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**Exploring the Use of Portfolio as a Student-Centered Technique to  
Improve the Writing Skills:**  
**Case Study of EFL Master One Students at the University of Ibn  
Khaldoun**  
**Tiaret**

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Requirements for the Master's Degree in Didactics

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## **DEDICATIONS**

I dedicate this work to my beloved family,

To my mother a strong and gentle soul who taught me to trust Allah,

Believe in hard work and that so much could be done with little.

To my father for being my first teacher

To my brothers and sisters for supporting and encouraging me to believe in myself

And finally, to all my relatives and friends.

Naima Samia BOUGHRARA.

This dissertation is dedicated to my wonderful parents, who have raised me to be the person  
that I am today.

I also dedicate this work to my brothers, my friends,

And finally to my teachers who helped us grow and become who we are.

To all of you, we are eternally grateful.

Thank you.

**Manel MOHAMEDI.**

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## **Abstract**

Portfolios considered as a good assessment technique to evaluate students' writing progress. It is observed that its use is not common in the EFL Algerian context. Hence, this study attempts to fulfill two objectives; to figure out whether students and teachers use portfolios to monitor their writing skill as well as to investigate portfolio assessments' impact on EFL learners' writing ability. Data were collected through two questionnaires which were directed to Master one students and teachers at English department of Ibn Khaldoun University of Tiaret. The results showed that students have neither prior knowledge nor prior experience about portfolio except few students. The findings revealed that there are some teachers who opt for the use of portfolio inside the classroom, most of them believed that portfolio assessments improves students' writing and enhances their motivation. Findings of the study also indicated that portfolio keeping is beneficial in terms of overcoming writing difficulties.

**Key words:** Assessment, EFL learners, Motivation, Portfolio, Writing skill.

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## **List of Abbreviations and Acronyms**

**EFL:**English as a Foreign Language.

**ESL:**English as a Specific Language.

**LMD:** License (Bachelor); Master; Doctorate (PHD).

**L1:** First Language

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# **GENERAL INTRODUCTION**

# General Introduction

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## General Introduction

Portfolio is a purposeful collection of students' work that demonstrates their efforts, progress, and achievements in given areas.

For many years, traditional assessment methods such as multiple choice tests have been used to assess student performance in the English language, but these traditional assessment methods are not enough to measure learners' skills in different courses. Assessment practices play an important role in shaping learners' motivation, attitudes, beliefs, thus autonomy in learning.

On the other hand, the new assessment ways should focus on student-centered. These new forms of assessment are known as alternative assessment. Consequently, some new ways such as portfolios which are considered as an alternative assessment. Portfolios are developed to assess learners in writing skills, they are used to show their growth and development during the learning process (Gulbahar and Tinmaz, 2006, 311). A portfolio is a collection of writing products that indicates the students' writing ability and learning process. Using this assessment method provides getting clear information about students and fulfilling their weaknesses and helps teachers planning teaching progress.

### 1. Statement of the Problem

The researchers noticed that there is an absence of the use of portfolios in their academic career though it is highly recommended; also students are not autonomous in their learning especially when it comes to writing. As Sepasdar (2014) claims more studies are needed to explore the nature of portfolio assessment in EFL context in general, and in writing particular. So, more empirical evidence is needed to find out about its effect and gain insights into the way learner autonomy interacts with such an assessment approach. Recently, writing is receiving great interest and a significant role in second and foreign language education once it is used as a support skill in language learning.

Furthermore, portfolios have been used for educational purposes and, more specifically, for language education. As a result, "in terms of writing assessment, a portfolio is a collection of written texts written for different purposes over a period of time" (Weigle, 2002, p. 198).

Portfolio assessment has gained importance in language education, more and more attention has been paid to this method of writing assessment and researchers have started to contemplate on the effectiveness of this method of writing assessment in the last few decades in English as foreign language (EFL) contexts. Therefore, researchers would investigate how useful this technique would be to improve the writing skills.

# General Introduction

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## 2. Purpose of the Study

This study aims to investigate whether EFL students use portfolio technique in their learning of the writing skill, also to find out about the effects of portfolio on the students' autonomy with respect to their writing. It needs to be noted that portfolios are not only used for assessing but also for enhancing learning and helping them to improve in the written skill.

The research aims at raising both teachers and students' awareness about the use of portfolio assessment in the learning/teaching process.

## 3. Research Questions and Hypotheses

In relation to the above purpose, three research questions guided this case study. The questions are as follows:

1. Do EFL students use portfolio technique in their learning of the writing skill?
2. How would portfolios affect the learners' writing skill?
3. What are the effective steps to successfully implement the portfolio technique in class?

On the basis of the above mentioned research questions, it hypothesizes that most of learners at the EFL department are not used to use portfolios to monitor their writing skill, even it is yes, the number would be very limited, and the effect of portfolios is positive in terms of giving students the chance to track their own learning progress and be more autonomous. For the last hypothesis, was about the steps of implementation, it involves reflection, planning for rubrics, evaluation and time management skills.

## 4. Tools of Research

In order to reach the objectives, and answer the above questions, one data collection instrument was employed in this study. A questionnaire was opted for as the main tool for gathering data on the topic of research. The collected results will help us to confirm or disconfirm the hypotheses.

Two questionnaires were selected. The first one is designed for students of master degree, the aim is to gather data related to the research and attempt answering the research questions. The second questionnaire is directed to teachers. The questionnaire with students serves to explain the results obtained from teachers' questionnaire.

## 5. Structure of Research

This research consists of three chapters. The first chapter is a review of the literature; it has attempted to shed light on the role of language assessment and its relationship with learner autonomy. In doing so, it is highlighting the new assessment method such as portfolios which are developed to assess learners' writing skills. Also chapter one discusses in depth

# General Introduction

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portfolios' definition, the types of portfolio to be used, its characteristics and benefits, it ends up with its importance as an assessment tool in English language teaching.

As for the chapter two presents a definition of writing process and its relation with the portfolio assessments. Then a discussion of the importance of portfolio assessment in the EFL classroom, also it describes the successful implementation of the portfolio assessment in the classroom related with some steps for students. Finally, it deals with the two key components reflection and self-assessment and what they refer in the context of portfolio assessment.

Concerning the last chapter is devoted to the field of investigation of the present study. It consists of two questionnaires designed to gather data that serve the research from both teachers and Master one students from Didactics and Linguistics in the department of English at Ibn Khaldoun University, Tiaret. Besides that, chapter three also discusses the research finding, and then it provides some suggestions and recommendations in this concern. Finally, the limitations that faced the researcher while conducting this research.

**Chapter One:**  
**Background of Portfolios**

## 1.1. INTRODUCTION

Portfolios are found in all phases of education and professional development for learning, assessment, promotion and appraisal.

The first chapter deals with the theoretical and historical aspects of portfolio assessment. It starts with the development of the assessment process related with other concept such as the types of assessment, moving to explain what a portfolio is, along with its types, characteristics and benefits. It ends up with the importance of portfolio in education and the use of portfolio as a self-assessment tool in English language teaching.

## 1.2. Development of Assessment Process

Assessment is one of the most important dimensions of the learning process; it not only focuses on identifying the number of pre-defined education goals and targets that have been achieved, but also works as a feedback mechanism that teachers must use to improve their teaching practices. Assessment is among the main factors that contribute to a high-quality educational and learning environment.

Assessment is a critical process that provides information about the effectiveness of teaching and student progress and also clarifies what teachers expect students to do (Biggs, 1999). In order to develop students' writing skill in assessing the English language, they must be encouraged to be confident, creative, and productive information, thus enhancing their critical thinking and work.

Both formative and summative assessment can enable the educator to assess the process of learning as well as the product of that process and offer feedback to students for their self-assessment and reflection. Assessment of language learning has been the main focus of several researchers, teachers, test developers, syllabus designers, etc. Indeed, their goal is to make from this process a tool to support students' learning and help teachers achieve their intended learning outcomes. It is how to help students develop their autonomy through their assessment. Language assessment refers to "the act of collecting information and judging a learner's understanding of the language and its ability to use it" (Chapelle & Brindley, 2002, p. 267).

According to Bachman and Palmer (2010), "systematicity and substantive grounding" are the distinguishing features of assessment processes (p.20). The former means that assessment is: "designed and carried out according to clearly defined procedures that are

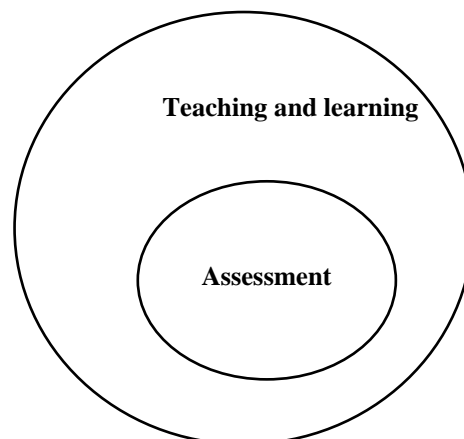


methodical and open to scrutiny by other test developers and researchers, as well as by stakeholders in the assessment” (Bachman & Palmer, 2010, p.20).

Assessment is an essential aspect of any learning task. Pinter (2006) defines it as: *“The process of data analysis that teachers use to get evidence about their learners’ performance and progress in English. In terms of purpose, assessment is carried out because head teachers, school authorities, and parents require evidence of learning but it is also the right of the children to know how they are doing”*. (p104).

In fact, it appreciates its failure or success and brightens the way in front of the learner.

The following figure clearly shows the place of assessment in the whole process of teaching and learning:



**Figure 1.2:** Assessment within Teaching and Learning (Fautley & Savage, 2008, p.56).

Black and William (1998) maintain that the term “assessment” refers to “all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged” (cited in Boulton, 2011, p.145). Research has specifically focused on assessment for the sake of enlightening teachers with new and more effective resorts when it comes to filtering learners’ products. Moreover, “assessment for learning provides teachers with detailed information on pupil progress so that teaching can be developed and enhanced to meet the needs of the pupils’ learning” (Headington, 2004, p.117). Brown (2004) contends that each teacher ought to hold a given reasoning of appraisal and

assessment that adjusts to his/her instructing approach on the basis that “preparing students for an examination is a special responsibility” (Burgess & Head, 2005, p. 1).

Assessment is the method of gathering and examining data from different and diverse sources in arrange to develop a profound understanding of what students know ,understand and can do with their information as a result of their instructive experiences; the process comes full circle when appraisal comes about are used to move forward ensuing learning( Huba and Bolster 2000). Language assessment refers to the act of collecting data and making judgments on a dialect learner’s understanding of a language and his capacity to use it( Chappelle& Brindley ,2002,p.267).It is ,in this way ,a translation of the test taker’s capacity to use a few viewpoints of this language(Bachman & Palmer ,2010).Assessment has numerous purposes. A few are related to the learners and others serve the instructor himself, according to Taylor (2004) mentioned that it “has a two-fold purpose. It tells you what individual or groups of pupils have learnt, but it also tells you about yourself as a teacher” (p.107). In other words, assessment is considered as a mirror that is supposed to reflect the real image of both teaching and learning. The following table by Macintosh and Hale (1976, taken from Boulton, 2011, p.147) shows other purposes of assessment:

<b>Diagnosis</b>	To monitor progress and to find out how the student assimilating what is being taught. Specific action may be instituted as a result of diagnostic assessment.
<b>Evaluation</b>	To evaluate the effectiveness of the teaching this can lead to specific action.
<b>Guidance</b>	To assist students in making decisions about the future.
<b>Prediction</b>	To discover potential abilities and aptitudes and to predict probable future successes whether in school or outside.
<b>Selection</b>	To determine which are the most suitable candidates for a course, a class or an university.
<b>Grading</b>	To assign students to particular group, to discriminate between the individuals in a group.

**Table 1.2:** Purpose of Assessment (Macintosh and Hale, 1976).

In traditional teaching and learning decisions concerning what counts as knowledge and what needs to be learned and assessed lies at the teacher’s hands. With the presence of the internet, knowledge can be accessed and students can decide on their own what is needed to be retrieved. According to Brew (1999), stated that “Knowledge is becoming fluid, viewed as a product of communication and interpretation”.

## 1.2.1. Self-Assessment

Teachers should not be the only assessors, but plenty of opportunities need to be provided for learners to assess themselves through integrating self-assessment in the language classes. Self assessment is alternative way that can be a good option for teachers and students. It is an integral part of a learner-centered approach (Pinter, 2006, p.136). It is regarded as one of the most efficient ways to engage students in learning (McMillian & Hearn, 2008). Teachers, therefore, should not be the only assessors, but plenty of opportunities need to be provided for learners to assess themselves through integrating self and peer -assessment in the language classes. Without a doubt, getting students included with their or others' assessment engages them with a learning and an appraisal process which brings numerous benefits (Sitthiworachart & Joy, 2003). Thus, the benefits of self-assessment can be summarized as follows:

- a. Self assessment can provide motivation for further engagement in learning
- b. It can enhance the learners' responsibility and independence and also they can take control of their learning (Spiller, 2012).
- c. Self assessment gives a chance to learners to shift from the view of satisfying teachers and to focus on a better quality of learning for themselves (Boud, 1995).

This assessment approach can be an effective device for cultivating students' independence and progressing their language learning. In impact, prior to integrating self-assessment instructors ought to get it the objective and nature of this process. When self assessment's purpose is developmental students' learning is focused on. It is not basically a self-grading process where learners evaluate their performance against a set of criteria, but it includes making judgments on how learning ought to move forward as Brown and Knight (1994) states: "Self-assessment involves the use of evaluative processes in which judgment is involved, whereas self-grading is the marking of one's own work against a set of criteria and potential outcomes provided by a third person, usually the tutor" (p.52). The defining characteristics of self-assessment include students' involvement in recognizing standards and/or criteria to apply to their work, making judgments around the degree to which they have met these criteria and measures and setting decisions to improve (Boud, 1994). Hence, it is important for teachers to adjust self-assessment practices with exams in a way that improves students understanding and reinforces their learning. Besides, the degree of their engagement and the level of achievement ought to be explicit to both the student and the teacher (Robinson & Udall, 2006). Teachers can use, for instance, portfolios, journals or diaries in

teaching writing which allow students to reflect, assess their work and monitor their progress in relation to this skill.

### **1.2.2. Peer Assessment**

Peer assessment is a process of providing feedback on peers' work based on success criteria that the students may previously have established (Boud&Falchikov, 2007), while, Topping (2009) describes peer assessment as the learners' agreements to examine and determine the quality of a product. Consequently, self-assessment involves the learner with a self-evaluation process while peer assessment engages students in the process of making judgments on their peers (Somervell, 1993).

Peer-assessment provides students with a greater ownership of their learning process since it is not a process done to them. Thus, students collaborate with each other to distinguish assessment criteria and to make judgments of each other's work; this leads to the improvement of a community whose essential focus is to work together to assist each other (Nulty, 2011). As Brown & Knight (1994) states: "students will become more experienced at learning and will become more autonomous learners, able to stand on their own feet without the kind of passive dependence on the tutor for information and assessment that has been traditionally the case in much of Higher Education" (p.52), they also added that peer assessment can develop abilities in bunch work, authority, collaboration, imaginative considering, and issue solves. In fact, this assessment allows students to pick up an incredible deal of valuable feedback from each other (Brown et al, 1995). Also, the feedback that the students get from their peers appears to improve their motivation for advancement more than the judgments of their teachers (Searby and Ewers, 1997). To advance peer involvement in assessment, there are specific characteristics which need to be present as put forward by Boud and Falchikov (2007):

- a. Designed Peer-assessment tasks to enhance learning.
- b. Require learners to take responsibility for their actions.
- c. Encourage a reflective approach to learning.
- d. Require students to identify and apply standards and criteria.
- e. Provide some degree of modeling and/or scaffolding.
- f. Involve learners in judging their performance or that of their peers.

Finally, Topping (2009) contends that peer assessment within the shape of developmental assessment enables learners to work together and back each other to organize their learning, perceive their strong focuses and their weaknesses.

## 1.3. Types of Assessment

Assessment is integral to the teaching-learning process, facilitating student learning and improving instruction, and can take a variety of forms. Assessment is generally divided into three types are:

### 1.3.1. Diagnostic Assessment

Diagnostic assessment develops and supports students' meta-cognitive abilities. This shape of assessment is significant in helping students ended up long lasting learners. As students engage in peer and self-assessment, they learn to create sense of information relate it to prior knowledge and utilize it for new learning. Students create a sense of ownership and viability when they utilize teacher, peer and self-assessment feedback to form adjustments, improvements and changes to what they understand. Diagnostic assessment can:

- Regularly embraced at the starting of a unit of think about to survey the abilities, capacities, interface, encounters, and levels of accomplishment or troubles of a Person understudy or an entirety class.
- Include formal estimations (e.g. IQ/aptitude tests, wellness tests) that are utilized to set up a beginning point or pattern or casual estimations (e.g. Perception, dialogs, questioning).
- Illuminates programming and arranging, and learning and educating strategies utilized, as well as appraisal choices.

### 1.3.2. Summative Assessment

Assessment of learning or summative assessment is the preview in time that lets the teacher and students know how well each student has completed the learning assignments and exercises. It provides data about student achievement, while it gives valuable announcing information. Teachers can use these assessments to identify strengths and weaknesses of curriculum and instruction, with improvements affecting terms' students. Besides, it:

- Helps the student to form judgments' approximately understudy achievement at certain important Focuses within the learning handle or unit of ponder (e.g. conclusion of course, venture, Semester, unit, year).
- Can be utilized formally to degree the level of accomplishment of learning results (e.g. tests, labs, assignments, ventures, introductions etc.).
- Can moreover be utilized to judge program, educating and/or unit of consider Adequacy (that's as a frame of assessment).

### 1.3.3. Formative assessment

Formative assessment is the most powerful type of assessment for improving student understanding and performance. Assessment for learning or formative assessment is continuous process that permits teachers to monitor students and modify their educating based on what the students need to be successful. This assessment provides students with the convenient, particular feedback that ought to make alterations to their learning. Also it is:

- The hone of building an aggregate record of understudy accomplishment.
  - More often than not takes put amid day to day learning encounters and includes progressing, Casual perceptions all through the term, course, semester or unit of ponder.
  - Utilized to screen students' continuous advance and to supply prompt and significant criticism.
    - Helps instructors in altering or expanding their programs or adjusting their Learning and instructing strategies.
      - Exceptionally appropriate and accommodating amid early gather work processes.

### 1.4. The Origin of Portfolio Concept

There has been a paradigm shifted from traditional learning settings and evaluation of the end products towards student-centered learning and test the learning process besides the performance throughout the constructivist post-method era. Portfolio is certainly not a new concept in the evaluation framework or the assessment system.

According to Moya and O'Mally (2004), Hedge (2000), believed that assessment is collaborative process for measuring students' ability and gathering enough information which help teachers to modify and design a more appropriate instructional method. It is the alternative assessment that provides a strong link between teaching and evaluation through teacher feedback through observation. Portfolio assessment, self-assessment, learner-centered assessment, project, and presentation are some basic types of alternative assessment. They have showed up in reaction to unsuitable results of traditional assessment and separation of assessment and teaching. Among these, portfolio assessment as an assessment technique is considered as one of the most effective, interesting and well known alternatives in assessment. Barton and Collins (1997) pointed that it is important to decide

the purpose, evidence, consisting of portfolio, and the assessment criteria in developing a portfolio. According to Genesee and Upshur (1996), it is defined as a purposeful collection of students' work that demonstrates to students others their efforts, progress and achievement in given area.

Portfolio assessment is kind of portfolio: whereas a portfolio is a collection of collection student assignment samples, portfolio assessment is the process of creation, collecting and evaluating contents of the portfolio(Moya &O'Mally, 1994).

### **1.5. Portfolio Assessment**

Portfolio assessment is defined as an “ongoing process including the student and teacher in selecting samples of student work” (Hancock, 1994, p.4). As portfolio assessment has picked up significance in language education, more and more attention has been paid to this strategy of writing assessment and researchers have begun to contemplate on the viability of this method of composing assessment within the last few decades, in English as a foreign language (EFL) context.

According to Venn (2000), stated that portfolio assessment enhances students' self-evaluation and grows their critical thinking. Also, portfolios assessment makes it possible to measure students' performance through veritable tests of their work and makes the method of estimation more flexible. In addition, it gives the teachers the opportunity to measure the students' progress by utilizing different sorts of data and materials.

A further stage in portfolio development is the process of assessing them. In fact, different approaches to grade portfolios have been proposed. For example, Kuhs (1994) states that three basic approaches can be used. The first is to evaluate each piece of work in the portfolio and average those grades to determine the portfolio grade, whereas the second is based on reviewing several pieces of work in the portfolio thus giving a separate grade for each performance. For the third approach, the teacher gives a single grade for all pieces included in the portfolio thus focusing on different dimensions of performance (Kuhs, 1994). On the other hand, that it is vital to decide the criteria or standards of evaluation some time recently including in such a handle as portfolio is considered “criterion- referenced assessment” (Gomez, 1999, p.03). These criteria refer to performance standards that determine the degree to which a learner has achieved the objectives each task/instrument which is designed to assess the portfolio (Pierce & O'Malley, 1992). This can help in setting educational decisions (such as pass/fail) as well as instructional decisions (such as selecting appropriate materials, teaching contents) (Pierce & O'Malley, 1992).

## 1.6. Definition of Portfolio

The word ‘portfolios’ comes from its Italian origin ‘portafoglio’ in the early eighteenth century. ‘Portare’ refers to ‘to carry’, whereas ‘foglio’ means leaves and sheets. In a general sense, portfolios mean a person who carries loose papers, artifacts’ and documents in a portable case. In a pedagogical sense, portfolios are a running record for learners to review, reflect and improve their works-in-progress.

There are many definitions of portfolio given in various texts. The definitions below capture the essential features of the students’ portfolio. The term portfolio, as used in educational contexts, refers to a purposeful collection of work, this work may be collected by students or teachers.

