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Assessing Language Appropriateness through Portfolios in Literature Classes

for Master Degree in Civilization and Literature

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Assessing Language Appropriateness through Portfolios
in Literature Classes

امضاء الاستاذ

Dr. Boumediene

DEDICATION

I WOULD LIKE TO DEDICATE MY DISSERTATION TO MY FAMILY: FATHER, MOTHER, SISTERS AND MY FIANCÉE (Z S) WHO INSTILLED IN ME A DESIRE TO LEARN AND MADE SACRIFICES SO I WOULD HAVE ACCESS TO HIGH QUALITY EDUCATION FROM AN EARLY AGE .

ALSO , THIS WORK IS DEDICATED TO MY CLOSE FRIENDS : SELATNIA AZIZ, PROFESSOR TRIF ATALLAH , AND TEACHERS AISSA SIAF, KOUIDRI HAMID . FINALLY, ALL MY CLASSMATES OVER THESE TWO YEARS, WHOM HAVE ALWAYS SUPPORTED ME THROUGHOUT MY MASTER CAREER.

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ABSTRACT

Teaching English literature has undergone significant changes and evolutions over time, presenting various challenges, including the issue of language appropriateness. The researcher's primary focus is assessing the language appropriateness of literature learners, particularly master one Students of the civilization and literature field of study at teliji amar in laghouat. The research employed a descriptive analytical approach, utilizing a questionnaire for master one students, a semi-structured interview for teachers of literature, and a written test to collect data for the sample targeted . The main findings demonstrate that portfolios can effectively address language appropriateness issues and improve language errors and mistakes. Reading, summarizing, and note taking were identified as effective strategies for enhancing the writing style of literature students. Ultimately, this research establishes English literature as a strong and dynamic platform that offers solutions to language issues and problems, ultimately improving the writing style of English language learners.

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Keywords:

- **Portfolios.**
- **Language appropriateness.**
- **Language issues.**
- **Teaching literature.**
- **EFL: English as foreign language.**
- **Literature classes.**
- **Literature teachers.**

**GENERAL
INTRODUCTION**

Literature has many versions of tales, short stories, novels, novella, and books. It has a big influence on teaching /learning process for EFL learners that reading literary works may lead to more developed and appropriate writing. Literature teachers searched since a long time for pedagogies and tools to facilitate and accelerate this essential process(English language learning), this long journey guided them to test different tools, among them “portfolios”, therefore, they ask their literature students to read and summarize successively different pieces to assess and check their productive written forms and monitor their learners’ writing progress. According to Nordsquirt (2016), a writing portfolio is a collection of student ‘s writing (in print or electronic form) that’s intended to demonstrate the writer’s development over the course one or more academic terms , since the 1980s , writing portfolios have become an increasingly popular form of student assessment in composition courses taught in colleges and universities especially in the U.S. The purpose of a writing portfolio is to demonstrate a writer’s improvement and achievements. Portfolios allow writers to collect a body of writing in one place and to organize and present it in an effective, attractive format, giving the instructor a view of a student’s writing that focuses more on the complete body of the work than on individual items (sometimes called artifacts) to include in their portfolios, students reflect on their work and measure their progress; as they do so, they may improve their ability to evaluate their own work.

In the realm of research, several scholars and professors have extensively discussed the topic at hand, offering valuable insights. The concept of portfolios initially emerged in the 1970s-1980s, primarily in literary classrooms, as a means of compiling work samples to highlight to potential employers or clients. Portfolios are known for emphasizing performance rather than merely retaining ideas, and educators have acknowledged their significance for decades. They encompass various categories such as process-oriented and product-oriented portfolios, among others. Several assessment methods are employed, including English writing evaluation exams, analytic scoring rubrics, and self-reporting questionnaires. One study conducted by Boumediene (2010) yielded noteworthy findings. The research demonstrated that the marks obtained by students in portfolio groups consistently increased throughout the curriculum, from unit one to unit four. Conversely, the number of errors made by learners gradually decreased from unit one to unit four. This indicates an improvement in the students’

proficiency levels because of portfolio assessment. The following findings were derived from the analysis of data:

- English writing performance of third year secondary students (N=30) was weak and inadequate. Besides that, the traditional forms of tests do not affect nor improve the writing proficiency of learners. Thus, the first hypothesis is proved.
- In one part, the portfolio group's obtained marks are in an ongoing increase throughout the advancement of the curriculum, from unit 1 to unit 4 .However, the errors made by learners ,in the other part, are in a continuous decrease from unit 1 to unit 4 .
- A significant increase in the use of writing processes throughout the research (Planning, drafting, revising and editing). Thus, the second hypothesis is supported.
- Due to the decrease in the number of mistakes, high scores emerged gradually along the research. i.e, the pupils' level has improved in writing thanks to the portfolio assessment method, and hence, the third hypothesis is also well-established.

Based on the results of the current study, the following conclusions could be founded:

- Portfolio assessment method affects learners' English writing proficiency by emphasizing efforts on writing products/outcomes as well as writing processes.
- The portfolio assessment sample is proved to be a successful instructional strategy as well as an evaluation method.
- Using portfolio is acceptable for EFL third year secondary learners especially for writing instruction.

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- Using portfolio assessment method permits learners to communicate more with their teacher.
- The teacher uses portfolios to analyze pupils' progress and to improve their writing product skills.

Furthermore, Kraim (2018) investigated the impact of portfolios on enhancing the skills of literature learners. The study involved Master's level teachers and students from the English Department at the University of Laghouat. The research concluded that integrating portfolios into the learning process, particularly in literature studies, is an effective approach. The results strongly indicated that portfolios provide a platform for students to express their impressions and opinions effectively. The study employed questionnaires administered to both students and teachers, revealing their positive perceptions of the use of portfolios.

In terms of academic writing within a portfolio, there are several essential steps to follow. It is crucial to choose words that accurately convey thoughts and feelings, while avoiding blaming statements. Understanding the meaning of selected words and phrases is paramount, as well as refraining from using profanity, slang, or offensive terms. Additionally, researchers have highlighted the importance of avoiding contradictions such as "don't," "shouldn't," and "couldn't," as well as the phrase "there are/there is." Lengthy sentences can be streamlined by using stronger verbs. For example, "to give" can be replaced with "to assist" (Cheggy, 2017). Reading extensively is also emphasized as a means to enhance writing skills. By simplifying and utilizing clear components in personal essays, students can develop their writing proficiency. Synonyms play a significant role in effective writing, and building a list of synonyms can be helpful. It is essential to avoid colloquial language and passive voice.

All of the aforementioned researchers concur on the positive impact of portfolios in enhancing EFL students' writing skills. However, they have not provided explicit guidance on how portfolios should be implemented. Reading then writing summaries then assessment. In this dissertation, the researcher aims to address this gap by proposing solutions. Specifically, the use of synonyms and assisting learners in writing appropriate pieces of literature within a portfolio will be explored, aiming to provide practical strategies for effective portfolio implementation, all

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of the recent researchers missed the psychological side of essayist while writing, the researcher emphasized both writing skill and psychological side.

English language learners should not only memorize and record in their input; they ought to produce through writing because their skills need to be enhanced: communicative skills and writing skills. So as to improve the latter the researcher found that language appropriateness is an essential area of research and it should be tackled, this big issue was mainly about language problems while writing; yet, in relation with portfolios through providing alternatives for the use of English language in a written form. Also, the researcher furnishes solutions for issues like: word choice so as to write effectively a coherent piece of writing. The researcher is not only interested in written production of language but also with psychological side of learners which means producers panic and fear when they are asked to write an essay or long paragraph, the researcher encourages them to write.

This study aims at assessing learners' writing errors and mistakes, the researcher motivates them to write effectively and in an appropriate way, additionally improving their writing skills; also it aims at providing the world and English Department of Laghouat University with a new area of research and obviously helping the coming researchers to benefit from it.

This dissertation focuses on certain questions:

- What is the role of portfolios in improving the style of writing in literature?, it will be answered through learners' questionnaire.
- How can teachers help them to write and express their ideas appropriately?, it will be answered through teachers of literature semi structured interview.
- To what extent will the use of portfolios enhance language correctness?, it will be answered through the written test.

This research employs the qualitative descriptive method to investigate the writing skills of students in the Master's program of the English Department at the University of Laghouat. The sample for this study is selected as a convenience sampling to ensure a representative group of participants. To collect data, two primary tools are utilized: a questionnaire administered to

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the students and a semi-structured interview conducted with literature teachers. The questionnaire focuses on four parameters: word choice, punctuation, grammar mistakes and errors, and confusion of tenses. This allows the researcher to gather quantitative data on these specific areas of concern in the students' writing. Additionally, a written test is administered to the students, requiring them to write multiple essays on various topics. The researcher then evaluates the essays, specifically looking for errors and mistakes in punctuation, word choice, grammar, and overall unity.

By using a combination of quantitative data from the questionnaire and qualitative data from the semi-structured interviews and written test, the researcher can gain a comprehensive understanding of the students' writing skills. This approach allows for a more in-depth analysis of the specific areas where students may be struggling and provides a basis for developing targeted interventions and instructional strategies. The questionnaire provides valuable insights into the students' self-perception of their writing abilities and allows for a broad overview of the common challenges they face in word choice, punctuation, grammar, and tense usage. The semi-structured interviews with literature teachers provide a more nuanced understanding of the teaching and learning processes, shedding light on potential factors influencing the students' writing skills. The written test serves as a practical assessment of the students' writing abilities in real-world scenarios. By asking them to write on different topics, the test provides a measure of their overall proficiency, while the evaluation of errors and mistakes in punctuation, word choice, grammar, and unity allows for a detailed analysis of specific areas that need improvement.

In fact, the combination of these data collection tools ensures a comprehensive investigation of the students' writing skills. The qualitative descriptive method employed in this research allows for a detailed examination of the students' strengths and weaknesses, providing valuable insights for educators and policymakers to develop effective strategies for improving writing instruction in the Master's program at the University of Laghouat.

The research is organized into three chapters, each addressing a specific aspect related to the improvement of writing skills in EFL learners. The first chapter delves into the concept of language appropriateness, exploring its importance and the influence of cognitive theory on

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achieving it. In the first chapter, the research examines the notion of language appropriateness, focusing on how learners can effectively use language in different contexts and situations. It explores the role of cognitive theory in understanding the cognitive processes involved in language production and comprehension. By understanding the cognitive mechanisms underlying language use, learners can enhance their ability to produce appropriate and effective written communication. The second chapter is dedicated to portfolios, providing a comprehensive exploration of this writing tool. It begins by defining portfolios and their role in the learning process. The advantages and disadvantages of using portfolios as a strategy for improving writing skills are thoroughly examined. The third chapter focuses on the field study conducted as part of the research. It outlines the methodology employed to collect data and investigate the effectiveness of portfolios in enhancing writing skills. The chapter details the selection process for participants, the instruments used for data collection (e.g., questionnaires, interviews, writing tasks), and the procedures followed during the field study.

