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The Use of Portfolios in the Assessment of Literature Learning in EFL Classes

The Case Study of Master One Teachers and Students at the Department of English-University of Laghouat

A Dissertation Submitted to the Department of English in Partial Fulfillment for the Requirements of Master Degree in Literature and Civilization

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DEDICATION

*In the Name of God, Most Gracious, Most Merciful, All the Praise due to God alone, the
Sustainer of all the worlds*

*This modest work is dedicated especially to my mother who always provides me with
love, support, and prayers. The one who does not stop helping and advising me. Thanks*

MUM, I Love you.

*This thesis is dedicated to my father, the symbol of sacrifice who always supports me and
pushes me to never give up. I Love you DAD.*

This work is dedicated to my dearest lovely sisters Imen and Israa.

To all those who believed in me, thank you all.

Tasneem

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Abstract

This study aims at investigating the effectiveness of using portfolios in the assessment of literature. In order to reach this objective, a descriptive study was conducted. A questionnaire was used in order to collect data. The sample consisted of (50) participants from Master One students of English, and (7) teachers of English Literature from the department of English at Amar Thelidji University in Laghouat, Algeria. This study took place during the second semester of the academic year 2017-2018. The findings of the data analysis yielded positive results concerning portfolios' use in the assessment of literature learning. Despite the fact that portfolios were used only in one module with one teacher as the results indicated, yet, students after using their portfolios were able to develop their skills in analyzing literary texts according to different literary elements, as they improved their writing skills. The results of the study demonstrated that both teachers and students attribute positive comments for integrating portfolio assessment as an effective tool in language teaching and learning. Also, they strongly appreciate the use of portfolios as alternatives to traditional instruments like tests and exams.

Key words: portfolio assessment, English Literature, assessment of literature

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List of Abbreviations

EFL: English as a foreign Language

PA: Portfolio Assessment

ESL: English as a Second Language

CD: Compact Disc

FLC: Foreign Language Classes

SLT: Situation Language Teaching

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General Introduction

Background of the Study

In recent decades, numerous changes in educational systems have come into existence. There has been a great shift from the behaviorist approach which basically focuses on traditional learning to the constructivist approach that is firstly concerned with student-centered learning methods. Moreover, traditional ways of learning which mostly depend on teachers as a source of knowledge are not widely acceptable nowadays. However, learning requires an extensive amount of a vivid thinking through which learners can create ideas, concepts, or they may simply make decisions depending on their earlier knowledge. As a result, students have to use multiple sources and different tools to develop their learning strategies. Furthermore, the behaviorist approach focuses mainly on traditional assessment including tests, exams, multiple choices, and matching questions. This way of assessment leads to having passive students, who focus primarily on memorizing prior knowledge. Fisher (2011) argues that “true-false, multiple choice and matching questions are not suitable to assess higher order cognitive skills such as problem- solving, critical thinking and reasoning” (qtd. in Al-kindi and Al-melklafi 613).

Conversely, constructivism offers a wide range of innovations in assessment instruments, particularly in teaching/learning literature. In recent years, literature has been incorporated in English foreign language curriculum, as it has become a basic technique for teaching the English language through incorporating verity of literary elements such as short stories, novels, plays, and poetry. For these reasons, new ways of assessment are viewed to be a process that directs students to better achievements. One of the most useful assessments instruments used in assessing students’ learning progress is portfolios. It is a purposeful collection of student’s work, or as defined by Butler “a portfolio is a collection of evidence that is gathered together to show a person’s learning journey over time and to demonstrate

their abilities” (2). Portfolio as new educational instrument encourages learners’ reflective practice, as it enhances students to learn independently.

Literature Review

Throughout the years, portfolios assessment and how they used when assessing literature classes have been taken the interest of many researchers and teachers. A researcher such as Rochelle Lucas stated that a portfolio commonly documents a student’s best work. In her opinion, portfolios are valuable assessment tools and more effective than old traditional tests. Recently, portfolios assessment has integrated into curriculums and various disciplines such as English literature, since they effectively support new approaches of instructions which emphasize the student’s role in developing their own comprehension (24). Additionally, Rachad AL Areqi highlighted that students need to be assessed within a variety of question types in a final semester exam, or through multiple assessments tools whether through presentations, research paper, regular assignments or portfolios (15). Moreover, Kolanowski argued throughout his large investigations that portfolio assessment is mostly basic instrument because learners along the year will collect tasks as well as their own contributions and understanding in their portfolios. They may include plot summaries, their own creative poems, a certain criticism about a particular theory, or may simply include their own reactions and feelings toward a piece of art. Therefore, they will show themselves as thinkers and writers (13).

Rationale

In the educational system, especially in literature classes teachers are used to assess students ‘works depending on the traditional ways of assessment such as exams and tests. These are not the most suitable tools to assess students in a short period of time, as they do not provide full pictures of the students’ level. Consequently, the teaching goals will not be

achieved effectively. This research was selected for several reasons. Firstly, most of the students of the department of English at Amar Telidji University have limited capacities in analyzing and criticizing literary texts. These can be a result of the teacher central approach which limited the students' thinking, as it keeps them passive throughout the time. Secondly, they show weaknesses in responding to a certain piece of writing. This is a consequence of the fact that students cannot show reaction and response unless their teacher asks them to do so. Therefore, a suitable tool should be introduced in order to build a strong relation between learning, teaching, and assessment. These made us interested in portfolios assessment as an integral part of the instruction, also as tools for developing and motivating the learning and teaching progress.

Statement of the Problem

In literature classrooms, teachers are asked for an ideal way of teaching and assessing their students' collective works. As a result, they have to practice an alternative assessment through new modern procedures. On the other hand, students throughout the year will be asked to present properly their accomplishments and evidence of their learning. They will be needed to choose what effective techniques and tools which may help them to understand literary materials correctly. However, the problems the students face are the selection, collection, and the organization of data. In addition, most of them are still not taking a serious responsibility of their own learning. As they have various problems in improving effective performance, and increasing problem-solving strategies. As a consequence, this research suggests portfolios as excellent tools that involve the students in the collection, selection, self-reflection, and evaluation phases. Moreover, portfolios emphasize the students' role in constructing an understanding of literary components, as they provide the teacher with a quantity of information by which to evaluate students' progress.

The Aim of Study

The principal aim of this research is to investigate the implementation of portfolios assessment in literature classes as a better instrument to reach teaching goals and to investigate the useful ways of using portfolios learners can utilize to increase their understanding capacities. Taking into account the fact that not enough researches have been involved in this topic, we intend to shed light on the issue by adding more information to the assistance literature.

Research Questions

The present study intends to seek answers to the following questions:

- ✓ What are the multiple purposes of the portfolios?
- ✓ What are the positive points of using portfolios in the assessment of literature?
- ✓ Does the use of portfolios in an assessment of literature have any imperative effects on the learning and teaching process?

Hypotheses

To answer the questions above, the study has put forward the following hypotheses:

- Portfolios have multiple purposes which may smooth the progress of teaching and learning.
- Using portfolios in assessment of literature can develop a better understanding of a literary text such as novels, poetry, and plays.
- The perfect implementation of portfolios assessment in literature may result in several imperative effects on the learning and teaching process.

Research Methodology and Tools

In order to answer the research question, we are going to explore and examine the use of portfolios in the assessment of literature through an exploratory study taking Master One students of English at Amar Telidji University in Laghouat as a sample. The study will be based on the collection of data from a questionnaire that has been administrated to Master One students along with teachers of English Literature at the English Language Department of Laghouat University.

Structure of the Dissertation

This dissertation is divided into two parts. The first part is theoretical which deals with the background of the study. It consists of two chapters. Both of them deal with all the theoretical concepts that are directly related to the topic. The second part is practical; it deals with research methodology and serves as an interpreting part of findings. So, the first chapter presents a theoretical background that helps to define the main key points and concepts about portfolio assessment with more detailed information. The second chapter deals with the fundamental part of this study: Assessment of literature. The third chapter includes two parts. The first part consists of the research methodology and the tools that are used in the study along with the analysis of data whereas the second part covers interpretation of collected data in addition to the final results.

Limitations of the Study

One of the major limitations of the study is the limited number of references related to the topic which made the task little bit difficult. Besides, there were minimum studies examined the issue, considering the fact that portfolios assessment is a recent subject.

General Introduction

Additionally, questionnaires cannot give full answers and reliable opinions to reach the principle aim of the study. However, if tests had done, the study would have been fairly logical.

Another limitation is the time given to the study. It was only three weeks of the second semester which is not sufficient time to explore the use of portfolios in the assessment of literature. It may possibly be helpful to analyze learning and teaching progress longer under the use of portfolios in assessing literature classes. For that reason, extra studies with longer time and a maximum amount of information and references could better examine the use of portfolios in the assessment of literature.

Chapter One:

Portfolios

Assessment

Introduction

It is a common sense that recent educational developments required new trends originated from fundamental changes in traditional approaches and assessment instruments. Therefore, new ways of assessment are practically needed to assess the learning process. In recent decades, portfolios as authentic tools have been taken the interest of various learning disciplines. Basically, portfolio assessment considered as one of the reliable tool which allows teachers as well as learners to identify the learning progress significantly (Birgin and Baki 1). Actually, this chapter is devoted to define portfolio assessment, to shed light on its different types, as to demonstrate its advantages and disadvantages. Besides, this chapter provides varied steps, dimensions and tips for creating a perfect portfolio model for learners, as to throw light on its importance and value in the learning/teaching process.

1.1. Portfolios Assessment

1.1.1. Background

Along decades, portfolios were used in diverse ways. Basically, portfolios have a long been developed by artists and models of visual arts (Kolanowski 2). Recently, the implementation of portfolios has become widespread across various disciplines such as economic management, nursing and the modern educational systems.

In nursing, portfolios were sophisticatedly designed to give a widespread of evidence including skills, knowledge and attitudes of every nurse in the clinical setting. Actually, they were seen as an effective unite of an authentic assessment which mostly intended to evaluate the application of theory in practice (flying start NHS 2-3).

In education, portfolio becomes a dynamic mechanism that is mostly used as a distinct alternative to traditional ways of assessment, as it currently used as a flexible effective assessment tool. More specifically, its strength lies on its flexibility to varied curriculum, to

students' different ages, levels and attitudes, also to several administrative requirements. In fact, Teachers and educators have long been adapted the portfolio' use in various approaches such as the process-approach writing curricula. Actually, Portfolios allow teachers to documents students' growth, as they represent students' efforts and their best works in ongoing classroom activities (Murphy 31). In addition, portfolios reflect a strengthen collaboration between teachers and students, as they serve as a sample of large cognitive processes and efficient responses that no kind of assessment offers (33).

1.1.2. Definitions of Portfolios

In general, the concept *portfolio* originated mainly from the Latin verb *portare* meaning to carry, and the Latin noun *foglio* meaning sheets of papers. The idea has been started from an artistic context then it has lately spread to schools and higher education (Sharp 2).

In a common scope, a number of researchers agreed to define portfolios assessment as a purposeful collection of student's work. Rochelle Lucas stated that a portfolio commonly documents a student's best work. She argued that portfolios are a valuable assessment tool and more effective than old traditional tests (24).

More specifically, Simon and Forgette-Giroux (2000) have described portfolios as "cumulative and ongoing collection of entries that are selected and commented on by the students and the teachers...to assess the student's progress in the development of competency" (qtd. in Bargin and Baki 77). On the other hand, Birgin defines a portfolio as an accurate assessment which determines the students' skills in various areas and in a certain amount of time (qtd. in Bargin and Baki 77).

In his article "*a Review of the Literature on Portfolios and Electronic Portfolios*" Philippa Butler has defined portfolios as "a collection of evidence that is gathered together to show a person's learning journey over time and to demonstrate their abilities" (2).

Eventually, all the above definitions display that portfolios are sophisticatedly guided the development of the learning/teaching process since they effectively support new approaches of instructions which emphasize the students' role in developing their own comprehension. Besides, what really assess the student's performance within his class is the diverse content of his portfolio, i.e. best work, new work or most varied work.

1.1.3. Different Types of Portfolios

As there are several diversified purposes of a certain EFL or ESL classes, there are multiple types of portfolios too. Thus, those types play a vital role to fulfill the requirements of both teachers and students within a specific time period. Basically, portfolios have three main types including the working portfolios, the developmental portfolios, and the showcase portfolios (Cain et al. 4).

1.1.3.1. The working Portfolio

Systematically speaking, the working portfolio is a methodological collection of the student's works that contain mostly works in progress. It is mainly based on fundamental objectives and a clear guideline offered by the teacher. In fact, this working portfolio type is used as primarily way to diagnose the student's requirement. It shows his/her strengths and weaknesses as well. Therefore, it motivates learners to reach their achievements gradually. Besides, the information gained from the working portfolio help teachers to re-design perfectly their instructions in the future.

1.1.3.2. The Developmental Portfolio

It represents an achieved selection of student work. Typically, this kind of portfolio shows the students' mastery of certain topic, theme or project. It has a fundamental role in

enhancing learning through the procedures of reviewing, revising, and evaluating the final products.

1.1.3.3. Show Case Portfolio

Display the students' best work. Basically, by utilizing show case portfolios, students can immediately develop a sense of appreciation and pride. As a result, they will be more stimulated when they experience the gladness of presenting their best works and constructing a clear meaning from it. In fact, the main purpose of a display portfolio is to identify the students' level from year to year, as it documents the hard efforts made by them.

In recent years, researchers in the educational field have become to a great extent interested in portfolios as excellent useful tools which mainly emphasize the students' role in constructing a better understanding, as they provide teachers with a quantity of information by which to evaluate students' progress. Therefore, Melograno developed an extensive description about portfolios, as he adds six new types. These types can be used in separation or in combination (qtd. in Birgin and Baki 81). They are as follows:

1.1.3.4. Personal Portfolio

This type of portfolio serves as a catalytic tool for self-reasoning and self-creation as well. It is usually bridging between educational activities and community involvement. Besides, the personal portfolio could contain items such as pictures, videos or academic rewards, yet it should be formal.

1.1.3.5. Record-keeping Portfolio

This most important type contains special assessment samples and records including tests and exams, so it is mostly used by teachers for that reason. Typically, within this kind of portfolio teachers may include notes about the students, observations, behavior checklists,

index scales and progress reports. Its main purpose is to allow the teacher to have a clear vision about his students' learning progress within a specific time period.

1.1.3.6. Group Portfolio

This unique type of portfolios supports learning in collaboration. Basically, each member of the group contributes to special items in order to achieve a successful construction of a portfolio. In addition, group portfolio has the advantage of encouraging the interconnection and unity among students. It considers as a perfect assessment form teachers can utilize to evaluate teamwork achievements.

1.1.3.7. Thematic Portfolio

By using the thematic portfolio students could shed light on a limited unit of study. Normally it lasted from 2 to 6 weeks, as it mainly relates to a specific theme or activity. Essentially, this portfolio reflects learners' cognitive skills, as it depicts effectively their views and mastery of the necessary units they tackled.

1.1.3.8. Multiyear Portfolio

The main objective of using this portfolio is to follow students' progress and standards' achievement periodically from the primary school to high school and even university education. Usually, schools are the first responsible to store those portfolios.

1.1.3.9. Electronic Portfolio

Contemporary technologies have taken sophisticatedly its unique place in all disciplines especially in the educational field. Therefore, both teachers and learners are requested to create an effective educational atmosphere through various technological means. Actually, E-portfolio considers as one of the main reasons for academic success. According to Phillipa Butler E-portfolio is "essentially an electronic version of a paper-based portfolio, created in a

computer environment” (10). Moreover, E-portfolios are designed successfully for specific purposes that of showing one’s educational growth and achievements over time which is completely stocked and managed digitally. Furthermore, Abrami and Barrett (2005) argue that assessment purposes and varied pedagogical processes are supported efficiently by E-portfolio (qtd. in Butler 10). In fact, it contains mainly students’ activities and their biographies as well as supporting materials such as audios, videos and graphics. Basically, it reflects learners’ knowledge, attitude and technology skills, as it so easy to organize and to manage.

Although distinguishing between different types of portfolios are merely impossible for the reason that they all share some common qualities, yet they can be applied by both teachers and students separately or together. In one hand, students have to select the most appropriate type of portfolios according to particular given tasks. On the other hand, teachers should select suitable ones that suite best each student’s level and skills. Probably the electronic and the show-case portfolios are the most favorable in the educational setting, but all the above types serve to emphasize an optimal assessment.

1.2. Advantages of Using Portfolios

In contrast with traditional forms of assessment, portfolio considers as the most valuable assessment system. Since PA has endless advantages, students can usefully benefit from them to be able to take control of their leaning, as to increase their critical thinking and learning abilities.

Julie .E Sharp indicates that portfolios are the largest adaptable tool to any level, grade or ability. Without any difficulty, portfolios can be records of classroom performance, so they are easily integrated into the curriculum. They support the exchanging of ideas and opinions between teachers and students. More specifically, they are simply integrated into instructions, unlike standard tests and exams. They offer an effective collection of multiple work samples

that of students to show their achievements, also to enable the teacher to correct and evaluate his students' collective works through an authentic assessment (5-6).

According to Hauge portfolios are mostly provided a process to transform theory into practice. Additionally, Brown suggests that assessment portfolios are one way of creating large communicational and interactional spaces inside and outside the classroom, as they helpfully facilitate the reorganization of students' skills. He stresses that the easiest way of recognizing prior knowledge then exhibiting new learning products is the implementation of a perfect portfolio (qtd. in Butler 3). Actually, portfolios are a bridging tool between teachers, students and their parents as well (Birgin and Baki 84).