Portfolios defined as “a systematic collection of “student’s work that is analyzed to show progress over the period of time with regard to specific instructional goals” (Winch et al., 2001, p. 272). Furthermore, a portfolio is also defined as “the collection of evidence that demonstrate skills, achievements, learning, and competencies” (Cooper, 1999, p. 3). As an alternative language assessment tool, portfolios are very flexible to implement in the classroom and can be designed for a variety of purposes. Moreover, portfolios can be adapted

according to students’ needs (Fithri, 2015). In addition, portfolios provide opportunity for students to be engaged in a meaningful learning process, as they may be allowed to decide for themselves the type of writing and the topics about which they are going to write. Caner (2010) pointed out that portfolios have become an alternative to traditional tests because they provide more validity by integrating instruction and evaluation. In addition, portfolio assessments might enhance student-centered learning.

One of the earliest definitions quoted repeatedly in the Literature (Lambeth et al. 1989, Glen & Hight 1992, Cayne 1995, Mallaber & Turner 1998) is by Knapp (1975 ; p.2), Who defines a portfolio as “a file or folder of information which has been accumulated about a student’s past experiences and accomplishments... it can be the vehicle for organizing and distilling raw prior experiences in a manageable form for assessment...a process by which prior experiences can be translated into educational outcomes or competencies, documented and assessed for academic credit or recognition”. This definition views a portfolio as a means of assessment and accreditation of prior learning. However, according to Price (1994; p. 35), a portfolio is much more than a document providing only evidence of what has gone before: it is ‘a dynamic record of growth and professional



change'. She differentiates between the product role of the portfolio, to provide proof of achievement, and its process-orientated role in personal and professional growth. On the other hand, one of the most quoted definitions of a personal portfolio is: "a private collection of evidence, which demonstrates the continuing acquisition of skills, knowledge, attitudes, understanding and achievements (Brown 1995; p.3). It is both retrospective and prospective, as well as reflecting the current stage of development and activity of the individual. This suggests that a portfolio can contain material from a variety of sources, chosen by the individual, which is capable of conveying to others the qualities, competencies and abilities of the owner, as well as providing an indication of potential development (Brown 1995). Recognizing current needs using reflection and critical incident analysis achieves this development.

According to (Arter, 1992), the portfolio is a purposeful collection of students' work that tells the story of a student's efforts, progress, or achievement. It also includes student participation in selecting content, the criteria for selection, the criteria for judging merit, and evidence of student self reflection( Paulson & Meyer,1991).

Portfolios are considered as a means through which learners can reveal their learning process and attitudes and communicate their views. Usually through demonstrating how their work has been collected, what are their current learning needs, qualities and weaknesses as well. Other than, portfolios are not just organized documentation which illustrates learning accomplishment over time, but they are or maybe reflective tools which clarify learning beliefs, attitudes, prove and criteria as Jones and Shelton (2011) state:

*"Portfolios are rich, contextual, highly personalized documentaries of one's learning journey. They contain purposefully organized documentation that clearly demonstrates specific knowledge, skills, dispositions and accomplishments achieved over time. Portfolios represent connections made between actions and beliefs, thinking and doing, and evidence and criteria. They are a medium for reflection through which the builder constructs meaning, makes the learning process transparent and learning visible, crystallizes insights, and anticipates future direction".* (Jones & Shelton, 2011, pp.2

In summary, a portfolio is a collection of evidence, usually in written form, of both the products and process of learning. A portfolio is merely tool for assessment, in a more holistic student-centered approach to education. The portfolio becomes the location of the student's work; their reflection through writing and student/teacher discussion on the work

demonstrates whether the desired outcomes for teaching and learning process have been accomplished.

## **1.6.1. The Nine Powerful Principles**

These principles are systematically inter-linked with one another and cannot be treated as stand-cultural one since they act and work together in producing a portfolio assessment culture.

- Teacher and administrators must plan for and be trained in the portfolio approach to assessment.
- Sufficient resources of time and energy must to be allocated to support portfolio assessment.
- Teachers must work as a team to plan for the implantation of portfolio assessment.
- Parents and the public need to understand portfolio assessment.
- The teacher's role is vital as a facilitator of the portfolio assessment.
- Documentation of the processes and student achievements, as well as the analyses of teaching and learning experiences is critical.
- Portfolio assessment provides a new perspective on learning for both teachers and students.
- Self-evaluation of learning in an integral part of the portfolio process.
- Collecting, selecting and reflecting on work is central to the portfolio process.

## **1.6.2. Organization of the Portfolio**

The organization of the portfolio draws on the creative abilities of the developer. Sections may be color-coded, and visuals or graphics may be included in the captions or summaries. These touches, while optional, add a personal stamp to the portfolio. However, they should never detract from the principal purpose of the portfolio. The rationale for having some structure in the organization of the portfolio is to have coherence among the various parts. A generic format for organizing portfolios includes the table of contents, autobiography, purpose statement, entries and related captions, and reflective summaries ( Figure 2.).

The autobiography, sometimes referred to as the personal statement, or information sheet, may be a short statement that introduces the developer of the portfolio to the reader. The reader may be a teacher, the principal, a parent, a school official, or an external

examiner. Some students like to include photographs of them. The autobiography may range from a very brief statement that gives some background like name, age, feelings about the subject, and so on, to a longer statement that gives more detailed information. The complexity of the autobiography may increase if there are specific guidelines given about what should be included. Once the evidence has been organized, the portfolio may be submitted in a number of ways. Guidelines for final submission should be given, taking into consideration the available resources. A portfolio may be submitted as a simple folder, a binder, an accordion folder, or a flat box or it may be digitally produced.

In the following figure show how portfolio can be organized:

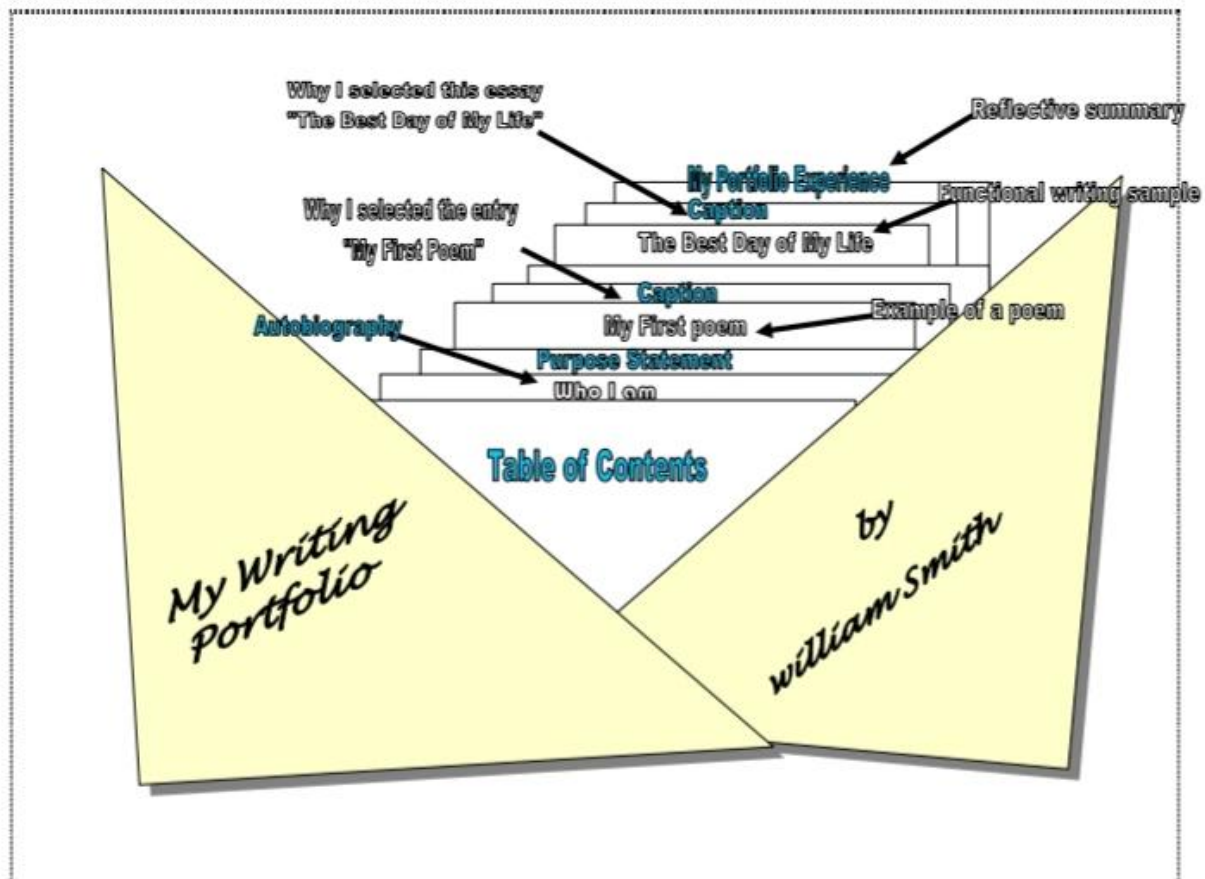


Figure 1.2: Organization of Portfolio

## 1.7. Types of Portfolio

The primary goal of portfolio assessment is to promote student mastery of composing skills, development of reflective ability and cultivation of learner independence. In reviewing portfolio in teacher education programs, three types have been used: process, working, and

showcase portfolios (Smith & Tillema, 2003; Wolf & Diez, 1998), each type of portfolios leads towards specific purpose, content, and audience.

### **1.7.1. The Process**

The process (also working, learning, or developmental) portfolio, according to Zeichner and Wray, shows a person's performance over a period of time. Process portfolios are frequently bigger than other sorts of portfolios since they contain numerous artifacts that teachers carefully select to portray their proficient development over time (Jewel, 1995; Hurst, Wilson, & Cramer, 1998; Riggs & Sandlin, 2000).

However, the process portfolio represents a completed selection of student work. It contains work that shows the student's progress towards mastery of set objectives for a topic, theme, or course of work, and provides evidence of his/her achievement over a period of time. They are used to keep the track of student writing development over time. In other words, process portfolios enable students to be mindful of where they are in their writing directions and how they can get their targets. (Forster and Masters, 1996).

### **1.7.2. The Working**

The working portfolio is a purposeful collection of student work in progress. The collection is assembled based on clear objectives and guidelines given by teacher. All portfolios begin as working collections, since it is from these collections that final selections are made for presentation. The advantage of the working collection is that it allows students to take a second look at what they do, and to think about how they could improve future work. It is a departure from the traditional practice where a first draft of an assignment was considered as a final product.

The rationale behind working portfolios aims to demonstrate a student's efforts in learning writing and to allow teachers to understand how the student has achieved his goals in order to fine-tune their pedagogies (Weigle, 2002).

### **1.7.3. The Showcase**

The showcase portfolio shows the student's best work and is used to support and document accomplishment in a course/subject area or any learning activity. This requires the student to be able to make a selection from a range of work (working portfolio) using specific criteria. These criteria may be determined by an external examining body, by the teacher, or may be developed by the student in collaboration with the teacher.

The rationale behind showcase portfolios is that students have more control over the process of portfolio keeping by reviewing and selecting completed drafts for showcasing their outstanding performances in a program (Tierney et al. 1991).

To summarize the three types of portfolio, their purpose, rationale, design and content are shown in Table 1.2.

	Process Portfolios (growth)	Working Portfolios (efforts)	Showcase Portfolios (achievements)
Purpose	Mainly diagnostic; partially formative; minimally summative.	Mainly formative; partially summative.	Mainly summative; partially formative.
Rationale	Keep track of student writing development; nurture growth in learning writing; promote learner agency.	Celebrate student efforts in writing: assist students to achieve learning goals and foster ownership in learning.	Demonstrate student best writing ability via representing work; showcase learning achievements.
Design	Longitudinal; sustainable; process-based.	Developmental; reflective; workshop-like.	Autonomous; meta-cognitive; Emphasize learner choice in writing.
Content	Flexible; open-ended; artifacts' include pop quizzes, examinations, drafts, reflective pieces	Embrace a wide range of learning evidence including unfinished works; works-in-progress; journal entries	Mainly final products of best entries; reflective pieces

**Table 1.2:** The Three Types of Portfolios. (Ricky Lam, 2018).

There is no an absolute description and substance for portfolios. The types of portfolios are shifted according to their reason and collected things in it. In this manner, numerous researchers define diverse types of portfolio. As stated by Haladyn (1997), there are five types of portfolios that named ideal, showcase, documentation, evaluation, and class portfolio. The ideal portfolio contains students' all works. It isn't given to students a review. Hence, it is important for students to evaluate their possess portfolio. The showcase portfolio is included as it were of the students' best works. It is important for understudies to choose possess works and to reflect their works. These types of portfolio are not appropriate to be assessed and reviewed. The documentation portfolio includes a collection of work over time appearing development and change reflecting students' learning of distinguished outcomes. This portfolio contains quality and amount information. The assessment portfolio includes a standardized collection of students' work and could be determined by the instructor or, in a few cases, by the student. This portfolio is reasonable for reviewing understudies. The class portfolio contains student's review, teacher's see and information around understudies in the classroom. This portfolio can be characterized a classroom portfolio.

Melograno (2000, p.101), who made more point by point descriptions, defines nine types of portfolios. These types of portfolios are not comprehensive and can be used independently or in combination. These classifications are given below appropriately:

- **Personal portfolio:** for other students and teachers to create a more holistic view around students and to celebrate their interface, things may be included from inside and outside school. The portfolio may contain pictures, grants, recordings, or other memorabilia. The personal portfolio serves as a catalyst for self-reflection and sharing.
- **Working portfolio:** The progressing, systematic collection of student work tests and exhibits can be maintained in a working portfolio. This collection of day by day, week after week, month to month, or unit work items shapes.
- **Record-keeping portfolio:** This sort of portfolio is usually kept by teachers. It contains essential assessment tests and records that will be required (e.g., composed exams, capability tests). It could also include observational data (e.g., recounted notes, frequency index scales, narrative descriptors, behavior checklists) and advance reports that supplement conventional report cards.
- **Group portfolio:** Each member of a cooperative learning group contributes individual items along with group items (e.g., samples, pictures, community project) to demonstrate the effectiveness of the entire group.

- **Thematic portfolio:** this portfolio would relate to a unit of consider with a specific focus, ordinarily enduring from 2 to 6 weeks. For example, in case a portfolio is developed related to "Rational Numbers", "Force" unit, this portfolio might reflect cognitive and affective abilities and their views around these units.

- **Integrated portfolio:** To see the whole student, works from all disciplines appearing associations between or among subjects would be included. Selected things, either required or optional, can be drawn from a few or all subjects. For case, this portfolio can be arranged in math and science courses.

- **Showcase portfolio:** A limited number of items are chosen to display development over time and to serve a specific reason. Usually, only the student's best works are included. For instance, in Vermont and Kentucky, at the starting of the 1990 years, this type of portfolio was implemented for arithmetic and composing in grades 4 and 8. In both states, portfolios are assumed to contain five to seven illustrations of the students' best work amid the school year and scored are gathered to reflect ideal performance. Writing portfolio must contain work in number of pre-specified sorts of writing. Moreover, portfolios proposed to use within the new essential educational programs which was put into practice in 2004-2005 school a long time by Ministry of National Education in Turkey can be an example for the showcase portfolio.

- **Electronic portfolio:** technological advances have made electronic portfolios. However, if they are simply software databases (storage for pictures, sound, or words) they are really no different from a hanging file or milk crate. Since current technology allows for the capture and storage of information in the form of text, graphics, sound, and video, students can save writing samples, solutions to mathematics problems, samples of art work, science projects and multimedia presentations in one coherent document (Lankes, 1995). Electronic portfolios offer many advantages such as to collect, and store, and manage the information electronically according to traditional portfolios. In recent years, because of the educational opportunities supported with the technological development, electronic portfolios are used much more. For instance, computer-based portfolios introduced by Baki and Birgin (2004) and Korkmaz and Kaptan (2005) in their studies can be shown as examples.

- **Multiyear portfolio:** Students would collect items from a cluster of review levels over 2-, 3-, or 4-year intervals. The multiyear portfolio would be stored at the school. For example, this portfolio can be utilized to take after students' advance occasionally amid essential and auxiliary school and college instruction.

In sum, it is obvious that different types of portfolios are described by researchers in terms of their purposes and contents. Besides the portfolios described over, it is possible to mention diverse types of portfolios. However, it is exceptionally difficult to form a clear qualification between these ones. On the other hand, the portfolios mentioned over can be used independently or different portfolios can be used together. So instructors ought to select proper ones and ought to apply them.

## 1.8. Characteristics of Portfolio

Portfolios have become an alternative to traditional tests because they provide more validity by integrating instruction and evaluation (Caner, 2010). In addition, portfolio assessment might enhance student-centered learning.

According to Hamp-Lyons and Condon (2000), stated nine characteristics of portfolios:

- A portfolio is a collection of written assignments rather than a single work.
- It gives the learners a chance to write in different genres for different purposes and readers.
- A portfolio demonstrates what learners have achieved.
- It gives students the opportunity to edit and revise their writing before the final evaluation.
- It gives students the opportunity to select the written product to be included in the portfolio.
- It gives students a sense of control when selecting and revising their writing before putting it in the portfolio.
- An important characteristic of portfolios is reflection and self-assessment, in those students reflect on their improvement as writers.
- It measures students' improvement, such as linguistic accuracy or how to improve an argument.
- Portfolios reflect progress over time.

Of these nine characteristics, Weigle (2002, p. 200) contended that the foremost important components are collection, reflection and determination. Since the aim of portfolios is to provide prove of students' advance, a collection of written tests might demonstrate the students level more than a single task. Thus, the choice of the written products and the reflection almost the order and shape of the works and why they were chosen are basic to 'turn[ing] a collection of composing tests into portfolios'.



As stated by, O'Malley and Pierce (1996), in portfolio assessment, raters ought to be prepared to score papers based on a common rubric that includes numerical focuses for organization and improvement, fluency of thoughts, and description. Moya & O'Malley (1994) presented five primary characteristics of portfolio which are:

- **Comprehensive:** the contents of portfolio should reveal a wide range of students' knowledge in different areas and be rich in meaning for audience.
- **Systematic:** in designing a portfolio, first of all the goal and purpose should be considered and then a careful planning need to be applied.
- **Informative:** the gathered evidence in portfolio should be as meaningful as possible to teachers, students, parents and everyone else who is involved in this process.
- **Tailored:** portfolios need to include items that are related to their focus.
- **Authentic:** portfolios should design activities which are related to real-life situations and this enables the students to write better about tangible topics.

## 1.9. Benefits of Portfolio

Portfolio is the most effective system of assessment since students are required to write. In short, portfolio can be used effectively and efficiently in teaching, learning, as they are learner-centered.

Portfolio is properly packaged to provide the following benefits:

- Teachers can assess the development and progress of pupils.
- Teachers and parents can communicate about student work.
- Pupils can become a partner in the assessment process.
- Pupils can discover talents and abilities.
- Assessment can increase the interaction of students and teachers to achieve the goal.
- Assessment can motivate students to learn, have pride ownership, and foster self- confidence.
- Assessment aims to achieve mastery learning, not just the material thoroughly.
- Teachers and their supervisors can evaluate teaching programs.
- Assessment can improve the professionalism of teachers.

According to Hamp-Lyosn and Condon (2000), claim that the "greatest theoretical and practical strength of a portfolio, used as an assessment instrument, is the way it reveals and informs teaching and learning" (p.4). Lee (2001) believed that the portfolio assessment is more student-centered than traditional teaching.

## 1.10. The Importance of Portfolio in Education

Teachers are getting to be facilitator within the classrooms and students become the constructor of their information. In any case, a few assessment strategies have been established in order for assessment to be significant, authentic and challenging to students (Tigelaar et al., 2005). Portfolio which is one of the ways to evaluate the students' performance during the learning process, gives an incredible opportunity for instructors to assess their students' advance and to see their works.

A study developed by Ocak and Ulu (2009), appears that planning of portfolio helps students progress their critical thinking abilities, understand their qualities and limitations, improve communication between instructors and parents, and include within the appraisal of their work.

There are numerous advantages of using a portfolio approach in EFL classrooms, implementing this alternative tool has entailed many challenges for language teachers and learners. According to Phye (1997), teachers might be demotivated to use portfolio assessments due to the time needed for evaluation, as it is a time-consuming process for both learners and teachers. The findings from Pollari's (2000) case study showed that the majority of the students liked portfolio assessments, stating that keeping a portfolio helped them to be more autonomous. However, some of the participants expressed their refusal of the approach, as they considered it unsuitable for them. It is also, assess and promote critical thinking, encourage students to become accountable and responsible for their own learning, reflect students' progression toward learner outcomes (i.e., student profiling). Huot adds that "of all writing assessment used in and out of the classroom, none has generated more interest and enthusiasm among writing teachers than the portfolio" (1994, p.71).

As mentioned by Wolf, "it is important to keep in mind that the objective is not to create outstanding portfolios, but rather to cultivate outstanding teaching and learning." (1996, p.37). Thus, there is no such thing as the 'perfect portfolio', but there are a few rules for quality and convenience.

## 1.11. Portfolio as a Self Assessment Tool

Portfolios are popular measurement tools which are effectively used to determine student performances especially in teacher education programs and using portfolios in language assessment is gaining more popularity and support among instructors, learners,

partners, material architects, instructive boards and analysts (Mitchell, 1992). In this respect, portfolios emerged as a pedagogical tool with which to engage students.