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Appropriateness Approaches

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1.1. Definitions of Language Appropriateness.

1.2. Effective Use of Language

1.3. Types of Language Appropriateness.

✓ **Word choice and Examples of Word Choice.**

1.4. The Criteria of Choosing Word Choice in Writing: Meaning, Specificity, Audience, Style.

1.5. Word Choice in Writing: Importance of Verbs.

1.6. Punctuation Marks with Example of each Punctuation Mark.

1.7. What is the Importance of Appropriateness of Language?

1.8. Language Appropriateness Theories.

chapter one: Language Appropriateness Approaches

Using the right kind of language is important because of credibility, purpose and audience for more explanation we can say that literature is related to both reading and writing and as a result production of pieces of writing and language appropriateness issues. This latter is especially important in writing .the message must fit the audience, while staying true to the authors purpose. For more explanation the researcher argues that , writing with an appropriate language needs to give evidence and gaining audience’s trust that words used should fit the readers’ mind and opinions and views.

1. Language Appropriateness Definition

Language is a system of conventional spoken, manual (signed) or written symbols by means of which human beings, as members of a social group and participants in its culture, express themselves. Sapir (1921) stated:” Language is a purely human and non-instructive method of communicating ideas, emotions and desires by means of voluntarily produced symbols.” In fact, language is a system of communication by sound i.e. through the organs of speech and hearing, among human beings of a certain group or community, using vocal symbols possessing arbitrary conventional meanings.

The single most important thing that you can do as a student, an employee or as a professional of any sort is to use appropriate language in your written or verbal communication .in an academic or professional setting, it is crucial to always be putting your best self forward. This means taking care to make a great impression and portraying yourself as someone who is mature, competent, professional, and driven to success. (Pei & Gaynor ,1954) The use of inappropriate language ,whether it is in written or in oral form, will only project a negative image and can do a great deal to damage your credibility .it might even offend or insult the people around you.

2. Effective Use of Language

2.1.The Importance of Language

As a writer, it is important not only to think about *what* you say, but *how* you say it. To communicate effectively, it is not enough to have well organized ideas expressed in complete and coherent sentences and paragraphs. One must also think about the style, tone and clarity of his/her writing, and adapt these elements to the reading audience. Again, analyzing one's audience and purpose is the key to writing effectiveness. In order to choose the most effective

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language, the writer must consider the objective of the document, the context in which it is being written, and who will be reading it.

2.2.Characteristics of Effective Language

There are six main characteristics of effective language. Effective language is: (1) concrete and specific, not vague and abstract; (2) concise, not verbose; (3) familiar, not obscure; (4) precise and clear, not inaccurate or ambiguous; (5) constructive, not destructive; and (6) appropriately formal.

❖ Concrete and Specific Language

Concrete language includes descriptions which create tangible images with details the reader can visualize. Abstract language is vague and obscure, and does not bring to mind specific visual images. Consider the two sets of statements below. The statement at the top is abstract, but the statements become increasingly concrete and specific toward the bottom.

He is a bad roommate

He is lazy and discourteous

He is untidy and unclean

He doesn't clean up his own messes

He leaves his dirty dishes on the kitchen counter

Your relationship with John is unacceptable

You do not get along well with John

You and John have a lot of arguments

You and John insult each other too much

You and John call each other derogatory names

Notice how much more effective the statements become as the language becomes more specific and concrete. The statements at the top, which are more abstract, can be interpreted in many possible ways, and leave many questions answered. The statements at the bottom, which are more concrete, are less open to multiple interpretations.

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❖ Concise Language

A hallmark of effective writers is the ability to express the desired message in as few words as possible. Good writers, in other words, use language which is straightforward and to-the-point. Consider the following examples.

- (1) It is widely discussed by employees that many of them will be forced to change jobs and take on new responsibilities when the merger takes place between the two companies.
- (2) Before making a decision about whether the person on trial is guilty or innocent in this case, the members of the jury should be sure to carefully think about, ponder and reflect on all of the important and relevant testimony in the case.

Notice how long-winded these sentences are, and how easily they could be shortened and simplified. An important part of revising and editing involves re-phrasing sentences to eliminate excessive wordiness. One way to reduce wordiness is to eliminate redundant words or phrases. Consider example one above. The phrases "to change jobs" and "take on new responsibilities" are redundant, and could be combined into one short phrase to be expressed more concisely.

Consider example two above. The phrase "...should be sure to carefully think about, ponder and reflect on..." contains three ways of saying the same thing. This sentence could be improved by using only one of the key phrases: "...to reflect on..."

A second way to reduce wordiness is to eliminate "filler" words which serve no purpose in the sentence. Consider example one above. Replace the phrase "...when the merger takes place between the two companies" with "...when the two companies merge." Consider example two above. Notice the excessive wordiness in the following phrase: "Before making a decision about whether the person on trial is guilty or innocent in this case ..." This sentence could simply read: "Before determining the defendant's guilt or innocence..."

❖ Familiar Language

Familiar language is that which the readers easily recognize and understand because they use it on a regular basis. One of the most important functions of language is to build "homophily" or a sense of commonality with one's readers. Language which is foreign and unfamiliar to the reader

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tends to emphasize the differences between writer and reader, and makes the message difficult to understand. By using language that is familiar to the reader, the message is likely to have more impact.

Consider the following examples.

An assignment given to a class of business students by their philosophy professor: "The presently assigned paper necessitates an eloquently articulated analysis of the Existentialist perspective as it pertains to contemporary living. You should adumbrate the points which represent the sine qua non of your analysis."

A letter sent to high school students warning them of the risks of an unhealthy diet: "Individuals who maintain a diet of high fat content are exposed to an increased risk of developing atherosclerosis, which is a buildup of fat deposits on the inner walls of the arteries. This condition can reduce or cut off the flow of blood in the arteries serving the major organs of the body. This can lead to poor health."

In both examples above, the language that is used is unfamiliar to the readers. As a result, the message loses its impact.

❖ Precise and Clear Language

The use of appropriate language is a tricky matter because the meaning of words is relative and situational. In other words, words can be interpreted in different ways by different people in different situations. For this reason, it is important to choose language which is as precise and clear as possible. The more precise and clear one's use of language becomes, the fewer the number of possible interpretations for a message. Consider the following words. What numerical value would you assign to each of them? If something is "probable what percentage of the time does it occur? P>

- (1) probable
- (2) doubtful
- (3) certainly

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(4) unlikely

(5) perhaps

Would other people assign the same value to these words as you did? In actuality, the range of values varies greatly because these terms are relative: they can mean different things to different people in different situations. How could one be more precise in his/her use of these terms?

Consider the examples below. Notice that these terms can vary widely in the meaning to different people. The best way to use such relative terms, then, is to compare them to something concrete and "known" to the reader. For example: "Is that Acura an expensive car?" is best answered with a comparison: "Compared to that Honda, the Acura is expensive. Compared to that Lexus, it is inexpensive."

expensive

hot

intelligent

good

spicy

Consider the following examples. Note the potential confusion or ambiguity in these phrases.

- (1) Why the student body should continue in this state of apathy is not really understandable.
- (2) Our student body is dull and slack-minded.
- (3) The practice and theory of politics are studied in the classroom but political habits on campus do not seem to benefit from such labor.
- (4) He's an *interesting* individual.
- (5) It is difficult to estimate the number of people affected by AIDS.

Each of the following are actual headlines printed in newspapers. Notice their double meaning.

- (1) Include your children when Baking Cookies
- (2) Safety Experts Say School Buss Passengers should be Belted
- (3) Bank Drive-in Window Blocked by Board

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(4) Killer Sentenced to Die for Second Time in Ten Years

(5) Eye Drops Off Shelf

In short, it is wise to think carefully about your choice of words and their potential interpretations. To communicate effectively, precise and clear language is essential.

❖ Constructive Language

Constructive language phrases a potentially negative message in a positive way, whereas destructive language directs blame and criticism toward the reader, creating defensiveness. Readers are likely to become defensive when the writer's language expresses any or all of the following:

- Superiority over the reader
- Indifference or apathy about an issue of importance to the reader
- Negative evaluation or judgment of the reader (as opposed to neutral descriptions or observations)
- Command or control over the reader
- Skepticism or doubt about the reader's credibility or the legitimacy of their claims

Consider the following examples.

(1) Boss to employee: "Your job performance recently has been unacceptable and there are no excuses for it. You have claimed that you are having some serious personal problems, but even if this is true, you cannot allow it to affect the quality of your work. If your work doesn't improve, I'll have to replace you with someone else."

(2) Student to instructor: "You have confused me so badly with your lectures that I don't know what to do. I am considering dropping out and taking the class next quarter from Dr. Johnstone, who can explain the information much more clearly. I don't want to drop out, but I have never been so frustrated with an instructor in my whole life."

(3) Instructor to student: "I have never had a student who was so confused with this material. Perhaps you should take an easier course from an easier professor. It makes no difference to me."

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Why would these examples create defensiveness in the reader? How could you change the use of language to make these examples more constructive?

❖ Formality of Language

The formality of the language one uses should match the formality of the situation and the relationship between the writer and reader. Consider the following examples.

Very Formal: Exceedingly large segments of the population are expressing their discontent with medical practitioners who appear to more engrossed in amassing financial assets than in providing efficacious care to people with health disorders.

Formal: A large number of consumers are complaining about medical doctors who are apparently more interested in making money than in provide effective health care.

Informal: A lot of people are unhappy with their doctors who only seem to care about how much money they make, and not about giving their patients good care. Notice that any of the three examples could be effective, depending upon the reader, the writer's relationship with the reader, and the situation. Under what conditions might you want to use these different levels of formality?

Notice the difference in formality between the two words shown in pairs below. Either word might be equally appropriate, depending upon the reader and situation.

- utilize
use
- transpire
happen
- facilitate
help
- expedite
quicken

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- impediment
obstacle
- comprehend
understand
- erroneous
mistaken
- exacerbate
worsen

3. Types of Language Appropriateness:

There are two types of appropriateness: appropriateness of a service and appropriateness of the setting in which care is provided (i.e., inpatient outpatient or home care). Measuring both types objectively requires the comparison of observed patterns of care with explicit criteria for appropriate care.

3.1. Word Choice:

Word choice is an important part of writing. The words a writer chooses can have a massive impact on their writing. The definition of word choice extends far beyond the simplicity of choosing *the right words*. Choosing the right words takes into consideration many different factors, and finding the word that packs the most punch requires both a great vocabulary and a great understanding of nuances in English.