Among the advantages set by Lahmar Moukhtaria are:

- ✓ Involvement of learners
- ✓ Increase of accountability
- ✓ A common vision of goals
- ✓ Authentic pictures of learning
- ✓ Improved teaching/ learning
- ✓ Reflection of assessment reform (172).

Ultimately, portfolio as an assessment tool offers an authentic assessment of learners' performance. It increases gradually learners' self-assessment and self-reflection. Basically, portfolios are a way of encouraging creativity and perfect tools to enhance communication between the teacher and the student through multiple criteria. Actually, through portfolios students can identify their weaknesses, reorganize and re-evaluate their collected works, then display a new outcome. Portfolio always has the advantage of bridging relationships among teachers, learners and parents, as it gives every single description of student's educational progress.

1.3. Disadvantages of Using Portfolio

While portfolios are strongly known for having endless advantages which significantly affect the learning/teaching progress. However, there has been some criticism which merely revealed little portfolio drawbacks and problems that of time, reliability and performance.

According to Cicmanec and Viecknichi portfolios are less reliable tools than multiple test scores. They strongly believe that without identifying clearly portfolio's criteria or assessment purposes, the portfolio can be just a misleading tool; therefore, it cannot reflect effectively students' performance (qtd. in Birgin and Baki 85).

Birgin states that portfolios require a large amount of time to be constructed. In addition, teachers will consume much more time to evaluate students' work and performance. Thus, checklists and electronic portfolios can be the best solution for time problem (85).

Actually, the reliability of portfolios is often questioned. Teachers all most times doubt the validity of one's work, did he really work hard, or just find a way to own someone's research or studies. As a result, teachers are required to assess continuously his classroom presented works (Birgin and Baki 85).

Baki et al, Chen et al demonstrate one of the common problems teachers face when assessing a large number of students. In fact, teachers have the problem of storing, handling and controlling learners' portfolios in a crowded classroom. On the other hand, students become unconsciously bored when carrying their portfolios to each class (qtd. in Birgin and Baki 85).

Eventually, low reliability, time-consuming, and assessing a huge number of students' presented works are commonly the most disadvantages of portfolio use. Besides, teachers need more time to control, to review and to evaluate those portfolios. To limit these problems teachers are required to offer new solutions involving e-portfolio use. To overcome all these

disadvantages, both teachers and learners are asked to take a full responsibility within the learning/teaching process, to create a professional time management and to be familiar academically with a useful portfolio implementation.

1.4. Dimensions in Portfolio Design

A well-organized portfolio requires not just a casual collection of student's work over time, but rather several dimensions should be taken into account when developing a portfolio model. Typically, there are various aspects help to construct perfect portfolios including its purpose, audience, time and manageability. Students should also determine what evidences must collect in their portfolios. On the other hand, teachers have to determine what criteria help to assess these tools. In fact, these aspects are closely related to an extent that they affect deeply each other (Birgin and Baki 78-79). They are as follows:

1.4.1. Purpose

As any assessment tool, the portfolio needs clear purposes and objectives as a first step. Basically, the student's learning requirements determine the purpose of the portfolio. It defines mainly the process of learning, teaching and assessment, as it determines what elements and items should be included in a portfolio (87). More specifically, Forster and Masters argue that the assessment aim determines whether the portfolio is designed to monitor the students' progress over time, to assess their achievements, to exchange knowledge between both teachers and students, to get in touch with parents or simply used by learners as a self-assessment tool (qtd. in Murphy 33). Therefore, a clear purpose is needed to create a successful and ideal portfolio model.

1.4.2. Audience

Knowing what kind of elements to include within a portfolio and to whom you address and display your work is an essential step to realize various objectives and achievements. A portfolio project often needs an audience to be involved in including teachers, other students, school administration and parents. Actually, Defining an audience helps to reduce errors and to evaluate each portfolio item separately by each one of them.

1.4.3. Time Frame

Generally, every type of portfolio requires a limited time in order to design and to produce it. Time mainly relates to the purpose, as it links directly with student's ability and the nature of any given task. According to Seidel et al, time frame element takes into account issues like the students' level, the complexity of students' comprehension and different ways of learning through errors (qtd. in Murphy 34).

1.4.4. Determining the Evidence Including in the Portfolio

Determining portfolio users and purposes can greatly define what evidences have to include within a portfolio. Barton and Collins suggest that a caption "is a statement attached to each piece of portfolio evidence" (qtd. in Birgin and Baki 78). In fact, this caption can help clearly to describe and to define these evidences. The caption helps students to prove different issues they know. Moreover, student portfolio may include a large number of evidences such as activity materials, best studies, test, projects, presentations, course notes, problem solutions, self-assessment checklist, as it includes some visuals, academic rewards, CD and disks. However, during the learning process students have to select effective evidences to reach an excellent performance. Furthermore, portfolios generally consider as the student's mirror because they reflect his skills, intelligence, behavior and social experiences. Therefore,

every evidence included in the portfolio must reflect each student's performance, cognitive skills and abilities significantly (78).

1.4.5. Determining Assessment criteria

When assessing any type of portfolios, teachers have to decide what kind of criteria to be followed in order to evaluate student's high performance. Most of the time, assessment criteria requires reliability and clarity to realize the teaching/learning goals. It designed mostly to help student re-correct his errors and recognize his weaknesses, then to select a high quality of works to be assessed as final outcomes later. Rubrics are one way used to identify the nature of portfolio evidences and to offer a reliable assessment as well (Birgin and Baki 79).

1.5. Steps to Portfolio Creation

Designing a perfect portfolio alongside tangible outcomes can be left firstly to the students' decision. However, when creating and implementing an assessment portfolio both teachers and learners have to set a clear philosophy, guideline and structure. In one hand, teachers are requested to offer a comprehensible vision for portfolio use. On the other hand, students have to decide what effective evidences should be included and what kind of structure must be followed to make a better success. Actually, a plethora of researchers and teachers in the educational field had ranged a wide number of steps for a useful portfolio creation. In their article "*Using portfolio to Enhance Student learning*" Dr. Sharon Bryant and Dr. Andrew Timmins set a number of steps teachers may follow to raise student awareness about the portfolio use (38) in the following ways:

1.5.1. Planning for Introducing the Use of Portfolios

- ✓ First of all, teachers are asked to offer an overview of portfolio use involving its background, theory, and processes through brief presentations using aids such as PowerPoint or videos. Teachers may simply provide students with a portfolio sample to help them understand its context and content at the same moment.

- ✓ Second, teachers have to set a clear guideline and organized outlines to help students understand and select what evidences are quite suitable to their portfolios.
- ✓ Third, assessment criteria have to be shared among all classroom members in order to measure the progress of students' level and competencies when developing their portfolios, as to encourage them to present well-structured learning portfolio.
- ✓ At last, establishing practice sessions from time to time helps students to apply given theories into practice. These sessions are valuable for the reason that it gives students an opportunity to develop writing and reading skills.

1.5.2. Starting the Philosophy

According to Lahmer Moukhtaria, the student has to set up ideologies that define clearly his desire and suit best his creativity. In fact, clear ideology leads to create excellent portfolios (171).

1.5.3. Evidence collection and Preparation

Student's big task is to manage a learning portfolio. However, setting a clear guideline helps most to define the content. A student can choose multiple sources from where he might collect components and other evidences, yet the length and the portfolio statements might be dictated by an institutional policy (Lahmer Moukhtaria 38). Further, students' creativity helps to construct a new production rather than recording previous works. Therefore, including a unique purpose statement, captions and summaries help to succeed the portfolio preparation (Cain et al. 6).

1.5.4. Shaping and organizing

Portfolios are commonly described by students' reflective book. Margaret Cain et al suggested that "the organization of portfolio draws on the creative abilities of the developer"

(10). Thus, students are free to organize their learning portfolios according to the following order:

- ✓ Mentioning the autobiography is quite important as the importance of portfolio itself. Actually, the autobiography may involve some personal information including name, age, and photographs. It aims at introducing the developer of a particular portfolio to readers.
- ✓ Including a clear purpose at the beginning may possibly attract readers' attention.
- ✓ Organizing a table of content involving different sections, entries, and captions.
- ✓ Creating more than five pieces of work. Each activity must be included within one unit.
- ✓ Sections may best be colored-coded to easily distinguish between them.
- ✓ Creating entries by using different models such as writing or drawing helped the student to express his feeling and thoughts.
- ✓ Captions are often placed before any piece of work or exercise to indicate each activity objectives. It describes each particular piece and why it is important. Visuals can be included in these captions.
- ✓ Reflective summary at the end of portfolios may demonstrate the students' growth. It is a significant way of expressing one's opinion and impressions.
- ✓ In order to monitor growth, most works should be dated.

As soon as the work is finished, the portfolio may be proposed as a simple folder, a binder, an accordion folder, or flax box, or in a digital format (Cain et al. 10, 13, 27, and 39) (see figure 1).

Although designing and organizing a learning portfolio are challenging processes, yet creating a well valuable portfolio is an exciting, rewarding and often wonderful experience.

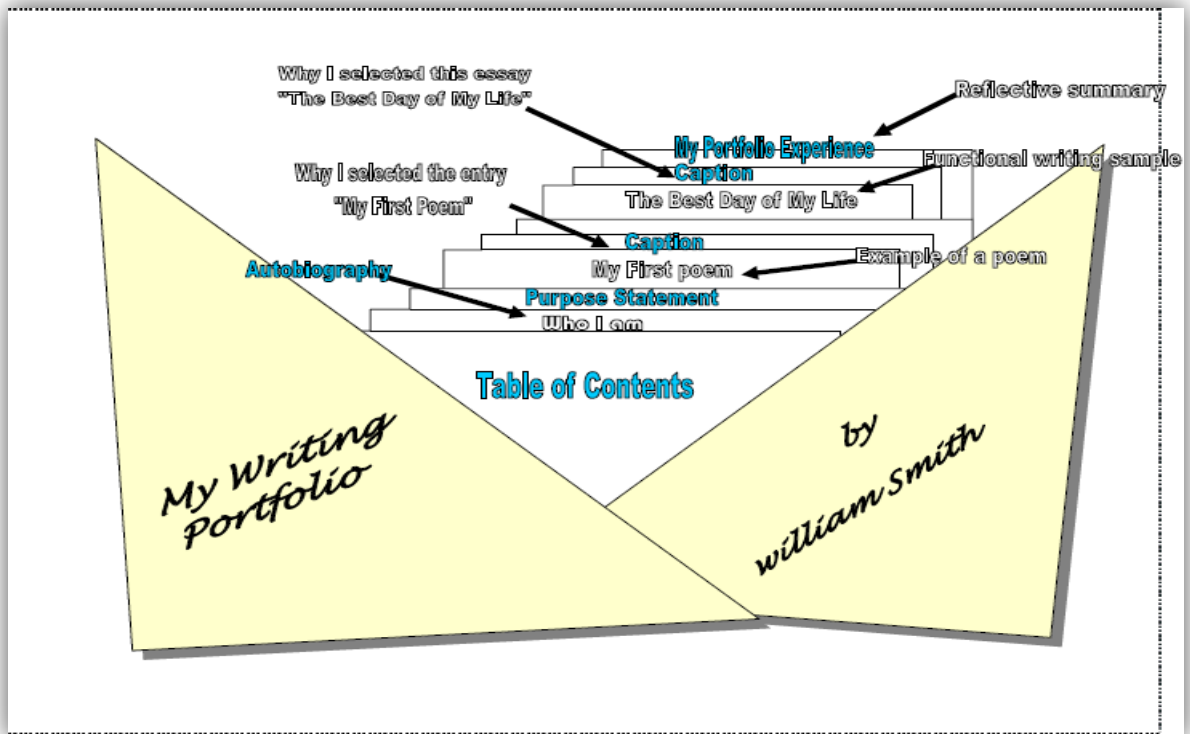


Figure 1: Portfolio Showing How Contents Can Be Organized

1.6. Making the Portfolio a Vehicle for an Authentic Assessment

Portfolios are constructed initially to support new educational approaches that emphasize the learners' role in creating independently their specific learning atmosphere. On the other hand, portfolios are regarded as teacher's assessment repertoire for the reason that they successfully help to fulfill curriculum requirements (Cain et al. 3). When implementing portfolios within instructions, teachers have to join different roles, being facilitator, involver, assessor or enabler. Actually, to realize the outlined syllabus and assignment efficiently teachers have to engage in different activities for facilitating portfolio implementation. Besides, through portfolios teachers will be capable to practice an authentic and an ideal assessment following these tips:

1.6.1. Facilitating Implementation

As a facilitator, the teacher is usually required to present different portfolio structures. Typically, the teacher has to define the function of each portfolio components such as

captions, entries and reflective summaries. These elements have to be well explained by showing the various stages of producing pieces of work that make up an entry or a caption. From time to time the teacher should establish practice session that of training to build up a progressive portfolio, as notice and diagnose students' weakness and strengthens. Moreover, to reach success the teacher must guide students to select appropriate themes which can go hand in hand with each portfolio type, provide adequate time for students to compile their portfolios and the most important part is to direct students in the selection of what is most appropriate from the pieces of work to be presented later. At last, the teacher's principal role is to give feedback either through scoring or through giving students full notes and advice to construct effective comprehension (Cain et al. 50, 52).

1.6.2. Manage Workload

A teacher's big task is to manage and to assess the class. For that reasons, teachers have to design carefully an assessment plan that suits best each student. Principally, to achieve previous assessment criteria, teachers have to develop and to create well-designed scoring rubrics in order to manage large classes. In fact, rubrics are one way to communicate feedback to students (Zubirarreta 15). In one hand, the teacher has to specify and to limit portfolio items such as page numbers to develop a more reliable portfolio, as to gain more time (UNSW 4). On the other hand, creating a schedule can be beneficial to organize each student's presentation and to receive interaction from each one work. Despite the fact that portfolios are a collection of valuable evidences, yet teacher's task is read what is new, creative and impressive rather than reading all the submitted works.

1.6.3. Ensure Fairness

Knowing each individual circumstance can be a hard work, but it is still beneficial for realizing equality and ensuring fairness. Actually, creating a space where students can

negotiate multiple assessment criteria may minimize their fear. Further, both teachers and students have to be aware of the assessment importance to achieve academic success. In fact, this importance is greatly embodied within students own critical reflection. Ross emphasizes student's role in constructing his own critical reflection. In a similar vein, Burch and Seggie indicate that teachers have to encourage their students in developing portfolios according to a particular idea or knowledge they already have experienced it. They stress on including some oral elements such as interviews to easily diagnose each student's performance (qtd. in UNSW 4).

Ultimately, saving time by being organized is the teacher's best plan in order to assess and manage large classes. Teachers have to flexible with all kind of assessments to ensure fairness and reliability. More specifically, considering the fact that portfolio is a vehicle for an authentic assessment, it allows teachers to take different roles. So, it provides a meaningful management. Portfolios play a vital role in constructing assignment and defining educational programs. Basically, when implementing portfolios, teachers have to follow different stages and considerable tips to attain and accomplish the teaching and learning goals.

1.7. Importance of Using Portfolios in Learning and Teaching

As a learning and assessment tool, portfolios encompass not only collected facts but will involve larger innovative and reflective dimensions. As a matter of fact, portfolios have created an important space where both teachers and students can engage to achieve the entire educational goals.

As a learning tool, portfolios play a dynamic role since they document not only students' work but also their experiences. Actually, portfolios are excellent means which enable students to construct their special stories and being shaping their identities. In contrast with exams and an extended writing task, portfolios allow students to exhibit and to compile a wide range of academic, professional and personal pieces during specific timing.

Furthermore, through a worthy use of portfolios, students can be motivated to develop a self-reflection and self-assessment effectively, transferring responsibility for learning from the teacher to the learner. Basically, portfolios are regarded as fair and valuable for the reason that they require a sustained effort, allowing students to observe their weaknesses and to comment on their progress (UNSW 1-2).

As an assessment tool, portfolios are effectively facilitated the teaching process. Klenowski et al (2006) indicate that portfolios have a great influence on the instructions progress for the reason that they encourage teachers to design and assess courses in a more integrated way. Besides, portfolios offer descriptive details about a particular learner's information, performance and development at any critical moment (qtd. in UNSW 2). In a similar vein, assessment by portfolio is authentic, continuous and more reliable. August (2002) believes that portfolio assessment is alternative and more appropriate for the evaluation of ESL or EFL classes than standardized tests. He argues that students' course accomplishments are more likely to be evaluated through portfolios than to pass final-semester exams (qtd. in Lucas 25).

It is the portfolio that develops students' abilities. Through the use of portfolios, students can learn not only for seeking knowledge but to be able to use it, to practice it and to put it into work. It is the portfolio that encourages pride and self-esteem, as it motivates learner's creativity (Kish et al. 256). At last, portfolio assessment keeps teachers conscious and honest when evaluating works. It provides a sight for teachers to discover various talents and miscellaneous skills students may acquire.

Conclusion

To sum up, this chapter has attempted to present full pictures of portfolios as authentic assessment instruments that have successfully enhance the learning process and fulfill teaching requirements. Besides, this chapter has introduced to the reader different theoretical

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concepts that are closely related to portfolio use within an appropriate learning setting. It aims firstly at shedding light on the nine portfolio types such as show-case portfolio, personal portfolio, developmental portfolio and other important kinds. Moreover, the chapter gives an overview of several portfolios' advantages and its drawbacks. Furthermore, the chapter intends fundamentally to provide different steps both students and teachers can follow to realize a perfect portfolio implementation. More specifically, the chapter has attempted to establish clear arguments concerning portfolios as a learning tool and as a vehicle for an ideal assessment. In a similar vein, the second chapter will discuss the main core of the research by shedding light on assessment of literature learning through implementing portfolios.