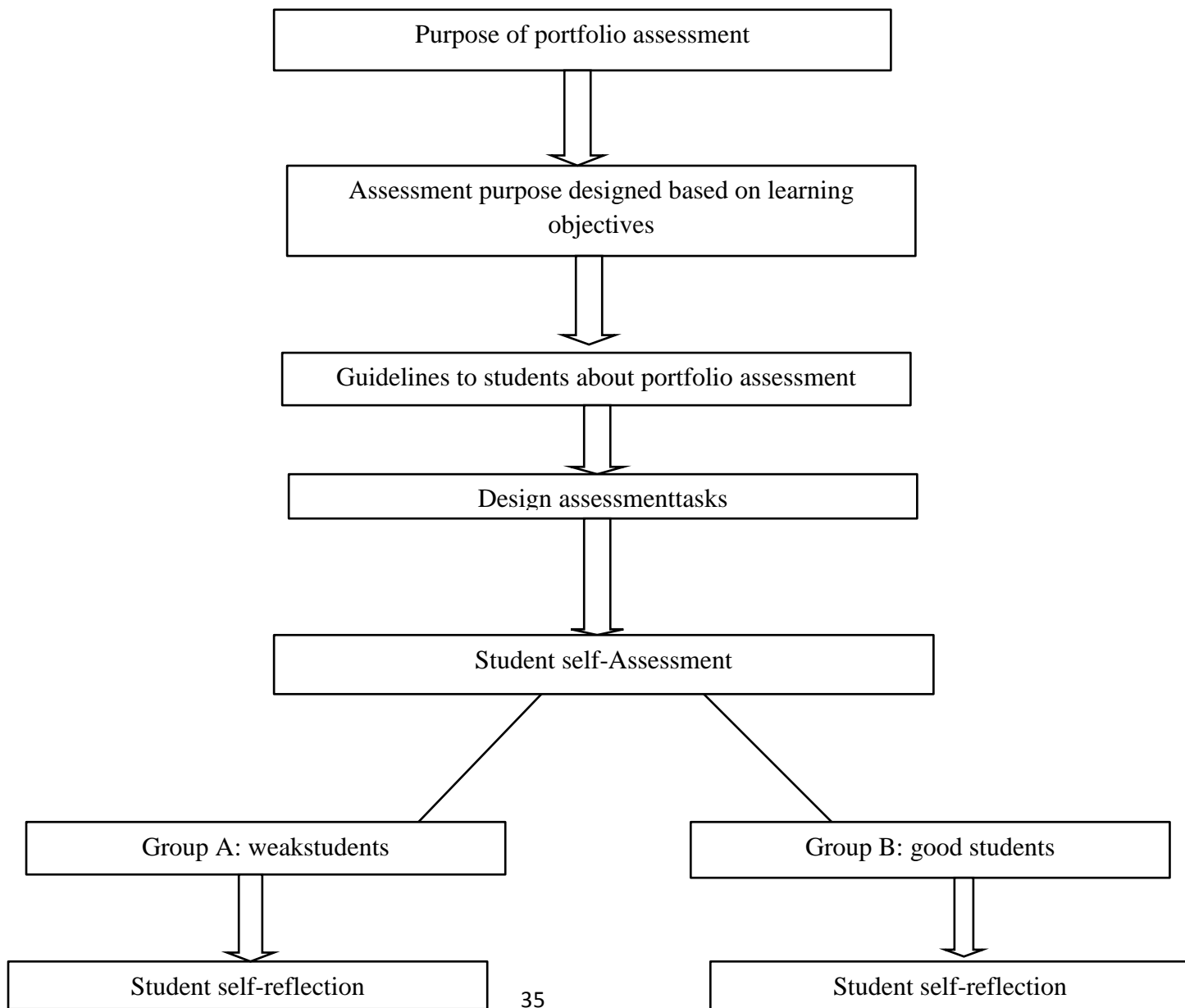
According to Kutlu, Doğan and Karakaya (2008), defined portfolios as a file in which learner studies are collected efficiently for a particular reason whereas Vavrus (1990) characterized portfolios as the orderly collection of learner studies to enable instructors to monitor and control learners' information, abilities, knowledge and aptitudes in a particular field. Portfolios can be considered as instructing and assessment tools which reveal and contribute to the change in students' characteristics such as attitudes, interests, inspiration, information, skills. Klenowski (2000) stated that, according to the result of the studies conducted with students on portfolios, portfolios have a positive effect on the development of students' teaching, self- assessment, and skills as a tool of assessment.

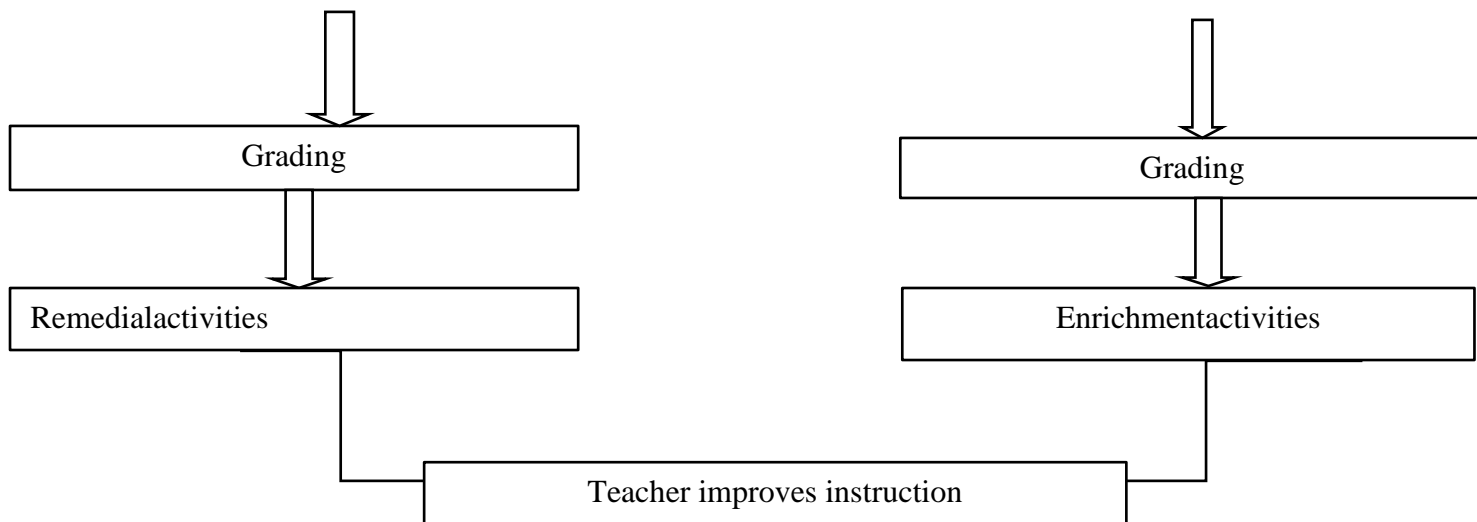
Portfolios as a self assessment tool have been widely used in recent years so as to determine student performances. Portfolios can be used for both the determination of student and teacher performances .Through portfolio and self-assessment learners are allowed to learn while checking the multifaceted process of writing skill. , in fact, portfolio assessment appears to show the greatest promise in enhancing different dimensions of learning and promoting autonomy (Chen, 2006). As far as one of the important concepts in portfolio pedagogy is the students reflection on their writing papers collected in their portfolio (Fink, 2004; Jones and Shelton, 2006; Zubizarreta, 2004). Portfolios must demonstrate some features to be considered as good examples of alternative assessment. Among these features, students' reflection has been highlighted (Lynch and Shaw, 2005). Self-assessment included in the process of selecting, reading and feedback can foster learners' reflection on their activities compiled in portfolio. Including self-assessment in the process of portfolio assessment will cover the lack of constructive feedback, which is observable in traditional achievement tests. "To encourage deep learning, teachers should give students an opportunity to engage in reflective dialogue and self-assessment". (Kathpalia and Heah, 2008).

As it is stated by Fink (2004), that this type of reflection provided by self-assessment will make students more mindful and more aware of their own learning especially in how and what of their learning. Kohonen (2000) points out that Portfolio assessment opens new ways for promoting the learner autonomy not just by telling them that they are in charge of their learning but by making this visible to them. Making students conscious and reflective about their learning is a difficult task which should be made more feasible by means of a criterion-referenced plan such a predetermined organized self-assessment. The role of self-

assessment in promoting learner autonomy has been underscored; however, it has strongly been argued that self-assessment is an integrated part of autonomous learning (Holec, 1981; Tudor, 1996; Thomson, 1996).

Student self-assessment helped teachers to understand the problems students faced in learning English. The self-assessment is outlined based on the learning goals that had to be accomplished by each and every student in the class. So, when students submit their self-assessment frame to their teachers, they were able to track the issues of students faced in learning. This opportunity supported instructors in terms of understanding the weaknesses of their students and allowed teachers to be clever and inventive in assisting their weak. The chart (figure.3) below indicates that how (Teacher) identifies good and weak students through portfolio assessment which the teacher felt that it was useful for to improve teaching and learning process in the classroom.





**Figure 1.3:** Structure of using portfolio as an assessment tool by Teacher.

In a recent study, Little (2005) states that self-assessment promote learner autonomy through using portfolio. He emphasizes the important role of self-assessment in reflective learning and he argues that students should submit an evaluative account of their activities included in the portfolio. He also takes account of three reasons for engaging learners in self-assessment through the portfolios which are:

- a. It involves students in the process of curriculum evaluation.
- b. Self-assessment in a learner centered pedagogy shapes the processes on which the learner autonomy develop.
- c. It provides learners with opportunities to use their knowledge beyond the classroom.

## 1.12. Conclusion

The theoretical chapter has attempted to shed light on the role of language assessment and its relationship with learners' autonomy. In doing so, it is highlighting the new assessment methods such as portfolios which are developed to assess learners' writing skills.

Therefore, this chapter has emphasized that assessment practices play an important role in shaping learners' motivation, attitudes, beliefs, thus autonomy in learning and also involving learners in their assessment process through the use of portfolio as a self-assessment tool.



# **Chapter Two: Portfolio and Writing Assessment**

# Chapter two: portfolio and writing assessment

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## 2.1. Introduction

Nowadays, writing have gained an important role in learning and teaching foreign languages. In other hand, new methods were needed to assess students' writing ability; these methods have been named as alternative or authentic methods of writing assessment (Tabatabaei&Assefi, 2012). One of these authentic assessments is portfolio assessment. Portfolio is considered as good assessment to measure students' writing skill.

Chapter two outlines at first the significant of writing process and its relation to portfolio assessment in EFL classes. Then it describes the successful implementation of the portfolio assessment in the classroom and provides well-defined steps for students to adapt and introduce such a portfolio in their own classrooms. This chapter also attempts to explain what the important techniques to develop portfolio assessment are. Finally, it discusses the two key components reflection and self-assessment and what they refer in the context of portfolio assessment.

## 2.2. Writing Process

Writing is one of the four skills in English that every foreign language learner must master, and to learn the writing skill, it is necessary to first understand what writing is. Crystal, 2000; Harmer, 2001; Weigle, 2002 defined writing process as:

*"It is the process of using symbols, letters of the alphabet and punctuation to communicate thoughts and ideas in a readable form, it may be just reproducing in written form something which has been heard or read."*

Various definitions of the term 'writing' have been proposed. Most of these definitions indicate that writing is a form of expression and communication that enables learners to communicate ideas, feelings and different attitudes.

Harmer (2001) defines writing as being "a form of communication to deliver thought or to express feeling in the written form". In the same respect, Crystal (2000) suggests that writing is not merely a mechanical task, a simple matter of putting speech down on paper. This definition as well as the previous ones comes to a common point which is that writing is nothing more than representing thought on paper.

In addition, writing can be an individual, personal and social endeavor. As it is reported by Miller (2001), "even though the writing production is an expression of one's individuality and personality, it is important to remember that writing is also a social endeavor, a way of communication of people". As being a social endeavor and a way of



## Chapter two: portfolio and writing assessment

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communication with others, Pinkas (1992) defines writing as a system of graphic symbols or the combination of letters that it produced while speaking. These authors go further to mention that writing is a genuine and interactive way of sharing ideas and thoughts with others using the written form. Harmer (2004) adds that writing is a process. That is, the stages the writer goes through in order to produce something in its final form.

Kroll (1997) contends that:

*"The most focus in writing instruction is on the method of creating composing instead of the conclusion item. In this manner, consideration has moved from the finished item to the entire process with its distinctive stages of planning, drafting, revising, and editing. It empowers students to conversation almost their composing at each step of the writing process."*

Seow (2002) classified the different exercises that occur during composing and recognized six major composing forms:

1. Planning is a pre-writing activity that stimulates thought for getting started, it deals with the input in long-term memory which then produces a conceptual document as the output. Planning involves generating and organizing ideas in mind, and goal setting activities.

2. At the drafting stage, the writers are focused on the fluency of writing and ignore the grammatical accuracy or neatness of the draft. Translating takes the conceptual plan for the document and produces text expressing the planned content.

3. In responding, the text produced so far is read with modifications to improve it (revise) or correct errors (proofread). Responding intervenes between drafting and revising. It is the teacher's quick initial reaction to student's drafts. Response can be oral or written.

4. Revising includes meta-cognitive processes that link and coordinate planning, translating, and reviewing. Revising is not only checking for language errors, it is to improve global content and the organization of ideas in order to make the writer's intention clearer to the reader.

5. Editing involves students in tidying up their texts to prepare the final draft for evaluating by teacher. At this stage students have the chance to edit their grammatical, spelling, dictation, punctuation, accuracy and structural errors and add supportive textual material such as quotation marks, examples. It is a great expectation to ask the students to know where and how to correct every error, but editing to the best of their ability should be done as a course activity before delivering their final work for evaluation. Students need to

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feel that correction is the part of the process of making clear and unambiguous communication to an audience.

6. Evaluation shows an analytical score to students based on specific aspects of their writing ability or holistic scores based on the global aspects of their texts. Students need to be aware of the criteria for evaluation that should include overall interpretation of the task, audience feeling, relevance and organization of ideas, format of text, structure and grammar, spelling and punctuation, range of vocabulary, and communicational needs. A numerical score or grade should be given based on the purpose of evaluation.



Figure 2.1: The Six Major of Writing Process.

### 2.3. Portfolio Assessment in EFL Writing Context

Recently, teachers tend to apply a process-oriented procedure in composing instruction. In such procedure students spend time to choose the subjects, assemble data, type in almost the points and some time recently submitting a last piece of writing, draft, and change and alter it.

In education however, the portfolio provides descriptions of students writing and reading experiences (Wolf, 1989). It has been observed that portfolio assessment is a useful

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system, which benefits the writing instructors, the students, and the whole writing program as it reveals to us the processes of writing and how it is evaluated (Wolf, 1989).

The modern drift in instructing composing in EFL classrooms is concentrating on writing processes to form a certain item, hence, it is basic to apply an appraisal procedure that create and encourage such slant as assessment and instructing are two sides of the comparable coin. Portfolio assessment, as an authentic imaginative procedure of evaluation gives a instrument of surveying the forms of composing as well as the end product of composing. It may be a procedure to make strides students' composing execution. Understudies are inquired to select their best pieces of composing to put in portfolio to yield appraisal. Understudies can moreover incorporate those tests of writing that speak to the advancement of composing prepare, counting arranging, drafting, changing and altering.

Portfolio assessment can create students' independence, basic considering and phonetic competence. Moreover, it bolsters the idea that composing is handle that includes development, improvement, and learning as well as an item (weiser, 1992).Hedge (2000) states that portfolio assessment is seen as a more comprehensive representation of students' writing ability than one exposition composed under limited circumstances.

Within the writing of instructing and learning EFL composing, there are a number of thinks about that examine around the development of portfolio evaluation and the students' demeanors toward utilizing portfolio but it has not been so enlarged by quantitative investigate to explore utilizing portfolio with EFL learners. A few test considers have been conducted in final decade managing with portfolio evaluation that report specialized data and employ accepted inquire about strategies (Herman & Winters, 1994).

In a test ponder, Aly (2002) recommended a writing process approach to make strides students' composing abilities. The test was conducted at the English Department, Faculty of Instruction, in Shams College. Forty, moment year male and female understudies were haphazardly relegated to the test gather. The disobedient of the ponder included a understudy survey and a pre-post writing composition content. Conferencing was a fundamentally component within the workshop to educating composing as an endeavor to create interaction between the educator and the understudy. Discoveries appeared that utilizing composing workshop approach improved the students' composing. It is evident that such approach made a difference understudies to have a few more sense of responsibility towards bunch and person work.

Apple and Shimo (2004) tried students' discernments of portfolio creation in an EFL setting in Japan. The members were sixty one understudies in two distinctive colleges

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attending English composing lesson. A student-selected portfolio work was utilized as the basic implies of appraisal. Tests were not utilized for appraisal. A self-report survey was utilized to degree the reactions of the learners which showed that they immovably accepted that portfolio method made a difference them move forward expressive and compositional composing capacity.

Marefat (2004) explored sees of the understudies on portfolio utilize in an email-based EFL composing course. The majority of the subjects found that the portfolio procedure was a positive opportunity for their writing. In expansion, some students progressed an individual understanding of their learning handle.

Hirvela and Sweetland (2005) portrayed two case considers which examined understudy encounters with portfolios in two ESL composing classes. The discoveries showed that the subjects preferred the thought of portfolios but they did not underwrite their use as utilized in those composing courses.

Paesani (2006) conducted a piece portfolio venture whose reason was to amass the learning of aptitudes, substance and dialect competences through scholarly ponder. The responses of the understudies to the portfolio composing project stressed the scene esteem of the extend in advancing the advancement of the students' composing abilities and grammatical competence.

The classroom portfolio is intended to enhance teaching and learning in a learning centered framework (Hirvela&Sweetland, 2005). A well-developed student portfolio emphasizes what the students can do to participate in an ongoing modified instruction in which assessment takes place all the time (Valencia, 1990). They appear to show the greatest promise in enhancing different dimensions of learning and promoting student autonomy (Chen, 2006).

### 2.4. Portfolio Assessment and Writing

Beauty (1992) characterized "portfolio as a record of the child's prepare of learning: what the children have learned and how they have gone around learning; how they consider, question, analyze, synthesize, produce, make; and how they inter-atomic savvy people, sincerely and socially-with others" (p.1). On the other hand, Sommer (1989) characterized evaluation as the method of recognizing the students' capacities, needs and shortcomings which appears the educator how to arrange lessons for their needs.

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In truth, portfolio assessment is characterized as an “ongoing prepare including the understudy and educator in selecting tests of understudy work” (Hancock, 1994, p.4) “during a particular period of time [and] concurring to foreordained criteria” (Birgin, 2003, p.22) to appear how much the composing has advanced (Applebee & Langer, 1992; Hancock, 1994) as well as how much the understudies have put exertion into it (Paulson, Paulson & Mayer, 1991). It is additionally characterized as "the strategy utilized to arrange, collect, and analyze the different sources of information kept up within the portfolio" (Moya & O'Malley, 1994, p.14)

Portfolio-based writing assessment has pulled in a significant sum of intrigued in colleges and colleges since they connect instructing, learning, and appraisal inside teaching and over disciplines within the college educational modules. Hamp-Lyons & Condon (2000) contend that the “greatest hypothetical and viable quality of a portfolio, utilized as an appraisal instrument, is the way it uncovers and educates educating and learning” (p.4). Lee (2001) focuses out that portfolio appraisal prioritized student-centered over routine concept of educating. In spite of the fact that portfolio assessment of composing guaranteed potential benefits for composing expertise improvement in ESL and EFL setting, the conventional psychometric adversaries criticize its standards and hone. They voiced their dissatisfaction over the issues of plan choice, coordination’s and elucidation. They too challenged the portfolio assessment's time-consuming nature, and the issues of unwavering quality and legitimacy (Brown & Hudson 1998).

It has been observed that portfolio assessment is a useful system, which benefits the writing instructors, the students, and the whole writing program as it reveals to us the processes of writing and how it is evaluated (Wolf, 1989).

### **2.5. The Process of Developing Portfolio Assessment**

The implementation of portfolio assessment has no fixed model. With referring to the models of the portfolio assessment in the foreign language classroom in previous researches (Delettetc 2001, Padilla 1996, Lo 2010), the present portfolio assessment was implemented in seven steps: planning the assessment purpose, determining portfolio tasks, establishing criteria for assessment, determining organization, preparing the students, monitoring the portfolio, and assessing the portfolio. The seven steps are:

- **Setting the Purpose of the Portfolio**

Discussion and arrangement concerning the reason is the primary stage when portfolios are presented to a class (Pollari, 2000), since the reason ought to direct the portfolio diagram.

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From the exceptionally starting, the teacher guided the students to arrange on the purposes of utilizing portfolio assessment. The reason was at last decided to assess student's advance within the coordinate's English course, to extend understudy inclusion in learning, and to develop student's coordinate's dialect aptitudes as well as independent learning capacity. Once the reason was chosen, he made it clear to everybody what they were anticipated to do, and how, why and for what reason.

- **Determining Portfolio Tasks**

According to the teacher points of the coordinate's English course and the reason of utilizing the portfolio, the portfolio assignments included all the works that appears students' capacity to utilize English in any of the four aptitude areas: listening, reading, writing, or speaking and the advance in cross-cultural mindfulness. The test of the works included sound or tapes of student's free discourse, story retelling, or other sorts of exchange or a discussion on a given point related to the content learned; PPT of a perusing report or social data related to the text learned; word archive outline of tuning in fabric, or fair an piece of composed exposition on a point or a script of a verbal errands (understudies can show the verbal errand in lesson and put the script within the portfolio) and so on.

- **Establishing Criteria for Assessment**

The teaching and learning syllabus for English students are utilized as the assessment goal. Regarding talking and tuning in assignments, evaluation envelops elocution, familiarity, substance, and accuracy. As for a few sorts of verbal errands such as narrating or bunch dialog, Assessment too envelops vividness and timing. As to perusing and composing, Students' works were surveyed by both the educator and peers in terms of content, organization, coherence and familiarity, wording, linguistic use, and mechanics. In last portfolio grading, completeness (different learning exercises and the prove of the amendment of the works by utilizing the understudies and teacher's criticism), documentation (works were dated and clarified), self-reflection and evaluation (profundity of self-reflection toward the fabric and exercises of this course and carefulness of the appraisal of advance and learning within the course), language (whether dialect utilize is evident and adjust), and plan (well organized) are used.