Word choice is the use of rich, colorful, precise language that communicates not just in a functional way, but in a way that moves and enlightens the reader. In descriptive writing, strong word choice resulting in imagery, especially sensory, show-me writing, clarifies and expands ideas. In persuasive writing, purposeful word choice moves the reader to a new vision of ideas. In all modes of writing figurative language such as metaphors, similes and analogies articulate, enhance, and enrich the content. Strong word choice is characterized not so much by an exceptional vocabulary chosen to impress the reader, but more by the skill to use everyday words well (Glash, 2020).

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3.2.Examples of Word Choice:

word	Strong word
Very smart	Brilliant
Very pretty	beautiful
Very nice	Pleasant
Very cold	freezing
Very hot	Sizzling
Very fast	blazing
Very mad	Furious
Very happy	Overjoyed
Very loud	deafening
very funny	hilarious
Said	Shouted
	Begged
	explained
	Cried
	Repeated
	Responded
	blurted
	Whispered
	scolded
Good	Fantastic
	Excited
	Incredible
	Amazing
	Wonderful
	Remarkable

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	Awesome
	Perfect
	Top-notch
went	Traveled
	Journeyed
	Hurried
	Escaped
	Hiked
	Zoomed
	Strolled
	Flew
	cruised
fun	Entertaining
	Enjoyable
	Lively
	Amusing
	A blast
	Festive
	Delightful
	Pleasant
	thrilling

4. The Criteria of Word Choice in Writing:

Choosing the right word involves the following four considerations, essayists must choose their words according to these conditions, the researcher suggested them with examples to clarify more:

4.1. Meaning:

Words can be chosen for one of two meanings: the denotative meaning or the connotative meaning .denotation refers to the words basic ,literal dictionary definition and usage .by contrast ,connotation refers to how the word is being used in its given

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context :which of that words many uses , associations, and connections are being employed. writers play with denotations and connotations all the time in colloquial English, as a simple example, the rich web of connotations in language are crucial to all writing, and perhaps especially to poetry, as in the following lines from Walcott’s Nobel –prize-winning epic poem Omeros:

*In hill-towns, from San
Fernando to Mayaguez,
The same sunrise stirred the
Feathered lances of cane
Down the archipelago’s
Highways. The first breeze*

*Rattled the spears and their
Noise was like distant rain
Marching down from the hills,
Like a shell at your ears*

Sugar cane is not literally made of *feathered lances*, which would literally denote *long metal spears adorned with bird feathers*; but *feathered* connotes *branching out* , the way sugar cane does , and *lances* connotes something tall, straight, and pointy ,as sugar cane is . together , is those two words create a powerfully true visual image of sugar cane – in addition to establishing the martial language (‘spears’, “marching”)used elsewhere in the passage .Whether in poetry or prose ,strong word choice can unlock images , emotions ,and more in the reader , and the associations and connotations that words bring them play a crucial role in this.

4.2. Specificity in Meaning and Description:

Use words that are both correct in meaning and specific in description. In the sprawling English language, one word can have dozens of synonyms . that is why it is important to use words that are both correct in meaning and specific in description. Words like good, average, and awful are less descriptive and specific than words like liberating , (not just good but good and freeing) C student (not just average but academically average) , and despicable (not just awful but morally awful). These latter words pack more meaning than their blanker counterparts. Since

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more precise words give the reader added context, specificity also opens the door for more poetic opportunities. take the short poem (**you fit into me**) by **Margaret Atwood**.

You fit into me
Like a hook into an eye
A fish hook
An open eye

The first stanza feels almost romantic until we read the second stanza .by clarifying her language , Atwood creates a simple yet highly emotive duality.

This is also, why writers like Stephen King advocates against the use of adverbs (adjectives that modify verbs or other adjectives , like very) .if your language is precise ,you do not need adverbs to modify the verbs or adjectives , as those words are already doing enough work .consider the following comparison : weak ,description with adverbs : he cooks quite badly; the food is almost always extremely overdone .Strong description ,no adverbs: he incinerates food .Of course , non- specific words are sometimes the best words ,too! These words are often colloquially used , so they are great for writing description , writing through a first –person narrative, or for transitional passages of prose .

4.3.Audience is Essential:

Good word choice takes the reader into consideration. you probably would not use words like lugubrious, or luculent in young adult novel, nor would you use words like silly or wonky in a legal document .This is another way of saying that word choice conveys not only direct meaning , but also a web of associations and feelings that contribute too building the reader’s world . What world does the word wonky help build for your reader, and what world does the word seditious help building? Depending on the overall environment you are working to create for the reader, either word could be perfect – or way out of place.

4.4.Style: Writers own Fingerprint

Consider your word choice to be the fingerprint of your writing .every writer uses words differently , and as those words come to form poems , stories ,and books , your unique grasp on the English language will be recognizable by all your readers.

– Style is not something you can point to , but rather a way of describing how a writer writes .**Ernest Hemingway** , for example , is known for his terse , no-nonsense ,

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to-the-point styles of description . **Virginia Woolf** ,by contrast is known for writing that's poetic ,intense, and melodramatic , and **James Joyce** for his lofty, superfluous writing style.

Here is paragraph from **Joyce**:

Had Pyrrhus not fallen by a
Beldam's hand in Argos or
Julius Caesar not been knifed
To death. They are not to be
Thought away .Time has
Branded them and fettered
They are lodged in the room of
the infinite possibilities they
have ousted

- And here's one from **Hemingway**:

Bill had gone into the bar. He
Was standing talking with
Brett, who was sitting on a
High stool, her legs crossed .
She had no stockings on.

Style is best observed and developed through a portfolio of writing. As you write more and form an identity as a writer, the bits of style in your writing will form constellations.(writers .com)

5. Word Choice in Writing: Importance of Verbs

We first want to mention the importance of verbs .as you may recall , are the action of sentence_____ they describe what the subject of the sentence actually does .unless you are intentionally breaking grammar rules , all sentences must have a verb ,otherwise they do not communicate much to the reader.

Because verbs are the most important part of sentence ,they are something you must focus on when expanding the reaches of your word choice .verbs are the most widely variegated units of language ; the most *things* you can do in the world ,the more

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verbs there are to describe them , making them great vehicles for both figurative language and vivid description.

Consider the following three sentences:

- 1) The road runs through the hills.
- 2) The road curves through the hills.
- 3) The road meanders through the hills.

Which sentence is the most descriptive? Though each of them has the same subject, object , and number of words , the third sentence creates the clearest image . the reader can visualize a road curving left and right through a hilly terrain , whereas the first two sentences require more thought to see clearly.(writers.com).

6. Punctuation:

Punctuation is the tool that allows us to organize our thoughts and make easier to review and share our ideas. the standard English punctuation is as follows: period, comma, apostrophe, quotation, question, exclamation, brackets, braces, parenthesis, dash, hyphen ,ellipsis, colon ,semicolon.(Lynchburg.edu)

Comma:

Commas are primarily used to aid in clarity and to join two independent clauses with a conjunction .they set off introductory phrases and set off series. They also are used to separate independent clauses . the Oxford comma is the inclusion of a comma before coordinating conjunction in a series.

Examples:

- I enjoyed the singers, and I loved the dancers.
- At the beginning of the performance, two dancers appeared from behind the curtain.
- Even though the auditorium was packed, the audience remained silent.
- I had eggs, toast, and orange juice.
- Commas can also be used to note an interjection in a sentence.
 - The criminal said the judge was idiot.
 - The criminal, said the judge, was an idiot.

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- The criminal is speaking in the first sentence .the judge is speaking in the second.

Apostrophe:

Apostrophes are used to mark possession and to mark contractions. They are also used to denote a quotation mark in material that is already quoted.

Examples:

- ✓ It was James ‘car that the drunk driver hit.
- ✓ “James said, ‘ if you come any closer I’ll call the police.”

Quotations:

Quotation marks are used to inform to inform a reader either of something that was spoken or something that is being directly copied from other work. Quotes should also be placed around a word if it is used In a specific context or otherwise bears special attention .in informal applications quotations can also be used to denote something that is ironic.

Examples:

- ❖ Lydia said,” is this my prom dress?”
- ❖ D r .Shruti claims, “ The use of violence against women in India is on rise.”

Question and Exclamation:

Question and Exclamation marks are used to note interrogative and exclamatory sentences .neither of these punctuation marks are commonly used in academic writing . In general , a writer should not be shouting at the reader in formal writing . the lack of conversation makes any question rhetorical , and revising the question in a statement would be the better course.

Hyphen:

Hyphens are most commonly used to pair compound words.

Examples:

- ✚ Throw-away
- ✚ High-speed chase
- ✚ Merry – go –round

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✚ User-friendly

Dash:

Dashes are generally not in common use but denote a tangent within a thought.

There are two kinds of dashes , an “*en*” dash and an “*em*” dash . En dashes essentially are the same glyph as hyphens but fill a different purpose . Em dashes are longer , an easy way to remember is that an en dash is the length of “n” and Em dash is the length of an “m”.

Examples:

I think that my dog is a genius ____ but does not everybody think their pet is ?

Dashes are able to subtitle for commas and semicolons in the right situations .they can replace commas to note an example. Despite , and because of this versatility dashes should not be frequently employed in your writing. The multitude of applications make dashes easy to overuse taking away from, rather than adding to clarity in your writing .

Note: Dashes either can connect to the surroundings words or be separated by a space; it is an issue of style.

Parenthesis, Brackets, Braces:

Parenthesis note non-essential information that could be skipped without altering the meaning of a sentence. Brackets re most commonly employed in academic writing within a quotation where the writer is omitting or explaining something. In either case, the writer places a bracket within the quote [explains or places an ellipsis and] closes the bracket to continue the quote .Braces are used quite rarely and are employed to essentially make a list within a list.

Examples:

- ♣ Cora (the woman who lives down the street from Jane) works as a paralegal.
- ♣ Professor Brown claims ,” she [the novel’s central character] is an example of a strong African –American woman.”
- ♣ Before I go on vacation I need to pack my bags { clothes, toiletries and shoes } , unplug the TV , and close the window.

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Ellipsis

Ellipsis marks the omission of a word or words .if the omission includes the end of sentence the glyph has four dots (...) instead of three.

Colon:

Colons make the statement: note what follows. Whatever information that follows the colon must , in some way ,explain ,prove , or describe, whatever came before it . to properly employ a colon , ensure that the clause that follows the mark is able to stand on its own (unless it is a list) . because whatever comes before a colon must be a complete sentence , your writing after the colon is not required to be .

Examples:

- ♣ The bridge keeper asked me three questions: what is your name, what is your quest, what is your favorite color .