Chapter Two: Assessment and Literature Teaching

Introduction

It has been commonly assumed that assessment has successfully bridged between teaching and learning. Assessment has played an integral role within various educational disciplines. In fact, it has been changed along decades, to fit flexibly the requirements needed in any educational curriculum. In a similar vein, English literature as an effective learning discipline has recently incorporated within English foreign language syllabus, as it becomes a basic trend for teaching the English language through varied literary components involving short stories, novels and poems. However, these elements require a special testing and an authentic assessment to be well understood. Actually, assessing literature is recognized to be the most teachers' important task. Therefore, teachers within EFL or literature classes are requiring offering an ideal and reliable way to construct a strong relationship between teaching, learning, and assessment. On the other hand, students are strongly needed to select what effective assessment kinds and tools they have to utilize in order to reflect on their own understanding of literary materials. As a result, suitable tools such as portfolios assessment in English literature classes are largely needed to encourage learners' reflective practice. Basically, assessment of literature is the central concern of this chapter. This chapter is devoted mainly to define assessment, to shed light on its deferent kinds, as to demonstrate its purposes, criteria, and principals. Moreover, this chapter is primarily concerned with teaching and testing literature. Besides, this chapter is devoted to giving a sight about the assessment vital role in learning and teaching English literature. As a final point, the chapter presents a review of previous studies that is firstly concerned with the use of portfolios in an assessment of literature.

2.1. Assessing literature

2.1.1. Assessment

A plethora of different researchers agreed to define assessment generally as a systematic process of judging a particular person's actions or judging certain quantities and qualities of something. However, assessment within an educational setting is perhaps the most effective policy that is usually combined with different tools and techniques, teachers are commonly used to judge or remark a student's performance. Actually, assessment derived its definitions from a large number of researches:

2.1.1.1. Definition

According to Mihai, assessment is “a combination of all kinds of formal and informal judgments, and findings occurring inside and outside a classroom” (qtd. in Tran 5). He strongly believed that the concept of assessment is much larger than tests or test scores. In the words of Brown and Abeywickrama assessment is an outstanding process that is largely gathered and combined between different techniques and methods in a simple way such as responding and commenting orally on a student's essay, or in a complex way like tests and final exams (Tran 5). Moreover, within *the Encyclopedic Dictionary of Language Testing*, Mousavi stated that the process of measuring the level of a person's attribute is definitely known as assessment (5).

In his book *Exploring Language Assessment and Testing*, Anthony Green argues that assessment is a broader term than a testing process. He believes that assessment includes a large number of methods and techniques that are less formal than tests, involving minimum restrictions. In his view, assessment has many forms. Actually, these forms include a number of activities such as (6):

- ✓ Teacher's informal questions within the class.
- ✓ Quizzes or less formal activities which are mostly done in class.
- ✓ Peer assessment has a great function, students usually rely on to judge each others' performance.
- ✓ Self-assessment is commonly a useful form which is effectively enabling students to assess their works.
- ✓ Students' collected works without any previous designed or fixed plan such as portfolio assessment or teachers' observations are usually considered as a less formal type of assessment, yet they are incredibly useful (7).

It has been reported that assessment as a vital process in the field of education has many forms. These forms are: traditional assessment, formative and summative assessment, continuous, peer and self-assessment. Basically, each of these forms has traveled a long road since the old traditional form. Actually, traditional views of assessment such as tests or quizzes have narrowed relationships between teaching and learning. Students were separated from acquiring knowledge during a large amount of time (Lopes 285). However, an authentic assessment and alternative assessment procedures have developed to engage students deeply in the learning process. These many forms are explained as follows:

2.1.1.2. Summative Assessment

Garrison and Ehringhaus state that summative assessments are given occasionally after every instruction in order to measure a particular knowledge in a specific time period. They are strongly associated with standardized tests, end of semester exams or end-of-unit tests. Basically, the main aim of this assessment form is to determine what goals are effectively realized and to identify deeply each student level (1).

2.1.1.3. Formative Assessment

Formative assessment, as Garrison and Ehringhaus stress, is a process of assessing students' performance within instructions. It offers an effective feedback for both teachers and students when it is strongly integrated into classroom practice. In addition, formative assessment aims at covering special areas to be developed involving the productive skills. In contrast with summative assessment, formative assessment is built on practice and the students' involvement as essential steps (6-7). An example of this form can be a student essay which is measured by the teacher's important comments, but it does not hold a final mark (Mcalpine 6). Basically, formative assessment covers two main types which cannot be separated from instructional practice. These important types are peer and self-assessment.

2.1.1.4. Peer Assessment and Self-Assessment

According to Garrison and Ehringhaus, peer and self-assessment is a logical step in any classroom practice. In one hand, self-assessment has greatly encouraged student critical thinking. It provides a feedback to each student by allowing him to identify his weaknesses and strengthens. On the other hand, engaging in peer assessment may effectively support collaboration among classroom members. It aims primarily at determining whole class weak points. Besides, peer assessment helps students to check each other understanding of previous instructions, thus, every student work after evaluation will be a resource for others within a class (3).

2.1.1.5. Continuous Assessment

In his report, Joshua Muskin states that continuous assessment is acknowledged to be one of the primarily teacher's responsibilities. Through continuous assessment, teachers can have the authority to evaluate each student's abilities, behavior, skills, critical thinking and

attitude at a specific moment or within a long time. More specifically, continuous assessment helps teachers to gather a large amount of information about every student. This process, in fact, facilitates applying effective lessons (9).

Eventually, the overall assessment process necessitated varieties of different forms and assessment types. These fundamental forms including summative, formative, peer and self-assessment and continuous assessment have supported remarkably short and long-term goals. No matter how difficult they are for both teachers and students, they are excellent alternatives to tradition views of assessment. As a consequence, a useful implementation of these assessment forms helps incredibly to adjust beneficial instructions for students. On the other hand, students will be able to move forward in their learning.

2.1.1.6. The Qualities of Effective Assessment Systems

To ensure a useful assessment system, teachers have to establish effective purposes and efficient principles that of reliability and validity to fulfill the demands of the class. In another sense, developing a useful assessment system requires the implementation of logical basic principles involving validity, reliability and practicality. Actually, a consensus between these elements is fundamental for evaluating and designing second language assessment. These main principles are described as following:

2.1.1.6.1. Validity

Validity, as it describes by Hussein Farhady is “certainly the most important single characteristic of a test” (qtd in. Coombe et al. 37). He strongly believes that validity in contrast with reliability is related directly to the content of a test or any assessment kind. In fact, validity is strongly applied to measure what beyond a test making. Basically, it measures the language used, abilities and skills. More specifically, claiming that a test is valid is not a

matter; in contrast, what makes it valid is that is designed to evaluate learners' comprehensions and attitudes from different dimensions (Coombe et al. 37-38).

2.1.1.6.2. Reliability

In contrast with validity that is mainly concerned with the form and the content of a test. Reliability is directly related to consistent scores. Tran states that a test “is considered reliable if it is administrated on different occasions and similar results are obtained” (8). More specifically, if the whole examinees of the class obtained exactly the same score or grade, the reliability of a test will be realized. However, reality contrasts practically this issue because learners have different mental capacities. Actually, to ensure reliability, Hughes, Brown, and Douglass suggested seven tips to build reliability into assessment design (qtd. in Green 73-74):

- ✓ Clarify tasks and make them unambiguous by explaining to learners the assessment criteria.
- ✓ Give more questions and tasks to demonstrate learners' ability. Add more tasks can help teachers to diagnose weaknesses and strengthens of each student.
- ✓ Reducing the scope of test formats in order to be well evaluated.
- ✓ In order to obtain consistent outcomes, teachers must provide deep and clear answers and unambiguous rating scales.
- ✓ Including other scorers or assessors to evaluate a test or a performance can easily identify errors.
- ✓ Assess learners with a wide range of ability.
- ✓ Knowing and regulating the same conditions for everyone can greatly ensure reliability.

2.1.1.6.3. Practicality

Brown and Abeywickram have defined practicality as the logical issues that are mostly involved in the construction of any assessment instrument (qtd. in Tran 8). In a sense, practicality as one of the fundamental principles relates mainly to all the facilities needed to make up a good test. For instance, organizing a listening test requires facilities such as audio equipment. Moreover, designing a test practically requires a special organization of conditions, taking into account large classes and time frame. For example, when designing a writing test, composition becomes the only choice made by teachers, however, applying writing composition in large classes needs time and hard efforts to mark them. However, designing multiple-choice tests needs deep planning and effort to be well organized, yet it is quite easy to score (Coombe et al. 42).

Ultimately, developing a test requires authentic principles involving validity, reliability and practicality. Every test developer should take into account these elements to build an acceptable and equitable test. Despite all these principles' complexities, teachers and administrators have to hold full responsibilities in order to achieve coherent and valid assessment tests.

2.1.1.7. Linking Assessment with Instructional Aims

In contrast with testing, assessment as a broad term covers all methods and approaches that are largely used to make useful decisions about learning. Traditional educational views saw assessment as external to instructions. Recently, the connection between assessment and instruction become widely applied in the language classroom.

Within *the Cambridge Guide to Second Language Assessment*, Anne Katz (2012) states that under a system-level practice, assessment is usefully used by administrative bodies

Chapter II: Assessment and Literature Teaching

to report learning outcomes and results in order to identify students' requirements and needs, as to demonstrate what instructions should be delivered in order to meet previously designed goals (qtd. in Coombe et al. 66-67).

In a similar vein, she adds that expert teachers employ formative assessment as an effective form that is notably linked between assessment and instructional aims in general. Within a classroom-level practice, formative assessments such as rubrics and portfolios are designed mainly to involve students effectively and efficiently in the learning process. Actually, some teachers describe such approach as 'assessment for learning' if it is successfully integrated into the learning process (67).

Anne Katz argues that assessment can successfully integrate into classroom practice when students engaged in specific activities that are directly related to interactions such as group activities, peer discussions or students responses. She draws a chart as an example of what both teachers and students should plan to create a strong link between learning objectives, instructions and assessment (70-71). (See table 1)

Learning objectives	Classroom activity	Assessment tool
Students will be able to develop and maintain a "lexical" vocabulary notebook.	Students will create flash cards from their own notebooks using lexical chunks. On one side is the chunk. On the other side is a picture or mnemonic device.	Two parts: A. Student will race against the clock and see how many cards they can name in a minute. Every week they will measure themselves against their previous "score" and against the "scores" of their peers. B. Students will fill in as self assessment form.

Table 1: Alignment Chart Linking Assessment with learning (qtd. in Coombe et al. 71)

The feedback resulted from the interaction that requires students to show their skills and understanding capacities, has various points of time relates to language performance. This feedback allows students to reassess and re-examine their performance more closely. Besides, rubrics, checklists and scoring guides are used specifically in writing, as they are integral tools through which feedback can be effectively provided (Coombe et al. 70-71).

2.2. Literature in Language Teaching

2.2.1. Definition of Literature

In his book *Studying English Literature and Language*, Professor Rob Pope at Oxford Brookes University has sophisticatedly asserted that:

Literature, from the late eighteenth century onward, was narrowed and elevated so as to mean: certain kinds of artistic or aesthetic writing which were reckoned to be especially creative and imaginative, fictional (not factual), Stories (not histories), and to be the product of especially gifted or talented writer called authors—in extreme cases geniuses. (72)

In the words of Pope the concept literature originates mainly from the Latin word *littera* which refers to ‘letter of the alphabet’. Actually, in the late fourteenth century, the word literature has come into English by court French, as it becomes generally known as ‘book learning’. During the early nineteenth century, literature was so far similar to the term ‘literacy’, meaning the ability to read and write (72).

However, in the early nineteenth century, the word ‘literature’ has become ultimately minimized to the sense of aesthetic, creative and imaginative writing pieces that are sophisticatedly produced by expert writers or talented authors (Pope 72).

2.2.2. Teaching Literature

Murat Hismanoglu asserts that incorporating English literature within EFL classes becomes widespread nowadays since it puts students in the light of language contexts. Including literature as a technique, as he argues, in such classes can effectively enhance the development of learning the basics of language skills involving the productive and the receptive ones. In his view, learning literature increases greatly the comprehension of different language areas such as grammar, vocabulary and pronunciation (54).

In a similar vein, Koutsompou Violetta-Irene through her article “*The Use of Literature in the Language Classroom*” emphasizes on the literature greatest purposes in the learning/teaching process. She argues that learning literature in class may impressively support interaction and communicative competences among learners. She adds that literature with its different contexts is acknowledged to be a rich source of knowledge. Through learning literature, students can easily develop their critical thinking abilities, since literary texts require special response activities. Basically, through these activities, learners can their reading and writing skills, as they will absolutely gain a wide range of registers (Irene75).

It is crystal clear that the main purpose of using literature as a technique of learning and teaching is to respond to what a particular story or poem conveys from emotions and deep meanings. In contrast with traditional language classes, incorporating literature within foreign language classes may open a window for teachers to teach differently (75).

2.2.3. Reasons for Teaching Literary Texts in Foreign Language Classes

Certain learning objectives set by teachers are largely embraced by three main reasons for using literary texts in FLC. Actually, Irene in her article has set three main reasons, they are as following:

2.2.3.1. Cultural Model

Learning literature and specifically its types from novels, poems or short stories can impressively change the habitual teaching methods. Basically, the cultural model requires teachers to teach literature through culture. Basically, students get to understand the meaning that any story offers, not only that but rather to study and analyze history, economy, politics or societies backgrounds of any portrayed country through a particular literary text. As a result, students will experience new knowledge and come up with different ideologies and feelings (Irene 75).

2.2.3.2. The Language Model

Language-centered literature teaching requires from both teachers and students to approach texts in a systematic and practical way. Considering the fact that literature is consisted mainly from language, students through this language can develop their reading and writing skills, exposing to sophisticated vocabulary and register then using them to express their own thoughts (Irene 75).

2.2.3.3. The Personal Growth Model

The teacher's main intention toward personal growth model process is to involve students in a reading of literary texts phase. Actually, if the teacher succeeds in choosing suitable texts which impressively encourages creativity and supports imagination, in response, students will respond effectively by giving their impressions (Irene 76).

All the above teaching models, in fact, support the instructional aims. It is crystal clear that in the learning-based literature, the teacher is either facilitator or involver. As for learners, their crucial role is that they have to raise a sense of creativity by thinking out of the box. The

enjoyment during literature sessions has to be adding, allowing learners to enjoy reading poems or novels, as to be able to grasp more lexical.

2.2.4. Criteria for Using Literature

A teacher's big task is to select appropriate literary texts which suit best his class. Therefore, he must rely orderly on three main criteria when using literature as a SLT technique (Collie and Slater). One of which is the linguistic criterion. Basically, the linguistic criterion supports the idea of teaching literature. In fact, by regarding the linguistic criterion ideas, learners will be able through literature to differentiate between the multiple types and genres or literary texts, as they will be able to distinguish between them not only according to the content but the form of each also (Irene 75).

Second of which is the methodological criterion. The idea, this criterion offers, is that texts can have various interpretations. It is worthy to generate this criterion among learners, bringing together different opinions according to the multiple meanings the texts may effectively provide, in order to create an interactive space where several opinions and ideas will be discussed. Therefore, the communicative skills of each learner can be improved. Actually, the main purpose of the methodological criterion is to support the students' interests (Irene 75).

At last, the motivational criterion has great significance on the learners' reactions. It depends fundamentally on the literary texts that depict sophisticatedly the greatest writers' feelings. These feelings may develop a powerful sense of motivation among students. Therefore, a teacher's big challenge is to form varied activities that go hand in hand with the motivation process, in which learners can strongly assimilate literary atmosphere with real life experience (Irene 75).

2.2.5. Evaluation and Literature Assessment

According to the article made by Chen Zhen, assessment as an integral part in the learning process plays a vital role in literature curriculum. Actually, literature teaching requires a special and valuable assessment system unlike other units (42).

Chen Zhen mentions that there are two main forms of evaluating learners' literary competence including the oral and the written form. Basically, the oral form requires students to read a text, to present correctly their responses, and lately to answer the teachers' random questions. As for the written form, teachers have the absolute responsibility to select what best assessment tool and form suits best the instruction. Following the teachers' order, students may write about a free topic or present their own opinions and interpretations concerning a particular given text in a sort of a written form such as term paper (Zhen 42).

The writer also mentions two main test sections, the objective and the subjective. As for the objective test, students are required to interpret some facts or literary concepts in a specific time period. However, the subjective test can be in a sort of summaries, essays or term paper. The main purpose of the subjective test is to identify and to evaluate students' personal interpretations, creativity and perspective. More specifically, in literature teaching, the teacher has to evaluate what behind the content from creativity, rather than evaluating only what was written. Therefore, the good marks should absolutely be given to the student with creative interpretation (42).

Al Areqi stressed that assessment of varied literary elements such as poems and short stories is usually required a special and multiple techniques to be used. He argues that familiarizing learners with models and different types of answers can efficiently develop their understanding of particular questions or tasks. Moreover, he strongly believes that students need to be assessed with a variety of different question by giving them the opportunity to

reflect their own comprehension. In response, creativity will take a large space; students will be able to criticize particular texts by involving their own impression or visions toward a special event or a character. Although, exams and tests are essential assessment tools, yet they cannot clearly identify learners' abilities and skills (14-15).

In the learning based literature, teachers have to expose different question types either through regular assignments or presentations. Actually, these types of questions are mostly contained quotations to be analyzed, special questions about particular themes to be discussed and different characters in a novel to be studied. However, the teachers' task is to expose to learners the multiple literary theories and approaches such as the postcolonial, socio-cultural or political approaches. These fundamental approaches help students in an assessment process to build strong linkages between different cultures, religions or societies in a given literary text. Moreover, distinguishing between various characters or themes will be an easy task for students, if they provided and exposed to different types of questions and its answers (Al Areqi 16, 17, 19).

