

The People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Amar Thelidji University, Laghouat
Faculty of Letters and Languages
Department of English



**Exploring the Effectiveness of Portfolio Assessment in Developing EFL
Students' Reflective Writing.**

**A Case Study of Second year LMD Students of English, University of
Laghouat**

**Dissertation submitted in partial fulfilment of the requirements for the
Master degree in Civilization, Literature and Language Teaching**

Members of the Jury:

- | | |
|---------------------------------|-------------------|
| 1. Mr. Belhadj Abd karim | President |
| 2. Mr. Bakhouche Salah | Examiner |
| 3. Mrs. Houda Boumediene | Supervisor |

Submitted by:

- 1. Bouakkaz Achoura**
- 2. Larabi Nacira**

Academic Year:2016/2017

Dedication

I dedicate this work to my family.

To my beloved parents for their love, tenderness, endless support, and their prayers provide me with hope and strength.

To my husband for his constant encouragement, kindness, patience and support that always made me feel strong.

To my sisters and brothers who always have been proud of me.

To my cutest friends who have been very supportive and have shared with me happy time at university.

To certain people who encourage me all along in hard and fine days.

Nacira

Dedication

*In the name of Allah, Most Merciful, Most Compassionate, all the praise go to Allah, the
Sustainer of all the worlds*

*This modest work is dedicated especially to my dear parents who provide me with love,
support, and prayers.*

I also dedicate this work to:

My sisters, brothers and all my extended family

My niece and the flower of the family, the wonderful girl: RahafAridj.

My brother -in -law: Djelal and his family.

*The precious prize gained from studying over the years: the friends who were with me in
weal and adversity. Thank you my sisters.*

*All the teachers who taught me from the primary school to the university; I am so grateful
to you all.*

*Finally, to all the persons who wish to me the best and to all who had helped me in a way or
another to go further .*

Achoura

Acknowledgements

*This work would have never been completed without the expert guidance and support of our esteemed supervisor **Mrs. Houda Boumediene**. We are deeply thankful to her.*

We would like to thank the board of examiners for accepting to read this work and for any remarks they would make.

We would also like to express our deepest thanks to all our teachers without exception for their wisdom, generosity and total devotion.

We would also like to express our appreciation to all the participants both the teachers and the students for their cooperation and participation despite their heavy workload.

Abstract

The primary focus of this work is to explore the effectiveness of portfolio assessment in developing EFL students' reflective writing. In order to reach this objective, an experimental study was conducted. The sample consisted of 100 second year students of English at the University of Amar Thelidji -Laghouat. Data were collected through the following experimental tools: Pre-Post Writing Test, in which students were asked to write about ten topics, Pre/Post Self-Reporting Questionnaire, and interview. This study took place during the second semester of the academic year 2016-2017. The findings show that the reflective writings of students were improved after the use of portfolio assessment method. These confirm our hypothesis that portfolio assessment strategy has significant effects in developing students' reflective writing in terms of both process and product.

Key words: Portfolio assessment, reflective writing, EFL students

الملخص

تهدف هذه الدراسة إلى الكشف عن مدى تأثير الملف التقييمي في تحسين مهارة الكتابة التأملية لطلبة الانجليزية كلغة أجنبية . من اجل تحقيق هذا الهدف, قمنا بإجراء دراسة تجريبية على 100 طالب في السنة الثانية - قسم اللغة انجليزية بجامعة عمار ثليجي- الاغواط. تمثلت في إعداد اختبار في الكتابة خلال السداسي الثاني من السنة الجامعية 2016-2017, حيث طلب من المشاركين الكتابة حول عشرة مواضيع على مرحلتين قبلية و بعدية واتبعت كل مرحلة باستبيان و مقابلة. أسفرت النتائج عن تسجيل تحسن في الكتابة التأملية لدى الطلاب بعد إتباع طريقة الملف التقييمي وهذا ما يؤكد فاعليته في تحسين الكتابة التأملية لدى الطلاب من حيث الطريقة و الأداء اللغوي.