- **Determining Organization**

The portfolio comprised of four parts: 1) agent tests of students' work amid the semester in listening, speaking, perusing, composing, and culture; a composed clarification (cover sheet) for each test portraying its significance to their advance in learning English; and 2) learning diaries and reflections (reflections on his or her learning and on the portfolio in

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common); 3) all the attestations (counting self-assessment, peer-assessment and teacher's input).4) Weekly time management sheet and monthly and semester personal goals setting and

checking, and a final summative assessment to describe his or her progress, strong and weak areas, plan for improving weak areas, and a self-assessment of work. All the rules to create portfolio, counting essential prerequisite for the course, common thought around the portfolio assessment, criteria for the whole portfolio appraisal, rubrics for the errands, standard depiction of levels in educate.

- **Preparing the Students**

Portfolio is an intuitively assessment apparatus; student's inclusion is fundamental. So to direct the students through the method of creating the portfolio got to be exceptionally imperative. At starting, portfolios have been discussed as a learning and assessment device in general. Then displaying the most standards of the portfolio and essential prerequisites in the course. The students appeared intrigued within the unused appraisal, but numerous understudies appeared awesome concern around their capacity to manage it. The students together with the teacher included the total handle of portfolio in establishing purpose, choosing the errands and setting up criteria, checking the method and evaluating the portfolio and so on.

- **Monitoring the Portfolio Assessment**

Several management tools were developed to assist students in maintaining their portfolios. Once a week, students were required to peruse their material to include in their portfolio and wrote reflective statements for pieces they have selected. To help students improve their efficiency of planning and time management, Students were required to set goals and assess their progress weekly and monthly. Students are often encouraged to keep a log to monitor and reflect on their portfolio works and the whole portfolio processes.

- **Assessing the Portfolio**

The reviewing plot of this portfolio framework incorporates summative and formative assessment. Formative assessments take shapes as course conferences and peer and self-assessment. With the teacher's guidance, the students conducted the developmental themselves habitually by alluding to the rubrics and detailed criteria in lesson. The portfolios assessment talk gets to be a discourse where the understudy is a dynamic member, not as it were an object being surveyed.

### 2.6. Steps for Portfolio Implementation

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In order to implement a portfolio, there are some steps should follow. These steps are;

• **Collection of evidence of achievement of learning Outcomes:** The understudy collects evidence of accomplishment of the learning outcomes amid his or her day-to-day learning activities, interaction with patients, or other studies. The prove can be anything from a mentor rating to evidence of going by a patient's domestic, which the student thinks has made a difference her or him accomplish the curriculum learning outcome(s). "The prove in portfolios (Friedman Ben-David M, 2001, p537) suggest Friedman Ben-David et al., "is restricted as it were by the degree of the designer's creativity." Some categories of information that can be included in the portfolio are:

- Best essays
- Written reports of research projects
- Evaluations of performance (e.g., tutor reports, Checklists, patient evaluations).
- Videotapes of interactions with patients or peers.
- Records of practical procedures mastered.
- Annotated anonyms' patient records.
- Curriculum vitae.

Much of this fabric will be submitted by the student for stamping and criticism amid the portfolio-building process. Traditionally, most of the portfolio collected has been paper-based. Portfolios, in any case, are progressively becoming computer-based (i.e., e-portfolio). (McConnell G. Reflecting, 2003) E-portfolios have addressed, at slightest incompletely, concerns with respect to the volume and compactness of the conventional paper-based portfolio.

In spite of the fact that understudies may collect any prove they wish, this tends to form the portfolio unmanageable a drawer for "everything but the kitchen sink." A wide structure for the portfolio is required to standardize substance for summative assessment purposes. Adjust is required between structure, to give reasonable fabric for summative assessment, and student selection of portfolio substance to specific the individuality and inventiveness of the candidate. "It is advisable to include structure to the evaluation but to abstain from over structuring, as this tends to trivialize the measurement." (Schuwirth, LWT, Southgate L, 2002, p927).

The students will need to work out discretion not only regarding the sort of fabric to be included within the portfolio but moreover in choosing the volume of portfolio fabric. "Too much data can make an cumbersome collection of documents that as it were the proprietor can



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decipher, (McMullan M, Endacott R,2003,p290) whereas too little will be an underrepresentation of accomplishment.

Making an evaluation outline, a network that meshes curriculum results with educational programs substance, is one of the best ways to guarantee that the portfolio has inspected all the substance and spoken to all the results in appropriate amounts and extents. (Crossley J, Humphris G, Jolly B, 2003). The portfolios utilized to revalidate Tayside common practitioners give an illustration of a framework that has accomplished the specified adjust between outcomes and substance without compromising either.

Summarizing portfolio substance, Stecher (1998) states that portfolio content ought to have differing items of student learning; be aggregate (i.e., ought to contain work completed over a period of weeks or months); and be embedded in instruction (i.e., sections are drawn from progressing work).

- **Reflection on learning:** Reflection, agreeing to a model developed by Schon,D(1983), as cited by (Challis,M 1999,p.372-373) is “revisiting an involvement after the occasion, in arrange to extricate the standards and viably ‘bank’ these for future use.” This is “reflection on action.” The intelligent handle ought to be directed to advance learning, individual and professional development, and change of hone, Pee B, Woodman T, Fry H(2002). Within the context of portfolio assessment, reflection must reply four questions relating to a learning encounter: What did I learn? What do I still have to be learned? What assets did I utilize for encourage learning? And what encourage learningwasachieved?

- **Evaluation of evidence:** Once the understudy submits the portfolio, assessors will assess the quality of the evidence it contains. The assessors rate the student’s achievement of the learning results on rating scales, secured with precise and particular descriptors of behavior at each point on the scale. Such rating scale rubrics offer assistance benchmark the passing standard within the standard-setting prepare of portfolio assessment.

Since of the subjective nature of the evaluation decisions involved within the utilize of rating scales, appraisals of several examiners must be collated to reach at a dependable evaluation of the portfolio prove of a specific student.

Assessment of evidence provides feedback to both assessor and assessed. The assessor, by analyzing the evidence of performance in the portfolio, finds out how successful the teaching/training has been and what changes are needed for improvement. In practice, it is crucial that the evaluation of the evidence be an ongoing process, with feedback provided for students throughout the period of portfolio building. The feedback indicates to the assessment what her or his strengths and weaknesses are and what areas need improvement. For this

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reason, it is imperative that students know how to interpret the assessors' ratings. Involving students in designing the rating scales, as reported by (Williams,A1997,p.49), in a middle-school portfolio assessment in the United States, may be an effective way of sharing the assessment criteria with the students. Profiling students' progress toward the learning outcomes over time will facilitate this feedback process...

- **Defense of evidence:** At this arrange, the inspectors interview the candidate to test how well the portfolio has reflected his or her accomplishment of the learning outcomes. The analysts utilize the meet to affirm or invalidate the decisions they made with respect to the candidate's strengths and shortcomings in terms of the learning results when they studied and assessed the portfolio.

It is our involvement at Dundee Restorative School that on the off chance that the examiners, taking after their beginning assessment of portfolio evidence, think that a student has clearly passed, subsequent discussion of portfolio proves between the student and the analysts may not be basic. The organization of defending portfolio proves could be limited as it were to borderline, coming up short, and respects candidates. In any case, the students appreciate the opportunity to talk about their portfolio work with the senior staff, and so this portfolio assessment organize has been held.

- **Assessment decision:** Pre-validated rating scales with clearly characterized descriptors are utilized to evaluate the evidence. The anticipated standard of execution, as a point on the rating scale, is concurred by the inspectors earlier to the assessment. Any difference with respect to the standard of student execution is settled by dialog between the inspectors after the understudy meet. In pith, the assessment choice is taken by agreement among the examiners.

### 2.7. Techniques for Developing Portfolio Assessment Strategy

Hamp-Lyons and Condon (2000) believed that, in portfolio assessment, there was an incredible need to consider both reliability and validity since without standards for application and results, portfolio assessment will ended up unfair and it improves the subjectivity that teachers relate to evaluation. In reliability, raters should consider the real performance rather than scores without any preset criteria. The main problem of reliability in portfolio assessment is inter-rater reliability and consistency of scores since teachers are not used to this new approach of assessment. They also claimed that reliability depended on raters' agreement, and only when there was a high rate of reliability, scores could be considered valid. In fact, when a well-defined scoring guide or rubric was developed by raters, portfolio could be used to

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support a grade. In their opinion, a well-organized portfolio should have the following characteristics in summary:

- Collection: portfolio should be able to measure the students' progress over different areas and needs to include more than a single sample.
- Range: portfolio assessment asks the students to provide a wide range of topics in different genres to explore their writing ability.
- Context richness: considering the matter of assessment process, students' experiences are vital factor that need to be discovered.
- Delayed evaluation: students are being given another chance to revise their works before the final assessment.
- Selection: students have the right to select their own works for making a portfolio.
- Student-centered control: it is the students' responsibility to learn the points.
- Reflection: students are able to self-assess their texts and reflect on their own works little by little as they go on.
- Improvement: portfolio can reveal the students' growth in a specific area over a great time.
- Development: portfolio exhibits the progress of every piece of text after the treatment and assessment processes.

Farr and Lowe (1991) believe that a good portfolio should include a wide range of student's work and not only the best ones which are picked up by students or teachers. Comments and reflection of teachers should be kept in portfolio. Moreover; students' writing activities are collected in the portfolio, including unfinished projects. According to O'Malley and Pierce (1996), in portfolio assessment, raters need to be trained to score papers based on a common rubric that includes numerical points for organization and development, fluency of ideas, description, and mechanics.

### **2.8. Important Points in Portfolio Developing Process**

It could be a challenging situation for instructors to make portfolios an integral part of their instruction. Asturias (1994, p.87) and De Fina (1992, p.14) made a few recommendations to solve this issue and enable portfolio as an important learning and assessment tool. Some of them are as follows;

- It should be consulted to teachers, students, parents and school administrations in deciding which items would be placed in it.

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- It should be created a shared, clear purpose for using portfolios. Students should clearly understand what purpose of and for whom a portfolio is consisted.
- It should reflect the actual day-to-day learning activities of students. Also, items in portfolio should vary and be multi-dimensional.
- It should be ongoing so that they show students' efforts, progress, and achievements over a period of time.
- Items in portfolio should be collected as a systematic, purposeful, and meaningful.
- It should give opportunities for students in selecting pieces they consider most reprehensive of themselves as learners to be placed into their portfolios, and to establish criteria for their selections. Also, it should be make students responsible for keeping their portfolios up to date.
- It should be viewed as a part of learning process rather than merely as recordkeeping tools, as a way to enhance students' learning.
- Students can access their portfolios.
- Share the criteria that will be used to assess the work in the portfolio as well as in which the result are to be used.
- Teachers should give feedback to students, parents about the use the portfolio.

In conclusion, in portfolio making process some essential steps are; students' thoughts should be taken, each study should have a purpose, assessment of studies ought to be clearly explained, the method ought to cover a certain time period, portfolio should encourage students to learn, and items within the portfolio should be multi-dimensional and ought to address diverse learning zones. Besides, it is virtually imperative that they consider in a portfolio ought to be designed in order to show students' performance and development in any time period in detail.

### 2.9. Procedures of Writing Portfolio Assessment

Writing portfolios equate to student dossiers which store their coursework in a systematic and purposeful way. For instance, students are prompted to maintain their notes, quizzes, corrections, homework assignments and examination papers for overview and reflection for the duration of a find out about period. They are oftentimes used in customary English proficiency publications and tutorial writing programmer for more than a few problem disciplines to serve its learning, grading or reporting purposes.

At the university level, writing portfolio assessment continues to serve as an exit requirement to identify whether freshmen are competent in mastering academic writing for their coursework. Not until recently, more and more university-level academic programmers

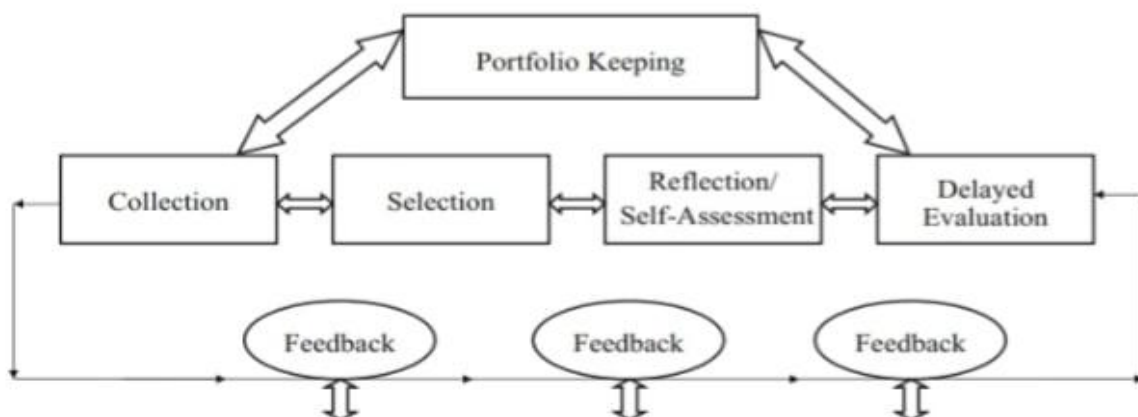
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have incorporated reflection and self-assessment in their curriculum to enrich student meta-cognitive thinking and composing skills (Fox and Hartwick, 2011).

*"The portfolio procedures comprise collection, selection, self-assessment, reflection and delayed assessment and are embedded within multiple feedback sources" (Burner 2014).*

Collection refers to a compilation of student written works for review and revision. Selection is about students making informed decisions regarding which portfolio entries are to be put in their dossiers. Self-assessment focuses on an evaluation of microscopic perspectives of a single draft in relation to feedback, standards and externally imposed criteria. Close to self-assessment, reflection deals with a comprehensive mechanism of planning, monitoring and reviewing the entire composing process. Although some scholars consider reflection as part of self-assessment, reflection features a more cyclical meta-cognitive thinking process than self-assessment, at least within a portfolio-based context (Lam 2016). Through self-assessment, learners can perform reflection more critically and independently. Delayed evaluation means that a summative grade is assigned to a final draft until it is satisfactorily revised with formative feedback.

The average portfolio procedures are illustrated in figure (2.2). In this figure, three feedback loops at the bottom represent feedback sources generated by self-, peer and/or teacher assessment during the portfolio process. The use of double-edged arrows in the loops suggests that students keep utilizing multiple sources of feedback to make informed decisions when collating their portfolio works for grading. While these portfolio procedures appear to be linear and prescriptive, they are not meant to be a one-size-fits-all by design. Instead, teachers are advised to apply them flexibly and strategically in order to accommodate their pedagogical/assessment needs.



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Figure 2.2: Procedures of writing portfolio assessment.

Adapted from: *Portfolio Assessment for the Teaching and Learning of Writing* by Ricky Lam.

## 2.10. Assessment Principles for Writing Portfolio Assessment

To substantiate whether a specific trying out instrument is useful, purposeful and functional in context, language checking out specialists have long devised a set of guiding principles which serve to measure how the testing instrument possesses top features to precisely determine pupil language learning (Bachman and Palmer 1996). In this regard, writing portfolio assessment is no exception.

Its validate whether portfolio assessment has fulfilled its more than on e functions to be instructional, trustworthy, realistic, manageable and motivational with Bachman and Palmer's (1996) take a look at usefulness framework. In their framework, there are six assessment principles consisting of validity, reliability, authenticity, instructiveness, practicality and impact. The five concepts except instructiveness, which partly overlaps with authenticity regarding use of real-world tasks as check tasks and evaluation of student writing ability in accordance with their existing information foundation.

### 2.10.1. Validity

In educational assessment, validity refers to whether a test measures what it purports to measure. If an instructor desires to consider a student's speaking ability, it is likely for the trainer to adopt a face-to-face oral test/examination with the student. Plakans and Gebril (2015) have argued that the assemble of validity was once supported by assessment facts gathered from content, assemble and criterion-related validity. According to them, content material validity skill that test content material and course content are anticipated to converge.

Construct validity implies that a take a look at kind corresponds to the theoretical construct and educating methodology as delivered in the course. Criterion-related validity refers to whether a check rating can correlate when measured by using some other check of the same language ability. In the case of writing portfolio assessment, it has quite excessive validity in general, because it pursuits to assess both system and product of writing over time. Furthermore, portfolio assessment has high content material validity as it generally evaluates what college students have learnt for their entries, for example, narratives, argumentative and reflective pieces.

It additionally has high to average construct validity, because the portfolio method aligns with the process-oriented and socio-constructivist pedagogical approach as practiced in the portfolio-based classrooms. Portfolio assessment tends to have low

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criterion-related validity, when you consider that it commonly measures the process of learning, writing development and reflective potential which could be viewed nearly impossible to be assessed through timed essay testing.

### 2.10.2. Reliability

The second assessment precept is reliability, which means consistency in scoring. Besides scoring, there are countless factors which affect the degree of reliability including consistency in take a look at conditions, check content and format, and the time given to take the take a look at (Coombe et al. 2007).

Sometimes, students play a role in reliability. For instance, their over-familiarity with take a look at codec's thru immoderate exercise impacts reliability in assessment. Test anxiety is another factor which has a strong psychological affect on how nicely students function in high-stakes tests. In scoring, there are two kinds of reliability which includes inter-rater reliability and interpreter reliability (White 2011). For the former, it refers to consistency amongst two or more examiners who examine the same check paper. For the latter, it is about individual teachers' and examiners' dependability in scoring. In the portfolio research, reliability is always an issue.

When portfolio assessment was used as a large-scales standardized assessment, its inter-rater reliability reached as low as 0.30 (Koretz 1998). Almost too many years ago, Hamp-Lyons and Condon (1993) warned that scoring writing portfolios involving in reading an array of genres and artifacts was much greater stressful than scoring essays holistically. With that said, reliability could be a much less intense problem in classroom-based portfolio assessment, since teachers can utilize scholar a couple of entries/artifacts as a potential of triangulation and authentication. In fact, trainer endured commentary of students' writing development is the most dependable proof to corroborate their final writing performance.

### 2.10.3. Authenticity

Authenticity is the third assessment precept that its going to be discussed. It refers to the extent to which an assessment venture is analogous to a real-world task. Despite the rise of the task-based pedagogical approach, students remain skeptical concerning the authenticity of school room duties as some are no longer designed based on every day scenarios (Green 2014). Brown (2004: 28) has proposed that test duties are real if they have the following characteristics.

Language used in the check is natural; test items are contextualized; matters are of activity and intently associated to pupil life; test items are thematically linked via a storyline

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or episodes; in a sense, test tasks represent real-world tasks. In writing assessment, there has been transformation in the format of prompts, specifically from one-sentence educational center to text-based prompts which thematically relate to different parts of the check such as reading comprehension or listening duties (an occasion of integrated studying and writing examination format; Plakans 2009).

While there has been trade in test format, most writing assessment is nevertheless administrated in a highly contrived environment as exemplified in impromptu timed essay testing. In contrast, portfolio assessment provides students with a writing no longer a checking out surroundings to increase their composing skills both cognitively and met-cognitively. Portfolio tasks are very much similar to real-world duties the place writing is produced below an extended timeframe and with internally and externally provided comments for revision.

### 2.10.4. Practicality

The fourth assessment principle elaborated is practicality, which refers to whether teachers and students can manage a test professionally and administratively (Bachman and Palmer 1996). For instance, a one-on-one speaking test of English skill ability is said to be legitimate and relatively correct to measure student speaking ability in an actual sense. Nonetheless, it takes a long time to check a large populace of candidates, fees a lot of cash to hire examiners and requires expert marking skills from the examiners. The speakme check is said to have low practicality no matter its high validity. There is a trade-off between practicality and validity, so to speak. In writing portfolio assessment, practicality is an issue although it is not the most complex one in contrast with other assessment principles such as reliability.

When used for the state-wide accountability purpose, portfolio assessment may not be a practical choice as analyzing and scoring of abundant writing portfolios will cost lots of public revenue. Conversely, if classroom teachers make use of writing portfolios for pedagogical and learning-oriented purposes, practicality may not pose a massive danger to them although they can also worry about heavy marking load (Lam 2013). Actually, the issue of practicality in portfolio assessment could be alleviated with the aid of incorporating peer review as part of the portfolio improvement method (Atai and Alipour 2012) and through moving paper-based portfolios to electronic ones in order to limit the complexity of all compilation logistics (Cambridge 2010).

### 2.10.5. Impact



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Test have an effect on is the final assessment principle it's going to be discuss. The term test impact also equates to wash-back in most language assessment literature. It refers to the social impact of trying out on the instructing and getting to know system (Green 2014). Wash-back can be high quality or negative. Because the take a look at is so large to students' future find out about careers, they will have excessive practices to familiarize themselves with the test content material and format. Test outcomes no longer getting to know mastery become the focus of schooling. Nonetheless, if wash-back is positive, it capability that teachers are able to combine assessment into their teaching and utilize effective feedback to help college students improve future learning. Rogier (2014) argues that involving students in the evaluation method along with performing self-assessment and peer review with rubrics before teacher assessment promotes advantageous wash-back effect.

Wash-back in writing portfolio assessment tends to be affirmative and pedagogically sound, due to the fact the method aligns teaching and assessment in a constructive light. With writing portfolios, instructors can reduce the stakes of assessment via adopting more than one drafting and delayed evaluation. Hence, students have plentiful possibilities to (re)write drafts and get timely comments from self, peers and the trainer for text improvement. All these things to motivate students to learn writing and produce nice influences on academic practices accordingly.

### 2.11. Reflection and Self-Assessment in Writing Portfolio Assessment

Reflection is an important concept in this framework, which relates to changing cognitive structures. Research has shown that meta-cognitive skills, such as reflection, increase the degree to which learners transfer what they have learned to new settings and events (Bransford et al., 2000). In educational assessment, reflection is classified as a broad category which embraces diverse forms of reflective practices, one of which is self-assessment. In studies of portfolio assessment, reflection usually refers to student ability to set goals, review those goals and revise their writing accordingly (Yancey 1998). According to Ricky Lam (2018), reflection has two main types. One is reflection-in-action, meaning students contemplatively distinguish issues in writing and make conceivable cures. Another is reflection-on-action, which refers to student capacity to assess how they had performed reflectively.