Taking the assessment of poetry as an example, an early publication by Daniel Xerri entitled "*Poems Look like a Mathematical Equation: Assessment in Poetry Education*" emphasizes the crucial effects of assessment in engaging both students and teachers in the enjoyment of learning poetry. Xerri strongly argues that tests and exams as traditional types of assessment have terribly demolished learners' creativity. In his view, students' memorization of some poems' analyses keeps them often passive. In a test or exam setting, students become often worried either about the clear meanings a poem bears or about its analyses. As a result, their results and final outcomes will be diminished. Therefore, shifting from the teacher-centered approach to the learner-centered approach and from summative assessment to formative assessment may affect successfully learning poems. Actually, the writer mentions one of the worthy solutions, learners has to adopt it which is 'torturing'. 'Torturing', generally

means performing the teachers' role. Basically, when learners' take different roles of the teacher in literature classes, comprehending poems will be arise, creativity will be increased, an internal assessment will take an advanced level and good results will be obtained (2-8).

Eventually, all the above mentioned writers agree on the idea that learning and teaching literature has special methods and techniques to be applied by both teachers and students. As for the assessment process, Goodwyn asserted that "current assessment regimes...diminish what is valuable in the engagement of students with literature" (qtd. in Xerri 5). However, assessment of literature should be worthy flexible to the requirement of students. Thus, literature teaching and learning requires systematic and practice assessment activities that are most compatible with learners' critical and creative thinking.

2.3. Assessment Role in Teaching Literature

Mohammed Hamza states the different assessment roles in teaching and learning literature generally and poetry in specific. As other previous researchers, Mohammed Hamza strongly believes that alongside the inappropriate time allocated concerning mid-term and final-term exams, summative assessment and its different ways are no longer relevant to construct an independent thinking (198-199).

However, what is best for studying and teaching literature in general and poetry specifically, as he argues, is to adopt an authentic and performance-based assessment. Actually, both types are worthy good because they motivate learners to go through real-life projects. In fact, in the learning-based literature, the great roles, assessment is often offered are the learners' engagement in a communicative atmosphere, where they can perform a play or express their feelings toward a novel that may describe each learner's real-life experiences (Hamza 199).

It is a common sense that the role of assessment has changed through days to befit the real life experiences for each individual. Therefore, in literature courses, creating suitable assessment activities with all classroom members' involvement can effectively encourage students to be more active, making them taste every event a story or novel bears.

2.3.1. Teacher's Role in the Assessment of Literature

It is crystal clear that the teachers' big challenge is to create an attractive environment with the inclusion of internal to instruction assessments especially in literature courses. Thus, teachers are asked to provide learners with previous background knowledge of selected literary texts such as Victorian poetry. Basically, learners will develop an independent thinking, if they acknowledge the background of this age (Hamza 199).

Moreover, when it comes to students' performance of any piece of literary work, teachers has to observe deeply and diagnose not only the language used, but rather the behavior of the performer, what new expressions he used, and what creativity he comes by. Similarly, permit to student enacting a role of a poem or a character in play during an assessment cycle allows students to show their cleverness, so they may translate a text in gestures (200).

2.3.2. Learner's Role in Promoting Assessment of Literature

There are endless activities that make literature courses more successful and learning more active. The report made by the Curriculum Development Council, entitling as "*English Language Key Learning Area Curriculum Guide*" has set different learning targets that go hand in hand with an effective assessment of literature.

In literature courses, students have an independent role with little teacher's guiding. Actually, students can join different activities to be well familiar with constructing responses

toward any literary texts involving poems and plays. A clear example of these activities can be a participation in presenting texts, discussions of themes and comprehending rhythms and rhyme effects. Similarly, when responding to any literary devices, character, plot or event through any kind of assessment, each student has to explain first his impressions and feelings toward those elements and to comment deeply on others' performance to ensure efficient peer and self-assessment (CDC A9).

As for the written form activities, students have the absolute freedom to present through essays and compositions, stories and events created by their own imagination. For instance, creating and writing dialogues and short plays that contain a moral and wisdom to be transmitted. At last, giving a description of real-life stories helps to build students' self-confidence, as to strengthen relationships between all classroom members (CDC A10).

Eventually, all the existing researches have agreed to describe assessment as a reliable way which can easily bridge between learning and teaching within different disciplines. Actually, teaching literature as the foreign language requires a variety of different assessment techniques and tools which make students more active and to develop their critical thinking. Basically, portfolio assessment is one of the preferable instruments. Through the use of portfolios, teachers will understand better their students' thinking abilities. On the other hand, students can successfully contribute with their knowledge in their stories or books if we consider their portfolios as so.

2.4. The Use of Portfolios in the Assessment of Literature

In recent decades, the implementation of portfolios has been taken the interest of many domains and fields such as visual arts and mathematics, and then it spread over a large sphere that of learning foreign languages. Actually, portfolios assessment has been used exclusively in large educational scale to develop students writing skills as the main purpose. In fact, the

research literature on the use of portfolios in the assessment of literature learning is quite thin. However, within literature courses, there are few groups of professors and researchers who adopted the idea of implementing portfolios within the process of learning and teaching literature in English alongside its different forms and genres.

According to the report made by Kolanowski, teachers have appreciated the use of portfolios within English literature classes. Actually, in his report “the use of portfolios in literature learning” and through his large investigations, Kolanowski argues that portfolios are the most useful instruments because learners along the year will compile all their tasks, contributions and impressions in their portfolios. Furthermore, the report’s result stresses that portfolios offer to students a large space where they can include their reactions or feelings toward a piece of art through writing, or they may simply add plot summaries and a particular criticism about a certain story or a novel in a specific amount of time. As a result, students’ level will be improved progressively, thus, they start to show themselves as thinkers and their confidence will rise (13).

It is clearly mentioned throughout the report that many teachers like Stevi Quate, Colorado, have considered the use of portfolios in literature courses as a worthwhile process. Ms. Quate as a teacher of British literature emphasized the use of portfolios in her class in order to identify learners’ growth. In contrast with the past where students were asked to prove their capability of grasping the designed course goals through their portfolios, Ms. Quate has adopted a new system where learners can reflect on their own comprehension alongside their practical creativity. Basically, following this approach, students were asked at the beginning of any course to write a short response to a poem or a short story. Practically, each learner has to adopt and create his own way when answering such question and including them in his portfolio. Therefore, variation in portfolios has been manifested. Students show an advanced level by moving away from plot summaries and long extended essays. As a final

point, Ms. Quate resembled and compared between students' recent responses and the original ones to assess and evaluate their growth (Kolanowski 13-14).

An early publication by Margret Cain et al, entitled "*Developing Portfolios for Integrating Teaching, Learning and Assessment*" has suggested her criteria for assessing and marking portfolios used in literature courses. In their views, the skills included in portfolios should not be assessed and evaluated coincidentally; however, the skills should be evaluated through the three literature models involving drama, poetry and prose fiction. In fact, these models require special tasks and activities that should be integrated into students' showcase portfolios, also these portfolios pieces must be assessed by teachers according to specific marking that greatly affects students' production and outcomes (55).

Basically, for drama model and it is the case for the two rest models, the given tasks from dramatic presentation, an interpretation of some aspects of a play, to a critical essay writing on a prescribed play have crucial evaluation that is firstly aimed at gaining worthy feedback, documenting students' growth, and demonstrating their competences. Actually, the teacher's role is to provide students with a guideline and free opportunities to create their best portfolios, as to fulfill its requirements easily (Cain et al. 55-56).

Although marking portfolios is more time-consuming for most teachers, but it is a practical process and at the same time enjoyable. Basically, the three main criteria for assessing portfolios are: **knowledge and understanding** along with the **application of knowledge** and they are rating on seven points for each, and **organization of information** as the last criterion which is mainly rating on six points. Typically, if knowledge is well practiced alongside the understanding of each character's characteristics and an excellent given description of themes and the text style, the portfolio piece will gain seven marks. In a similar vein, portfolio piece often gains seven marks when the student shows his ability of analyzing synthesizes, matches the text accurately to the questions and then evaluates each

element in his creative manner. At last, if the student divides ideas in a higher manner and organized all information in well-structured manner he will absolutely gain 6 marks (58).

Moreover, these assessment criteria apply to all models including poems and prose fiction to ensure a better and reliable assessment and marking. In fact, errors are inevitable; however, the good marks are in favor for the students who show good awareness of the style and the tone of a text, as they exercise the use of conjunctions and propositions sophisticatedly in their portfolios. But the good marks are often going to the students who propose new ideas and present their opinions and responses in a higher style (64, 67).

It is a common sense that a well structured and organized portfolio needs more attention and guideline to be fulfilled with the requirements that meet the objectives of literature learning. First, students should organize the content and plan for an outline, filling it with the tasks and the responses needed. Second, what is important to consider is the arrangement of aims and objectives in samples of purpose statements in order to realize them at the end of a unit or semester. Last and not least, students have to divide their portfolios according to three sections, and then each section must involve tasks according to the three modes including drama, poetry and prose fiction (57). (See figure 1)

Ultimately, the use of portfolios in an assessment of literature is not widely employed globally for literature learning purposes, however, the issue gains some interest and best appreciations by some teachers in recent decades especially in EFL classes. The use of portfolios in learning-based literature is quite useful because it supports autonomous learning alongside students' free choice to raise their special interests. Through portfolios, students can absolutely comprise their special poems and stories and through which they express themselves as thinkers and writers.

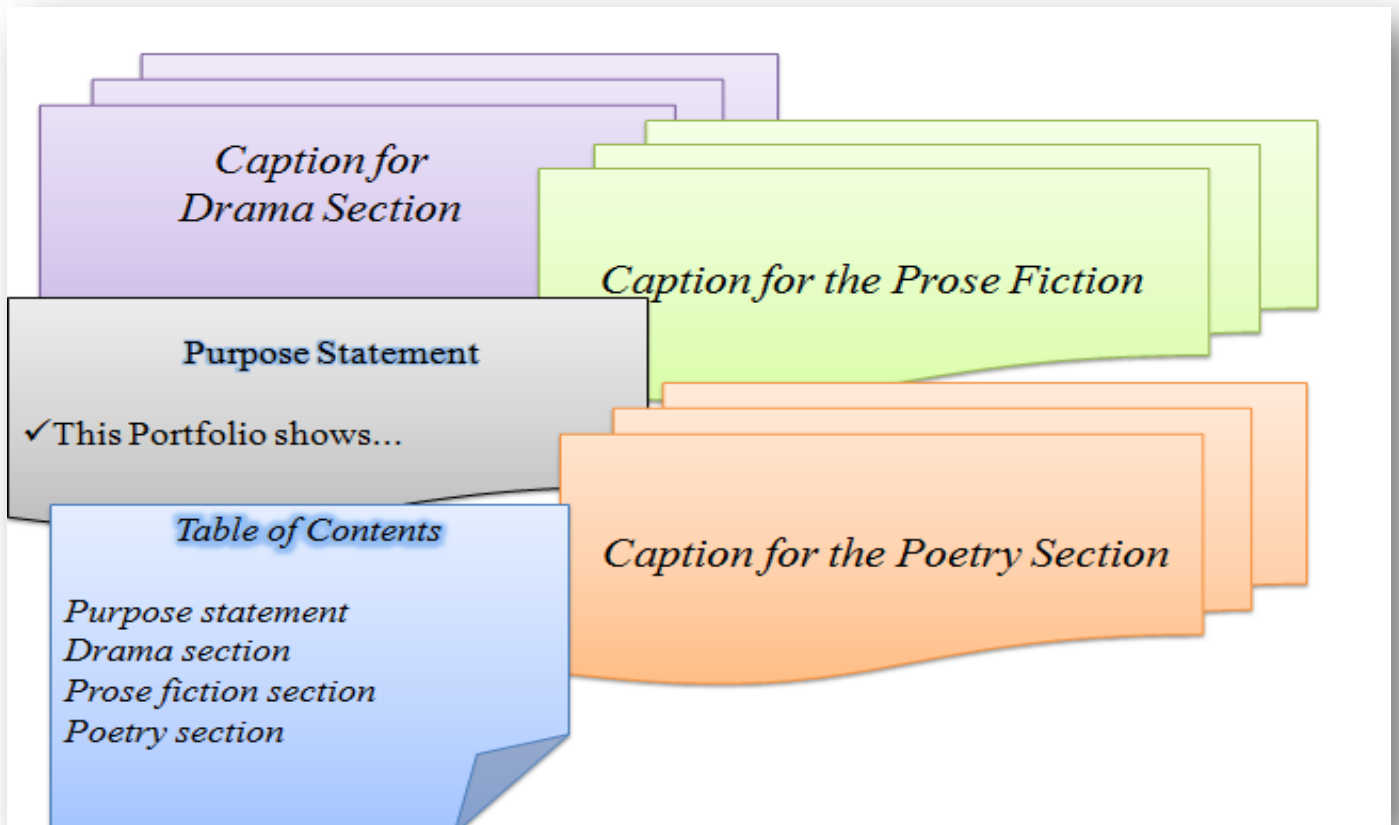


Figure 1: Portfolio showing how content can be organized in English literature sessions

Conclusion

To put it briefly, assessment in education has been taken along decades a large interest. It considers as an integral part in the educational setting that cannot be separated from. Overall, the chapter tackles not only the issue of assessment, its different principles and purposes but also assessment of literature as a fundamental field of learning foreign languages. The chapter aims at defining all the theoretical concepts that are connected strongly with the term assessment, literature and assessment of literature specifically. However, the principal purpose of this chapter is to discuss the many tools and techniques that have been used progressively to develop the learning/teaching process in general and the assessment of literature precisely. These fundamental techniques and methods have been

Chapter II: Assessment and Literature Teaching

applied sophisticatedly through portfolios assessment. Basically, the chapter's substantial concern is the use of portfolio in assessment of literature. Thus, the chapter provides all the methods, criteria and the marking guidelines used by both teachers and students to successfully bring better achievements in literature courses.

Chapter Three:

Research

Methodology and

Results'

Interpretations

Introduction

This study investigates the students' use of portfolios in EFL classroom. The principal aim of this research is to explore the implementation of portfolios as a useful instrument to reach teaching goals, also to investigate the various skills that were developed by the majority of the students after using their portfolios within literature sessions. The study was carried out in the department of English at Amar Telidji University, Laghouat, Algeria. Basically, this chapter is divided into two parts. The first part provides information about the experimental study including the variables of the research, the plan, samples of the research, tools of the research and data analysis. Whereas, the interpretation of data collection, results of the research and the results concerning the hypotheses are demonstrated in the second empirical phase.

3.1. Methodology

3.1.1. Variables of Study

This research is mainly based on an exploratory study. Basically, for this study two variables were examined: the independent variable was portfolios use in literature modules. While the other variable was dependent: assessing literature and how teachers use different strategies and tools to evaluate and assess their students' growth over time.

3.1.2. Plan of the Research

The study is principally based on exploring the effective use of portfolios in the assessment of literature taking students of English at Amar Telidji University as a sample. Until recent years, several research studies were based either on quantitative or qualitative research approaches. In fact, these two main approaches are now being utilized in different disciplines. Perhaps the quantitative approach is simplest to identify because the data

produced is always numerical, as they are analyzed simply by using statistical methods. As a result, a quantitative approach has been adopted in this study to measure the students' knowledge about different assessment strategies and techniques in a classroom setting, to measure the students' acquaintance of portfolio' use in learning based-literature, also to determine teachers' opinion about portfolios' use in the assessment of literature and in which extent they were beneficial to reach classroom goals. On the other hand, the qualitative approach has been also adopted to recognize the students' improvement of different skills that are mainly related to literature learning.

3.1.3. Samples of the Research

The sample selected for this study consisted of 50 participants from Master One students of English, and 7 teachers of English literature from the department of English at Amar Telidji University in Laghouat, Algeria. The 50 students are from two groups D₁ and D₂, both with 10 male and 40 female students. Their native language is Arabic, and their age ranged from 21 to 30 years. Their level in English as a foreign language is an advanced level. The seven participants (2 males and 5 females) were teachers with different educational levels: 4 teachers have master/magister level and 3 teachers have a doctoral level. Their age ranged from 30 or less to 45 years. All the seven teachers have an exceptional experience in teaching English Literature.

3.1.4. Tools of the Study

Questions have been used to reach the purpose of this research. The study is carried out by making a questionnaire that will help us answer the questions related to our hypotheses. 57 questionnaires were distributed: 50 questionnaires were distributed to Master One students and 7 questionnaires were distributed to EFL teachers at the English Department in Amar Telidji University. The first section of both students' questionnaire (Appendix A)

and teachers' questionnaire (Appendix B) revolve around the background information of the participants. This part of the questionnaires states general information about the respondents.

The items in this section are as follows:

- ✓ Students and teacher's gender
- ✓ Students and teacher's age
- ✓ Students and teacher's educational level

The second section of the students' questionnaire deals mainly with the learners' knowledge about the multiple assessment tools, activities, techniques, and strategies they already experienced with their teachers of English Literature. In a similar vein, the third section is developed to find out students knowledge about portfolios assessment, in which modules they already experienced portfolios' use, their developing skills after portfolios experience and what are all the weaknesses that they would like to develop by using portfolios.

The second section of the teachers' questionnaire deals with the teachers' opinion with the assessment of literature. Actually, the research is developed to find out English language teachers knowledge about assessment of literature, different assessment instruments they already use to assess their students' performance, the assessment criteria they usually follow, and what best strategies and tools that suit best their classroom atmosphere. While the third section deals with the teachers' opinion about portfolio use when assessing literature, if they already experienced the use of portfolios in their teaching career, the various benefits of portfolios and at last their points of view about a real implementation of portfolios assessment in out English Department in the nearest future.