الكلمات المفتاحية : الملف التقييمي , الكتابة التأملية, طلاب اللغة الانجليزية

Table of Contents

Dedications.....	I
Acknowledgements.....	III
Abstracts.....	IV
Table of Contents.....	V
List of Abbreviations.....	IX
List of Tables.....	X
List of Figures.....	XI
General Introduction	1
Chapter One Theoretical Concepts.....	4
1.1 Introduction	5
1.2 Assessment.....	5
1.2.1 Definition.....	5
1.2.2 Purpose of Assessment.....	5
1.2.3 Traditional Assessment.....	6
1.2.4 Alternative, Authentic, and Performance Assessment.. ..	6
1.2.5 Summative Assessment v. Formative Assessment.....	6
1.2.6 Self-assessment & Peer assessment	7
1.3 Assessment for Writing	7
1.4 Assessment of Learning	8
1.5 Types of Writing Assessment	8

1.5.1	Multiple Choices Writing Test.....	9
1.5.2	Impromptu Writing Sample.....	9
1.5.3	Alternative Assessment.....	9
1.6	Portfolio Assessment.....	10
1.6.1	Definition of Portfolio.....	10
1.6.2	Portfolio Assessment	10
1.6.3	Origins of Portfolio Assessment.....	11
1.6.4	Characteristics of Good Portfolio.....	11
1.6.5	A Model for Using Portfolio Assessment.....	12
1.6.6	Advantages of Using Portfolio Assessment.....	12
1.6.7	Problems and Disadvantages of Using Portfolio Assessment Methods...	13
1.7	Rating Scale.....	14
1.7.1	Holistic Scoring.....	14
1.7.2	Analytical Scoring.....	15
II-	Reflective Writing.....	16
1.8.1	Reflective Writing.....	16
1.8.2	Characteristics of Reflective Writing.....	16
1.8.3	Levels of Reflective Writing.....	17
1.8.4	Importance of Reflective Writing.....	17
1.9	Conclusion.....	18
	Chapter Two Review of literature.....	19
2.1	Introduction.....	20

2.2	Writing Skill Strategy and Portfolio Assessment.....	20
2.3	Reflective Writing and Portfolio Assessment	28
2.4	Conclusion.	33
	Chapter Three: Field of Work	35
3.1	Introduction:	36
3.2.	Variables of the Research.....	36
3.3	Plan of the Research.....	36
3.4	Sample of the Research.....	37
3.5	Tools of the Study.....	37
3.5.1	Pre Writing Test.....	37
3.5.2	Interview.....	37
3.5.3	Post Writing Test	37
3.5.4	Self-Reporting questionnaire.....	38
3.6	Steps of the Study.....	38
3.7	Analysis of Data.....	38
3.8	Interpretation of Results:	39
3.8.1	Results of the Pre Writing Test.....	39
3.8.2	Results Concerning the Interview.....	42
3.8.3	Results Concerning the Post Writing Test.....	42
3.8.4	Results Concerning the Self-Reporting Questionnaire	44
3.8.4.1	Results Concerning Pre-Self-Reporting Questionnaire.....	44
3.8.4.2	Results Concerning Post-Self-Reporting Questionnaire.....	47

3.9 Results Concerning the Hypotheses of the Study.....	51
3.10 Synthesis of the Results.....	51
3.10.1 Reflection in Writing.	52
3.10.2 Writing Products.....	52
3.11 Conclusion.....	52
General Conclusion.....	53
Bibliography.....	55
Appendices..	60

Table of Abbreviations:

- EFL : English as a Foreign Language
- PA: Portfolio Assessment
- ESL: English as a Second Language
- TOEFL: Test of English as Foreign Language
- IELTS: International English Language Testing System
- TESL: Test of English as a Second Language
- AFL: Assessment for Learning
- TWE: Test of Written English
- PA: Portfolio Assessment
- SIUC: Southern Illinois University Carbondale