Semicolon:

A semicolon can be used two join two related main clauses.

Examples:

- ♣ James left a mess at his desk after he left the work; Sarah had to clean it up .

Another way to employ a semicolon to join two related main clauses is to include a conjunctive adverb such as : however, moreover, nevertheless, furthermore, consequently, or thus conjunctive adverbs can also be used with a comma , for instance, James left a mess at his desk after he left work; consequently, Sarah had to clean it up . The simplest way to deal with two independent main clauses is to make two sentences. If the topic of the sentences is not related , or if one (or both) of the sentences are already long , joining them could make the sentence too long and be a burden on the reader. One of the most common applications of semicolons is as a substitute for commas in a list in which commas are required for the things listed

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7. What is the Importance of Appropriateness of Language?

The appropriateness of language is crucial for effective communication. Here are a few reasons highlighting its importance:

Audience Understanding: Using language that aligns with your audience's knowledge, background, and expectations allows for better comprehension and engagement. Tailoring your language to suit the intended audience ensures that your message resonates with them effectively.

Credibility and Professionalism: Appropriate language usage enhances your credibility and professionalism. Employing formal language in academic or professional settings demonstrates respect for the context and the individuals involved. It helps establish your expertise and authority on the subject matter.

Persuasiveness and Impact: The appropriate use of language can greatly influence how your message is received and understood. Choosing words, tone, and style that are suitable for your audience can make your arguments more persuasive and impactful. It helps you connect with your audience emotionally and intellectually, increasing the chances of achieving your communication goals.

Avoiding Offense or Misunderstanding: Inappropriate language can lead to misunderstandings or even offense. It is important to be aware of cultural, social, or sensitive topics that may require specific language considerations. Being mindful of potential biases, stereotypes, or offensive language helps maintain a respectful and inclusive dialogue.

Audience Engagement and Connection: Language that matches the purpose of your communication fosters a stronger connection with your audience. When the language resonates with their interests, values, and motivations, it enhances their engagement, encourages active participation, and promotes a positive relationship between the communicator and the audience.

8. Language Appropriateness Theories:

This research incorporates Chomsky's theory regarding the cognitive and mental functioning of the brain and its relation to language. According to Chomsky's Concept of Language, proficiency in English is acquired through formal education in schools and classrooms. In addition, Chomsky emphasized that engaging with literary works, such as novels and poetry, can enhance writers' thinking abilities, boost creativity, and expose them to novel language structures and forms (Chomsky, 2014).

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Another essential theory, which is Vygotsky's theory, Vygotsky's social development theory asserts that a child's cognitive development and learning ability can be guided and mediated by their social interactions. His theory also called (Vygotsky's sociocultural theory) states that learning is a crucially social process as opposed to an independent journey of discovery. Both approaches agreed on the mental capacity of human brain in acquisition and development that powerful theories claimed on the language development activity.

In this chapter, the researcher provides an extensive exploration of the key elements involved in language appropriateness. The focus is on various aspects, including word choice, punctuation marks, and the fundamental characteristics of language such as formality, specificity, and the use of precise and concise language. By delving into these details, the chapter establishes a clear connection with two major approaches to language acquisition theories. The findings of this chapter hold significant benefits for English as a Foreign Language (EFL) learners, as they can establish a stable and solid foundation for acquiring and developing their cognitive abilities, particularly in the realm of writing. By understanding the essential elements of language appropriateness, EFL learners can cultivate a strong, effective, and appropriate linguistic framework, enabling them to produce accurate and proficient written expressions.

The comprehensive examination of language appropriateness in this chapter provides valuable insights for EFL learners, allowing them to develop their cognitive abilities, particularly in writing. By establishing a strong foundation and employing appropriate language usage, learners can effectively communicate their ideas, produce accurate written compositions, and foster a solid command of the language.

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In this chapter, the research tries to give detailed study about portfolios method of developing writing skill for EFL learners i.e. the collection of students' works that tell the story of students' personal self and a students' achievement or growth characterized by strong vision of content, skills, and processes addressed, built on student selection of work going and in reference to criteria. , then the researcher relates it to literature and teaching this latter .

Definitions of Portfolio:

in general , the concept *portfolio* originated mainly from the Latin verb *portare* meaning to carry , and the Latin *foglio* meaning sheets of papers. The idea has started from an artistic context then it has lately spread to schools and higher education; on the other hand, teaching literature which has become a need in language classes.

In fact, portfolio is not really a new concept. It emerged in 1970s and 1980s in literacy classrooms (Valencia & Calfee 1991; Mathews, 2003). Before that portfolios were implied as a method in teaching arts. Hitherto, artists and architects used portfolio as a means of gathering work samples to present to a prospective employer or customer. These portfolios are prepared by the work suppliant, who first chooses what to include and then organizes the products to show the scope of the suppliant capacities and illustrate his / her talent in doing his/her job (Valencia & Calfee, 1991; Shaaban, 2001; Genesee & Upshur, 2004)

Nowadays, portfolios are widely used as an alternative way of assessment, since it provides the assessment of performance rather than the revision of retaining ideas. They have surfaced as a reaction to formal exams, and at the same time, as a result of the recognized relation between assessment and teaching. Also ,with the increasing focus on learner- centered class instruction, the portfolio concept has become more than a collection of work samples.i.e., it becomes based on what pupils can show, rather than say about, what they can do, simply portfolios becomes “personalized, longitudinal representations of a student's own effort” (Collins, 1992). A portfolio can be defined as a meaningful, willful, and particular collection of a pupil's work that describes a learner efforts, realizations, and progress in one area. The portfolio development process needs learners' interest in choice of portfolio subjects, the criteria for preference, the criteria for judgment, and evidence of pupil self-thinking (Frederick & Shaw 1996).

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Absolutely, portfolios use spreads in different domains: mathematics, physics, and language learning to certify persons achievements. As far as the assessment of language is concerned, the use of portfolios is a flourishing tendency and has been of considerable importance to teachers for the past few decades (Farr & Tone 1998; Douglas, 2000).

1. Categories of Portfolios:

In general, portfolio is a folder that contains the pupil's work; or the pupil's selected work. The literature reviewed on portfolios described several kinds of portfolios in use. Gomez (2000) claimed that portfolios can be classified into five groups:

✓ Process- Oriented Portfolio:

The process-oriented portfolio presents the development process of a pupil gradually over time. This portfolio contains early drafts, thoughts on the steps, and strains encountered along the process. Also, this approach necessarily accentuates learners' comment on their learning process, such as the use of sheets, reflective logs, and thinking journals. It is required to classify the portfolio content following a chronological order from the beginning till the end of a learning era. The process-oriented portfolio is more common at the elementary schools where the emphasis is on the pupils' growth (competences) rather than on their performances Gomez (2000).

✓ Product- Oriented Portfolio:

Unlike the process-oriented portfolio, this portfolio aims at documenting learners' best achievements. Learners must gather all their writings until the end of the learning process, at which time they have to select pieces that show their perfection. Usually every work sample in a product-oriented portfolio is followed by self-written argument on why and in what ways the pieces present product of good quality. This kind of portfolio is more common at the secondary education because teenagers have higher reflection skills to choose their best work more advisedly. Yet, there are three main types mostly named in literature (O'Malley & Pierce, 1996; Apple & Shimo, 2004; Mueller, 2006).

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✓ **Showcase Portfolio:**

This kind of portfolio is a collection of the pupil favorite work defined through a collaborative choice between the pupil and the teacher. The writings have to be completed; therefore, the showcase portfolio insists on the subjects of learning. Moreover, this kind of portfolio is especially consistent with audio-visual product development such as photographs, videos, and electronic tapes of learners finished writings. The showcase portfolio contains also arguments by learners on the decision making strategies used to appoint which product is selected (Apple & Shimo, 2004).

✓ **Working Portfolio:**

This category is also named the 'collection portfolio', 'growth portfolio', or 'documentation portfolio'. It includes a group of work describing progress or change through time and documenting learners' realizations. Particularly, the working portfolio involves all the work of pupils from brainstorming stage to early drafts to final drafts. And since this type of portfolio insists on the process of learning itself, it can include the best as well as the weakest products of the learner Gomez (2000).

✓ **Assessment Portfolio:**

It commands pupils to choose work for evaluation according to designed standards put by the teacher. Such portfolio records improvement towards the best. This sort of portfolio serves grading objectives.

The categories mentioned above present the aims of using a portfolio. Nevertheless, every kind serves one or more specific aim. For instance, a showcase portfolio can also be used for assessment objectives. Generally, learners should create working portfolio because they expose the different processes a learner goes through to generate work samples (Chapman, 1990). Portfolio assessment has been of great importance to teachers especially in the assessment of the writing skill in place of formal testing (Pierce & O'Malley, 1996; Farr & Tone, 1998; Douglas, 2000).

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It is necessary to distinguish between the two portfolio and portfolio assessment, the first is a collection of what a pupil does and experiences while learning, whereas the latter is the process of creating, collecting, and evaluating the portfolio subjects (Pierce & O'Malley, 1996). Moreover, learner participation is needed in “preparing his or her own portfolio, sometimes in collaboration with the instructor, sometimes not, placing in it examples of various types of language performance, including drafts and revisions as well as finished products” (Douglas, 2000). More specifically, learner-teacher interactions mainly happen about difficulties faced, and proposed solutions to improve learner’s performance. In addition, it is the teacher’s role to stimulate pupils to identify endowments as well as deficiencies in their products. In general, the aim of the portfolio identifies its category, and thus, its content. Still, portfolios commonly are created for one of three main purposes; to depict growth, to show topical performance, or to assess an achievement (Mueller, 2006). However, in Hancock (1994) presented six purposes for developing portfolios: collecting, reflecting, assessing, documenting, thinking, and evaluation. Nonetheless, Arter (1995) listed only two aims for portfolios: assessment or instruction. A Portfolio can be used for different functions. Therefore, the teacher has first to determine the purposes for creating a portfolio and then defines the portfolio category that supports the purposes. (Boumediene, 2010)

2. Advantages and Disadvantages of Portfolios

Advantages	disadvantages
<ul style="list-style-type: none">• Promotes learner self assessment.• Promotes cooperation in assessment.• Focus is on improvement and not comparison .• Focus is on learner’s strong points ;i.e which skills the learner can demonstrate.• Assessment process is individualized.• There is recognition of any unique skills demonstration.• Promotes performance-directed teaching.• Provides concrete examples of learner’s performance.• Promotes adaptability and flexibility during assessment .	<ul style="list-style-type: none">• Recording of marks lead to low reliability.• Teacher training is necessary and time consuming.• Drawing up criteria and allocating marks to assess the learner is time consuming .• Learners sometimes do not include their best assignments or selection of assignments in portfolios.• Random drawing or sampling of documents can lead to generalization.• Parents may find it difficult to understand and judge portfolios.