Reflection is one major characteristic in writing portfolios, which makes it diverse from standard folders were written drafts and learning antiques are erratically put. In

## Chapter two: portfolio and writing assessment

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portfolio-based classrooms, reflection tends to assist students ended up a basic, self-regulated and motivational writer who are willing to commit to the recursive portfolio forms.

As discussed prior in chapter one, self-assessment is an important part of alternative assessment; it is commonly seen within the frame of reflections on a learner's performance. Broadfoot (2007) has argued that self-assessment is about students making judgments of their writing, which needs to be accountable to others whereas reflection is about students reviewing their learning writing experiences individually.

For self-assessment, it can be considered a subset of reflection. Self-assessment generally refers to student assessment of their composing exhibitions by grades, marks, commentaries or criteria. A few theorists believe that self-assessment is likely to precede the acts of reflection, since students ought to judge the degree to which their writing was palatably written to satisfy remotely forced guidelines, specifically assessment rubrics some time recently they comprehensively audit their composing directions (Brown and Harris 2013).

Without the elements of self-assessment and reflection, a portfolio is essentially not portfolio, but only an asset record (Santos, 1997). The reflective portfolio is called for this reason; it is space which students reflect on their learning, and how the included student work could be a reflected reflection of such learning.

Reflective portfolios are considered to be cases of tools of assessment that are employed to empower reflective, self-directed learning. In both contexts, learners are mindful for reflecting on their learning and improvement over time. These assessment methods can particularly be used in language learning classrooms, in which learners are encouraged to reflect on their engagement with new knowledge in communicative assignments in four skills (Goker, 2012). A portfolio is regarded as an organized collection of learner products used to represent their efforts and academic achievements. A reflective portfolio is a useful assessment tool for documenting accomplishments and helps learners' reflection their performance and development in the language learning environment. Learners actively take responsibility for organizing their portfolio and choosing the most appropriate content, depending on the goal of the portfolio assessment task. Recently, reflective portfolios have too been developed for online learning environments. For example, portfolios are frequently utilized in collecting, announcing and keeping up the provident of learning. They also have greater flexibility as they are updated by learners anyplace, anytime.

## **Chapter two: portfolio and writing assessment**

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Although reflection and self-assessment are indispensable features in writing portfolio assessment, there has been no consensus in what ways they are conceptually dissimilar to each other. In fact, in some scholarly publications, reflection and self-assessment are used both interchangeably and synonymously. Both reflection and self-assessment practices involve active development of meta-cognitive awareness and self-regulated learning capacity in evaluating whether students have made any growth in writing.

### **2.12. Conclusion**

To conclude, this chapter has presented the relevant literature which is used in the research. It defines the writing process and its relationship with portfolio assessment in EFL writing context. Furthermore, it is seen as a meaningful tool to develop the writing skill in language teaching and learning, regarding the writing skill is a form of expression in language that enables learners to communicate ideas and thoughts in the written form. The review also has clarified how portfolio can be implemented with its techniques of the developing process of writing.

The portfolio assessment is best presented in process writing classrooms where self-assessment and reflection become a part of writing portfolio assessment.

# **Chapter Three: PRACTICAL PART**

## 3.1. Introduction

This chapter is generally titled by Methodology. The present study has devoted to investigating the effect of using portfolios. The chapter starts by introducing the sample and the setting of the study. At that point, it describes the specific steps that have taken to address the research questions. After that, it describes, analyzes, and interprets the results of the questionnaire to help us to confirm or disconfirm the hypothesis of the discussed study. In short, this part provides two sections; the first one deals with the analysis of the teachers' questionnaire whereas the second comes up with the students' questionnaire.

After finishing with the investigation, this chapter is devoted to discussing the findings data in addition to some recommendations and suggested solutions for further researches. Finally, it mentions some the limitation of the current study.

## 3.2. Methodology

The present study adopts a research design to collect data to test the hypotheses and answer the research questions that guided this research. In order to carry out the investigation, the survey opted for a method research to gather the appropriate data for this study. As a method, it focuses on collecting, analyzing, with a quantitative tool mixing all in a single study.

This section discusses the population, research instruments, procedure, and developing the questionnaire and its reliability.

## 3.3. Context and Setting of the Study

- **Setting and Population**

The current study took place at the department of letters and foreign languages; English section at Ibn Khaldoun University of Tiaret during the academic year 2020-2021.

In order to test the raised hypothesis and to collect data, first-year Master students were selected as the appropriate sample for this study because of the nature of the topic.

### a. The Students

The participants of this study consist of thirty-nine (39) master one students mixed of male and female from both specialties; Didactics and Linguistics, they all belong in the English department at Ibn Khaldoun University. The majority of the respondents were females (see Table 3.1). Twenty-six (66%) of the participants were females while thirteen

(34%) were males. All of them have studied the English language for eleven years. They are aged between 21 and 35 years old

Sample	Male	female	Total
Students	13 (34%)	26 (66%)	39 (100 %)

**Table 3.1: Gender of Respondents.**

## **b. The Teachers**

Teachers of English at the University of Ibn Khaldoun of Tiaret were selected in order to answer the questionnaire, to get an idea about the use of portfolio in classroom and its effect on students' performance according to teachers' experience. The sample was delivered to eleven (11) teachers.

### **3.4. Procedure of Data Collection**

In order to collect the appropriate data to answer the research questions; a quantitative tool for data collection and analysis was adopted in this study to ensure the methodological (Cohen et al. 2007). In order to collect data; both teachers and students were given an online questionnaire. The teachers' questionnaire is designed to gather information about implementing the learner portfolio and teachers' views concerning the role of portfolio assessment in the language teaching context.

As for the students questionnaire is used to get an idea about their learning motivation, beliefs, attitude, and also their opinions of portfolios on learning and its use in the classroom. It is used to collect results that help to confirm or disconfirm the hypotheses stated in the general introduction.

#### **3.4.1. Description of the Questionnaire**

Two questionnaires were divided, one for teachers and other for students. The questionnaire consists of multiple choice types, check box, besides some of open-ended questions with other choices to add. The findings of the questionnaires help to know whether EFL students use portfolio technique in their learning of the writing skill.

##### **3.4.1.1. Teachers' Questionnaire**

As explained earlier, an online questionnaire was addressed to eleven teachers of Ibn Khaldoun University, Tiaret via email. The teachers answered kindly the questions.

The questionnaire is used as a means of collecting data in a structured way. In order to realize the validity and reliability of the research, the questionnaire is divided into three parts.

The first part (qualification and experience), aimed at gathering background information about the respondents; their level, specialty and years of teaching. The second part (experience with portfolios), it has six questions: teachers' motivations and interest about portfolio. The last part (further suggestions) included three open-ended questions, further suggestions that might be offered by the teachers which contribute to the aim of the questionnaire.

### 3.4.1.2. Students' Questionnaire

The questionnaire was used by the researcher to investigate whether the EFL students' use portfolio technique in their learning of the writing skill, and about portfolios would affect the learners' writing skill or not. Because of the corona virus, the researcher obliged to work via an online questionnaire. The questionnaire would give more detailed data concerning the students' comments about portfolios as an alternative assessment. In addition, this questionnaire was designed to collect qualitative data in order to investigate the students' knowledge and understanding about portfolio assessments.

To achieve this objective, the students were given an online questionnaire. It consists of three main parts. The first one (Personal Information) is for the demographic information with three questions about the students' age, gender and their level. As for the second part (Attitudes and Beliefs) has six questions; the three first questions about students' beliefs and attitude towards English language, and the last questions are open-ended questions about such difficulties the students have in writing in English. The third part (Experience with portfolio) consists of four questions about students' knowledge of portfolios related to the important skills and advantages they have learned from developing portfolios.

## 3.5. Analysis

The data collection was generated in the following sections:

### 3.5.1. Analysis of Teachers' Questionnaire

For the present study to gain a deeper understanding of teachers' perceptions of the process of portfolio development as well as their experience with it, an online questionnaire is administered to eleven teachers teaching in Ibn khaldoun university, Tiaret.

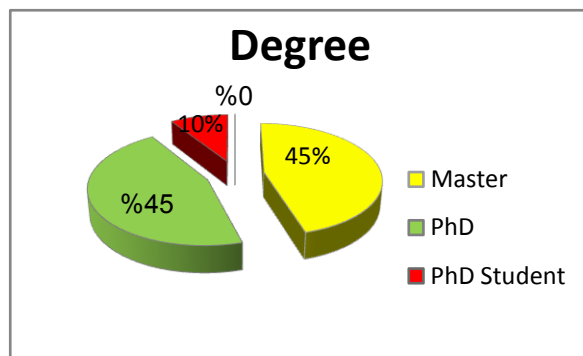
#### 3.5.1.1. Qualification and Experience

To gather clear information about teachers' characteristics, they are asked to respond to questions related to their educational level (degree), specialty, and experience. The following sections recapitulate the details findings.

### Q1: Degree

The respondents have been asked for the beginning to indicate their educational level (degree). As it is indicated in table (3.2).

Categories	N° of Responses
Master	5 (45%)
PhD	5 (45%)
PhD Student	1 (10%)
Total	11 (100%)



**Table 3.2: Teachers' Degree.**

**Figure 3.1: Teachers' Degree.**

Figure (3.1) above shows that the same percentages of teachers have PhD degree and Master (45%), and only one teacher (1) is PhD student (10%).

### Q2: Specialty

Five teachers (49%) are specialized in didactics, while three (30%) teachers in linguistics. As for the sociolinguistics only two (20%) teachers and one teacher (1%) his specialty is TEFL. The figure (3.2) below demonstrates the detailed results.



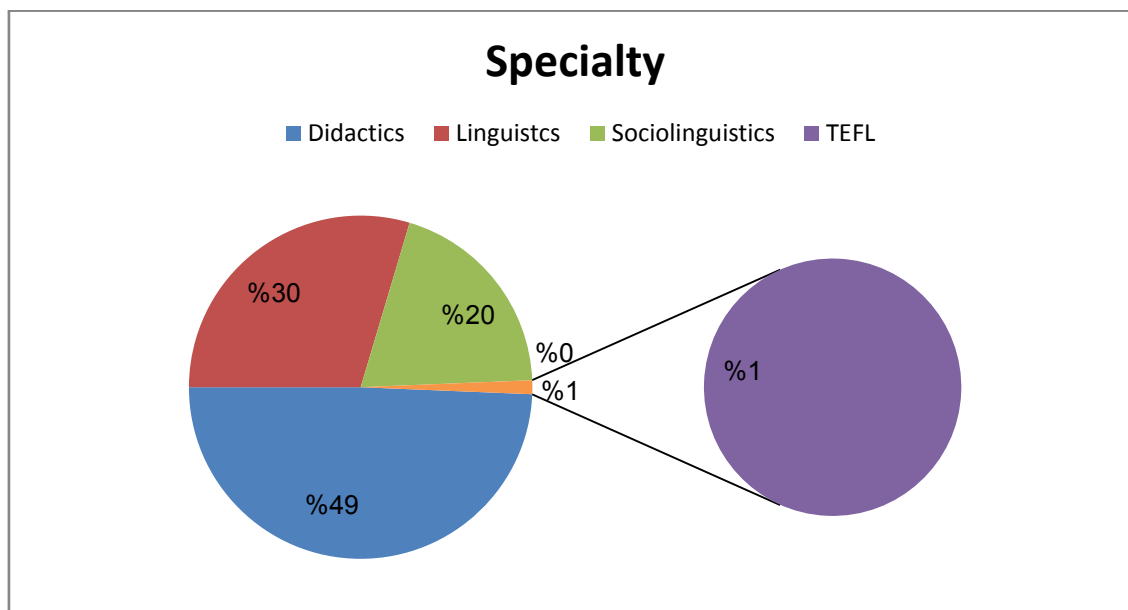


Figure 3.2: Teachers' Specialty.

**Q3: How long have you been teaching?**

The responses of teachers' experience have a varied experience in teaching ranging from beginning teacher (6 months) to an experienced teacher with 22 years of teaching English in Middle school and 8 years in the University. This variance permits to have an idea and more data of teachers' opinions and experience about portfolio. (See table 3.3).

	Lessthan 1 year	1-4	6-11	More than 18years	Total
N°	1	4	4	2	11
%	10%	39%	39%	12%	100%

Table 3.3: Teachers' Experience.

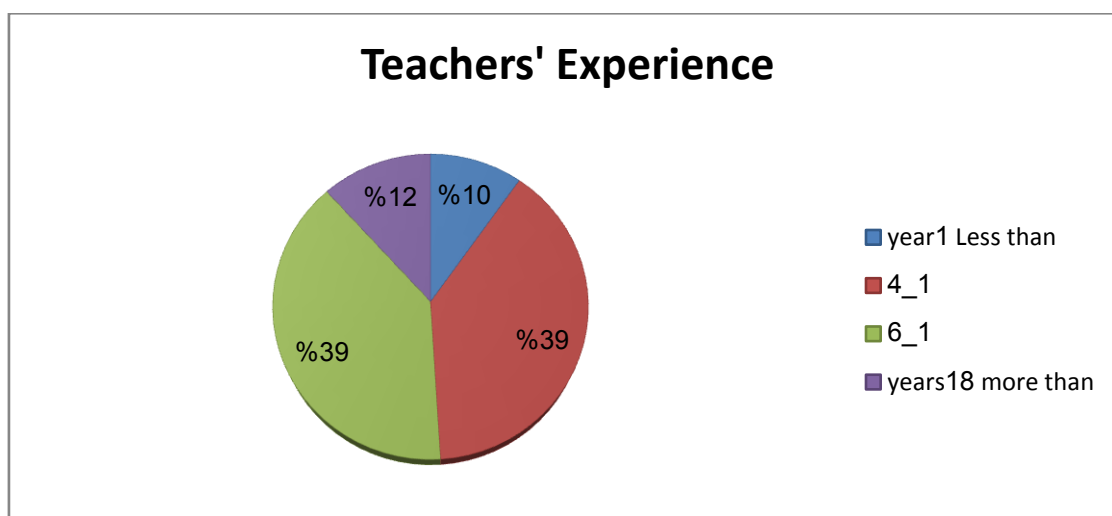


Figure 3.3: Teachers' Experience.

The figure (3.3) describes teachers' teaching experience. The informants experience range between 1-4 years (4 teachers) of teaching and 6-11 years (4 teachers), then comes a category with more than 18 years of teaching. Only one teacher has less than one year experience.

### 3.5.1.2. General Experience with the Portfolio

The second part of the questionnaire deals with the teachers' experience with portfolios, in this part teachers were asked to provide exact information about their knowledge of portfolio use in the classroom and its purposes.

**Q4: When using performance based assessment form, do you opt for:**

Categories	Portfolios	Reports	Total
N° of Responses	6 (55%)	5 (45%)	11 (100%)

Table 3.4: Opting for the performance based assessment.

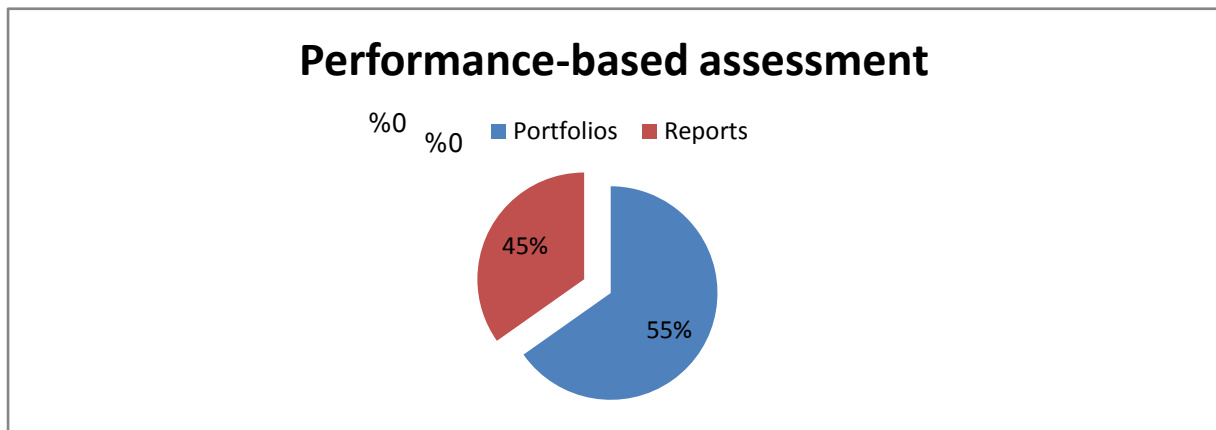


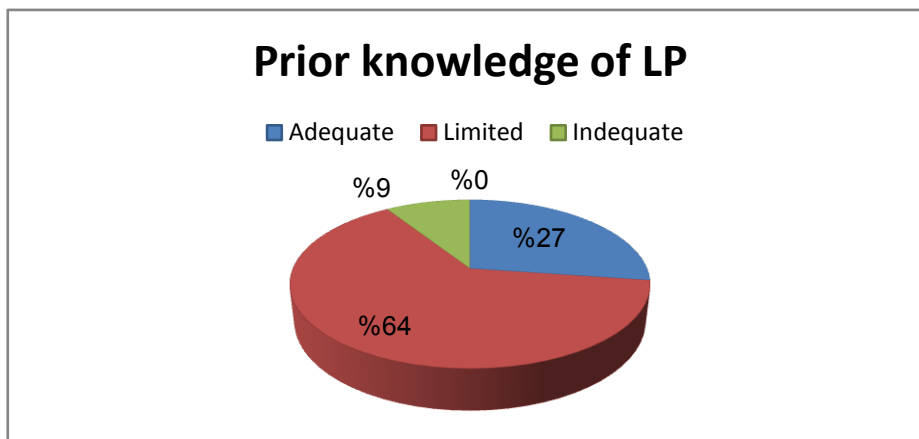
Figure 3.4: Opting for the performance based assessment.

The figure (3.4) shows that six teachers (55%) opt for portfolios as a performance based assessment instead of reports, while five teachers (45%) prefer to keep using reports as a performance based assessment tool.

**Q5: How do you assess your knowledge of the learner portfolio?**

Categories	Adequate	Limited	Inadequate	Total
N° of Responses	3 (27%)	7 (64%)	1 (9%)	11 (100%)

**Table 3.5: Prior Knowledge of Learner Portfolio.**



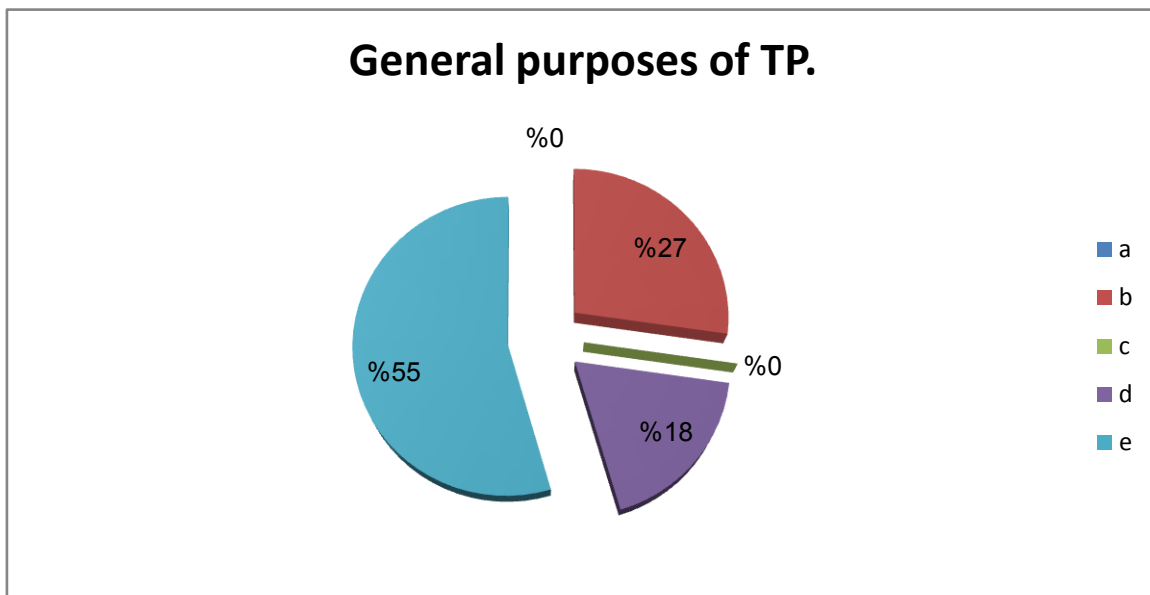
**Figure 3.5: Prior Knowledge of Learner Portfolio**

The results show that most teachers 7 (64%) have a limited knowledge of the learner portfolio as a tool for the teacher or learner to record his experience and reflect upon them. One teacher (9%) admits his inadequate knowledge about this tool. While three teachers 3 (27%) expressed their adequate knowledge and awareness about the learner portfolio and utility for the teacher.

**Q6: Do you think that portfolios are used for the purpose of:**

Categories	a	b	c	d	e	Total
N° of Responses	0	3 (27%)	0	2 (18%)	6 (55%)	11 (100%)

**Table 3.6: General purposes of teaching Portfolio.**



**Figure 3.6: General purposes of teaching Portfolio.**

This question was proposed in order to see teachers' belief about portfolio and its purposes in teaching context. The figure (6) above indicates that the most of teachers (55%) believe that portfolios have many purposes such as: promoting student learning and development, encouraging student self-assessment and reflection, providing evidence for assessment and documenting growth and development. Only three teachers (27%) opted for encouraging student self-assessment and reflection as the main purposes of portfolio. Two teachers (18%) has believed that documenting growth and development as the most important purposes of the teaching portfolio for student.