List of Tables

Table	page
1- The total mistakes made by students in prewriting test.	39
2- The total mistakes made by students in post writing test.	42
3- The results of participants' planning process in prewriting test	44
4- The results of participants' drafting process in prewriting test	45
5- The results of participants' revising process in prewriting test	46
6- The results of participants' editing process in pre writing test	46
7- The results of participants' planning process in post writing test	47
8- The results of participants' drafting process in post writing test	48
9- The results of participants' revising process in post writing test	48
10- The results of participants' editing process in post writing test	59

List of Figures:

Figure	page
1. Mistakes of participants in prewriting test	40
2. The total mistakes in the post writing test	43
3. Comparison of participants' mistakes in pre/ post writing test	43
4. Participants' processes in prewriting test	50
5. Participants' processes in post writing test	50

General Introduction

In the educational system, assessment is introduced as a supporting means to improve the learning process. In order to achieve this goal, the teacher is the responsible for choosing and preparing the appropriate tools to assess students' abilities and progress. In teaching learning English as a foreign language, writing is regarded as an essential competence since it is a tool of transforming information. Yet, it is the most difficult skill to acquire as it requires the process of planning, drafting, revising and, editing as well as the mastery of language mechanics. Consequently, assessing writing will be a complex task especially when it comes to the reflecting one which is more personal than the academic one. Traditional assessments of writing tend to focus only on the product and neglect the process of writing. In addition, they are teacher-centered assessments in which the student is considered as a mere subject of the assessment instead of being a full partner in the process. Furthermore, these types of assessment take place at a single moment rather than over a period of time. As a reaction to these drawbacks, experts in the field had looked for alternative. As one of the alternative assessments, portfolio assessment had been introduced to cope with the new changes in the field of EFL teaching learning. It is the collection of student's works over a period of time which is viewed as an effective method to improve students' writing skill.

In teaching learning EFL writing, teachers concentrate just on the final written work in assessing students' level and abilities without caring about the process they follow in their writing. Moreover, they limit their thinking abilities when they ask them to write just in the classroom. Hence, they will not have a chance to evaluate their works and determine their weaknesses and strengths. We have chosen "**The effectiveness of portfolio assessment in developing reflective writing among EFL learners**" for several reasons. Firstly, most of EFL students, including students of the department of English at Amar Thelidji University, show weaknesses in writing, especially in the reflective one. This can be resulted from the fact that students do not write texts unless their teacher asks them to do or informs them that the work will be marked. Secondly, even if students write, they lack the ability to assess their works. Therefore, what is needed is an approach of assessment that can motivate them to thinking, reasoning, evaluating, and judging things and help them to be autonomous. These

made us interested in portfolio assessment as a method to develop these skills of reflective writing.

The purpose of this study is to explore the effectiveness of portfolio assessment in developing EFL students' reflective writing. Considering the fact that not enough researches have been interested in this topic, we felt the need for carrying out the present research to shed a small light on the issue.

Most of EFL students in all study stages suffer from weaknesses in writing skills especially in the reflective one. Thus, this research suggests portfolio as an effective method of developing reflective writing skills for EFL students.

The present study addressed the following research questions:

- Does portfolio assessment have any significant effect on the EFL learners' reflective writing?
- What are the advantages of portfolio assessment?
- What is the importance of reflective writing?

To answer the questions above, the main hypotheses put forward in this study are:

- Portfolio assessment has advantages in developing writing skills.
- Reflective writing enhances the students' critical thinking.
- If students are engaged in a portfolio system, their reflective writing will be promoted.

In an attempt to answer the research questions, we are going to test the effectiveness of portfolio assessment in developing reflective writing skills through an experimental study taking the 2nd year students of English at Amar Thelidji University in Laghouat as a sample.