3. Teaching Literature:

Teachers use literature for the development of the four skills as well as providing knowledge of the world. yet, we can not teach literature without knowing what is it: it is any written work with artistic way that enables us to develop our reading and writing skills . it is classified according to whether it is fiction, non-fiction, and whether it is prose or poetry . it can be distinguished according to major forms as : novels, short stories, and drama.

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4. Characteristics of Literary Text:

Arab (1993) considers four main characteristics for literary texts:

- A literary text is a sample of language use to be read and understood.
- The illustration and expression of artistic sensibility embedded in a specific literary genres(fiction, poetry , drama) having its own history and its formal laws.
- An artefact to be related to its socio-historical context of which the writer's biography in one element .
- A semiotic construct with a set of devices and codes which definitely marks it off as literary which therefore amenable to interpretation and evaluation.

On the whole, literary text is an artistic product with its specific genres (fiction, essay, poetry , drama) and with some artistic features and devices which distinguish it from non-artistic text. These features manifest generally in grammar deviation and the use of figurative language . also , literary text should be studied within its socio-cultural context in which the writer's society and convictions have to be highly considered . Thus, it seems insufficient to apply approaches and methods devised for non-literary text in order to fully understand and evaluate such high marked kind of text . Accordingly, readers need to acquire some literary competence that would enable them comprehend and interpret decently literary

5. Approaches of Teaching Literature:

▪ Language Based Approach(language model):

In the EFL classroom , it is a learner – centered LBA Teachers guide students on a specific literature piece based on their background knowledge .E.G: a short story can be made activity –based to focus on speaking skills: giving student the opportunity to analyze a literary text . What the story is about what characteristics are involved. It allows them to express personal reactions after reading.

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- **Literature as a Content:**

Literature is used as a content which concentrates on areas such as : The history and characteristics of literary movement . Course content:(reading text and literary criticism).

- **Cultural Model:**

Learners explore and interpret the social , political, and historical context of a specific text : to encourage learners to understand different cultures and ideologies in relation to their own analysis.

- **Traditional Method:**

EFL Student focus on decoding the mechanics of texts, i.e. discussing plots , characterization, themes , exploring symbols, and introducing the authors biography.

- **Literature Circle Approach:**

This method gets student of EFL involved in group discussion of a shared book that is individually read .Student can help one another with the language, discuss the book and deal with unexpected based upon cultural issues.

- **Personal Growth Model:**

It attempts to bridge the cultural perspective and language model by focusing on the particular use of language in a text ,as well as placing it a specific cultural context . Learners are encouraged to express their opinions , feelings, and make connections between their own personal and cultural experience and those expressed in the text . Moreover, it helps learners developing knowledge of ideas and language content throughout different themes . This function relates to theories of reading (Goodman1970)which emphasis the interaction of the readers with the text . in this model learners learn how to engage with the text to enjoy reading pleasure.

6. Teaching Literature:

Literature invites you- as a reader – to share in human experience .it makes you more fully aware of how other human beings think and feel . Literature “ hold the mirror “ up to the life , but it is more active than a mirror . Unlike a mirror, it selects what is important . it finds

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a pattern in what it sees ; its meaning. Readers who love imaginative literature know that it enriches their lives .it helps them understand what it means to be human. (Guth & Rico,2003,p.1). A literary text usually begins with a writer's need to convey his or her personal vision to reader. Even when a writer uses factual material, historical documents, news paper stories , personal experience- his or her primary purpose is not just to convey information but to give a unique view of experience , one that has significance beyond the moment. Literature is the news that stays news .to convey his or her view of experience, invents characters, and creates dialogue.

Literature invites you to see, and to think about what you see, but it also invites you to feel .it activates the empathy, or imaginative sympathy, that makes you share in the range of human emotions. Responsive reader do not merely register sights, sounds, and events, like a camcorder. They into the spirit of poem or story, reliving in some way the tensions or anxieties a situation bring into play. Like a good audience in the theater, they gasp, sigh, look grave , sob or bust into laughter as the script prompts. Why should a language teacher use literary texts with classes, especially if there is no specific examination requirement to do so and little extra time available? One of the main reasons should teaching literary texts in our classes might body written material which is important in the sense that it says something about fundamental human issues, and which is enduring rather than ephemeral . Its relevance moves with the passing of time , but seldom disappears completely : the Shakespearean plays whose ending were rewritten to conform to late seventeenth – century taste , and which were later staged to give maximum prominence to their Romantic hero figures , are now explored for their psychoanalytic or dialectical import . In this way, though its meaning does not remain static, a literary work can transcend both time and culture to speak directly to a reader in another Country or a different period of history (Collie & Slater, 1991, p.3). The aim behind teaching literary texts of another culture is to give our students a chance to know much about different cultures that have different interests and values making no intersection between our culture and other foreign culture, and this will pave the way to understand others well. Literature creates world and invites us into them so that we can how they work. If the people and situations are like us we can identify with them and learn about ourselves; if they are net , we can learn about those who are different from us . We can see what happens without living through the event they deficit. Art can help us celebrate , commemorate , grieve , analyze , argue , and play .(Ferster , 2005 , p.21) .

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Language enrichment is one benefit often sought through literature. While there is little doubt that extensive reading increases a learner's receptive vocabulary and facilitates transfer to a more active form of knowledge, it is sometime objected that literature does not give learners the kind of vocabulary they really need. Literature provides a rich context in which individual lexical or syntactical item are made more memorable .Reading a substantial and contextualized body of text , students gain familiarity with many features of the written language – the formation and function of sentences , the variety of possible structure , the different ways of connecting ideas – which broaden and enrich their own writing skills . The extensive reading required in tacking a novel or long play develops the students' ability to mike inferences from linguistic clues , and to deduce meaning from context , both useful tools in reading other sorts of material as well.

At a productive level , students of literature may become more creative and adventurous as they begin to appreciate the richness and variety of the language they are trying to master and begin to use some of that potential themselves . What sort of literature is suitable for use write language learners? The criteria of suitability clearly depend ultimately on each particular group of students, their needs , interests , cultural background and language level. It is important to choose books which are relevant to the life experiences emotions , or dreams of the learners – language difficulty has , of course , to be considered as well. When pupils learn to read, it is good for them to read materials that have a familiar background . This because it is not fair to weigh pupils down with learning a new language or new skill like reading , and learning about new thing at the same time .As they read more , the books should still be relevant to the way they live , and to what their lives are really like (Kirszner & Mandell , 2001 , p.27)

As pupils reading skills improve, it is possible for them to read stories which have different themes, and which help them to expand their imagination and their knowledge of the world .This is one of the principal functions of a library :to provide books which are not on the syllabus , but which should be available as part of an extensive reading programmer . A reading club or literature club is a good way for staff to help pupils who have a special interests in reading .It can be a substitute for a poor library and , with a little organization , can enable a limited numbers of pupils to read a great deal . In their meetings the numbers

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of the reading club should report to each other on books they have read , and what they liked and did not like .One of the most dramatic changes in the teaching of English in the last few years has been the increasing range of selections offered to young readers . The rang of selection , made possible by the low cost of paperback books and the availability of inexpensive hard – cover volumes , has made it possible for many teachers to meet the wide range of differences in their classes with varied choices (Flower , 1965 , p. 229)

Indeed, permit to the reader’s attitude may result if teachers disregard the level of maturity and experience of pupils. In selecting literature , teachers avoid yielding to the ephemeral and the meaning less . Not all books written for adolescents attempt to communicate genuine experience. Not all are stylistically acceptable. Many – to many – are trite, contrived commercial ventures feeding on stereotyped preconceptions existing in the adolescent’s mind . In selecting literature , teachers will not encourage the reading of the best books which immature readers can respond . Realistically , teachers recognize that the level of quality will not always be as high as is desired and that here as elsewhere in the program they can raise the student’s level of response only through sound and organized guidance . (Loban et al., pp1961-279)

Certainly there is no royal to the organization of significant experiences in literature . Beyond recognizing that instruction in literature, as in the skills of communication, is most effective when organized by units of instruction , teachers find different kinds of arrangements to be appropriate at different times . Many units are based on literature, since poems , essays , stories , and the like provide content for discussion and writing .It is clear that any approach used exclusively to teaching literature can turn to tedium in the classroom . Enjoyable student centered activities is particularly important when working with student who are literature and who many not as yet have developed a wish to read literature in the target language on there own initiative .

Moreover , the availability of a variety of activities enables the teacher to concentrate on meeting students’ weaknesses in particular skill areas – in speaking or listening , for example .For many language learners , the ideal way to deepen their understanding of life in the country where that language is spoken – literary works . It is true of course that the

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“world” of a novel , play or short story is a created one, yet it offers a full and vivid context in which characters from many social backgrounds can be depicted . A reader can discover their thoughts , feelings , customs , possessions ; what they buy , believe in , fear , enjoy , how they speak and behave behind closed doors . Reading the literature of a historical period is , after all , one of the ways we have to help us imagine what life was like in that other foreign territory : our own country’s past . Literature is perhaps best seen as complement to other materials used to increase the foreign learner’s insight into the country whose language is being learnt . (Collie & Slatter , 1991 , p.4)

Teachers who discuss with students books which treat the difficult topics of prejudice , intolerance , discrimination , and persecution must have skill and if class discussion are to increase instead of lesson tolerance . Teachers of literature must be particularly skillful with language and must be able to understand how to help young people handle their encounters with worlds which lead to stereotyping and prejudice – such as the “loaded” terms for national , racial , and religious group – and they must be able to show that some problems have no easy solutions but require understanding .(Flower, 1965 , p.223)

7. Suggested Techniques to Teaching Literary Text :

1. It is a good idea to vary the mode of presentations silent reading , for example , can be following by listening to the passage on a cassette , so that this „revisiting „ of the text feels like a different experience and challenges other areas of the learner’s abilities.
2. Choose literary texts that you know and which are likely to appeal to the students you teach .
3. Help students to explore their own responses to the literary texts. This means , that through this process we received opinions and therefore more able to assess other perspectives .
4. It is preferable to give learners the maximum chance of entering the universe of any selected literary text . This can be facilitated if , instead of trying to transpose it into their own language and cultural experience , they try to put themselves imaginatively into the target situation .

