendix B
Writing Proficiency Test
Test Instructions

Name:

Student's Mark:

Dear Students, please read the following instructions before you start answering the test:

1. Write your name in the space above.
2. Read each question carefully before you answer.
3. Answer the questions in the provided space.
4. Duration of the test is 45 minutes.
5. Total mark of the test is 100 marks.

Time:45 minutes.

Mark: /100 Marks.

1-Imagine that you would work in the summer vacation. *You wanted to convince your friend to come with you.* It would be a part-time job as a teacher in Alexandria. Write not less than eight sentences to convince him/her. You can use the following guiding ideas. (/25 Marks)

- Gaining experience.
- Acquiring new skills.
- Meeting different persons.

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2-One of your colleagues gains weight and he/she asks for your advice. Write for him/her some pieces of advice. Write not less than eight sentences. You can use the following pictures. (/25 Marks)



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3-You want to apply for a teacher's job in an international school. For applying, write a brief introduction about yourself in not less than eight sentences. You can use the following ideas. (/25 Marks)

- * Your full name.**
- *Your age.**
- *Your qualifications.**
- *Training courses.**
- *Your skills.**

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4-Write about the following: "Which is better to spend your free time alone or with your friends?". Try to give reasons. Write not less than eight sentences. (/25 Marks)



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Appendix C
Writing Scoring Rubric
The Writing Scoring Rubric

Scoring Criteria						
Category	Indicators of the Writing Sub-Skills	Excellent (5)	Very Good (4)	Average (3)	Acceptable (2)	Weak (1)
1-Fluency of Ideas /Content	<p>a-Writing not less than eight sentences for a topic.</p> <p>b- Setting the main idea and relevant supporting details clearly.</p> <p>c- Providing enough details and examples to make ideas understandable.</p>	<ul style="list-style-type: none"> • Writing more than eight sentences for a topic. • Main idea is clear, supported and enriched by all relevant details and examples. 	<ul style="list-style-type: none"> • Writing seven to eight sentences only for a topic. • Main idea is showed by details, but they are not enriched by examples. 	<ul style="list-style-type: none"> • Writing five to six sentences only for a topic. • Topic or theme is identified as a main idea, but there are limited details and there are no examples. 	<ul style="list-style-type: none"> • Writing three to four sentences only for a topic. • Main idea is still missing through the topic or the theme. • There are only a few details and the length of the topic is not adequate for development. 	<ul style="list-style-type: none"> • Writing less than three sentences for a topic. • There is no main idea or central theme. • There are no supporting details or examples. • The ideas are not clear.

Scoring Criteria						
2-Organization	<p>a- Setting the beginning, the middle and the end of the written topic definitely.</p> <p>b- Using suitable transitions, logical connectors and adequate coherence markers for ensuring smooth flow of logical sequence of ideas.</p>	<ul style="list-style-type: none"> • Writing has a definite beginning, middle and an end. • Ideas are related and well-connected by using suitable transitions effectively. 	<ul style="list-style-type: none"> • Writing follows a clear sequence with a beginning, middle and an end. • Few ideas may not be related to each other. • Most transitions are adequate and logical, but they are repetitive. 	<ul style="list-style-type: none"> • Writing shows minimal evidence of logical sequence. • Writing has a definite beginning, but the end is inappropriate or it has a definite end, but the beginning is inappropriate. • There is a limited use of transitions or they are not used appropriately. 	<ul style="list-style-type: none"> • Writing shows little evidence of logical sequence. • Writing has several ideas that are not related to each other. • Writing lacks clear transitions and ideas are still disconnected. 	<ul style="list-style-type: none"> • Writing is haphazard. • Writing does not have related ideas. • Transitions are missing. • Writing is confusing and hard to follow.
3-Grammar and Syntax Rules (Accuracy)	<p>a- Using grammatically correct sentences (appropriate tense-subject/verb agreement-prepositions-pronouns-conjunctions, etc.)</p> <p>b-Applying correct sentence structures</p>	<ul style="list-style-type: none"> • Using correct grammatical rules. • Applying sentence structures correctly. 	<ul style="list-style-type: none"> • Making one or two grammatical errors related to the grammatical rules and the sentence structures. 	<ul style="list-style-type: none"> • Making three or four grammatical errors related to the grammatical rules and the sentence structures. 	<ul style="list-style-type: none"> • Making six grammatical errors related to the grammatical rules and the sentence structures. 	<ul style="list-style-type: none"> • There are many grammatical errors more than six that negatively affect communication and writing is distracting.