The study consists of three tools: pre/post writing test, interview and self-reporting questionnaire

This thesis is divided into two parts. The first part is theoretical and serves as a background of study. It includes two chapters: one is about the theoretical concepts and the other is about review of literature. The second part is practical as it deals with methodology and interpretation of findings.

So, the first chapter offers a theoretical frame that helps to define the concepts about portfolio assessment and reflective writing and detailed information about the two concepts. The second chapter deals with the core of this study: effectiveness of portfolio assessment in developing reflective writing by reviewing literature.

The third chapter includes two parts. The first part covers the research design and methodology through presenting the sample and the tools that are used in the study with the analysis of data while the second part covers interpretation of obtained data with the final results.

One of the major limitations of the study is the level of students. This study looked only at a single group of students (Second Year students at Amar Telidji University of Laghouat in Algeria). The effects of portfolio assessment on developing EFL students' reflective writing could be different among various groups of students.

Another limitation is the time devoted to the study. It was only six weeks of the second semester which is not enough time to show and explore the effectiveness of portfolio assessment in developing EFL students' reflective writing. It might be useful to analyze students longer with more drafts to see the progress in student's reflective writing.

Therefore, further studies with longer time and larger groups of different levels could better examine the effectiveness of portfolio assessment in developing reflective writing.

CHAPTER ONE:
THEORETICAL CONCEPTS

Chapter One: Theoretical Concepts

1.1 Introduction

The main focus of the current study is to investigate the effectiveness of portfolio assessment in developing EFL students' reflective writing. In order to put the reader in the frame, this chapter is devoted to identify some basic theoretical concepts related to both portfolio assessment and reflective writing.

1.2 Assessment

1.2.1 Definition of Assessment

Brown (2001) stated, "*Assessment is the process of obtaining information that is used to make educational decisions about students to give feedback about their progress and judge instructional effectiveness and adequacy*" (as cited in Bassadat&M'boudi, 2016). According to Lopes (2015), assessment is about determining what a student knows and can do; and what student does not know and cannot do. Depending on this information, "*teachers will be able to decide if they need to modify the teaching methods, activities, and materials in order to improve students 'learning and development.*" Sommer (1989) defined assessment as the process of recognizing the student's abilities, needs, and weaknesses which shows the teacher how to plan lessons for their needs (as cited in Vangah et. al, 2016, p. 226).

1.2.2 Purpose of Assessment

Assessment is a very important area in the educational system as it is a purposeful process. Greaney and Kellaghan (2001) argued that "*apart from its main purpose, which is giving feedback to learners; assessment has three other basic purposes. As it first gives license to proceed to the next stage or graduation; classifies the performance of students in rank order; and improves learning*" (as cited in Bessadat&M'boudi, 2016).

According to Vander, Horstand&McDonald (2003), "*The assessment procedures should not only be practical and unbiased, but also conducted in a way that it measures the outcomes that are to be achieved by the learners*" (as cited in Bassadat&M'boudi, 2016).

1.2.3 Traditional Assessment

According to Worley, traditional assessment is used to measure the quantity of knowledge acquired by student in a specific period of time. In other words, the knowledge is separated from the learner. As a result, the role of student in the classroom is reduced to just amass knowledge instead of acquiring it daily. Vaughn & Bos (2012) argued that many researchers in the field believe that students do not spend enough time on writing as a craft and are given too little choice about what they write (as cited in Lopes, 2015, p. 285). In addition, Lustig (1996) stated, “*These assessments most commonly take the form of tests, quizzes, and home work; the same ‘tool’ is used to assess each ‘individual’ student*” (p. 12).