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5. Integrating language and literature. Let the student derive the benefits of communicative and other activities for language improvement within the context of suitable works of literature .
6. A good teacher of literature should put into his / her considerations of making a meaningful impact upon its reader . It should have a meaning which the student should be able to grasp , to understand and explain .
7. When teaching world literature or books which present foreign countries or their people, the teacher must know how to help his / her understand the wide cultural differences which such literary text often represent . The reading of books alone will not in itself ensure increased understanding or insight .
8. Encourage students to record significant impressions by introducing aids which enable students to record the significant details suggesting themes in characterization , plot development, or situation .
9. Encourage your students to write their impressions immediately after reading any literary text .
10. Provide opportunities for your students to listen to record literature (Diyala, 2007)

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In conclusion, portfolios serve as an effective writing tool that can significantly enhance the writing skills of EFL learners. Portfolios offer a suitable strategy for addressing various language appropriateness issues and production challenges in both writing and speaking. Furthermore, when used in conjunction with reading skills and summarizing literary works in formal essays, portfolios can provide a comprehensive and holistic approach to improving writing proficiency. By employing portfolios, learners of literature can form a collaborative partnership that becomes an invaluable companion in their journey to enhance their writing skills. The process of creating portfolios encourages active engagement with written materials and prompts learners to critically analyze and evaluate their own work. Through this reflective practice, students gain a deeper understanding of language nuances, appropriate vocabulary usage, and effective communication strategies. Portfolios, when utilized as a writing tool in EFL education, offer a comprehensive approach to address language appropriateness issues and production challenges. By incorporating reading skills and summarizing literary works into formal essays, learners of literature can harness the full potential of portfolios to enhance their writing skills. Through reflection, collaboration, and self-evaluation, portfolios become invaluable resources that empower students to overcome their fears and become confident and proficient writers, capable of producing not only essays but also high-quality literary articles.

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Section one: Methodology

This chapter provides a comprehensive overview of the research methodology used and the results interpretations of the study. It introduces the research variable, the research plan, research sample and tools. The main focus is to present the results of the study, which are based on the data collected from a questionnaire which is addressed to Master one students of English; and results from a semi-structured interview with teachers of Literature at Ammar Thelidji University in Laghouat. The results are presented with a clear and concise interpretations that aim to provide insights into the effectiveness of using portfolios as a tool to enhance Language Appropriateness of literature students.

1. Variables of the Research:

In the research study titled "Assessing Language Appropriateness through Portfolios in Literature Classes," the researcher identified three key variables: the independent variable, the dependent variable, and an extraneous variable. The independent variable in this study is portfolios, which refers to the use of portfolio assessment as a tool for evaluating students' writing skills and language appropriateness. The dependent variable is language appropriateness itself, which represents the desired outcome or improvement in students' ability to use language effectively and appropriately.

Additionally, the study recognizes an extraneous variable that could potentially impact the cause-and-effect relationship between portfolios and language appropriateness. This extraneous variable is reading and writing. It is acknowledged that students' reading and writing skills may influence their language appropriateness. Proficiency in reading can expose learners to a range of language structures and expressions, while writing skills contribute to their ability to produce well-structured and coherent written texts.

By acknowledging the extraneous variable of reading and writing, the researcher acknowledges that these skills may interact with the use of portfolios to affect the overall language appropriateness of the learners. This recognition highlights the interconnectedness of different

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language skills and underscores the need to consider the broader context in which portfolios are implemented.

2. Research Questions:

This dissertation focuses on certain questions: first, what is the role of portfolios in improving the style of writing for literature learners'? Second, how can we help them to write and express their ideas appropriately? Third, what is the relationship between reading and portfolio and writing? And to what extent they are related?

3. Research Methodology and Tools:

This research employs the qualitative descriptive method to investigate the writing skills of students in the Master's program of the English Department at the University of Laghouat. The sample for this study is selected randomly to ensure a representative group of participants. To collect data, two primary tools are utilized: a questionnaire administered to the students and a semi-structured interview conducted with literature teachers. The questionnaire focuses on four parameters: word choice, punctuation, grammar mistakes and errors, and confusion of tenses. This allows the researcher to gather quantitative data on these specific areas of concern in the students' writing. Additionally, a written test is administered to the students, requiring them to write multiple essays on various topics. The researcher then evaluates the essays, specifically looking for errors and mistakes in punctuation, word choice, grammar, and overall unity.

By using a combination of quantitative data from the questionnaire and qualitative data from the semi-structured interviews and written test, the researcher can gain a comprehensive understanding of the students' writing skills. This approach allows for a more in-depth analysis of the specific areas where students may be struggling and provides a basis for developing targeted interventions and instructional strategies.

The questionnaire provides valuable insights into the students' self-perception of their writing abilities and allows for a broad overview of the common challenges they face in word choice, punctuation, grammar, and tense usage. The semi-structured interviews with literature teachers provide a more nuanced understanding of the teaching and learning processes, shedding light on potential factors influencing the students' writing skills.

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The written test serves as a practical assessment of the students' writing abilities in real-world scenarios. By asking them to write on different topics, the test provides a measure of their overall proficiency, while the evaluation of errors and mistakes in punctuation, word choice, grammar, and unity allows for a detailed analysis of specific areas that need improvement.

4. Sample of the Research:

The study's population of interest is Master One students of English department at Ammar Thelidji University of Laghouat. The researcher chose master students since they are specialized in Literature and familiar with the use of essays and writing also reading literary works as a pedagogical tool in their studies. The population of interest was a mixed sex and age. In this research, the sample is literature teachers only and 45 of EFL students at the English department –University of Laghouat in the academic year 2023/2024. The population of both teachers and students was randomly selected.

Section Two: Results

5. Questionnaire of Students' Analysis and Interpretation:

This questionnaire is delivered or addressed to Master one students of English Department at the University of Thelidji Amar Laghouat . it is formed of three sections: the first is about background information, the second is about writing in literature, and the last is about portfolios.

♣ .2 Section two: Writing in Literature

2.2.1. First Question: _ how often do you write?

	<u>Number</u>	<u>Percentages</u>
<u>Often</u>	12	27.9%
<u>Always</u>	05	11.62%
<u>Rarely</u>	12	27.9%
<u>Only when asked to write</u>	09	20.93%

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<u>Both: rarely, only when asked to write</u>	05	11.62%
<u>Total numbers</u>	43	100%

According to this table: only 27.9% often write and 11.62% always write , and 27.9% of the participants write rarely, and 20.93% of them write only when they asked to write ,at last 11.62% of the participants write rarely and when they are asked to write.

2.2.2. Second Question: do you consider your level of writing?

<u>The Answer</u>	<u>Number</u>	<u>Percentages</u>
Very good	06	13.59%
good	27	62.79%
Average	09	20.93%
poor	01	2.32%
	43	100%

According to this table: 13.59% of the participants are very good in writing ;62.79% of them have a good level in writing ; 20.93% of the participants are average; and last 2.32% of them have a poor level in writing.

2.2.3. Third Question: do you enjoy learning literature?

<u>The Answer</u>	<u>Number</u>	<u>Percentages</u>
YES	26	60.46%
NO	17	39.53%
<u>Total numbers</u>	43	100%

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According to this table: 60.46% of Master one students enjoy learning literature; yet , 39.53% of them do not enjoy learning literature.

2.2.4. Fourth Question: how often do you read ?

<u>The Answer</u>	<u>Number</u>	<u>Percentages</u>
Often	26	60.46%
Always	05	11.62%
Rarely	08	18.60%
Only when needed	04	9.30%
<u>Total numbers</u>	43	100%

According to this table: 60.46% of the participants often read , and 11.62% of them always read , also 18.60% of the participants read rarely and lastly 9.30% of them read only when needed.

2.2.5. Fifth Question: what form of literature do you prefer?

<u>The Answer</u>	<u>Number</u>	<u>Percentages</u>
Novels	15	34.88%
Short stories	19	44.18%
Poetry	01	2.32%
Plays	01	2.32%
Novels and short stories	02	4.65%

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Novels and short stories and poetry	01	2.32%
Poetry and plays	01	2.32%
Short stories and plays	01	2.32%
Short stories and poetry	01	2.32%
Novels and poetry	01	2.32%
<u>Total numbers</u>	43	100%

According to this table: 34.88% of the participants prefer novels , and poetry, 11.62% of them prefer the form of literature : short stories, 4.65% of the participants prefer reading both novels and short stories but others (2.32%) prefer whether poetry or plays . some other participants prefer reading multi- forms of literature like : poetry novels and short stories, short stories and poetry, and other forms.

2.2.6. Sixth Question: do you find difficulties while writing in literature?

<u>The Answer</u>	<u>Number</u>	<u>Percentages</u>
YES	24	55.81%
NO	19	44.18%
<u>Total numbers</u>	43	100%

According to this table : 55.81% of Master one students find difficulties while writing , and 44.18% of them do not find difficulties while writing.

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2.2.7. Seventh Question: if yes , what kind of difficulties do you face?

<u>The Answer</u>	<u>Number</u>	<u>Percentages</u>
Word choice	07	16.27%
Punctuation	01	2.32%
Grammar errors	02	4.65%
Confusion of tenses	01	2.32%
Maintain of unity	04	9.30%
Lack of vocabulary	02	4.65%
Understanding	01	2.32%
Spelling	01	2.32%
Word choice and grammar errors	01	2.32%
Word choice and punctuation and confusion of tenses	01	2.32%
Word choice and grammar errors and confusion of tenses	01	2.32%

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No answer	21	48.83%
<u>Total numbers</u>	43	100%

According to the table : 16.27% of the participants suffer from word choice in writing ,and 4.65% of them suffer from grammar errors , and 9.30% of the participants suffer from maintain of unity issues . some participants (2.32%) suffer from multiple issues in writing : Word choice and grammar errors and confusion of tenses, Word choice and grammar errors, In the other side 48.83% of the participants did not answer this question at all.

♣ Section Three: Portfolios

2.3.1 First Question: Do you have an idea about portfolios?

<u>The Answer</u>	<u>Number</u>	<u>Percentages</u>
YES	20	46.51%
NO	22	51.16%
No answer	01	2.32%
<u>Total numbers</u>	43	100%

According to this table: 46.51% of the participants have an idea about portfolios , their explanation was that they read about it in the net through searching about it , or they use it in their career , or it is the simple method for the evaluation which is made by the teacher . in the other side 51.16% of them claimed that they do not have any idea about it . but 2.32% of the participants did not answer this question.

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2.3.2. Second Question: have you had an experience with portfolios ?

<u>The Answer</u>	<u>Number</u>	<u>Percentages</u>
YES	09	20.93%
NO	32	74.41%
No answer	02	4.65%
<u>Total numbers</u>	43	100%

According to this table: 20.93% of Master one Students at the Department of English of our university have had an experience with portfolios , their explanation was that it was a good experience as they can say , others assumed that portfolios helps them raising their level in writing and reading ; or it is about improving literature learner's writing skill . in the other hand ,74.41% of them declared that they do not have had any experience with portfolios. Yet 4.65% of the participants do not answer this question.