3.2. Analysis and Interpretations of Data

3.2.1. Analysis and Interpretations of the Students' Questionnaire

3.2.1.1. Section one: Background Information

3.2.1.1.1. Descriptive Statistics on Students' Gender

Students' gender	Number	Percentage
Male	10	20%
Female	40	80%

Table 1: Students' Gender

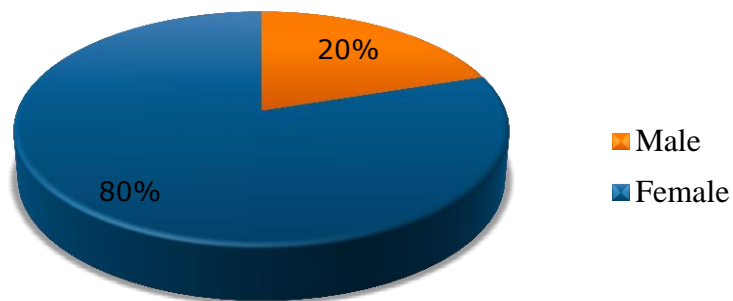


Figure 1: Students' Gender

As it is shown in the figure above, the number of the females is taken the highest ratio (40) with the percentage of 80% in contrast with the number of males (10) with the percentage of 20%. Basically, the students' age ranged from 21 to 30 years.

3.2.1.1.2. Descriptive Statistics on Students' Level

Students' level	Number	percentage
Very good	13	26%
Good	26	52%
Average	10	20%
Poor	1	2%

Table 2: Students' Level

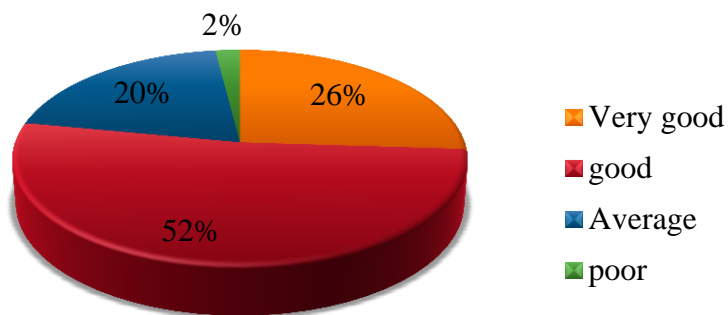


Figure 2: Students' Level

As for the level of the students, we can see that the majority of the students have a good level (26) with percentage of 52% and we can also notice that there are students who have a very good level in English (13) with the percentage of 26%. However, the students who have an average level (10) take a ratio with a percentage of 20%. The poorest level is taken just 2% from the total number. We can notice from the statistics that their level in English as a foreign language is an advanced level.

3.2.1.2. Section two: Assessment of Literature

Q 02/ Do you enjoy learning English literature?

Do you enjoy learning English literature?	Number	Percentage
Yes	45	90%
No	5	10%

Table 3: Students' Enjoyment in Learning Literature

In term of enjoying learning English Literature, table 3 demonstrates that 45 of the participants have extremely enjoyed learning English literature. However, 5 of them are not interested in learning literature.

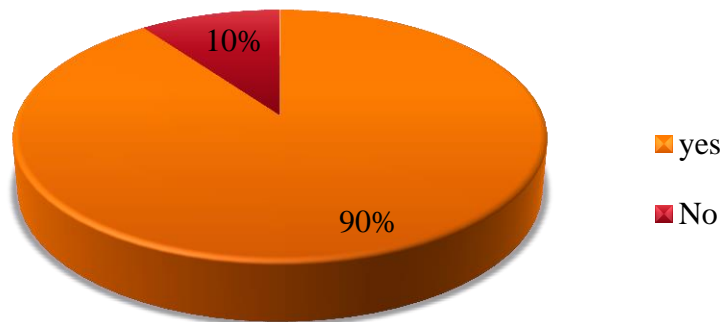


Figure 3: Students' Enjoyment in Learning English Literature

As it represents in figure 3, (45) of the respondents have enjoyed and still enjoying Learning English literature with a percentage of 90%. Whereas (5) participants are not really

enjoying it, as they take a percentage of 10%. The statistics indicate that the majority of the students have a high competence in acknowledging several literary characteristics.

Q03/ What form of literature do you prefer?

What form of literature do you prefer?	Number	Percentage
Novels	22	44%
Short stories	23	46%
Plays	3	6%
Poems	2	4%

Table 4: Favorite Literary Form

It is observed in table 4 that 23 of the participants answered that they like short stories as their favorite literary form. 22 of the participants like novels, while 3 respondents like plays. However, the rest 2 respondents like poems as their preferable literary form.

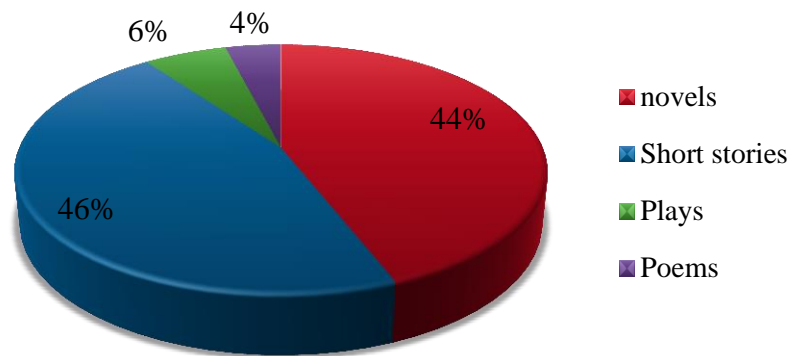


Figure 4: Preferable Literary Form

Regarding figure 4, the number of the students who like short stories and novels are almost at the same rate. Short stories take a percentage of 46% while novels take a percentage of 44% from the total proportion. Plays and poems are both taking a smallest interest with 6% for plays and 4% for poems. This shows that our participants are very acquainted with reading different literary genres.

Q 04/ Within literature modules, what kind of assessment activities you most favor?

Within literature modules, what kind of assessment activities you most favor?	Number	percentage
1-Analyzing different elements of a given literary text	6	7%
2-Just summarizing the plot and the teacher's explanation	7	13%
3-To compare and contrast between two or more literary devices or elements in a novel or short story	6	20%
4- To give you opinion, contribution and impressions about a novel, play or a short story	15	27%
5-To apply literary theories then analyze texts according to the appropriate theory	16	33%

Table 5: Preferable Assessment of Literature Activities for Learners

The table above shows that a large number of participants (16) prefer to apply literary theories to different literary texts as a favorite activity, while 15 of them prefer to give their contributions and impressions after reading any kind of texts. There are only 6 participants who prefer to just analyzing the general elements of any literary text, also 6 of them like better to compare and contrast between several literary devices in a novel or short story. The remaining participants favor to just summarize the plot.

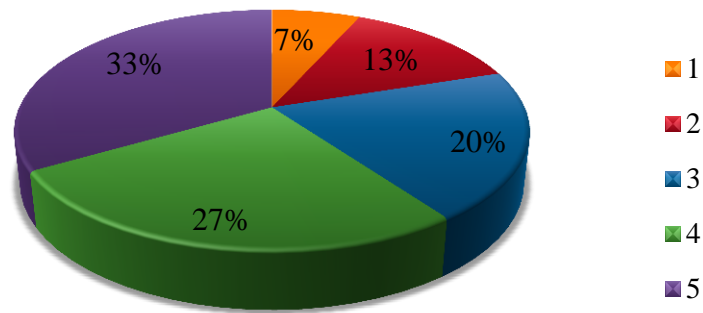


Figure 5: Different kinds of Literary Assessment Activities

The graph 5 indicates that the students have exceptional abilities in analyzing different literary forms. The ratios indicate that a large number of the students can easily analyze texts according to literary theories with a percentage of 33%. Students who like to give their own impressions are taking 27% from the total proportion, while the students can compare and contrast between many elements in a text are taking 20%. The students who have less interest in Learning English literature they just prefer to summarize the plot 13%. The graph's results indicate that the majority of students have an advanced level in analyzing literary genres, and they can easily approach texts through applying literary theories. Moreover, a large number of students can reflect on their own ideas by giving their opinions toward any text.

Q 05/ Do you agree with?

Do you agree with?	Number	Percentage
Student's self-evaluation and assessment	24	48%
teacher's evaluation	26	52%

Table 6: Students' Self-Evaluation or Teacher's Evaluation

The table 6 shows that the number of participants (24) who agree with students' self-evaluation and the participants (26) who agree with the teachers' evaluation are almost in the same rate even if the two aspects are merely contrasting each other.

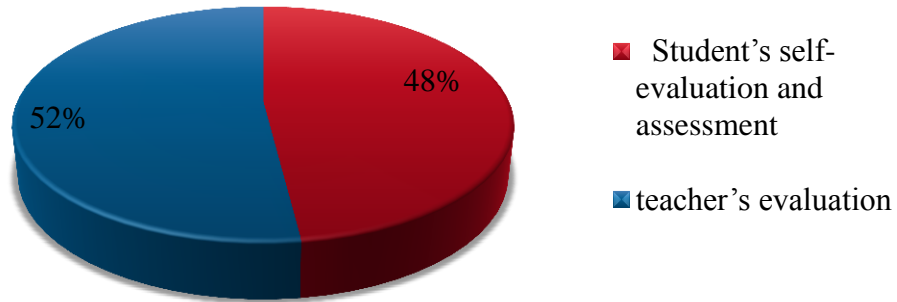


Figure 6: Having the students' self-evaluation or the teacher's evaluation

We can notice from graph 6 that most students see the teachers' evaluation of their work and performance as fair with a percentage of 52%, as they consider the teacher as the center of the class. However, the students who do not agree with the teacher's evaluation they take the percentage of 48% from the total number. Actually, they mostly favor evaluating their own works by themselves for the reason that teachers may not know all the students' efforts, especially in large classes. More specifically, the participants see that the student should be more analytical as researchers do. They see that the student's evaluation is better to identify many weaknesses.

Q 06/ According to your experience, what forms of assessment you most likely to use?

According to your experience, what forms of assessment you most likely to use?	Number	Percentage
Extended writing essays	18	36%
Tests and semester-final exams	7	14%
Portfolios assessment	25	50%

Table 7: Different Assessment Forms

The table 7 demonstrates the number of students who have been addressed to a variety of different assessment instruments including essays, tests, exams and portfolios assessment. As it is demonstrated, 18 participants like better to display their works in a form of essays rather than in a form of tests. 25 participants showed a great interest in portfolios assessment as best tools to display their efforts. However, just 7 participants found out that tests and exams are giving a clear vision about the students' level.

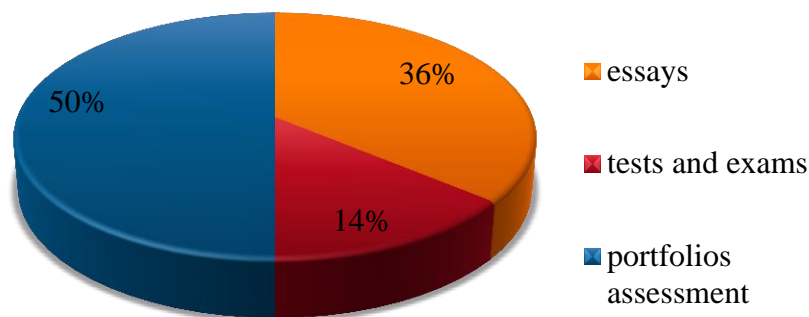


Figure 7: Different Assessment Forms

Figure 7 shows multiple assessment forms used regularly by our participants along their university studies. As it demonstrated, portfolios assessment is mostly used with a percentage of 50%. Extended writing essays come next as it is shown in the graph with a percentage of 36%. (14%) is the rate that other forms like tests and exams take from the whole ratio. We can deduce from the results that most students are acquainted with portfolio use, as they seen it as an effective tool because it helps them to display their works easily.

Q 07/ What are the best assessment techniques you experienced with your teachers of literature during your university studies?

What are the best assessment techniques you experienced with your teachers of literature during your university studies?	Number	Percentage
Whole classroom activities	5	10%
Group-work activities	11	22%
Peer-work activities	4	8%
Portfolios assessment	30	60%

Table 8: Best Assessment Techniques

According to table 8, wide numbers of students have experienced portfolios assessment with their teacher of literature. 13 of them liked better to work collaboratively. While 5 students preferred whole classroom activities. The remaining (4) students liked to work individually.

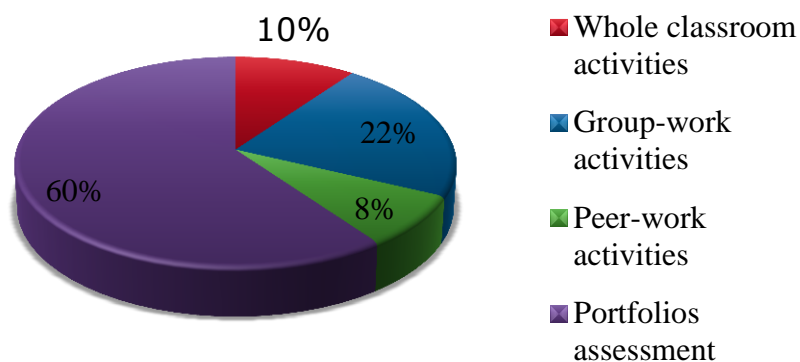


Figure 8: Students' Experience with Diverse Assessment Techniques in Literature

Sessions

It is explicitly seen in the graph above that 60% of the responding students are using portfolios assessment as best assessment techniques and tools at the same time. While only 40% of them prefer either to work collaboratively or individually. According to that, we can confirm that our participants are up to date and aware of new educational techniques. This result is another proof of the effectiveness of portfolios assessment.

3.2.1.3. Section three: the Use of Portfolios in the Assessment of Literature

Q 08/ Do you have a background about portfolio assessment, its use and how it should be created?

Do you have a background about portfolio assessment, its use and how it should be created?	Number	Percentage
Yes, I have	35	70%
No, I don't have	15	30%

Table 9: Students' Background of Portfolios' Use

The table 9 shows clearly that 35 students have approximately a background about portfolios and how these tools should be created. 15 students just know the function of portfolios assessment without knowing how they must be well constructed.

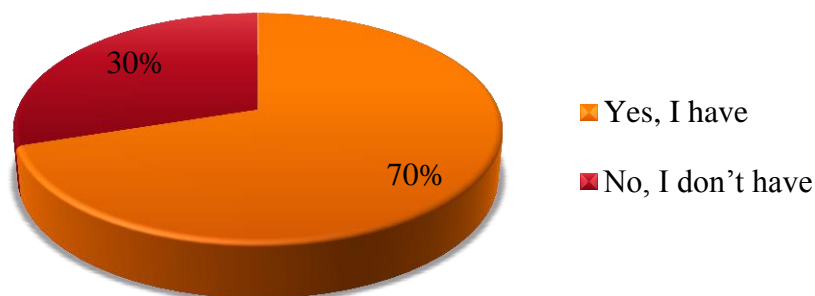


Figure 9: Students' Background of Portfolios Assessment

The graph 9 indicates that 70% of participants have a clear vision about what is a portfolio, what are its functions and how it should be created. The remaining (30%) participants have no ideas of how to create portfolios. The graph's results indicate that the majority of students have a positive attitude toward the use of portfolios in their sessions of literature.

Q 09/ In which module you experienced the use of portfolios assessment?

In which module you experienced the use of portfolios assessment?	Number	Percentage
a-American literature	0	0%
b-British literature	0	0%
c-Third world literature	50	100%
d-Civilization	0	0%
e-Writing	0	0%
f-Didactics	0	0%

Table 10: Area of Portfolio Use

The table above shows that all the 50 participants have experienced the use of portfolios only in Third World Literature module with their teacher.

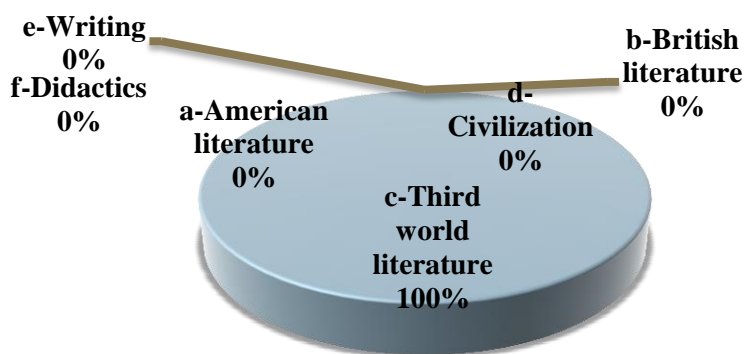


Figure 10: Modules of Portfolios' Use

As figure 10 indicates, (100%) of participants experienced the use of portfolios in one module which is Third World Literature. The overwhelming result indicates that portfolios use is not widely spread in our department, as it indicates that there are few teachers who practically implemented this tool with their students.

Q10/ Does the teacher of the module set some guidelines for creating a perfect portfolio model?

Does the teacher of the module set some guidelines for creating a perfect portfolio model?	Number	Percentage
Yes	31	62%
Never	19	38%

Table 11: Teacher's Guidelines for Creating a Perfect Portfolio Model

Table 11 shows that the majority of students (31) have learned from their teacher how to create portfolios. However, 19 of participants showed their ignorance of how portfolios must be created.