The respondents provided the following justifications, only two gave no responses:

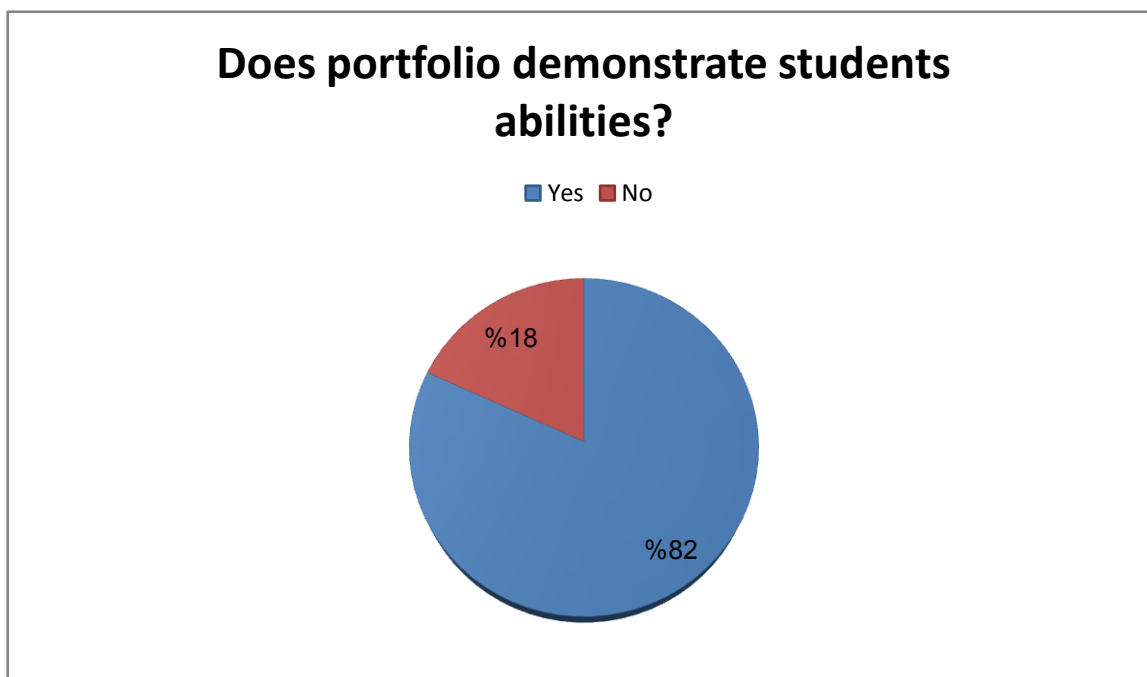
- Portfolios help in all that, modern teaching requires being good at using portfolio so as to develop students autonomy at levels, learning and assessment.
- Taking into account the milieu of the English language teaching and learning process, it is more administrative using the portfolio.
- Its' encourage autonomy for learners.
- As an effectively paramount teaching materiel, assessment, recently gain a noticeable standing in the field of teaching.
- The student learns better when assessing himself and corrects his own mistakes.
- It's steady and done-over a long period of time kind of assessment that really reflects the students' progress and achievement.

- They are of real benefits if they are well used.

**Q7: Do you think that through portfolios, students would demonstrate better their abilities?**

Categories	No	Yes	Total
N° of Responses	2 (18%)	9 (82%)	11 (100%)

**Table 37: Portfolios for demonstrating student abilities.**



**Figure 3.7: Portfolios for demonstrating student abilities.**

The majority of teachers (81, 8%) agree that students would demonstrate better their abilities through portfolios. Only two teachers disagree with this idea.

From the figure below, results show that the most of teachers believe that teaching portfolios would be a useful tool for the students in order to demonstrate their abilities, to judge their writing, reflect upon their performance and writing.

The respondents provided the following justifications, only two gave no responses:

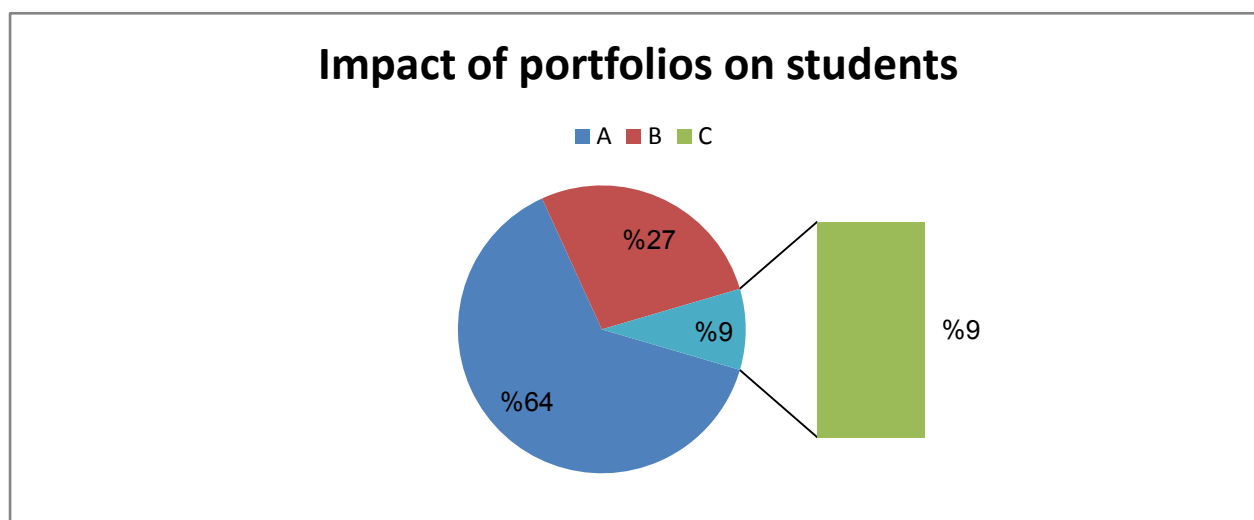
- The aim of modern approaches to teaching and learning is to build a free student. There is nothing better than Student Portfolio method to make students become more independent, critical thinkers and problem solvers.
- They will learn from their mistakes.

- The use of portfolios can help the teacher assess different skills and through a period of time, and can give minute description of the students performance.
- They show their development.
- Because it gives a clear idea via documenting, reflecting towards new tasks.
- Being aware of their weak & strong points, students will easily develop certain skills that, not only help them reduce their deficiencies and overcome their learning difficulties, but get them involved in all the teaching-learning processes as well as being autonomously responsible of their own learning.
- Because portfolios are tools of self-assessment and self-reflection.
- It permits them to have extra activities.

**Q8: through portfolios, students are:**

Categories	A	b	c	Total
N° of Responses	7 (64%)	3 (27%)	1 (9%)	11(100%)

**Table 3.8: Effect of Portfolio on Students.**



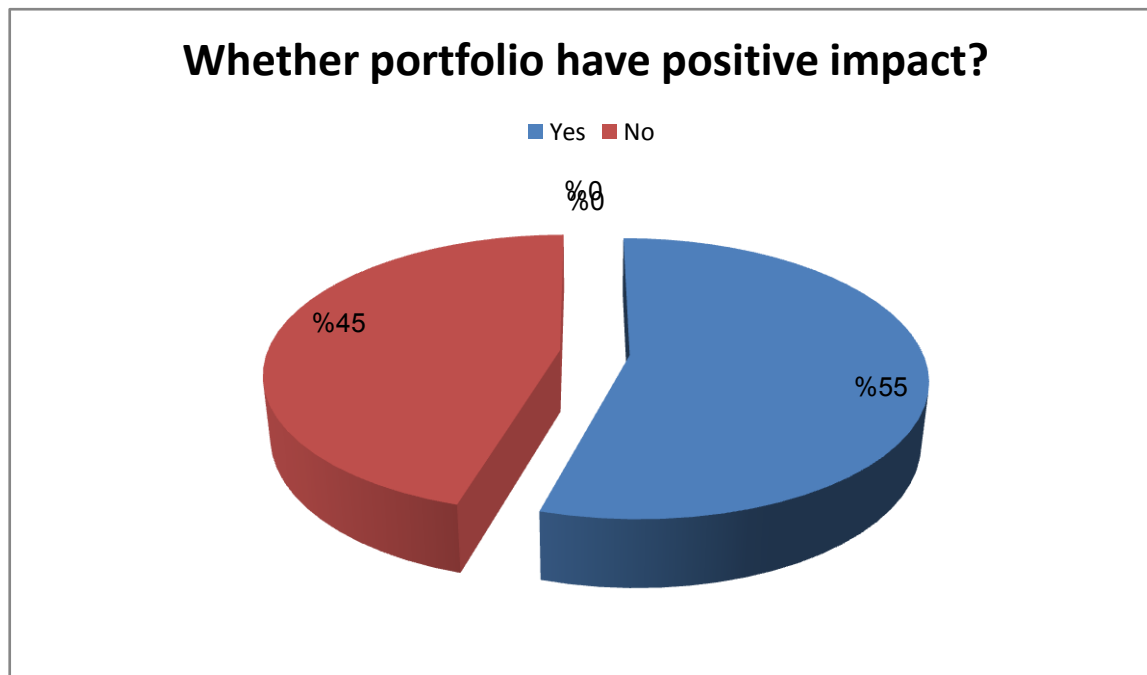
**Figure 3.8: Effect of Portfolio on Students.**

The most of teachers (64%) reported that through portfolios students are more reflective of their practice. On the other hand just three instructors (27%) believe that articulating their philosophy and beliefs about teaching and learning, through portfolio is the most appropriate tool for students. And only one teacher (9%) sees that through portfolio students can see the importance of documenting academic growth.

**Q9: Do you think that portfolios, when implemented, will have a positive impact on teachers' education?**

Categories	Yes	No	Total
N° of Responses	6 (55%)	5(45%)	11(100%)

**Table 3.9: Impact of implementing of portfolios in teaching education.**



**Figure 3.9: Impact of implementing of portfolios in teaching education.**

When portfolios are implemented, six of teachers (55%) think that it will have a positive impact on teachers' education, while the five others (45%) think the opposite.

**• If yes, then what effect would they have?**

The six respondents see that portfolios have a positive impact, but every teacher opted for varying effects:

- Can help reduce wash-back effect.
- They measure the growth of learners and are a mean of assessment.
- More awareness about both:
  1. students' learning.
  2. Teachers' own professional development.
- They gain an easy access to identify their students' performances, because portfolios help teachers to go hand in hand with their students, they can foresee

their prospective performances. Unsurprisingly therefore, they promote their learning through well-planned strategies.

- As a teacher, I think of it as a means of documenting which ironically I'm supposed to be assessed on by most of inspectors to be fair not to say all of them.

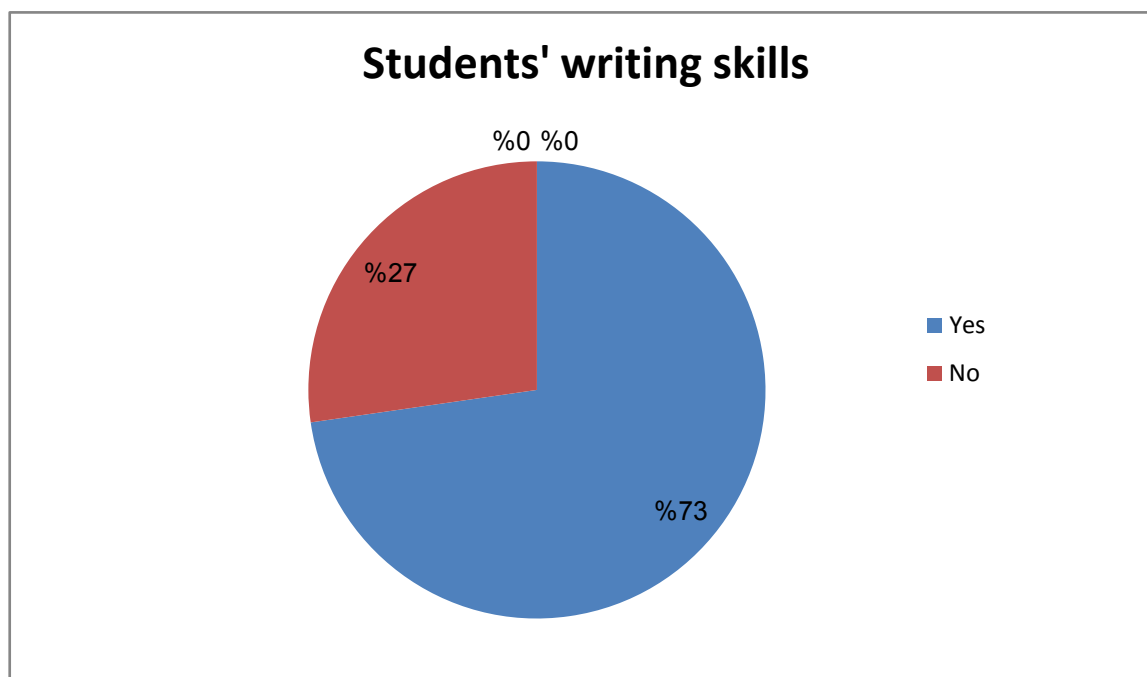
### 3.5.1.3. Further Suggestions

In responding to open-ended questions, teachers provide some suggestions for portfolio development:

**Q10: Do you think that through portfolio, students would improve their writings' skill?**

Categories	Yes	No	Total
N° of Responses	8(73%)	3(27%)	11(100%)

**Table 3.10: students' writingskill.**



**Figure 3.10: Students' writing skills.**

The figure (3.10) shows that the majority of teachers (73%) believe that students would improve their writing's skill through portfolio, while the other teachers (27%) think the opposite. The results mentioned that keeping portfolio helped students to improve their writing ability and skills.



### **Q11: What suggestions would you give to future students to develop a successful learner portfolio?**

All the teachers provide suggestions that could help the students to improve their writing skills besides some tips to keep portfolios in the learning process and developed:

- I think they should be more aware and take in charge of their own learning.
- To explain their importance to learners.
- Online portfolios. The world is becoming an online galaxy. We should train teachers to become more technical when it comes to e-learning and e-assessment.
- To have a personal part, another one to write all their mistake, needs and solutions.
- Teachers must highlight the importance of portfolio to their students.
- To learn how paragraphs must be written, to follow academic forms.
- Simply through focusing on the efficacy of such teaching material and the benefits it brings to develop student's learning autonomy.
- Portfolios are tools for personal improvement. Different types of portfolios can be used. Learners can be asked to set a portfolio to report their difficulties, preferences, and needs. Or, they can use them to maintain their tests, mark's, plans, summaries, writings, vocabulary items, critics, or their creative deeds.

But only one teacher disagrees with the use of portfolio, as it is stated in the following agreement:

- I strongly disagree with the use of portfolio because mainly of the milieu of the language. Nevertheless, it could be doable in more developed countries. So I can spend the whole day speaking about the defect of our socio cultural background and amongst other things but allow me to keep it short and targeted.

### **Q12: Please, add any suggestions you see relevant to the aim of the questionnaire?**

The following suggestions were given by respondents:

- Portfolios offer valuable data about student improvement and skill mastery. Along with student reflection, that data provides valuable information about how each student learns and what is important to him or her in the learning process.

- The most important thing in your research is that it helps raise awareness for students as well as for teachers to at least know about the term and do research about it or be curious to know more about the modern assessment methods. What we, as teachers, say and claim differs unfortunately from what we do. This must change.

- Portfolio is not only an instrument through which students performances are measured, yet a genuinely long-raged mirror which reflects their personalities.
- Portfolios are effective tools for assessment and learning because they reveal Learners needs and report their progress over a period of time. However, they should be used alongside with other tools such as projects.
- It would be preferable to modify or rectify the aim of the benefits of using the portfolio instead of its major impact on the performance of students. It is not strong enough, so you can change the aim and make it aims rather than aim, and best of luck.

### 3.5.2. Analysis of Students' Questionnaire

The first concern of this investigation was to explore the effect of portfolio assessment on the EFL students' writing abilities. To carry out the research, an online questionnaire was distributed to students of Ibn Khaldoun University, Tiaret.

#### 3.5.2.1. Personal Information

The first part was designed to obtain more background information about the students revealing their gender, age and their level, as it is mentioned in the following sections in details.

#### Q1: Gender

The participants at first have been asked to indicate their gender. As it is indicated in figure (11), the majority of the informants are females rated by 66% and only 34% are males.

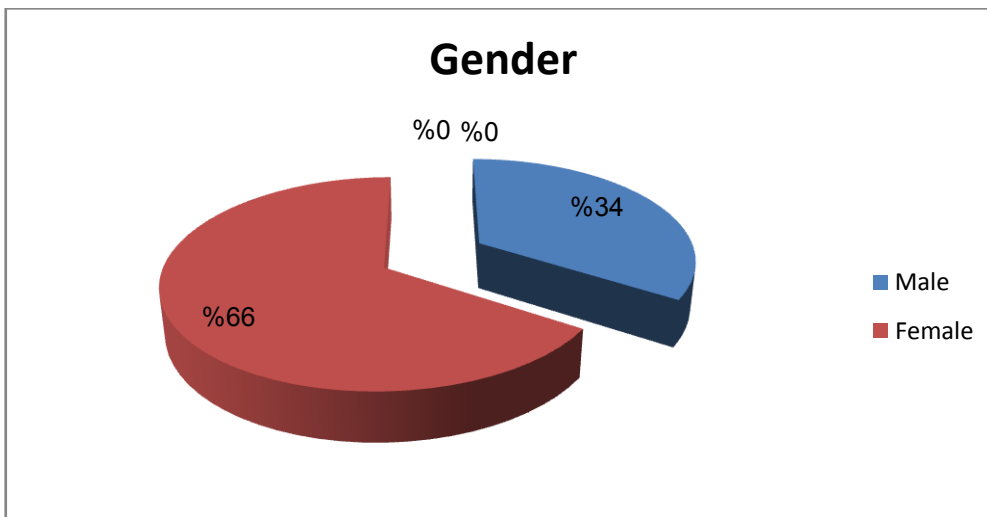


Figure 3.11: Respondents' Gender

#### Q2: Age

The second item reveals students' age. 35 students which represent the majority range their age between (21-29) years old, 3 students are between (26 -30), whereas only one student is aged more than 20 years old. The figure below shows all the findings.

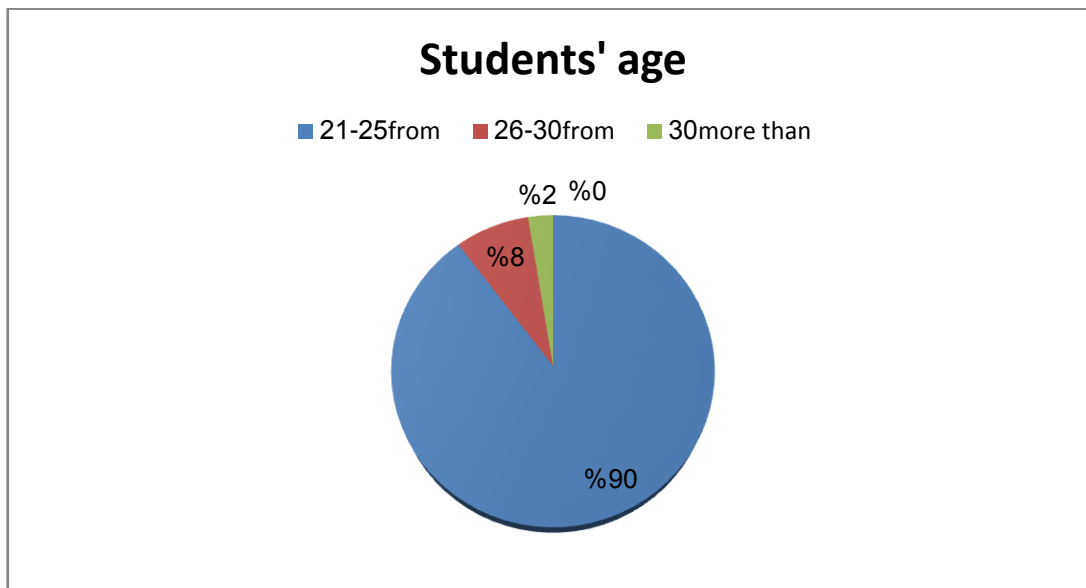


Figure 3.12: Respondents' age.

**Q3: Level**

Figure 13 shows that 21 students specialized in Didactics while 18 students in Linguistics.