1.2.4 Alternative, Authentic, and Performance Assessment

According to Mitchell (1992), the terms alternative assessment, authentic assessment, and performance assessment are all used in discussions of assessment reform. In spite of being sometimes used as synonyms, they are different in meaning. The term alternative assessment is used for any and all assessments that are different from the multiple-choice, timed, one-shot approaches that characterize most standardized and classroom assessments. The term authentic assessment refers to the idea that students should be involved in the process of assessment by applying knowledge and skills in the same way they are used outside of school. Performance assessment is a broad term, covering many of the characteristics of both authentic assessment and alternative assessment (as cited in Lopes, 2015).

1.2.5 Summative Assessment vs. Formative Assessment

O’Farrell (2009) compared between summative assessment and formative assessment when he stated,

Summative assessment is assessment that is used to indicate competence or that contributes to a student’s grade in a course module, level, or degree. Formative assessment, on the other hand, is assessment strictly used to provide feedback to the students on their learning. It provides the students with the advice on how to maintain and improve their progress, but should not form part of their summative grade or mark. (p.5)

1.2.6 Self -assessment and Peer assessment

A TESL reporter stated that self-assessment is defined as a study skill through which students are able to develop the capacity to think about their learning critically. More specifically, self-assessment in writing refers to a meta- cognitive skill used by students to evaluate (1) the content, organization, and purpose of their own written texts and (2) their writing process including the selection of strategies, monitoring of strategy use, and assessing the effectiveness of those strategies throughout. When writing, self-assessment may occur within the pre-writing, while-writing, or post-writing stages can be either formal or informal (as cited in Lam, 2010, p.16).

Peer assessment may be defined as the assessment of the work of others of equal status and power (Wilson, 2002). In the context of student learning, peer assessment is used to estimate value of other students' work, and to give and receive feedback. With appropriate training and close moderation, it is possible that students can play a role in summative assessment, but generally peer assessment works best in formative assessment where students give each other feedback on each other's work (as cited in O' Farrell, 2009,p.12).

1.3 Assessment of Writing

In teaching learning EFL, writing is an essential skill to master. Yet, it is a very difficult task and a complex process as it requires: planning, drafting, responding, revising, editing, and evaluating.

Due to the students' different linguistic and cultural backgrounds, assessment of ESL\EFL writing is considered to be problematic. According to Lopes (2015), in addition to English proficiency, mother tongue, home national style of written communication; the rating of ESL students' writing can be affected by other factors such as: teachers' linguistic backgrounds, prior training, and previous experience. Thus, there is an interrelationship between assessment and learners 'performance in writing.

Nuan (2000) stated that “*good writing requires knowledge of grammatical rules, lexical devices, logical ties as well as the ability of generating ideas in sentences and paragraphs; and revising the ideas and paragraphs composed in well-developed forms*” (as cited in

Vangah et al., 2016, p.277). So, assessment should not only focus on the final product but also on the process.

1.4 Assessment for learning

Davies and Le Mahieu (2003) quoted from Cameron et al.(1998) “ *learning occurs when students are thinking, problem solving, constructing, transforming, investigating, creating, analyzing, making choices, organizing, deciding, explaining, sharing, representing, predicting, interpreting, assessing knowledge to new situations*”(p.6). They stressed the importance of involving students in the process of assessment when they stated,

Education tends to hold both students and teachers responsible for learning. Yet if students are to learn and develop into life long, independent, self – directed learners, they need to be included in the assessment process [...] reflection and assessments are essential for learning. In this respect, the concept of assessment for learning as opposed to assessment of learning has emerged. (p.2)

According to Goode, Kingston, Millar Grant, and Munson (2010), assessment for learning has a direct influence on student’s as it reinforces the ties between assessment and instruction. They stated that “*assessment as learning puts the students in an active role as learners, using assessment information to self- assess, regulate, and monitor their learning progress*” (p. 21).

A group of researchers argued that AFL serves to improve learning since it progresses through the feedback collected from the assessment. They consider it as a formative assessment because it includes how students learn from the feedback that helps them to improve in learning rather than just ongoing assessment of student’s progress (as cited in Dewi, 2015, p.413).