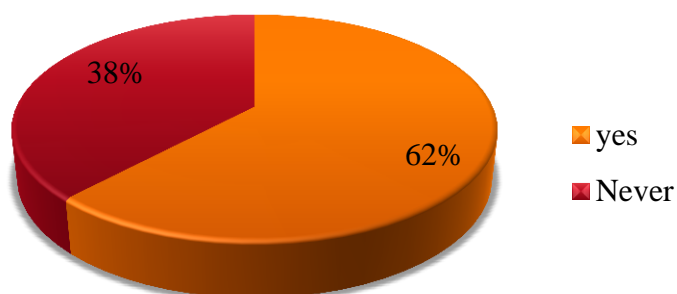


Figure 11: Students' Reports about the Teacher's Guideline for Creating Perfect Portfolio Model

Since our participants have used portfolios assessment just in one module (Third World Literature), obviously the teacher of the module provided them with clear information about how to construct a portfolio especially when it comes to literature. Despite the fact that the majority of students (62%) are learned how to create portfolios, the 38% of the students who are not interesting urges us to state that there are still some students who are unaware of the necessity of using portfolios as helping tools to develop their skills, as they choose to display their works through traditional assessment tools.

Q 11/ If you experience the use of portfolios to display (show) your work, what are the purposes that let you create the portfolio?

If you experience the use of portfolios to display (show) your work, what are the purposes that let you create the portfolio?	Number	Percentage
1-to improve on my writing skill	15	30%
2-to learn from the feedback provided by the teacher after the correction of the portfolio	5	10%
3-to be acquainted with new information and to gain new vocabulary	21	40%
4-just to gain marks	9	20%

Table 12: Different Purposes of Creating Portfolios Assessment

According to table 12, 15 of the participants have used portfolios in order to improve on their writing skill. 5 participants have utilized portfolios for the reason that they would like to learn from the feedback provided by the teacher after the correction of their portfolios. While 21 participants created portfolios to learn new information and to gain new vocabulary.

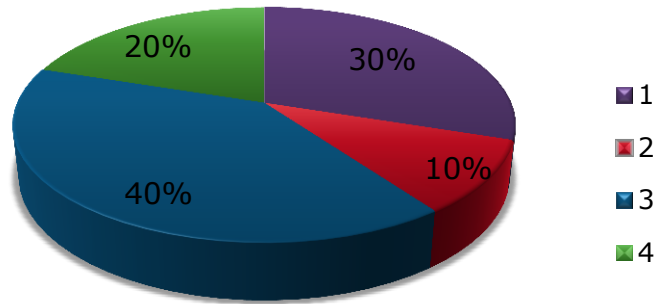


Figure 12: Different Purposes for Creating Portfolios Assessment

It is explicitly seen in the graph above that the major purpose behind creating portfolios that the majority of the students agree upon is to learn new vocabulary and to be acquainted with new information that is directly related to literature, as it takes the highest percentage of 40% from the total number. Students are also using their portfolios for the sake of improving their writing skills (30%). In contrast, 20% of the participants created their portfolios just to obtain marks. (10%) is the rate that other purposes like gathering a feedback from the teacher's correction of their portfolios take from the whole ratio. These results proof again the effectiveness of portfolios in developing the students' skill and helping them improve their abilities.

Q 12/ Did you benefit from using portfolios in literature?

Did you benefit from using portfolios in literature?	Number	Percentage
Yes, I did	40	80%
No, did not get a benefit	10	20%

Table 13: Effectiveness of Portfolios

Table 13 shows that the majority of the respondents received great benefits from using portfolios assessment during their sessions of Third World Literature while 10 of them think it is not helpful.

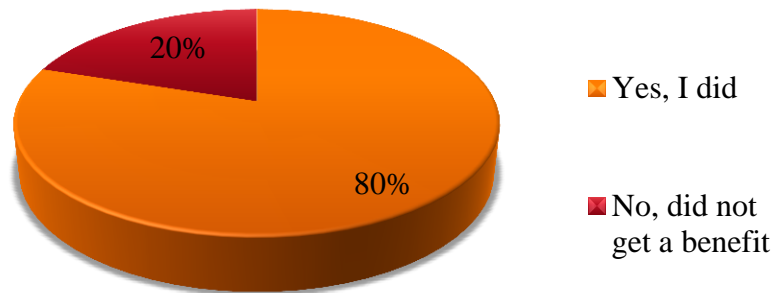


Figure 13: the Ratio of Whether the Students Get a Benefit from Using Portfolios

Graph 13 obviously shows an overwhelming (80%) belief held by the responding students that portfolios provide great benefits to them while only a minority (20%) thinks that portfolios are not beneficial at all. Such result is clear indication of the key role that portfolios play in the learning process.

Q 13/ After the experience of using portfolios, have you developed your skills in?

After the experience of using portfolios, have you developed you skills in?	Number	Percentage
1-Analyzing literary text	20	29%
2-Understanding better the difficulties of literary texts	9	24%
3-Identifying better the writer's techniques and show how they communicate the writer's perspective	3	5%
4-Formulating your personal opinion	7	19%
5-Reflect on your own impression	5	14%
6-nothing of these	6	9%

Table 14: the Skills Developed by Students after Using Portfolios

The table 13 shows a variety of different skills that are mostly developed by experiencing the use of portfolios regularly within literature sessions. 20 of the participants have developed their skills in analyzing multiple literary texts according to the tasks given by the teacher of the module. 9 of them can understand better the difficulties of literary texts after utilizing portfolios. In addition, there were 7 students who could show their growth in formulating their personal opinions, as they could easily criticize any literary form. 5 of the participants after using portfolios learned well how to reflect on their own impressions toward any form of literature. However, a minority of participants (3) could recognize how writers coordinate between all the techniques and could easily analyze them according to their perspectives. The rest 6 participants choose nothing of these skills.

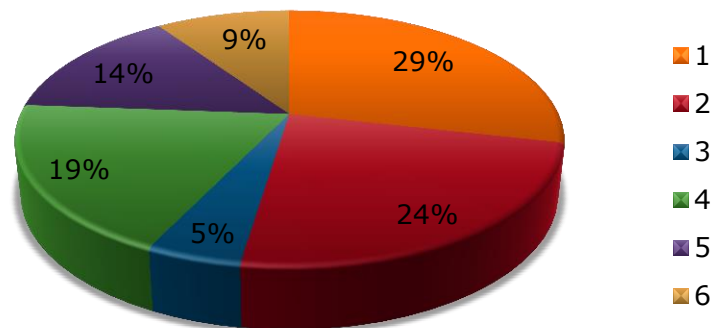


Figure 14: the Skills Developed by the majority of the Students after Using Portfolios

The statistics presented in the graph above clearly indicate that the students have understood better the function of the portfolio, its purpose, and the aim behind creating it, especially in learning based-literature. The results proved the efficient role of portfolios in developing students' skills and documenting their growth at the same moment. Students through utilizing their portfolios could easily diagnose their weaknesses and they have

developed several skills like analyzing texts according to the writer's perspective or according to the elements of the text itself, as they improved their skills in giving their own opinions and reflect on their impressions. All those indicate the effectiveness of portfolios assessment and the students' advanced level.

Q 14/ Do you appreciate the use of the portfolio as an alternative to traditional assessment tools like tests and exams in our department?

Do you appreciate the use of the portfolio as an alternative to traditional assessment tools like in our department?	Number	Percentage
Yes, all welcome	43	86%
No, never	7	14%

Table 15: the Students' Approval on the use of Portfolios as Alternatives to Traditional Assessment Instruments

Table 15 shows that 43 participants have welcomed the use of portfolios as alternatives to tests and exams in our department. While 7 participants rejected the idea proposed.

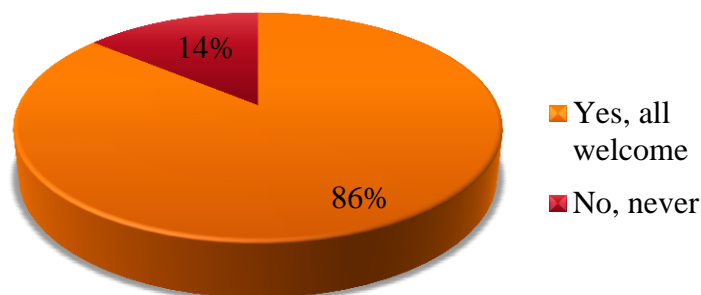


Figure 15: the Students' Approval on the Use of Portfolios as Alternatives to Traditional Assessment Tools

Chapter III: Research Methodology and Results' Interpretations

As indicated in graph 15, the overwhelming majority of participants (86%) strongly agree on using portfolios as alternatives to traditional assessment instruments. The remaining 14% of participants disagree with implementing portfolios instead of tests and exams. The analysis of this graph also proves that the students are more satisfied when portfolios are used as replacements to traditional instruments. The results also proved that students are more likely to use new and up to date tools through which they can evaluate themselves and improve their learning capacities.

Q 16/ Do you appreciate the use of portfolios as purposeful assessment tools in literature sessions?

Do you appreciate the use of portfolios as purposeful assessment tools in literature sessions?	Number	Percentage
Yes, I strongly agree	10	20%
I agree	35	70%
I disagree	4	8%
I strongly disagree	1	2%

Table 16: Students' Appreciation on the Use of Portfolios within Literature Sessions

When asking about using portfolios as purposeful assessment tools regularly during literature sessions and within all the English literature modules, 10 of the respondents strongly agree, 35 of them agree, 4 of them disagree and just 1 participant strongly disagrees.

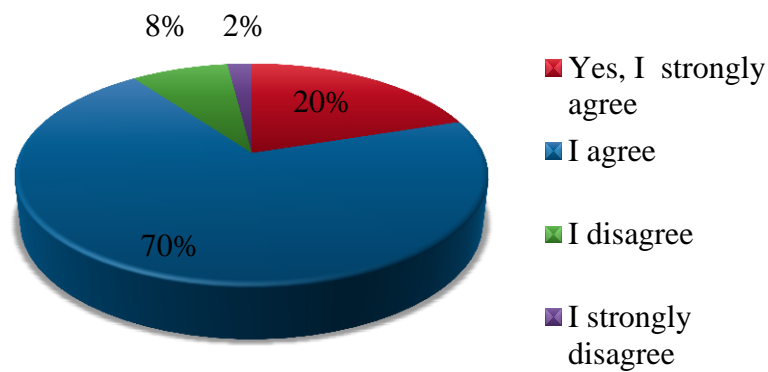


Figure 16: Students' Appreciation on the Use of Portfolios within Literature Sessions

As indicated in graph 16, more than half of the participants (70%) agree on the implementation of portfolios in literature sessions. 20% stated they strongly agree while 8% disagree and 2% strongly disagree. The analysis of this result gives a clear explanation of how portfolios influenced students' higher order thinking skills. From the students' appreciation on the use of portfolios, we can deduce that they are strongly satisfied with the implementation of portfolios especially in literature sessions for the reason that they enhance their thinking capacities and motivate them to show their best.

Q17/ What are the weaknesses that you would like to develop by using portfolios?

Most students have several weaknesses they need to develop through using portfolios. Actually, the majority of students have weaknesses in their writing concerning the style, grammar, and structure. Some students ignore the way of selecting, organizing and summarizing information. Others see that through using portfolios, they can strongly improve their writing skills, acknowledge the way to develop well-organized ideas and to gain more knowledge.

3.2.2. Analysis and Interpretation of the Teachers' Questionnaire

3.2.2.1. Section one: Background Information

The first section of the teachers' questionnaire revolves around the general information of the participants. The table below states all these information as follows:

- ✓ Teachers' Degree
- ✓ Teachers' gender
- ✓ Teachers' age

3.2.2.1.1. Descriptive Statistics on Teachers' Gender, Age and Degree

Teachers' Level	N°	Teachers' Gender	N°	Teachers' Age	N°
Master/Magister Level	4	Male	2	30 or less	5
Doctoral Level	3	Female	5	31-45	/
Professor level				36-45	2
				46-55	/
				more than 55	/
Totals	7		7		7

Table 17: Descriptive Statistics on Teachers' Degree, Age and Gender

3.2.2.1.2. Teachers' Educational Level

As it is shown in the figure below, master/Magister level of teachers takes the highest ratio (4) with a percentage of 57%. We can also see that we have some teachers with a doctoral level (3) taking (43%) of the whole ratio. The professor level is (0%) of the teachers' portion. This result indicates that all the selected participants have exceptional teaching experience especially in teaching the English language.

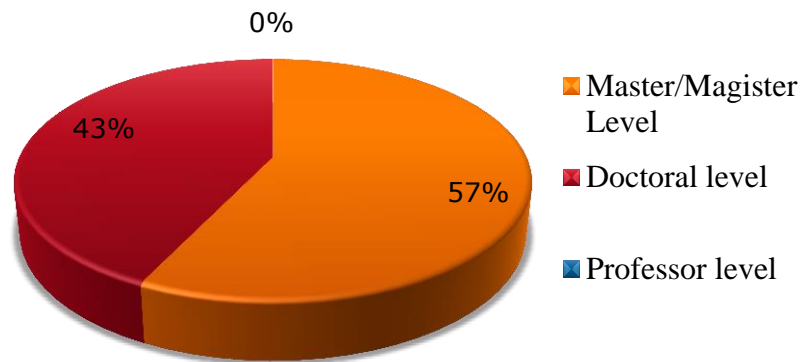


Figure 17: teachers' Educational Degree

3.2.2.1.3. Gender

Concerning teachers' gender, figure 18 displays that the ratio of female's gender takes the percentage of 71% while the ratio of males takes a percentage of 29%.

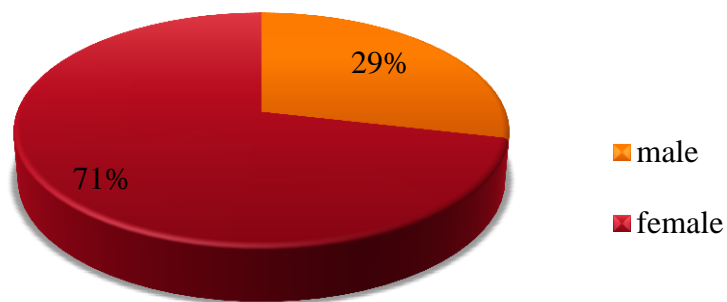


Figure 18: Teachers' Gender

3.2.2.1.4. Age

As for the teachers' age, it is observed that the participants under 45 years old constitute the majority of the English language teachers in this study. More specifically, as the figure below shows, a great majority of the total population (71%) is from the 30 or less age group. It is seen that 36-45 age group constitutes a small fraction of the overall population when compared with the first group.

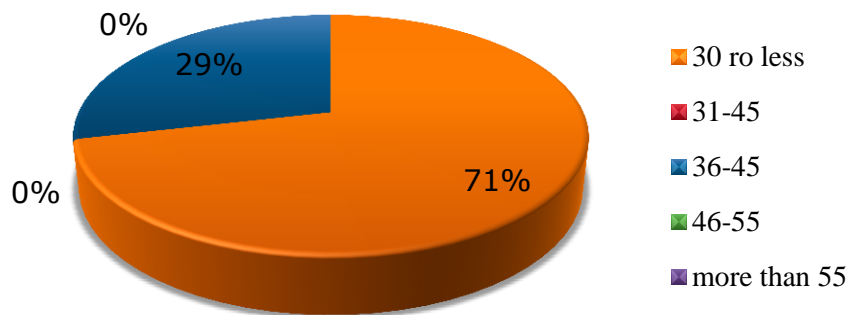


Figure 19: Teachers' Age

3.2.2.2. Section two: Assessing Literature

Q 1/ Do you think that literature as an essential module requires special assessment criteria and specific assessment tools?

Do you think that literature as an essential module requires special assessment criteria and specific assessment tools?	Number	Percentage
Yes	6	86%
No	1	14%

Table 18: Teacher' Report about if Literature as an Essential Module Requires Specific Assessment Tools

It is observed in table 18 that 6 of the informants answered that literature as an essential module requires absolutely special assessment criteria and specific assessment techniques while only one answered the question with a refusal.

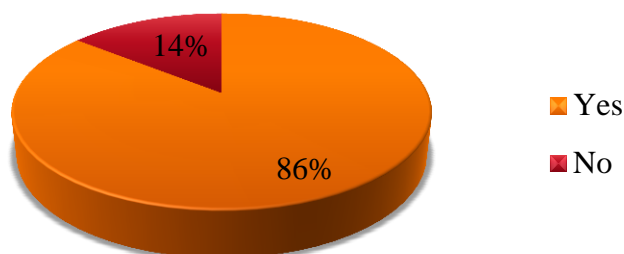


Figure 20: Teacher's Report about if Literature as an Essential Module Requires Specific Assessment Tools

Figure 20 shows the highest rate of positive answers with a percentage of 86% for the question of whether literature modules require specific assessment criteria and tools or not. The result of these statistics indicates that the majority of teachers have used multiple assessment tools and strategies, as they are very familiar with setting some criteria when they evaluate their students' works.

Q2/ In your opinion, what are the best assessment instruments you usually use to assess your students' performance?

In your opinion, what are the best assessment instruments you usually use to assess your students' performance?	Number	Percentage
Tests	0	0%
Semester-final exams	2	28%
Oral presentation	2	29%
Extended writing essays	2	29%
Portfolios assessment	1	14%

Table 19: the Best Assessment Instruments Teachers are used to Assess their Students' Performance

When it comes to what assessment tools are the best to assess and evaluate the students' performance, table 19 displays that 2 teachers see semester-final exams as best tools. 2 of them see oral presentation as best instruments while 2 of them prefer extended writing essays. There is only one teacher sees portfolios assessment as a better tool to assess his students' performance while there are no one prefers tests.