Scoring Criteria						
4- Vocabulary Use	<p>a-Using appropriate words that convey the meaning correctly and clearly.</p> <p>b-Using precise ,correct and vivid words.</p> <p>c-Using correct and appropriate idioms and expressions.</p>	<ul style="list-style-type: none"> •Using appropriate words that convey the meaning. •Using correct, precise and vivid words. •Using correct and appropriate idioms and expressions. 	<ul style="list-style-type: none"> •Using appropriate words that convey the meaning, but not vivid ones with minor errors. •Using idioms and expressions with minor errors . 	<ul style="list-style-type: none"> • Using adequate range of words and some words are incorrect, but the overall meaning is clear. • There is adequate use of idioms and expressions. 	<ul style="list-style-type: none"> • Using limited range of words and they are incorrect and the meaning is confusing. • There is limited use of idioms and expressions. 	<ul style="list-style-type: none"> • Using limited and inappropriate words. • There are many errors and the meaning is unclear. • There is no use of idioms and expressions.
5- Writing Mechanics (Conventions)	<p>a-Spelling is generally correct.</p> <p>b-Applying correct punctuation and capitalization rules.</p> <p>c-Writing readable handwriting.</p>	<ul style="list-style-type: none"> • Using correct spelling. • There are no capitalization or punctuation errors. 	<ul style="list-style-type: none"> • Making one or two errors in spelling, punctuation and capitalization rules. • It needs little editing. 	<ul style="list-style-type: none"> • Making three or five errors in spelling, punctuation and capitalization rules. • Errors need editing, but don't impede readability. 	<ul style="list-style-type: none"> • Making seven errors in spelling, punctuation and capitalization rules. • Errors impede readability. 	<ul style="list-style-type: none"> • Making serious and consistent errors in spelling, punctuation and capitalization rules. • The text is difficult to read.

Appendix D

Learning Environment Perception Questionnaire

The Learning Environment Perception Questionnaire

The following are statements for finding out how you perceive your learning environment. There is no right or wrong answer of these statements. You are kindly requested to respond to each statement by ticking:

- 1: if it is "Almost never". 2: if it is "Seldom".
3: if it is "Sometimes". 4: if it is "Often".
5: if it is "Almost always".

No.	Statements	Almost never	Seldom	Sometimes	Often	Almost always
Teacher Support (Extent to which the teacher helps, trusts and shows interest in students)						
1	My instructor encourages me to express my opinions and ideas freely in a friendly atmosphere.					
2	My instructor is interested in reading my written topics.					
3	My instructor asks me to watch T.V. channels and listen to audio parts in English.					
Learner Cohesiveness (Extent to which the learners know and how much they help each other)						
4	I can make mistakes while writing without being afraid or shy in the classroom.					
5	I can work with my colleagues in a group to finish a task.					
6	My colleagues and I encourage each other to finish a task in a perfect way.					

No.	Statements	Almost never	Seldom	Sometimes	Often	Almost always
Involvement (Extent to how much the learners interested in classes and participate in discussions)						
7	I feel that I am encouraged in the different stages of the lesson.					
8	I am interested in the writing course.					
9	I feel that I am a part of the learning process.					
Investigation (Extent to the focus on the skills of searching for information and solving problems)						
10	My instructor encourages me to use the internet or even ask each other to know about the current events.					
11	I do not depend only on the course's book to know information.					
12	Some tasks require me to think critically.					
Task Orientation (Extent to the completion of activities)						
13	The given instructions for tasks are clear.					
14	The task aims are clear.					
15	I do my best to finish the activities successfully.					
Equity (Extent to the relationship between the teacher and the students)						
16	My instructor gives all the students the same opportunities to participate in the					

No.	Statements	Almost never	Seldom	Sometimes	Often	Almost always
	classroom.					
17	The instructor's talking time is less than our talking time in the classroom.					
Curriculum (Extent to what the students learn through the course)						
18	Curriculum does not depend only on a book, but there are other sources like video segments, pictures, the internet, etc.					
19	The curriculum is interesting and helps me to improve my writing performance.					
Family Support (Extent to the relationship between the students and their parents)						
20	My parents encourage me to use the internet to watch video segments and read about different topics.					
21	My parents support me to buy English magazines, newspapers and books in English.					
Social and Cultural Tradition of Learning (Extent to the link between the course , the society and the culture)						
22	I feel that I am a part of my society through the course.					
23	The course links between our culture and other different cultures.					
24	My friends and I find it embarrassing and difficult to use the foreign language outside the classroom.					

No.	Statements	Almost never	Seldom	Sometimes	Often	Almost always
Input and Output Opportunities (Extent to the learning outcomes)						
25	My instructor focuses on learning by doing.					
26	My instructor motivates us to socialize inside and outside the classroom.					
27	I have a direct feedback after finishing any task.					

المستخلص

العنوان: دراسة العلاقة بين الإتقان الكتابي لمعلمي اللغة الإنجليزية كلغة أجنبية قبل الخدمة و إدراكهم لبيئة التعلم

يهدف البحث الحالي إلى دراسة العلاقة بين الإتقان الكتابي لمعلمي اللغة الإنجليزية كلغة أجنبية قبل الخدمة و إدراكهم لبيئة التعلم. وتكونت عينة البحث من (٨٠) طالبا وطالبة من طلاب قسم اللغة الإنجليزية كلغة أجنبية بالفرقة الأولى-كلية التربية-جامعة الفيوم. تم جمع البيانات من خلال إستخدام أداتين تم تصميمهم من قبل الباحثة : إختبار إتقان الكتابة وإستبانة إدراك بيئة التعلم. وأظهرت النتائج وجود علاقة موجبة بين إتقان أفراد العينة للكتابة و بين إدراكهم لبيئة التعلم. وتم تقديم مجموعة من التوصيات و المقترحات للمزيد من البحث.

الكلمات الدلالية:

إتقان الكتابة، إدراك بيئة التعلم، معلمي اللغة الإنجليزية كلغة أجنبية قبل الخدمة.