2.3.3. Third Question: which skills do you think that are related to portfolios?

<u>The Answer</u>	<u>Number</u>	<u>Percentages</u>
Reading	04	9.30%
Speaking	01	2.32%
Listening	02	4.65%
Writing	16	37.20%
Reading and writing	09	20.93%
No answer	04	9.30%

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Reading and speaking and listening	01	2.32%
Reading and writing and listening	01	2.32%
Speaking and listening	01	2.32%
Speaking and writing	01	2.32%
All of them	03	6.97%
<u>Total numbers</u>	43	100%

According to this table: 37.20% of the participants claimed that writing is the skill which is related to portfolios, their cause was that portfolios assess writing skill and ameliorating writing style. And 9.30% of them claimed that the skill which is related to portfolios is _Reading because they are good in reading, also understanding what they are reading , while 20.93% of the participants answered that reading and writing are the perfect inter-relational skills which are related to portfolios , their claim was supported by when you read more , you write more , or collecting and writing in order to ameliorate weaknesses in writing then reading what is written may enhance level of writing . others chose listening and others speaking and some chose two or three skills together without giving a convincing evidence. yet 9.30% of the participants did not answer this question.

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2.3.4. Fourth Question: do you believe that portfolios reflect your level?

<u>The Answer</u>	<u>Number</u>	<u>Percentages</u>
YES	19	44.18%
NO	19	44.18%
No answer	05	11.62%
<u>Total numbers</u>	43	100%

According to this table : 44.18% of the participants agreed that portfolios reflects their level , 44.18% claimed that portfolios does not reflect their level . in the other hand , 11.62% of the participants did not answer the question.

2.3.5. Fifth Question: do you think that portfolios would help you ameliorating your weaknesses in writing? Explain.

<u>The Answer</u>	<u>Number</u>	<u>Percentages</u>
YES	21	48.83%
NO	04	9.30%
No answer	18	41.86%
<u>Total numbers</u>	43	100%

According to this table : 48.83% of the participants claimed that portfolios would help them ameliorating their weaknesses in writing , their evidence was that correcting errors helps in ameliorating style and reading loudly helps to gasp good expressions and phrases to develop their skills of writing . 9.30% of the participants disagreed with this idea , their evidence was that portfolios tracks their performance development ,and their level can be enhanced by a new method but not portfolios.

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6. Analysis and Interpretation of the Semi-Structured of Literature Teachers

♣ **First Question:** what do you think of writing skills in literature?

Literature teachers answered this question by presenting the importance of writing skills in literature by claiming that writing is the core of literature and they influence each other, and showing to what extent it is important that writing skill enhances literature student's vocabulary and sentences, it sparks also their creativity. yet one teacher lightened one important issue which is lack of words which leads to the lack of reading because more reading leads to more ideas in writing; and when literature scholars lack reading they will face writing issues.

♣ **Second Question:** which tools do you find helpful to improve writing skills in literature?

Teachers of literature answered this questions by the inter-relationship between reading and writing that reading literary works than transmitting their feedback and opinions into written forms. also one of the teachers argued that note taking and writing summaries are the perfect tools to develop critical thinking in learners' of literature minds because their own comprehension and touch will be part of their own production. Other teachers claimed of requesting students to write short stories and relating the literary texts to their personal experiences also note taking while dealing with literature, Additionally summarizing after reading will involve their critical thinking because their analysis will be answering what and how and why questions which will appear while reading literary works.

♣ **Third question:** what are the essential perceptions towards use of portfolios in literature classes?

Teachers of Literature answered this questions that : portfolios are helpful, facilitator, important, useful for them to assess periodically (habit formation) their learners level of writing through separate several writings of their students'; moreover, students of literature can have a perfect application of writing mechanics and strategies like brain storming, outlining and editing into practice because portfolios will improve literature learners' writing competences and help teachers to promote their learners' language appropriateness issues also when it becomes a habit formation it will stimulate learners to individual evaluation of their own language errors and mistakes therefore correcting them.

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♣ ***Fourth Question:*** what do you think of your learners' perceptions towards portfolios in literature classes?

Teachers of literature answered this questions that : learners of literature argue about its value and importance , but with the accessibility and availability of literature reviews in the internet , they refute and marginalize this essential tool because websites made the analysis of literary works easy and available so the critical thinking of literature learners will be lacked and absent therefore language appropriateness issues will not be solved: word choice , punctuation, confusion of tenses... . some teachers claimed that portfolios is not utilized by their students, as a result they find it difficult and their writing skill will not be improved because of lack of timing and motivation to learn through portfolios and also the availability of literary reviews in websites , additionally since this technique is not used by Literature teachers , students will find it difficult.

7. Analysis and Interpretation of the Written Test:

The researcher asked master one students in the English Department at the University of Thlidji Amar- Laghouat to write essays in different topics to assess and evaluate their level and check their errors while writing :punctuation and word choice and grammar errors and unity as results : Generally speaking, the researcher observed many mistakes first all literature learners have limited ideas because of lack of reading , when they read literary books and novels, they will have a plenty of ideas and use figurative language ; additionally most of them gave definitions in the introduction but conventionally and according to writing mechanics essayists should not define the theme tackled because introducing a topic is like hinting to the theme . The form of essay is at least five paragraphs. Introduction and three body paragraphs and conclusion and long paragraphs should be avoided also one block essay should be avoided. Word choice mistakes and repetition of words because of lack of reading , also neglecting indentation at the beginning of each paragraph because it is necessary to put indentation . This is the assessment of the researcher and his analysis of mistakes and errors made by master one essayists.

Among the issues of language appropriateness is punctuation , that 2.32% of participants of master one students suffer from punctuation issues ,and 2.32% of them also suffer

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from word choice , punctuation and confusion of tenses issues ; as illustrations , the researcher found in the written test , among these mistakes in punctuation , the researcher mentions:

2.4. Punctuation Mistakes in the Written Test:

The table presents some examples of

<i>Wrong Position of Mistake</i>	<i>Right Position of Mistake</i>	<i>Reason</i>
Corruption is an ethical and illegal phenomenon which widespread	Corruption is an ethical and illegal phenomenon ,which widespread	Comma relates two clauses and two related ideas
Literature is not one work but it is a collection of works	Literature is not one work ,but it is a collection of works	Comma relates also contradicting ideas and comes before conjunctions
Clinton claimed that women's rights should be demanded	Clinton claimed that :”women's' rights should be demanded”	Quotation marks are essential for quotes and the colon important before them
On public opinions and views. That women's liberation workers explored	On public opinions and views, That women's liberation workers explored	Two continuous and related ideas , comma is used not full stop
Feminist literature had existed long before feminist movement where feminist movement authors aimed.....	Feminist literature had existed long before feminist movement, where feminist movement	Comma relates two clauses and two related ideas and makes pause between clauses.

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	authors aimed.....	
The various literary works such as drama, poetry...	The various literary works such as :drama, poetry...	Colon is used for explanation or citation of many elements
Oral literature includes poems , musical genres, folktales....	Oral literature includes :poems , musical genres, folktales....	Colon is used for explanation or citation of many elements
Many are composed for entertainment , additionally , these stories have been revised...	Many are composed for entertainment ; additionally , these stories have been revised...	Additionally presents adding ideas to support , it should be placed by semicolon before and comma after .

In this chapter, the researcher provides evidence to support the assertion that EFL learners who actively engage with portfolios will experience improvements in their language appropriateness. This is demonstrated through the analysis of written tests and questionnaires. Specifically, 48.83% of the participants stated that portfolios would help them enhance their weaknesses in writing. They believed that correcting errors contributes to improving writing style, and reading aloud assists in grasping effective expressions and phrases to develop their writing skills.

Furthermore, 44.18% of the participants agreed that portfolios reflect their level of proficiency. They recognized that portfolios assess writing skills and contribute to the enhancement of writing style. Additionally, 37.20% of the participants claimed that writing is the primary skill associated with portfolios. They believed that portfolios provide a means of evaluating and improving writing proficiency. Another 9.30% of participants stated that reading is the skill related to portfolios, as they excel in reading and understanding literary works.

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During the semi-structured interviews, teachers expressed agreement on the importance of portfolios in the literature curriculum. This consensus further reinforces the value of portfolios in enhancing language appropriateness. The hypothesis stating that EFL learners can improve their language appropriateness by reading more literary works was supported by the findings, specifically in the second and third answers of the semi-structured interview. Additionally, in the students' questionnaire, 60.46% of Master's level students expressed enjoyment in learning literature. Furthermore, 34.88% of the participants indicated a preference for novels and poetry, while 11.62% preferred short stories. A small percentage (4.65%) preferred both novels and short stories, while others (2.32%) expressed a preference for poetry or plays. Some participants also indicated a preference for multiple forms of literature, such as poetry, novels, and short stories, or combinations thereof.

One literature teacher suggested that appropriate questions and answers can be selected to engage students in writing short stories, utilizing specific vocabulary and genre sentences. Asking students to read and then summarize what they have read can also contribute to improving their language appropriateness and writing skills.

In short, the findings demonstrate the positive impact of portfolios on language appropriateness. The preferences of students regarding literary forms and their enjoyment of literature support the idea that reading literary works plays a crucial role in developing language proficiency. The use of portfolios as an assessment tool in the literature curriculum is recognized by both students and teachers as beneficial for enhancing language appropriateness and writing skills.

General Conclusion

General Conclusion:

General Conclusion

This dissertation focuses on assessing and improving language appropriateness in literature classes through the use of portfolios. The researcher conducted a thorough investigation of language appropriateness and examined the role of portfolios in literature education. Through practical evidence, it was determined that portfolios enable learners to reflect on their language progression and address issues related to appropriateness. Informants and participants reported that reading literary works and writing summaries helped them identify and rectify mistakes, including confusion of tenses, lack of unity and cohesion, incoherence, and punctuation errors. Furthermore, the study found that extensive reading, including the use of dictionaries and literary books, enriched learners' vocabulary and familiarity with figurative language, enabling them to produce more appropriate and accurate written pieces.

Main Findings:

Portfolio Reflection: The use of portfolios in literature classes allows learners to reflect on their language progression and identify areas requiring improvement. By examining their written work over time, students gain insights into their language appropriateness and can take steps to address any weaknesses.

Reading-Summarizing Connection: Reading literary works and writing summaries proved to be an effective method for enhancing language appropriateness. Participants reported that this practice helped them recognize mistakes and improve their understanding of proper language usage, leading to more appropriate and coherent writing.

Vocabulary and Figurative Language: Extensive reading, including the use of dictionaries and literary books, contributed to the enrichment of learners' vocabulary and their grasp of figurative language. This expanded linguistic knowledge empowered students to produce more accurate and contextually appropriate written pieces.