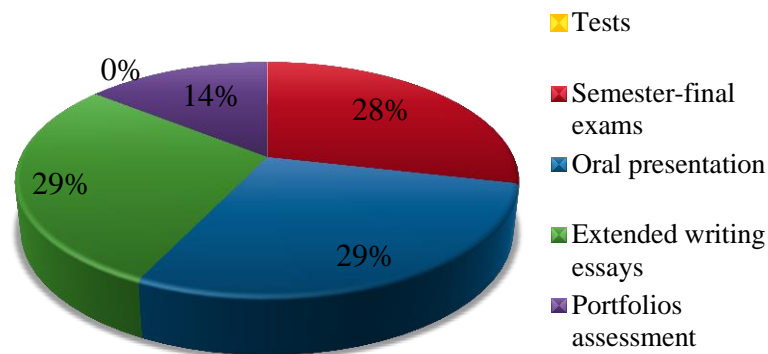


Figure 21: the Best Assessment Instruments Teachers are used to Assess their Students' Performance

Figure 21 shows very similar ratios. Obviously, the results indicate that teachers along their teaching career have a good experience with all these tools and each of them selects what suits best his class. Despite the benefit that each tool provides for learners and teachers, however, the majority of teachers are still using traditional assessment tools while minority of them have developed the scope of assessment by using new techniques like portfolios.

Q3/ Do you agree that tests and exams give a clear vision about the real level of the student?

Do you agree that tests and exams give a clear vision about the real level of the student?	Number	Percentage
Strongly agree	0	0%
Agree	3	43%
Disagree	3	43%
Strongly disagree	1	14%

Table 20: Teachers' Response of whether Tests and Exams are giving a Clear Vision about the Real Level of the Student

When asked if tests and exams give a clear vision about the real level of the student, no one (0) strongly agree on that, 3 participants agree, 3 of them disagree while one of them strongly disagree.

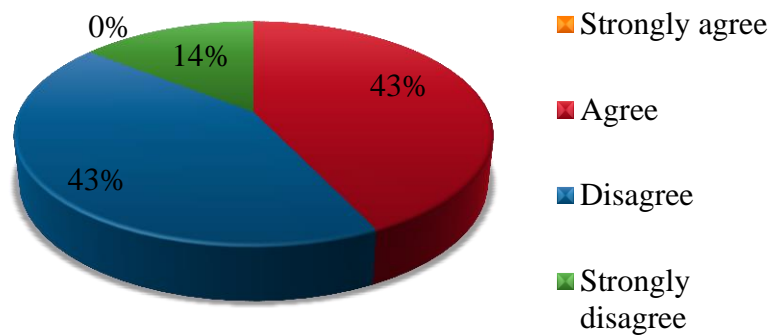


Figure 22: Teachers' Response of whether Tests and Exams are giving a Clear Vision about the Real Level of the Student

The teachers' responses when asked if tests and exams give a clear vision concerning the level of students showed that no one strongly agrees, almost 43% agree on that while 43% disagree and there is one participant who strongly disagrees with that. The statistics presented

in the graph 22 clearly indicate that tests and exams cannot give clear vision concerning the real level of the student. The reason behind this fact due to several factors related probably to time, revision and the student's psychology itself.

Q4/ What procedures do you use to evaluate students' progress besides using exams?

Actually, teachers in this question state different methods in assessing students' progress.

They are as follows:

- ✓ In-class writing and speaking activities
- ✓ Error-analysis sessions
- ✓ An ongoing observation that is needed to evaluate a whole class
- ✓ Quick quizzes
- ✓ Test the extent in which the student is able literary to retain, interpret and manifest their understanding of a given text
- ✓ Using portfolios assessment as evidence of the students' work.

Q5/ Do you usually follow some criteria when you assess students' works, especially in literature module?

Do you usually follow some criteria when you assess students' works especially in literature module?	Number	Percentage
Yes, usually	5	71%
Sometimes	2	29%
No, never	0	0%

Table 21: Having Some Criteria for assessing Students Works

The table above shows an overwhelming, 5 respondent's majority having a number of criteria they usually follow when assessing and evaluating their students' works while 2 participants have followed sometimes particular assessment criteria.

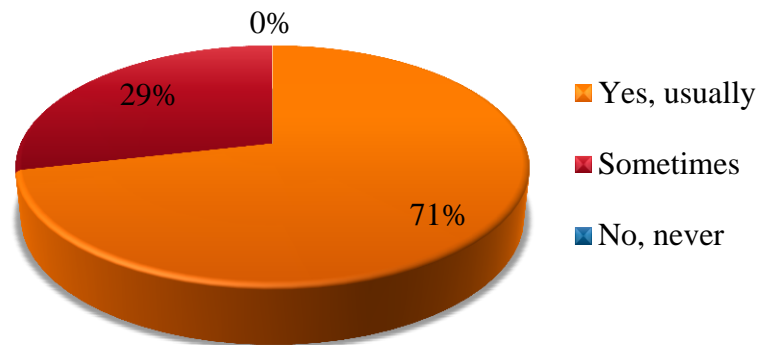


Figure 23: Having Some Criteria for assessing Students Works

The graph 23 evidently shows that 71% of the responses have agreed on the necessity of having assessment criteria when assessing students' works and performance, particularly in literature modules. However, 29% of the responses state that is not necessary to assess the works of students by following usually some criteria. Basically, teachers have several ways for assessing and evaluating their students' works and the main aspects they all consider are: correctness of the language being used, content, special literary style, the use of figurative language, the comprehension of the task, sentence building and the correctness of grammar and spelling.

Q6/ What are the best assessment strategies and tools that can strongly bridge between teaching and learning and suit best teaching English literature?

What are the best assessment strategies and tools that can strongly bridge between teaching and learning and suit best teaching English literature?	Number	Percentage
Group-work	3	43%
Peer-work	0	0%
Formal and informal questions	0	0%
Performing plays	1	14%
Using portfolios	3	43%

Table 22: the Best Assessment Strategies and Tools that Suit Best Teaching English

Literature

The table above states multiple assessment strategies that are strongly needed to create a bridge between teaching and learning and suit best learning English literature. The table shows that 3 teachers prefer group-work as a suitable strategy, 3 of them prefer portfolios assessment and just one teacher sees that performing plays is the best while no one sees that peer-work, formal and informal questions are good strategies.

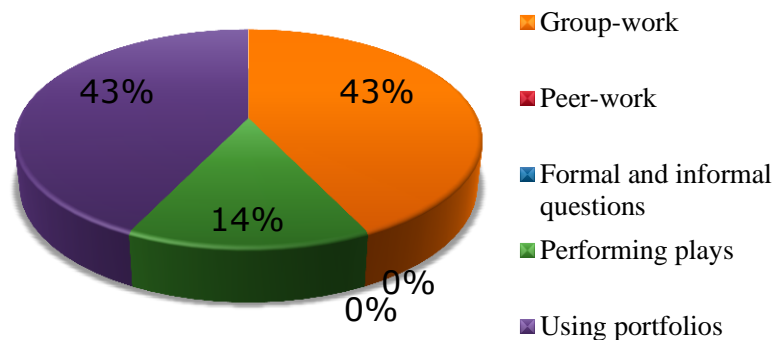


Figure 23: the Best Assessment Strategies and Tools that Suit Best Teaching English

Literature

We can deduce from the graph 24 that 43% of the teachers of English literature prefer the collaborative work between their students. In fact, group-work as an excellent strategy is highly approved by teachers for the reason that it motivates students to share their ideas publicly. The graph also shows that 43% of the responses reflect teachers' attitude toward new tools like portfolios. As education is getting developed each day, this leads teachers to work in harmony with new classroom strategies and tools. Performing plays considers as an excellent strategy but it is not widely spread in our classes.

3.2.2.3. Section Three: the Use of Portfolios in the Assessment of Literature

Q7/ Did you experience the use of portfolios with your students along your teaching career?

Did you experience the use of portfolios with your students along your teaching career?	Number	Percentage
Yes	4	57%
No	3	43%

Table 23: Teachers' Experience with Portfolios

Table 23 shows how the participants rate their experience with portfolios. As it shown in the table above, 4 teachers of English literature had experienced the use of portfolios with their students while 3 teachers have never used it.

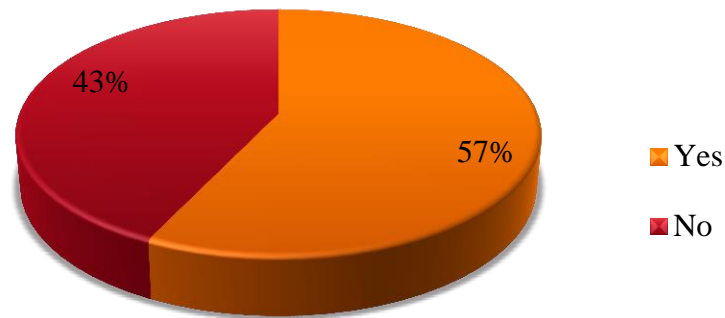


Figure 24: Teachers' Experience with Portfolios

It is explicitly seen in the graph above that 57% of the responding teachers had previous experience with portfolios use while 43% had never used it. We can confirm from this result that there are teachers who are aware of the necessity of using portfolios with their students in order to develop their skills, as to document their growth. However, there are some teachers who are unaware, as they are not interesting with this kind of assessment tools.

Q8/ Did you find using portfolios beneficial to reach classroom goals?

Did you find using portfolios beneficial to reach classroom goals?	Number	percentage
Extremely helpful	2	50%
Somehow	2	50%
It is not worthy at all	0	0%

Table 24: Teachers' Responses of whether Portfolios are Beneficial to reach classroom goals

Table 24 shows only the responses of the teachers who experienced the implementation of portfolios with their students during literature sessions. Actually, 2

respondents found portfolios beneficial to reach classroom goals while 2 of the respondents found them less beneficial, but no one agree that they are not worthy at all.

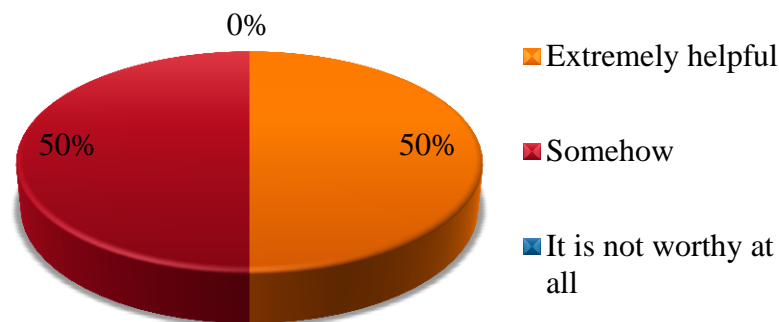


Figure 25: Teachers' Responses of whether Portfolios are Beneficial to reach Classroom Goals

According to the ratios of the teachers' answers, we can strongly assume that using portfolios is greatly affected the teaching process. 50% of the responses proof the effectiveness of portfolios in creating a space between the teacher and his students where they can practically gain a great amount of benefits related to the purposes that both of them agreed upon. Despite the fact that portfolios are useful tools, however, 50% of the responding teachers found them less helpful due to the students' attitude toward these kinds of assessment instruments, so this is proof that there are some students who are unaware of using portfolios.

Q10/ Do you appreciate the use of portfolios as alternatives to traditional assessment instruments like tests?

Do you appreciate the use of portfolios as alternatives to traditional assessment instruments like tests?	Number	Percentage
Yes, I strongly agree	6	86%
No, I disagree	1	14%

Table 25: Using Portfolios as Alternatives to traditional Instruments

As shown in table 25, the majority 6 participants strongly agree and appreciate the use of portfolios as alternatives tools to tests where only one teacher disagrees.

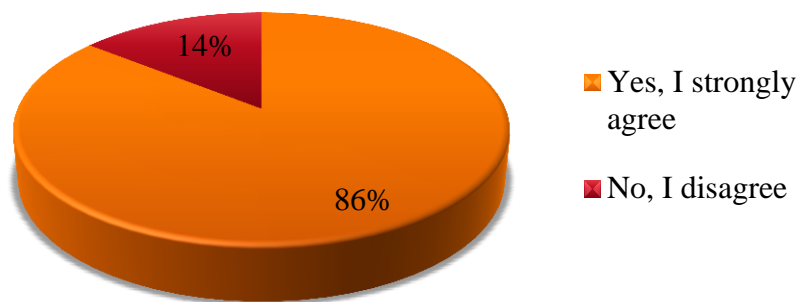


Figure 26: Using Portfolios as Alternatives to traditional Instruments

As indicates in the graph 26, the overwhelming majority of participants (86%) strongly agree on the issue of using portfolios instead of doing tests while only 14% participants did not welcome the idea. The analysis of this graph proofs that teachers are more satisfying when portfolios assessment are used in the teaching/learning process. The result also indicates that in contrast with tests, portfolios are more helpful and more valuable than other instruments.

Q11/ Do you agree with the implementation of portfolios in our classes in the nearest future?

Do you agree with the implementation of portfolios in our classes in the nearest future?	Number	Percentage
Yes, I agree	6	86%
No, I disagree	1	14%

Table 26: Teachers' Approval on the Use of Portfolios in our Classes in the Nearest Future

When asked about portfolios' use in our classes in the nearest future, 6 of the participants agree on that, while only one participant disagrees.

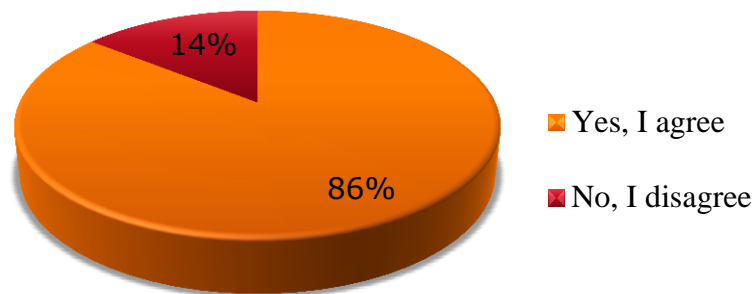


Figure 27: Teachers' Approval on the Use of Portfolios in our Classes in the Nearest Future

The figure 27 shows that the majority of the respondents (86%) agree upon the idea of implementing portfolios in the English department at Amar Telidji University while only 14% of the respondents are not satisfied and show no interest. We can deduce from this result that

teachers are always looking for new and creative tools to assess their classes. The result indicates also that the majority of teachers approve the idea of using portfolios as excellent assessment instruments at our department in the nearest future.

Q11/ Do you agree with the following criteria for assessing and evaluating portfolios?

Do you agree with the following criteria for assessing and evaluating portfolios?	Number	Percentage
Strongly agree	2	29%
Agree	4	57%
Disagree	1	14%
Strongly disagree	0	0%

Table 27: Having criteria for assessing portfolios

Table 27 demonstrates the number of teachers who agree or disagree with the below criteria for assessing portfolios. 2 teachers strongly agree on that, 4 agree while only one disagrees, and no one actually strongly disagrees.

Chapter III: Research Methodology and Results' Interpretations

Criteria	Sub-criteria	Mark	Performance level
Knowledge and understanding	Theme	3	<u>Student will receive 7 marks if he:</u> -Identifies 2 or 3 themes of the given novel or short story and interprets them from his own understanding.
	Style	2	-Identifies the main techniques used in the story (tone, symbolism, contrast, imagery) and shows how they communicate the writer's perspective.
	Personal Response	2	-formulates his own opinion about the given text, showing and giving his contribution and impressions.
Application of knowledge	Analyze	3	<u>Student will receive 7 marks if he:</u> -Shows an excellent breakdown of events to understand each character's characteristics.
	Synthesis	2	-Uses the results of analysis to provide details.
	Evaluate	2	Provides judgments, final conclusion and results.
Organization	Structure	2	<u>Student will receive 6 marks if he:</u> -uses good transitions with well structured paragraphs and sentences, for instance, showing contrast or comparison between some literary devices in a particular novel.
	Mechanics and grammar	2	-shows correct use of punctuation -few spelling mistakes.
	Clarity	2	Uses language effectively.

Table28: Assessment Criteria for evaluating Portfolios

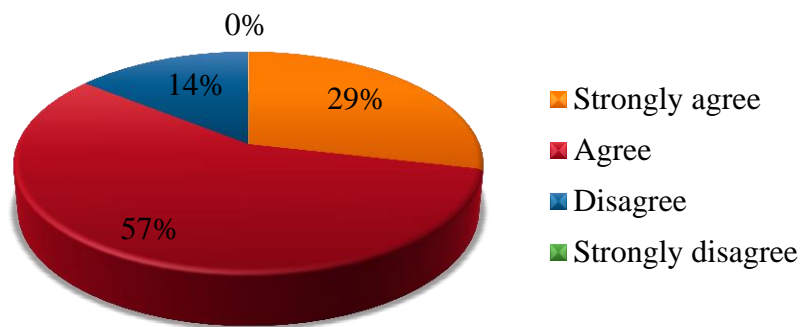


Figure 28: Having Criteria for Assessing Portfolios

The graph above indicates that an overwhelming majority with a percentage of 86%, (29%) strongly agrees and (57%) agree to find the above-proposed criteria very useful and it can be practically applied to assess the students' works within their portfolios.