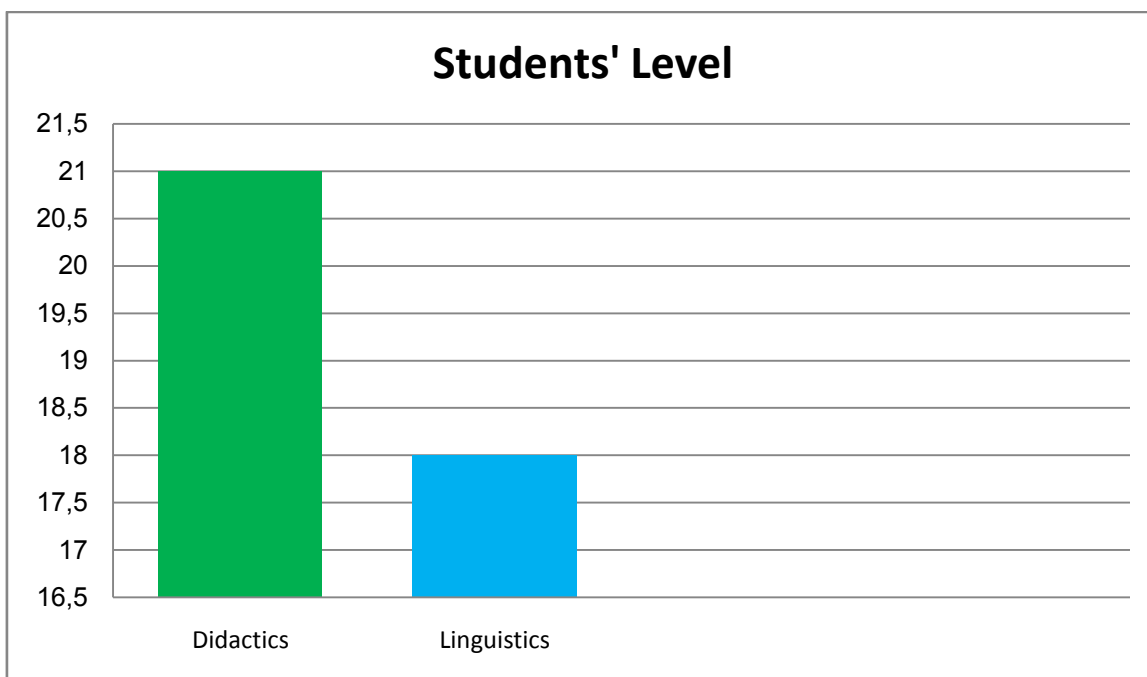


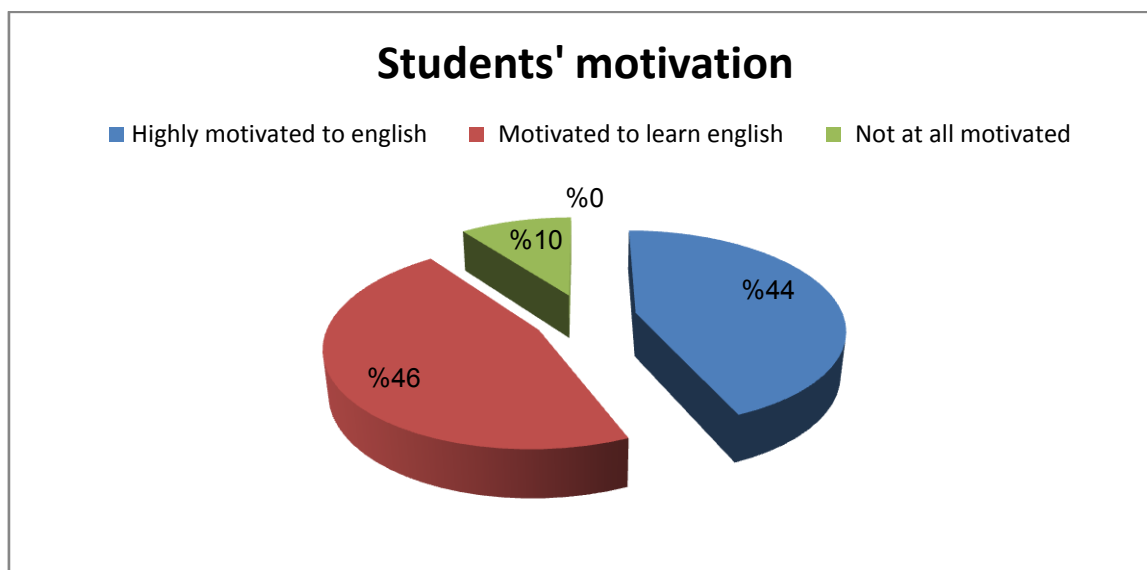
Figure 3.13: Students' Specialty.

**3.5.2.2. Attitudes and Beliefs**

As for the second part, it deals with students' attitude and beliefs. These data collection tool addressed questions in relation to their learning motivation, their learning attitudes inside class and perceptions regarding the teachers' role and the effective way to learn English.

**Q4: How would you describe your motivation (level)?**

Since motivation is a necessary condition for the development of students' autonomy, the subjects were asked whether they were highly motivated, motivated, or not motivated at all to learn the English language. 46% of the students stated that they were motivated, 44% highly motivated, and only 10% were not at all motivated. As it is stated in figure 14.



**Figure 3.14: Students' motivation to learn English.**

**Q5: In class, you like:**

In addition to students' motivation, their practices inside the classroom and their learning attitude were also the concern of the present questionnaire. Inside the classroom, ten of the learners (26%) preferred to participate and ask questions. Working in groups was also a part of the respondents' learning styles as pointed out by (23%). While some of the participants their attention is focused on writing down every word the teacher said about the lesson as pointed out by (15%). Likewise, some of them seemed to favor teacher's explanation everything. On the other hand, three students (8%) opted for the teacher to use technology (e. g, internet resources) in class. 5% of learners had a positive reaction to making suggestions for their teachers whereas taking test was approved by the same number of the respondents. Moreover, only one informant (3%) liked to correct all their mistakes by teacher. As for the other options (f. to be involved in tasks which require reciting information and no thinking, g. the teacher to give you a lot of homework) no one opted for.

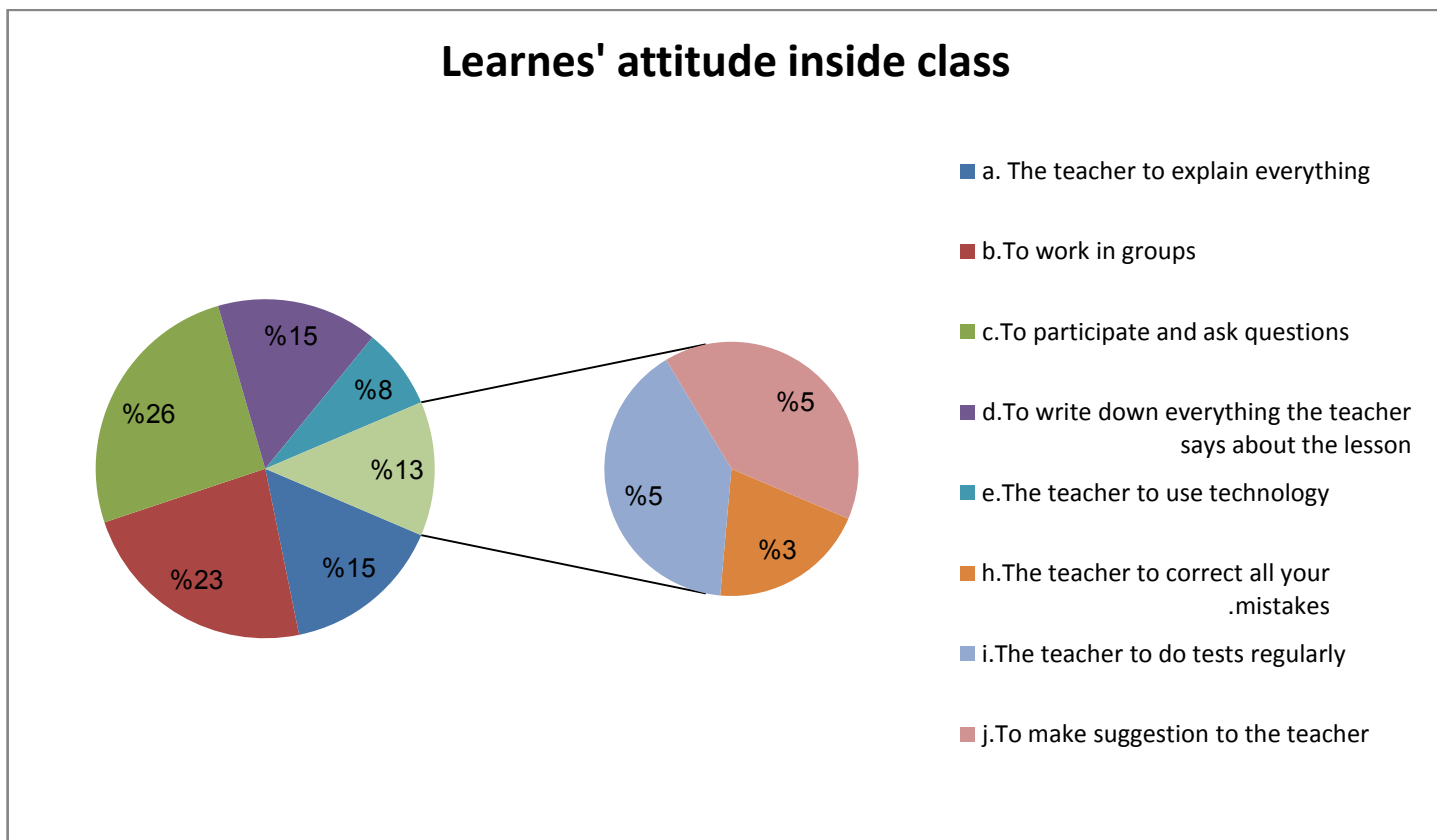


Figure 3.15: Students' attitude inside the class.

Some of the participants suggested some other attitudes they prefer it inside the classroom:

- I love to do research and present orally an interesting topic or points to my fellow classmates.
- The teacher should explain easily in order to understand.
- The teacher to give us oral presentations.

**Q6: According to you, the most useful way in your study of English is:**

Furthermore, to investigate the students' opinions concerning how to study English more effectively, question six was asked where a set of choices were provided. The data collected revealed that (26%) of them consider taking lessons/lectures from the internet as a helpful tool to achieve that aim. yet, (23%) referred to the need of reading books related to the courses as the most effective way to study English. While, (18%) of the populations selected working cooperatively with friends, and only (13%) of them opted for using portfolios. Learning by heart lessons and doing exercises of grammar, translation words, were relatively selected by a minority (10%).

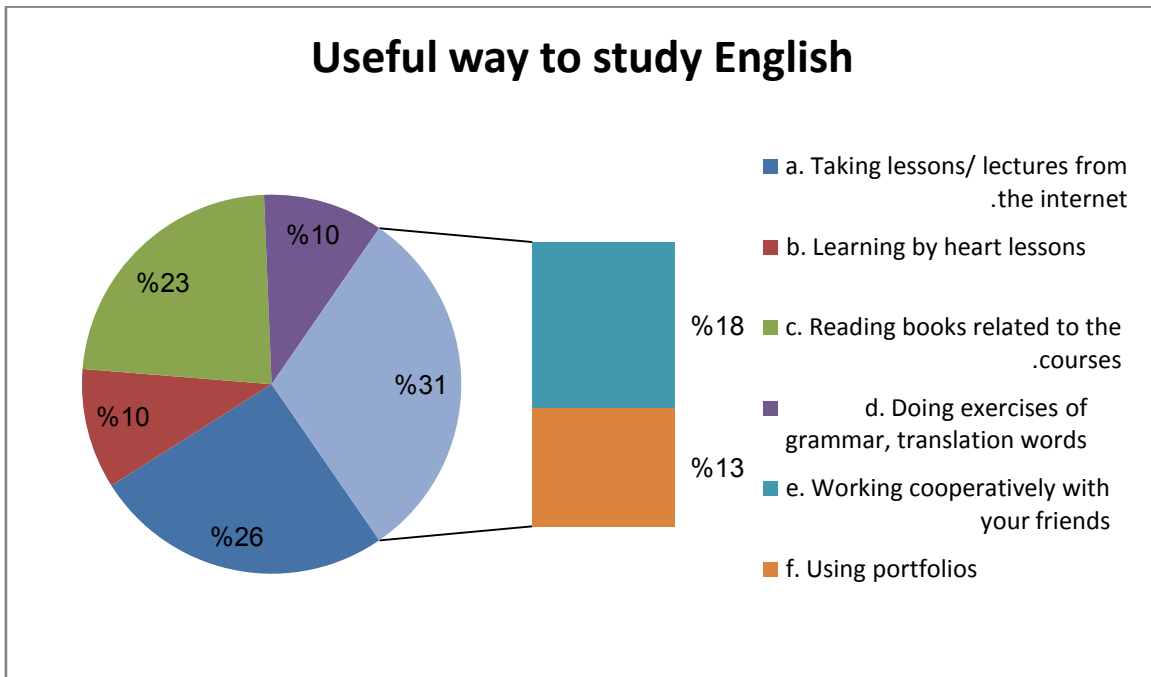


Figure 3.16: Effective way to study English.

Three of the participants provided some other options which they considered as a useful way to learn English language, which are:

- Listening to authentic English, practicing the language outside university.
- Learning by heart in homes means revise regularly the lessons don't ignore them.
- Watching moviesseries.

**Q7: Do you think your writing in English needs to improve?**

The majority of the respondents (93%) agreed that their writing in English needs to improve, meaning while only 8% believed that their writing do not need to improve. As it is shown in figure (17).

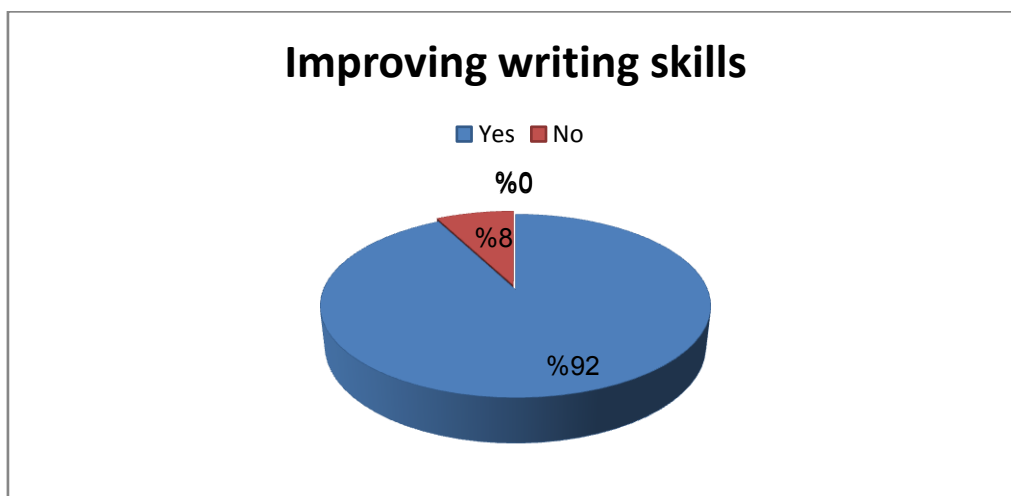


Figure 3.17: Improving writing skills.

**Q8: What kinds of difficulties do you have in writing in English?**

When they were asked to identify their writing difficulties, different answers were provided. 37% referred to having a limited repertoire of vocabulary. Difficulties with grammar mostly with using the right tenses was also reported by 23% of the respondents while only 18% pointed out to difficulties in expressing their ideas in English and just 9% attributed it to spelling. Other difficulties were also provided here such as understanding questions as indicated by one student, pronunciation problems which contribute to misspelling of words as written by another one and having all difficulties as claimed by another respondent. The collected data has also shown that there were just three (10%) students who reported that they did not know such difficulties in writing.

**Q9: Describe what you are doing to overcome such difficulties and improve your writing.**

In turn, when they were asked about what they were doing to overcome such difficulties, the majority of the respondents give answers to this question, only four students did not.

To overcome such difficulties the students expressed their involvement in the following tasks:

SuggestedTasks	Number of Students %
Reading	64%
Practicing	15%
Practicingwriting	12%
Learning tenses by heart	3%
Using Internet	3%
Memorizing and applying	3%

**Table 3.11: Students' strategies to overcome their writing difficulties.**

**3.5.2.3. Experience with Portfolios**

This part is about whether students have a prior experience with portfolios, the items are organized to address categories: students' interest about portfolio, using portfolio as an assessment and the important benefits of developing portfolio. Data collection from the portfolio process and experience is presented in the following sections:

**Q10: Do you have any prior experience with portfolio?**

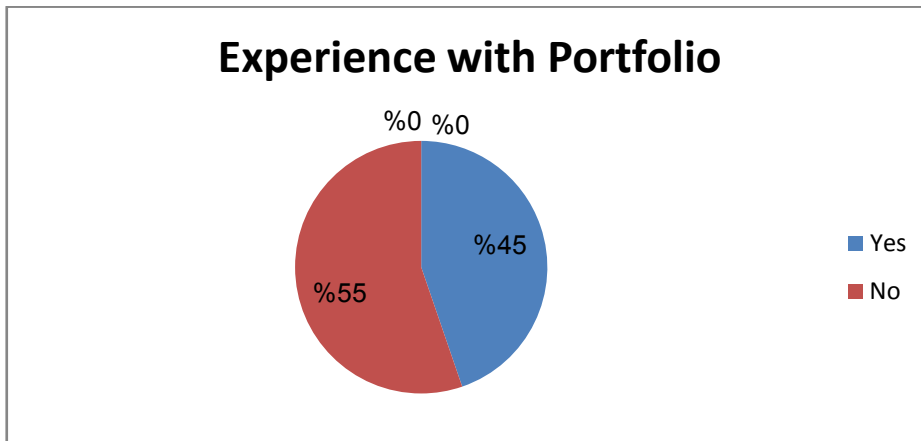


Figure 3.18: Students' experience with portfolio.

The figure (3.18) above shows that 55% of the respondents have no prior experience with portfolios, only 45% agreed having a prior experience with portfolios.

- If yes, please answer the following questions:
- 1. Do you think that portfolios require?

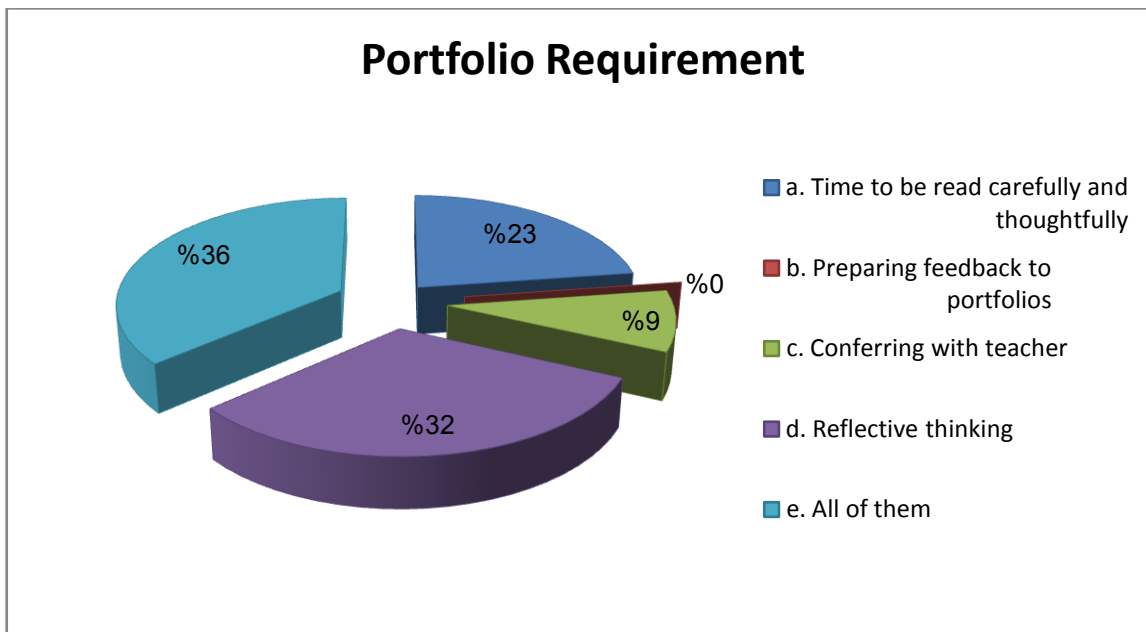
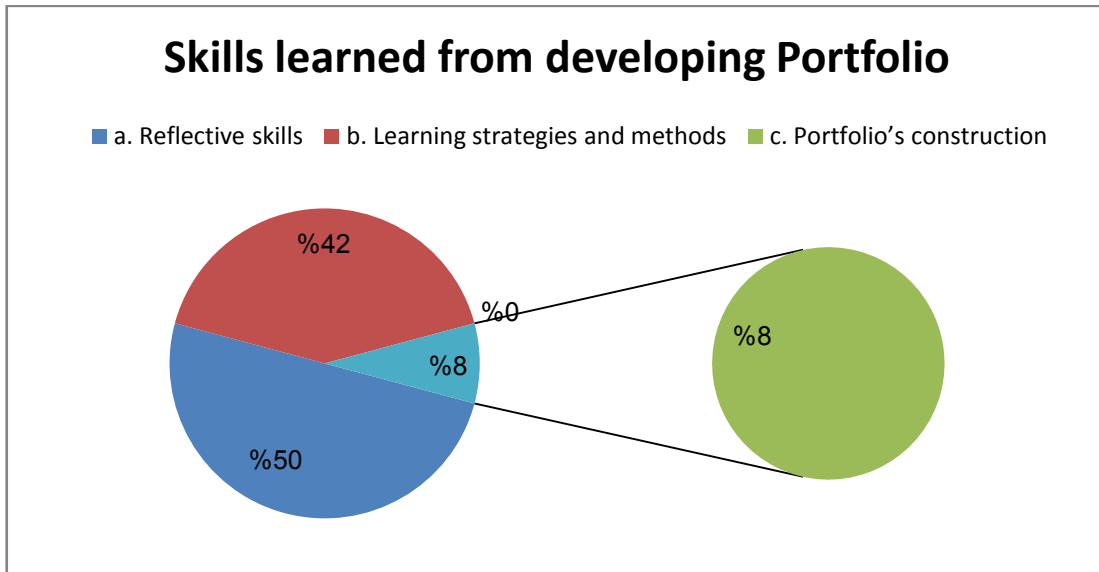


Figure 3.19: Portfolio requirement.

The figure (3.19) above describes varying options: seven students (32%) believe that portfolios require reflective thinking. Five other students (23%) opted for time to be read carefully and thoughtfully so that they can assess them. Two of the respondents (9%) claim that conferring with teacher is important requirement for the portfolio to be successfully implemented. While the rest of the students (36%) select all the options which are important for portfolio requirements.



**Q11: The important skills you learned from developing portfolios:**



**Figure 3.20: Skills learned from developing Portfolio.**

The figure (3.20) above reveals that the main skills acquired while constructing the portfolio is reflecting on the students learning practices (50%). Also, ten (42%) of the respondents believe that through developing their learning or portfolio, they learned about learning strategies and methods. Last, through portfolio development, students had a clear knowledge and an image about portfolio (8%). Only three students had proposed other choices; one of them see that through developing portfolio, learner develop the writing skills, on the other hand, other student think that he can assess himself and improve his writing skills. While one student sees that it is very constructive in learning.