Scaffolded Writing Activities: Teachers employing scaffolded writing activities, such as short stories and genre-based exercises, found that students' ability to express their ideas appropriately improved significantly. Pairing these activities with reading assignments and subsequent summarizations proved particularly beneficial in developing language appropriateness and writing skills.

Complementary Relationship: The study confirmed a strong complementary relationship between reading, writing, and portfolios in literature classes. Proficient reading comprehension

General Conclusion:

skills were found to positively impact written expression, and the use of portfolios enhanced both reading and writing abilities among learners.

Teacher Recognition: In the semi-structured interviews, literature teachers acknowledged the significant contribution of portfolios in the literature curriculum. They recognized the value of portfolios in promoting language appropriateness and supporting students' writing skills.

These findings emphasize the importance of integrating portfolios in literature classes to enhance language appropriateness. By leveraging reflective practices, emphasizing reading comprehension, and providing scaffolded writing activities, educators can effectively support students' language development and improve their ability to express ideas appropriately.

Continued research and teacher training in portfolio implementation are recommended to further explore and refine the use of portfolios in literature education. Free Resessays was diminished. Also the researcher found that the relation between reading , writing and portfolios is solid and too strong that this complementary relationship , portfolios is Reading and writing because when literature learners are good in reading, also understanding what they are reading they will produce an appropriate , correct essays, summary; additionally , In the semi structured interview teachers agreed on the importance of the contribution of portfolios in literature curriculum.

Further recommendations:

- **Integration of Portfolios:** Educators should consider incorporating portfolios as a valuable assessment tool in literature classes. By encouraging learners to maintain portfolios that include their written work, teachers can provide ongoing feedback and support language development.
- **Scaffolded Writing Activities:** Teachers should employ scaffolded writing activities, such as short stories or genre-based exercises, to help learners express their ideas appropriately. Pairing these activities with reading assignments and subsequent summarizations can enhance language appropriateness and writing skills.
- **Consistent Practice:** Learners should be encouraged to engage in frequent writing practice. Providing Sample opportunities for students to produce written pieces in various topics and genres will allow them to tackle language appropriateness issues effectively and reduce anxiety associated with essay writing.

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Appendices

Appendices

Appendix One:

Learners Questionnaire:

Dear students, this questionnaire serves as data collection tool for a research project. The research tackles the subject of assessing language appropriateness through portfolios in literature classes. You are kindly requested to answer honestly and seriously the questions below to help us reach the objectives of the study.

Please either answer the questions with (✓) or give a full answer

Section one: Background information

➤ What is your gender?

Male

Female

➤ What is your age ?

Section two: writing in literature

• How often do you write ?

Always often rarely
only when asked to write

• Do you consider your level of writing?

Very good good average poor

• Do you enjoy learning literature ?

Yes NO

• How often do you read ?

Always often rarely
Only when needed

• What form of literature do you prefer ?

Novels short stories Poetry Plays

• Do you find difficulties while writing in literature ?

Yes No

• If yes , what kind of difficulties do you face?

Maintain of unity

Section three :Portfolios

- Do you have an idea about portfolios ?

Yes No

Why

- Have you had an experience with portfolios?

YES NO

If yes , how did it take place

- Which skills do you think that are related to portfolios?

Reading Listening

Speaking Writing

Explain:

- Do you believe that portfolios reflects your level?

Yes No

- Do you think that portfolios would help you ameliorating your weaknesses in writing? Explain

Appendix Two:

Learners Questionnaire:

Dear students, this questionnaire serves as data collection tool for a research project. The research tackles the subject of assessing language appropriateness through portfolios in literature classes. You are kindly requested to answer honestly and seriously the questions below to help us reach the objectives of the study.

Please either answer the questions with (✓) or give a full answer

Section one: Background information

➤ What is your gender?

Male

Female

➤ What is your age ?

.....21 years old.....

Section two: writing in literature

▪ How often do you write ?

Always often rarely
only when asked to write

▪ Do you consider your level of writing?

Very good good average poor

▪ Do you enjoy learning literature ?

Yes NO

▪ How often do you read ?

Always often rarely
Only when needed

▪ What form of literature do you prefer ?

Novels short stories Poetry Plays

▪ Do you find difficulties while writing in literature ?

Yes No

▪ If yes , what kind of difficulties do you face?

Word choice

punctuation

grammar errors

confusion of tenses

Maintain of unity

Section three :Portfolios

o Do you have an idea about portfolios ?

Yes

No

Why

:..... I searched for it

o Have you had an experience with portfolios?

YES

NO

If yes , how did it take place

..... It helps me raise my level in writing
..... also in reading

o Which skills do you think that are related to portfolios?

Reading

Listening

Speaking

Writing

Explain:..... collecting and writing in order to
..... ameliorate weaknesses in writing then
read what I write also make my level
of reading good

o Do you believe that portfolios reflects your level?

Yes

No

o Do you think that portfolios would help you ameliorating your weaknesses in writing? Explain

..... Yes, of course

Appendix Three:

Semi Structured Interview:

Dear Teachers of Literature, this structured interview serves as a data collection tool for a research project. The research tackles the subject of “Assessing Language Appropriateness through portfolios in Literature Classes” , you are kindly requested to answer honestly and seriously the questions below to help us reach the objectives of the study.

1) What do you think of writing skills in literature?

.....
.....

2) Which tools do you find helpful to improve writing skills in literature?

.....
.....

3) What are the essential perceptions towards use of portfolios in literature classes?

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

4) What do you think of your learners’ perceptions towards portfolios in literature classes?

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

Appendix Four:

SEMI STRUCTURED INTERVIEW

Dear literature teachers, this semi structured interview serves as a data collection tool for a research project. The research tackles the subject of assessing language appropriateness through portfolios in literature classes, you are kindly requested to answer honestly and seriously the questions below to help us reach the objectives of the study

01/ what do think of writing skills in literature ?

The writing skills are highly required from my students.

02/ which tools do find helpful to improve writing skills in literature ?

reading and writing

03/ what are the essential perception towards use of portfolios in literature classes ?

I think that portfolios are immensely important because they allow students to embed their criticality while conducting them. This latter is the primary aim of lit classes

04/ what do think of your learners' perceptions towards portfolios in literature classes ?

since this technique is not widely used by other teachers, students find it difficult.

Improving students writing skills is one of the most problematic areas in language learning field. With the shift of paradigm from traditional methods to assess writing in a more modern or alternative ways, Both educators and researchers have found portfolio assessments to be appealing. A portfolio is a collection of student's assignments that documents their development, success and efforts in one or more specific areas.

Many studies revealed that, using portfolios on students writing had a positive results. Some researcher shows that portfolio have a major impact in assessing students in terms of the four writing processes. It served as an effective medium for displaying their metacognitive knowledge and level of metacognitive tactics. According to Freeman and Freeman's (1995) Teachers were able to reach language development. They found that when they use this portfolio they find information greater from their students more than they had in the past, using reports and standardized test scores. Experimenting the use of portfolio as a tool to assess students writing skill helps in overcoming a lot of mistakes, such as omission, selection and disordering, in addition to making students more structured using the process approach and product approach and mixing it.

Values of Literature

The phrase "Values of Literature" refers to any literary works such as poems, novels, stories and plays that leave an impact on the readers and audience.

Literature has various values among which, it helps the advancement of societies and plays a great role in shaping a lot of civilizations worldwide. Moreover, it is a sign that a community is or not civilized. Literature provides opportunities to come together with others, exchange ideas, thoughts, experiences and culture and enhances the overall wellbeing for both individuals and communities. In addition, literature has an entertainment value as we enjoy literary works that feed our brains and souls. Literature has also an artistic value. When reading, it gives the occasion to feel the beauty and power of language and art and human creativity. Through literature we can develop cultural, moral and ethical values. It enables us learn lessons on how to live and behave as well as to promote our views and beliefs. Besides, literature has social, economic and political values since it shapes states, changes political systems and reforms nations, and enlightens people to seek their rights, justice and freedom.

Literature is really a valuable and precious art.

Résumé:

La littérature anglaise avait avoir plusieurs changements et développements ce qui est permet d'avoir beaucoup des obstacles parmi les : la langue convenable, le chercheur a trouvé que la solution la plus pertinente c'est d'améliorer la langue pour les étudiants de Amar Thlidji , notamment les 1^{er} année Master Spécialité « littérature et civilisation », cela traduit effectivement de trouver des différents , nouveaux domaines dans la recherche , afin de les courages de faire une rédaction très structure d'une essaye ou d'une dissertation ou d'un article ou d'un mémoire avec une manière efficace et bien déterminée , on utilise la méthode descriptive et analytique , et le questionnaire et l'entretien , un écrit pour choisir la thèse qui déjà proposée. Les résultats de cette recherche a confirmé que les problèmes de de choisir une langue convenable, on peut les résoudre par la technique de portfolio, aussi, l'amélioration des fautes d'orthographe par la lecture, et le résumé, et les observations, automatiquement le style d'écriture vas améliorer pour les étudiants de la littérature. En fin la littérature anglaise c'est l'ensemble de plateforme dure et renouvelable, on peut trouver à travers elle les différentes solutions au phénomène langagière pour un style d'écriture bien organise sans aucune faute.

المخلص:

شهد الادب الإنجليزي العديد من التغيرات والتطورات مع مرور الوقت، مما أدى الى ظهور العديد من التحديات منها اللغة الملائمة والجديرة. وجد الباحث ان تحسين اللغة الملائمة لطلبة الادب الإنجليزي بجامعة عمار ثلجي بالأغواط خاصة طلبة الأولى ماستر آداب وحضارة موضع ومحل اهتمام. وبالتالي ظهور مجال جديد في البحث أيضا القضاء على الخوف من كتابة مقالات باللغة الإنجليزية بطريقة صحيحة ومؤدية الى المعنى المطلوب، وكذلك جعل كلية الآداب واللغات خاصة قسم اللغة الإنجليزية يستفيد من مذكرة تخرج جديدة ولاحقا الباحثين الجدد في هذا المجال. حيث تم استعمال المنهج الوصفي التحليلي والاستبيان، ومقابلة شبه منهجية، وامتحان كتابي لاختبار الفرضية الموضوعية. اكدت نتائج البحث ان مشاكل جدارة اللغة، يمكن حلها من خلال تقنية الحافظة، الأخطاء اللغوية يمكن تحسينها عن طريق القراءة والتلخيص وكتابة ملاحظات وبالتالي تحسن نمط الكتابة لدارسي الادب. وفي الأخير، الادب الإنجليزي هو عبارة عن أرضية صلبة ومتجددة والتي نجد من خلالها حلول المشاكل اللغوية، وتحسين نمط وأسلوب دارسي اللغة الإنجليزية.