3.3. Results Concerning the Students' Questionnaire

Generally speaking, the investigation conducted for this study has shown various positive results. Basically, the students' questionnaire reveals that the majority of students have a good level. The majority of students at the English Department have positive attitudes toward learning English literature through different assessment strategies. Actually, the results implicate that the majority of students at English Language Department in Laghouat University are aware of the importance of the adoption of new assessment instruments like portfolios assessment. In fact, the questionnaire reveals that the majority of students have positive attitudes towards using portfolios in their literature sessions. The questionnaire has also shown that even students are familiar with other assessment tools like tests and exams, and other various strategies like group-work and peer-work, they are more productive when portfolios are used. Despite the fact that students experienced using portfolios only in one

module (Third World Literature) with only one teacher as the questionnaire reveals, yet they could extremely gain several benefits. Students by using portfolios were able to define better their purposes, to document their growth and to develop their skills especially in analyzing literary texts, applying literary theories and to be acquainted with new vocabulary. Despite the fact that there were obvious obstacles in implementing portfolios perfectly, students believe that integrating portfolios in the learning process generally and in literature learning specifically is an enhancive idea. In fact, the results extremely proof the effectiveness of portfolios in providing a space to students where they can effectively express their own impressions and opinions. At last, the majority of students have appreciated the use of portfolios as alternatives to traditional assessment instruments for the reason that they are hopefully desired to learn with and to experience new assessment tools like portfolios.

3.4. Results Concerning the Teachers' Questionnaire

The teachers' questionnaire reveals that all teachers have an exceptional level when it comes to teaching English literature. The questionnaire reveals that the majority of teachers have used different assessment tools along their teaching career. Despite the fact that there are some teachers who are unaware of utilizing multiple assessment strategies and tools, there are teachers who are always in search of new ways to assess their classes. Basically, the results implicate that teachers at English Language Department at Amar Telidji University in Laghouat are aware of the importance of the adoption of portfolios assessment in the learning contexts. The questionnaire reveals that the majority of teachers have a positive attitude toward using portfolios in the assessment of literature. Despite the fact that not all the teachers experienced portfolio use, however, the teachers who really implemented them in their classes found the students results extremely well. Actually, this result indicates the effectiveness of portfolio use. Teachers have welcomed the idea of using portfolios as alternatives to traditional assessment tools like tests but not exams. This result proves the valuable role that

using portfolios provides. In addition, the majority of teachers appreciate the use of portfolios in the English Language Department for the reason that they believe in integrating new ways to assess students, witnessing a rapid change in the learning/teaching process.

3.5. Results Concerning the Hypotheses of the Study

The results obtained from both the teachers' questionnaire and the students' questionnaire support the hypotheses of the study. The findings of the two questionnaires confirm the hypothesis of that portfolios assessment have several imperative effects on the learning and teaching process for the reason that both teachers and students agreed on the effective role that portfolios assessment provided. The students' questionnaire results prove our first hypothesis that of having multiple purposes that can strongly smooth the learning/teaching progress through using portfolios assessment. The results indicate that the majority of students define clearly their purposes such as improving their writing skills. Besides, the results of the students' questionnaire support the second hypothesis about the efficiency of portfolios in developing a better understanding of any literary texts, not only that but they could reflect on their own impressions and opinions through their portfolios. Consequently, all the results of the exploratory study strengthen the three hypotheses proposed for this research.

Conclusion

This chapter represents the core of this study, as it presents evident answers to the research questions and proofs our hypothesis. Basically, the chapter provides information about the participants of the study, tools of the study, data analysis, interpretations of data and the final results. Students sampled in this study held positive beliefs about the effectiveness of portfolios assessment in learning literature. The analyses and interpretations revealed that implementing portfolios has significant effects in improving students' skills that of analyzing

literary texts from different angles. The results confirm that using portfolios is not widely generalized at the department of English in Laghouat University but there were teacher and students who really have exceptional experience with it, as they strongly appreciated the use of portfolios as alternatives to traditional assessment instruments.

General

Conclusion

General Conclusion

The aim of this study is to investigate the use of portfolios as effective tools in an assessment of literature learning in the English Department at Amar Telidji University, Laghouat. Besides, the study aimed at reaching the objective of using portfolio assessment not only as a classroom technique but also as an alternative to tests and exams.

The outcomes from this research show the desire both students and teachers have towards integrating and implementing portfolios within the learning process. Basically, portfolios assessment are one of the valuable tools that are recently emerged and developed due to the various changes of new educational trends. Besides, the research results suggest that portfolios can be excellent alternatives to traditional assessment procedures for the reason that they usefully help students to develop their skills, to document their works and to diagnose their weaknesses.

The findings from the investigation demonstrate that using portfolios within the whole assessment process in literature sessions can effectively develop the students' analytical skills, enhance their critical thinking, and encourage them to be autonomous learners. Therefore, the implementation of portfolios is undoubtedly vital for better English literature learning, as they are required to be included generally in the educational curriculum, and specifically in the whole assessment process together with other assessment usual strategies.

Despite of the importance and effectiveness of portfolio use in literature sessions, the majority of teachers are still not aware of the valuable role that portfolio assessment provides, as they are still assessing their classes with traditional tools. The most significant issue preventing teachers and students' use of this tool is limited access to new assessment methods. However, the findings revealed that there are some learners together with their teacher who really have exceptional experience with it, as they strongly profit several benefits by using such excellent tools.

General Conclusion

As this study revealed, the more students and teachers use portfolio assessment in literature sessions, the more they are likely to be familiar with it and appreciate the flexible role of these tools in the learning/teaching process. In order to achieve that, experience and time must be afforded.

To conclude, the results obtained from both the teachers' questionnaire and the students' questionnaire confirm the hypotheses of the study. Besides, the findings of this study indicate that the use of portfolios in the assessment of literature learning has a significant effect in improving students' abilities in analyzing literary texts and gaining new knowledge that is firstly related to English literature and its different aspects. On the whole, the findings from the study are supposed to open up areas for research on portfolio assessment and its different usage. Such findings would change both teachers and learners attitudes positively, and raise awareness among them of the importance of integrating portfolios not only in literature sessions, but also in different educational fields.

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Appendices

Appendix A: Learners' Questionnaire

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

Please answer the questions either with tick (√) or give a full answer.

Section one: Background Information

Gender: a-male b-female

Age:

Class: first year Master LMD students

Section two: Assessment of Literature

Question01: do you consider your level in English?

-Very good -good -average -poor

Question 02: do you enjoy learning English literature?

-Yes -No

Question 03: what form of literature do you prefer?

-Novels -short stories -plays -poetry

Question 04: within literature modules, what kind of assessment activities you most favor?

- Analyzing different elements of a given literary text
- Just summarizing the plot and the teacher's explanation
- To compare and contrast between two or more literary devices or elements in a novel or short story
- To give you opinion, contribution and impressions about a novel, play or short story
- To apply literary theories then analyze texts according to the appropriate theory

Appendices

Question 05: do you agree with?

- Student's self-evaluation and assessment -teacher's evaluation

Why:

.....
.....

Question 06: according to your experience, what forms of assessment you most likely to use?

- Extended writing essays
- Tests and semester-final exams
- Portfolios assessment

Question07: do you agree with your teachers' method in designing tasks, assessment activities, and evaluating you works?

-Yes, I agree -No, I don't agree

Question 08: if you don't agree, what are the best assessment ways you want to be ensured?

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

Question 09: what are the best assessment techniques you experienced with your teachers of literature during your university studies?

- Whole Classroom activities
- Group-work activities
- Peer-work activities
- portfolios

Section three: the Use of Portfolios in Assessment of Literature

Considering the fact that the portfolio "is a purposeful collection of students work", using portfolios in learning literature can be the most enhanceive tool which strongly requires from learners to reflect on their own comprehension and creativity.

Appendices

Question 01: do you have a background about portfolio assessment, its use and how it should be created? -Yes, I have -No, I don't have

Question 02: in which module you experienced the use of portfolios assessment?

a-American literature c-Third World Literature e-writing

b-British literature d-civilization f-didactics

Question 03: does the teacher of the module set some guidelines for creating a perfect portfolio model? -Yes -never

Question 04: if you experience the use of portfolios to display (show) your work, what are the purposes that let you create the portfolio

- to improve on my writing skill
- to learn from the feedback provided by the teacher after the correction of the portfolio
- to be acquainted with new information and to gain new vocabulary
- just to gain marks

Question 05: did you benefit from using portfolios in literature?

-Yes, I do -No, I did not get a benefit

Question 06: after the experience of using portfolios, have you developed your skills in?

-Analyzing literary text

-Understanding better the difficulties of literary texts

-Identifying better the writer's techniques (imagery, symbolism, themes, literary devices) and show how they communicate the writer's perspective

-Formulating your personal opinion

-Reflect on your own impression

-nothing of these

Appendices

Question 07: do you appreciate the use of the portfolio as an alternative to traditional assessment tools like tests and exams in our department?

-Yes, all welcome -No, never

Question 08: do you appreciate the use of portfolios as purposeful assessment tools in literature sessions?

- Yes, I strongly agree
- I agree
- I disagree
- I strongly disagree

Question 09: what are the weaknesses that you would like to develop by using portfolios?

.....
.....

Thank you very much

Appendix B: Teachers' Questionnaire

Dear teachers, this questionnaire serves as a data collection tool for a research project. The research tackles the subject of using portfolios in assessment of literature. You are kindly requested to answer the questions below to help us reach the objectives of the study.

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

Thank you very much for the time and effort you put in responding to this questionnaire.

Part one: Background Information

Teacher's gender:

- Male
- Female

Teacher's age:

- 30 or less
- 31 -35
- 36 - 45
- 46 – 55
- More than 55

Teacher's educational level:

- Master/Magister level
- Doctoral level
- Professor level

Appendices

Part two: Assessing Literature

Question 01: do you think that literature as an essential module requires special assessment criteria and specific assessment tools? -Yes -No

Question 02: in your opinion, what are the best assessment instruments you usually use to assess your students' performance?

- Tests
- Semester-final exams
- Oral presentations
- Extended writing essays
- Portfolios assessment

why.....
.....

Question 03: do you agree that tests and exams give a clear vision about the real level of the student?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Question 04: what procedures do you use to evaluate students progress besides using exams?
.....
.....
.....

Appendices

Question 05: do you usually follow some criteria when you assess students 'works, especially in literature module?

-Yes, usually

-sometimes

-No, never

If yes, may you please set some criteria for scoring student's work?

.....

.....

.....

.....

Question 06: what are the best assessment strategies and tools which can strongly bridge between teaching and learning and suit best teaching English Literature?

- Group-work
- Peer-work
- Formal and informal questions and responses
- Performing plays
- Using portfolios

Part three: the Use of Portfolios in Assessment of Literature

Considering the fact that portfolios are purposeful assessment tools that have been practically applied by several foreign educational schools and universities within different disciplines.

Question 01: did you experience the use of portfolios with your students along your teaching career?

-Yes

-No

Appendices

Question 02: if yes, did you find it beneficial to reach classroom goals?

- extremely beneficial
- somehow
- it is not worthy at all

Question 03: do you appreciate the use of portfolios as alternatives to traditional assessment instruments like tests?

-Yes, I strongly agree

-No, I disagree

Question 04: do you appreciate the use of portfolios in the assessment of literature learning?

-Yes

-No

Question 05: do you agree with the implementation of portfolios in our classes in the nearest future?

-Yes, I agree

-No, I disagree

Question 06: the implementation of portfolios in literature classes can strongly encourage learners to show their creativity and to take responsibility of their learning. Thus, it needs identifying purposes, guidelines and criteria to be well implemented and evaluated.

-Do you agree with the following criteria?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Appendices

Criteria	Sub-criteria	Mark	Performance level
Knowledge and understanding	Theme	3	<u>Student will receive 7 marks if he:</u> -Identifies 2 or 3 themes of the given novel or short story and interprets them from his own understanding.
	Style	2	-Identifies the main techniques used in the story (tone, symbolism, contrast, imagery) and shows how they communicate the writer's perspective.
	Personal Response	2	-formulates his own opinion about the given text, showing and giving his contribution and impressions.
Application of knowledge	Analyze	3	<u>Student will receive 7 marks if he:</u> -Shows an excellent breakdown of events to understand each character's characteristics.
	Synthesis	2	-Uses the results of analysis to provide details.
	Evaluate	2	Provides judgments, final conclusion and results.
Organization	Structure	2	<u>Student will receive 6 marks if he:</u> -uses good transitions with well structured paragraphs and sentences, for instance, showing contrast or comparison between some literary devices in a particular novel.
	Mechanics and grammar	2	-shows correct use of punctuation -few spelling mistakes.
	Clarity	2	Uses language effectively.

Appendices

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- Just summarizing the plot and the teacher's explanation
- To compare and contrast between two or more literary devices or elements in a novel or short story
- To give you opinion, contribution and impressions about a novel, play or short story
- To apply literary theories then analyze texts according to the appropriate theory

Appendices

Question 05: do you agree with?

- Student's self-evaluation and assessment

-teacher's evaluation

Why:

Teacher's evaluation is the best. In my opinion, teachers' evaluation is more fair and they have the experience to do so. In addition, students are always in need to the teacher's guidelines.

Question 06: according to your experience, what forms of assessment you most likely to use?

- Extended writing essays
- Tests and semester-final exams
- Portfolios assessment

Question 07: do you agree with your teachers' method in designing tasks, assessment activities, and evaluating you works?

-Yes, I agree

-No, I don't agree

Question 08: if you don't agree, what are the best assessment ways you want to be ensured?

I prefer assessments that allow the students to show their creativity, especially in literature sessions.

Question 09: what are the best assessment techniques you experienced with your teachers of literature during your university studies?

- Whole Classroom activities
- Group-work activities
- Peer-work activities
- portfolios

Section three: the Use of Portfolios in Assessment of Literature

Considering the fact that the portfolio "is a purposeful collection of students work", using portfolios in learning literature can be the most enhance tool which strongly requires from learners to reflect on their own comprehension and creativity.

Appendices

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a-American literature c-African literature e-writing
b-British literature d-civilization f-didactics

Question 03: does the teacher of the module set some guidelines for creating a perfect portfolio model? -Yes -never

Question 04: if you experience the use of portfolios to display (show) your work, what are the purposes that let you create the portfolio

- to improve on my writing skill
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-Understanding better the difficulties of literary texts

-Identifying better the writer's techniques (imagery, symbolism, themes, literary devices) and show how they communicate the writer's perspective

-Formulating your personal opinion

-Reflect on your own impression

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-Yes, all welcome

-No, never

Question 08: do you appreciate the use of portfolios as purposeful assessment tools in literature sessions?

• Yes, I strongly agree

• I agree

• I disagree

• I strongly disagree

Question 09: what are the weaknesses that you would like to develop by using portfolios?

I would like to develop my writing skills, especially the style of writing. I would like also to learn the way how to express my opinion and impression better than I am doing now. I would like to learn the way how to summarise.

Thank you very much

Teachers' Questionnaire

Dear teachers, this questionnaire serves as a data collection tool for a research project. The research tackles the subject of using portfolios in assessment of literature. You are kindly requested to answer the questions below to help us reach the objectives of the study.

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

Thank you very much for the time and effort you put in responding to this questionnaire

Part one: Background Information

Teacher's gender:

- Male
- Female

Teacher's age:

- 30 or less
- 31 -35
- 36 - 45
- 46 – 55
- More than 55

Teacher's educational level:

- Master/Magister level
- Doctoral level
- Professor level

Appendices

Question 05: do you usually follow some criteria when you assess students 'works, especially in literature module?

-Yes, usually -sometimes -No, never

If yes, may you please set some criteria for scoring student's work?

..... My attention will be drawn on two major aspects:

..... language

..... content

.....

Question 06: what are the best assessment strategies and tools which can strongly bridge between teaching and learning and suit best teaching English Literature?

- Group-work
- Peer-work
- Formal and informal questions and responses
- Performing plays
- Using portfolios

Part three: the Use of Portfolios in Assessment of Literature

Considering the fact that portfolios are purposeful assessment tools that have been practically applied by several foreign educational schools and universities within different disciplines.

Question 01: did you experience the use of portfolios with your students along your teaching career?

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Appendices

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- extremely beneficial
- somehow
- it is not worthy at all

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-Yes, I strongly agree -No, I disagree

Question 04: do you appreciate the use of portfolios in the assessment of literature learning?

-Yes -No

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-Yes, I agree -No, I disagree

Question 06: the implementation of portfolios in literature classes can strongly encourage learners to show their creativity and to take responsibility of their learning. Thus, it needs identifying purposes, guidelines and criteria to be well implemented and evaluated.

-Do you agree with the following criteria?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

مُلخَص

تهدف هذه الدراسة إلى الكشف عن مدى فعالية استخدام الملف التقييمي في تدريس و تعلم الألب الانكليزي. ولأجل تحقيق هذا الهدف، قمنا بإجراء دراسة ميدانية حول 57 مشاركاً، حيث طلب منهم الإجابة على استبيانين. في الأساس، تكونت العينة من 50 طالباً و طالبة يدرسون في السنة الأولى ماستر، و 7 مدرسين للألب الانكليزي في قسم اللغة الانكليزية بجامعة عمار ثليجي-الاعواط. أجريت هذه الدراسة خلال السداسي الثاني من العام الدراسي 2017-2018. وقد أسفر تحليل معطيات الاستبيان عن نتائج إيجابية حول استخدام الملف التقييمي في تدريس الألب الانكليزي. على الرغم من أن ملفات التقييم استخدمت فقط في مقياس واحد و مع أستاذ واحد كما أشارت النتائج، إلا أن الطلاب تمكنوا بعد استخدام ملفاتهم من تطوير مهاراتهم في تحليل النصوص الأدبية وفقاً لعناصر أدبية مختلفة، كما أنهم قاموا بتحسين مهاراتهم في الكتابة. أظهرت نتائج الدراسة أن كل من المدرسين والطلبة أبدوا تعليقات إيجابية لدمج ملفات التقييم كوسيلة فعالة في تقييم الطلاب و كذا استعمالها لتدريس اللغة، حيث أعجبوا بفكرة استخدامها كبديل للوسائل المتواضع عليها كالاختبارات والامتحانات.