**Q12: The important advantages of developing a learning portfolio:**

In responding to question 12, students chose the most important advantages of developing a learning portfolio. They considered the learning portfolio as more powerful and convenient than the traditional way with 9 (39%) respondents. Second, they believe that it is a means to share learning with others easily (35%). Yet, five students opted for convening way to track learning, change, and growth while only one student see that the most important advantage of developing a learning portfolio is through presenting knowledge in new format. These choices were ranked as the three most important things that learners learned from developing learning portfolios.

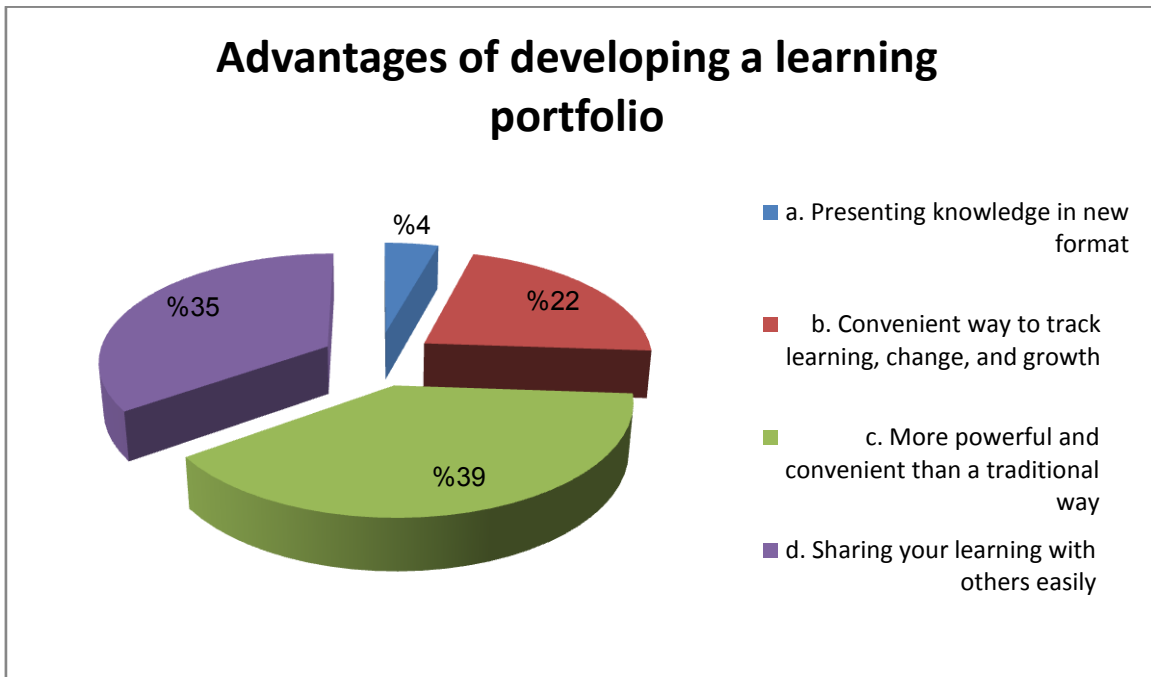


Figure 3.21: Advantages of developing a learning portfolio.

Q13: Would you consider using the portfolio with your students as a future teacher?

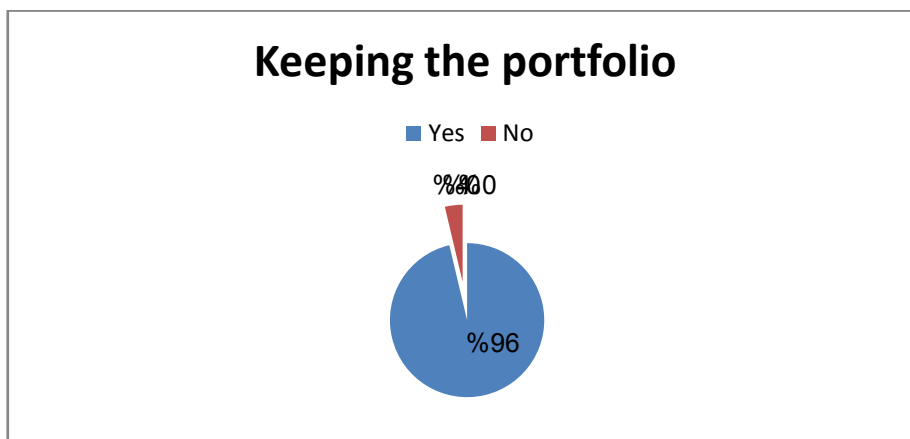


Figure 3.22: Keeping the portfolio

All the students (96%) opted to keep on using the portfolio with your students as a future teacher, while only one respondent said that he would not keep using portfolio.

### 3.6. Discussion of the Findings

#### 3.6.1. Discussion of teachers' questionnaire

The aim of designing the questionnaire was to discover whether teachers have a prior experience of portfolios and if they use it in the learning and teaching process, although their lengthy experience in teaching most of teachers have a limited knowledge of portfolios. The results also mentioned that there are some teachers are comfortable with the use of portfolios and prefer to work with this new means.

When given the different usage of the portfolio, they opted for it as promoting learning, encourages self-assessment and reflection, documenting growth and providing evidence for assessment. For this reason teachers should support the use of portfolio in the teaching process.

From their long experience in teaching, the majority of teachers agreed that portfolios demonstrate better students' abilities to practice and could be a useful tool to reflect upon their performances, because they see it as modern approach to teach, learn and build a free student, they also mentioned that student portfolio method make students become more independent, critical thinkers and problem solvers

In additions, the whole sample of teachers conceives portfolios to be more reflective, documenting growth and articulating beliefs about teaching and learning.

Teachers think that portfolios when implemented would have positive impact on students' performance because they measure the growth of learners and are mean of assessment, also they promote students' abilities to evaluate and reflect upon learning practices.

The majority of teachers believe that students would improve their writing skill through portfolios, in order to overcome all these difficulties many teachers proposed that portfolios would be successful if teachers explain and highlight its importance to learners. For most teachers if all requirements of portfolio development are fulfilled they would be the suitable form of assessment for students. Few teachers have offered further suggestion: one teacher emphasized that portfolios are effective tools for assessment and learning because they reveal learners needs and report their progress over a period of time. However, they should be used alongside with other tools such as projects. Another one suggested that it would be better if they concentrate on portfolios use.

### **3.6.2. Discussion of students' questionnaire**

The present research has allowed the researcher to gather qualitative data regarding the portfolios 'effect on the students' learning autonomy. In addition to analyzing these data, there is a need to involve in a process of interpreting and comparing the research findings thus discussing them for the sake of understanding and confirming or refuting one's research hypotheses. Since autonomy is a complex construct, discussion focuses here on the students' motivation, perception and attitudes in learning through portfolios assessment.

Our aim of designing the questionnaire was to explore whether EFL students use portfolio to enhance their writing ability, especially in master degree but according what we found, the students have neither prior experience nor prior knowledge about portfolio, only few students have. Added to the motivation and commitment to study English language learners were highly motivated to learn this languages. Findings were also confirmed that they liked participating in class, i.e., asking questions and being involved in collaborative and thought provoking tasks, making initiative through suggesting lessons and ideas was part of their learning styles.

Furthermore, though most of the students recognized the need to improve their writing skill, they were neither aware of their writing difficulties in English nor able to set learning strategies to overcome them. This also confirmed their lack of reflection on their learning process. These students were also unaware of how to study English more effectively. When they were asked about their views concerning this process, most of them opted for taking lessons/lectures from the internet and reading books, this latter considered important and effective way to learn and study this foreign language. Only some respondents provide some suggestions, that reflecting their autonomous learning attitudes. In fact, discussions showed their motivation to study English and preferences; collaborative learning and reading books in English could support the promotion of their autonomy. In turn when they were asked about what they were doing to overcome such difficulties, most of the participants believe that reading books is the solution to improve the writing skills.

Portfolios would be successful if attributed enough time, require reflective thinking, and offered meaningful feedback as it was selected by some of the respondents. They are considered portfolios to be a useful authentic assessment tool, it can support reflective skills, learning strategies and methods and portfolio construction. The students concerned as important skills from developing portfolios.

Learners were aware of the advantages of developing the learning portfolio that they considered it as more powerful than the traditional way to track reflection and development of learning skills.

### **3.6.3. Discussing the Finding from Students and Teachers' Questionnaire**

Analysis of the data from both teachers' and students' questionnaire showed that portfolios when developed by students proved to be: a reflective tool for the learners to develop the learning skills, an evidence of growth and development, since it tracks the learners' abilities and skills, a way to document students' learning experiences and share

them with others like peers. Also, portfolios are proved to be useful in assessing students' achievement and development as it is stated in table (3.12) below. However the respondents showed positive attitudes toward using portfolios, and some teachers offered some options and solution to develop the portfolio.

In sum, we can say that the overall the analysis of the questionnaires confirmed the second hypothesis of the research questions that both teachers and students would engage appropriately and positively with learning/ teaching portfolios and perceive them as an instructional tool involving reflection, documentation and learning performances and development.

Students	Teachers
Reflective tool	
<ul style="list-style-type: none"> <li>• Acquisition of reflection.</li> <li>• Collection of reflection to show L/T performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting theory and practice.</li> <li>• Encouraging reflective practice.</li> <li>• Acquiring to self-reflect.</li> </ul>
Evidence of growth / development	
<ul style="list-style-type: none"> <li>• Tracking progress.</li> <li>• Acquisition of performance skills.</li> <li>• Presenting the trainee as beginner</li> </ul>	<ul style="list-style-type: none"> <li>• Providing evidence for growth.</li> <li>• Demonstrating abilities.</li> <li>• Promoting trainees learning.</li> </ul>
Document / share T / L experiences	
<ul style="list-style-type: none"> <li>• Collection of teaching materials.</li> <li>• Discussing knowledge of T/L.</li> <li>• Seminars with TT, S, and peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing feedback.</li> <li>• Stimulating discussion and reflective thinking.</li> </ul>
Assessment tool	
<ul style="list-style-type: none"> <li>• Useful authentic assessment tool.</li> <li>• Requirement in the PTC.</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging self-assessment.</li> <li>• Providing evidence for accountability.</li> </ul>

**Table 3.12: Overview of perceptions of portfolio development**

### 3.7. Conclusion

The research findings within the present research indicated that there is a lack of the use of portfolios in EFL classes, and also using the latter as assessment and learning tools in the written expression course led to raising their motivation,

reflection and supported them to develop some self-assessment attitudes as reflecting on their learning according to some teachers' suggestions.

Our focus was to answer the research questions and test the hypotheses, and the methodology part serves our aim which confirms our hypotheses. The portfolio is an important assessment tool to the English language, it gave students a focus and place to collect their work and reflect on it.

# **GENERAL CONCLUSION**

# General Conclusion

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## General Conclusion

Portfolios can be used in EFL classes as a mechanism whereby learning, teaching and assessment are linked. They can be used to improve the development of EFL students' writing ability. Assessment should be seen as a process which helps students as they move toward their writing goals. Portfolio is considered to be good tools for assessment.

Portfolios are among the self-assessment tools which can have the potential benefit to make the link between learners' engagement and success through promoting a reflective approach to learning where they take responsibility for what and how they learn. Besides, developing students' writing ability, promoting their motivation and encouraging their interaction were among the advantages which were outlined in the theoretical part of this thesis.

Therefore, the research aims at raising both teachers and students' awareness about the use of portfolio assessment in the learning/teaching process. The researcher noticed that there is a lack of using portfolios in our classroom, which motivates him to explore do EFL students use portfolio technique in their learning of the writing skill and what the effective steps to implement a successful portfolio are.

The literature review and many previous researches in different countries (Iran, Turkey, Malaysia... etc.) have reported that portfolios improve students' writing skill. However, it is commonly agreed by testing experts that portfolio assessment is one of the effective assessment tools that reflects students' performance over a period of time. The fact which was proved by the present study which went to confirm what has been hypothesized in the General Introduction.

In this respect, this study was conducted to reach the research three aims. The qualitative part (questionnaire) indicates that the majority of teachers opt for portfolios as a performance based assessment instead of reports. In addition, from learners' point of view, they all agreed that using portfolios can enhance their writing skills.

Also the effect of portfolio technique in their learning of writing skill, was the concern of the researcher, yet according to the findings, portfolio assessment technique has a significant positive effect on EFL learners' writing skill, in terms of giving students the chance to track their own learning progress and be more autonomous. It is an effective instructional technique as well as assessment tool and can provide evidence of knowledge, reflection and skills. On the other hand, to implement a successful portfolio there are five



# General Conclusion

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important stages which are: collection of evidence of achievement of learning outcomes, reflection on learning, evaluation of evidence, defense of evidence, and assessment decision.

To conclude, using portfolio assessment method allowed students to create a bridge between their instructor and themselves. The teacher can use portfolio to analyze student development and use the data for decision making regarding future instruction. It was also concluded that portfolio can be used as a teaching technique in writing classes to improve students' writing ability. It can be utilized to encourage and motivate weak writers. In addition, we urge English teachers, to take portfolios as an important technique in their teaching and train learners to use it their learning process.

## **Limitation of the Study**

In order to investigate the effect of portfolio technique on students writing skills, this current study as any other research faced some problems and limitations that affect the work. The first and the foremost limitations as we all know was the covid-19. We were obliged to work via an online questionnaire due to this pandemic. Since the questionnaire was online, the small size of the respondents did not serve our research, unfortunately only 39 learners responded from 300 third year LMD students. The majority of students skipped the open-ended questions.

Since developing the writing skill is a process which requires time and practice, portfolio needs to be prolonged (for example: along all the academic year or the semester). Thus, the study needs to be carried out on a larger number of participants over a longer term.

## **Suggestions for Further Research**

We have to acknowledge the very fact that writing problems among EFL learners are the past carriers forward from their secondary schools and this may vary from one EFL situation to the other. So, further studies require investigating the effect of using portfolio and reflection on the improvement of other language skills such as listening, speaking, and sub-skills such as grammar and vocabulary.

Since most of the participants in this study were female, a further area for research can be to explore the relationship between gender and portfolio and self-assessment to check the possible differences between male and female students' performances.

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# APPENDICES

# Appendices

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## Appendix A: The Teachers' Questionnaire

**Dear teacher,**

This questionnaire is designed to gather information about implementing the Learner portfolio, the process of developing the use of portfolio as student-centered technique to improve the writing skill.

Please tick(✓) the appropriate box(es) or give full answer(s) whenever necessary.

We thank you in advance for your cooperation and for the time devoted to answer the questionnaire.

### I. Qualification and Experience

1. Degree.....
2. Specialty .....
3. Years of teaching.....

### II. General Experience with the Portfolio

4. When using performance based assessment form, do you opt for:

**Portfolios**  **Reports**

5. How do you assess your knowledge of the learner portfolio?

**Adequate**  **limited**  **inadequate**

6. Do you think that portfolios are used for the purpose of?

- a. Promoting student learning and development.
- b. Encouraging student self-assessment and reflection.
- c. Providing evidence for assessment and accountability.



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d. Documenting growth and development.

e. All of them.

Justify your choice.....

.....  
.....

7. Through portfolios, students are:

a. More reflective of their practice.

b. Articulating their philosophy and beliefs about teaching and learning.

c. The importance of documenting academic growth.

8. Do you think that portfolios, when implemented, will have a positive impact on teachers' education?

Yes

No

If yes, then what effect would they have?.....

.....

### III. Further Suggestions

9. Do you think that through portfolio, students would improve their writings' skill?

Yes

No

10. What suggestions would you give to future students to develop a successful learner portfolio?.....

.....  
.....  
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11. Please, add any suggestions you see relevant to the aim of the questionnaire?.....  
.....  
.....  
.....

## Appendix B: The Students' Questionnaire.

**Dear Student,**

The questionnaire, in between your hands, is a part of our ongoing MA dissertation that is meant to collect data and to get an idea about your learning motivation, beliefs and attitudes. We would like to elicit your opinion about portfolio use in the classroom.

N.B: Please, Tick (✓) on the right box (es) that fit(s) to your viewpoint or use the provided space.

Thank you very much for your help and patience!

### PART ONE: Personal Information

1. Gender:                      **Male**                                       **Female**
2. Age: .....
3. Level: .....

### PART TWO: Attitudes and Beliefs

4. How would you describe your motivation (level)? (Choose one answer)
- a. Highly motivated to learn English.
- b. Motivated to learn English.
- c. Not at all motivated to learn English.

5. In class, you like:

- a. The teacher to explain everything.
- b. To work in groups.
- c. To participate and ask questions.
- d. To write down everything the teacher says about the lesson.
- e. The teacher to use technology (e. g, internet resources) in class.
- f. To be involved in tasks which require reciting information and no thinking.

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- g. The teacher to give you a lot of homework.
- h. The teacher to correct all your mistakes.
- i. The teacher to do tests regularly.
- j. To make suggestion to the teacher (e. g, you bring other exercises, lessons, ideas to your class).

Others.....  
.....  
.....

6. According to you, the most useful way in your study of English is:

- a. Taking lessons/ lectures from the internet.
- b. Learning by heart lessons (mechanic memory).
- c. Reading books related to the courses.
- d. Doing exercises of grammar, translation words, etc.
- e. Working cooperatively with your friends.
- f. Using portfolios.

Others .....

7. Do you think your writing in English needs to improve?

- Yes  No

8. What kinds of difficulties do you have in writing in English?

.....  
.....  
.....  
.....  
.....

9. Describe what you are doing to overcome such difficulties and improve your writing.

.....  
.....  
.....  
.....

## PART THREE: Experience with Portfolios

10. Do you have any prior experience with portfolios?

- Yes  No

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If yes, please answer the following questions:

- Do you think that portfolios require:
  - a. Time to be read carefully and thoughtfully.
  - b. Preparing feedback to portfolios.
  - c. Conferring with teacher.
  - d. Reflective thinking.
  - e. All of them.

11. The important skills you learned from developing portfolios:

- a. Reflective skills
- b. Learning strategies and methods
- c. Portfolio's construction

Others.....

12. The important advantages of developing a learning portfolio:

- a. Presenting knowledge in new format.
- b. Convenient way to track learning, change, and growth.
- c. More powerful and convenient than a traditional way.
- d. Sharing your learning with others easily.

Others.....

13. Would you consider using the portfolio with your students as a future teacher?

Yes

No

## Summary

Portfolios are considered a good assessment technique for assessing students' writing progress. It can be seen that its use is not common in the Algerian context of the EFL. Therefore, this study attempts to fulfill two objectives; to determine whether students and teachers are using portfolios to monitor their writing skills as well as to study the impact of portfolio assessments on the writing ability of EFL learners. The data were collected by means of two questionnaires addressed to the students of the Master 1 and to the teachers of the English department of the Ibn Khaldoun University of Tiaret. The results show that the students have no previous knowledge or experience of the portfolio, with the exception of a few students. The results reveal that some teachers opt for the use of the portfolio within the classroom, with most of them finding that portfolio assessments improve students' writing and boost their motivation. The results of the study also indicate that keeping a portfolio is beneficial in overcoming writing difficulties.

**Keywords:** assessment, portfolio, writing skills, EFL learners, motivation.

### المخلص

تعتبر المحافظات أسلوب تقييم جيد لتقييم تقدم الطلاب في الكتابة. لوحظ أن استخدامه ليس شائعاً في السياق الجزائري للغة الإنجليزية كلغة أجنبية. ومن ثم، تحاول هذه الدراسة تحقيق هدفين؛ لمعرفة ما إذا كان الطلاب والمعلمين يستخدمون المحافظ لمراقبة مهاراتهم الكتابية وكذلك للتحقيق في تأثير تقييمات المحافظ على قدرة الكتابة لدى متعلمي اللغة الإنجليزية كلغة أجنبية. تم جمع البيانات من خلال استبيانين موجهين إلى طلاب الماجستير الأول والمعلمين في قسم اللغة الإنجليزية بجامعة ابن خلدون بتيارت. تظهر النتائج أن الطلاب ليس لديهم معرفة سابقة ولا خبرة سابقة في المحفظة باستثناء عدد قليل من الطلاب. تكشف النتائج أن هناك بعض المعلمين الذين يختارون استخدام المحفظة داخل الفصل الدراسي، ويعتقد معظمهم أن تقييمات المحافظ تعمل على تحسين كتابة الطلاب وتعزيز دوافعهم. تشير نتائج الدراسة أيضاً إلى أن الاحتفاظ بالمحفظة مفيد من حيث التغلب على صعوبات الكتابة

**الكلمات المفتاحية:** التقييم، المحفظة، مهارات الكتابة، متعلمي اللغة الإنجليزية كلغة أجنبية، الدافع.

## Résumé

Les portfolios sont considérés comme une bonne technique d'évaluation pour évaluer les progrès en écriture des élèves. On constate que son utilisation n'est pas courante dans le contexte algérien de l'EFL. Par conséquent, cette étude tente de remplir deux objectifs; pour déterminer si les élèves et les enseignants utilisent des portfolios pour surveiller leurs compétences en écriture ainsi que pour étudier l'impact des évaluations du portfolio sur la capacité d'écriture des apprenants EFL. Les données ont été collectées au moyen de deux questionnaires adressés aux étudiants du Master 1 et aux enseignants du département d'anglais de l'Université Ibn Khaldoun de Tiaret. Les résultats montrent que les étudiants n'ont ni connaissance ni expérience préalable du portfolio, à l'exception de

quelques étudiants. Les résultats révèlent que certains enseignants optent pour l'utilisation du portfolio à l'intérieur de la classe, la plupart d'entre eux estimant que les évaluations du portfolio améliorent la rédaction des élèves et renforcent leur motivation. Les résultats de l'étude indiquent également que la tenue de portfolio est bénéfique pour surmonter les difficultés d'écriture.

**Mots clés:** évaluation, portfolio, compétences rédactionnelles, apprenants EFL, motivation.