1.5 Types of Writing Assessment

Sun Joo (2012) mentioned three types of writing assessment:

1.5.1 Multiple-Choice Writing Test

This type of tests is characterized by:

- The focus of this test is put on knowledge about sentence's grammar.
- It does not evaluate the actual behavior of writing
- It does not involve any form of writing.
- It does not measure elements such as unity, organization, and content. (as cited in Lopes, 2015, p.40).

1.5.2 Impromptu Writing Samples

One example of these tests is TOEFL. In this test, all the four language skills required for communication are tested. Recently, TOEFL Internet- Based Test has added an integrated writing section to the existing Test of Written English (TWE) section in which test- takers have to produce an essay on a randomly assigned topic in thirty minutes (as cited in Lopes, 2015, p.40).

1.5.3 Alternative Assessments

Alternative assessments procedures are checklists, journals, logs, video tapes, portfolios, conferences, diaries, self- assessment, and peer assessment.

According to Aschbacher (1991), alternative assessments are characterized by: requiring students to use higher thinking and problem-solving skill; tasks are meaningful and challenging; both process and product are assessed. In this context, Huerta and Macias (1995) stated that “*alternative assessments evaluate students on what they produce during day-to-day classroom activities*” (as cited in Lopes, 2015, p.40).

White (1994) stressed the responsibility of the teacher to choose the appropriate tools and types of assessing writing in order to activate the creativity of students and motivate them to learn when stated that:

Adapting the right writing teaching strategies or having the effective assessment tools is not enough for students to be truly engaged and to succeed in their writing assignments. Teachers need to offer the best assignments in order to

*stimulate students' creativity and willingness to learn what the teacher taught
(as cited in Lopes, 2015, p.40).*

1.6 Portfolio Assessment

1.6.1 Definition of Portfolio

Venn (2000) defined the portfolio as:

A systematic collection of student's work and related material depict a student's activities, accomplishments, and achievements in one or more school subjects. The collection should include evidence of student's reflection and self-evaluation, guidelines for selecting the portfolio contents, and criteria for judging the quality of the work (as cited in S.de Valenzuela, 2002).

Portfolios have long been used by artists, writers, architects and other professionals to prove samples of their works and show their interests and abilities. Yet, educational portfolios are not a mere collection of work produced by student; instead, they can be applied to meet both instructional needs and assessment requirements. Brown (2004) identifies the components of portfolios which are essays, compositions in draft and final form, audio and\or videos recordings, journals, diaries, self –assessment and peer assessment (as cited in Sun Joo,2012).

1.6.2 Portfolio Assessment

Portfolio assessment is an alternative method of assessment which was introduced to cope with the changes and developments that occurred in the educational system and to answer the drawbacks of the traditional methods of assessments. It considers the student as a full partner in the process of assessment rather than a subject of assessment. In fact, portfolio assessment is defined as an “*ongoing process involving the student and teacher in selecting samples of student work*” (Hancock, 1994) “*during a specific period of time [and] according to predetermined criteria*” (Birgin, 2003) “*to show how much the writing has progressed*” (Applebee & Langer, 1992; Hancock, 1994) “*as well as how much the students have put effort into it*” (Paulson, Paulson & Mayer, 1991). It is also defined as “*the procedure used to plan, collect, and analyze the multiple sources of data maintained in the portfolio*” (Moya & O'Malley, 1994) (Vangah et al 2016, p.227).

1.6.3 Origins of Portfolio Assessment

In all classrooms, no two students learn in the same way especially in the field of learning ESL\EFL. This makes the task of assessing student a big challenge for teachers. The traditional assessments tend to assess each individual in the same way of assessing groups.

If a teacher simply gives a test to a student and records that grade, the teacher has merely taken a snapshot of one moment in time. At the end of grading period when several span shots have been combined into a collage, each fragment still retains its individual qualities and becomes part of the final grade. What we need to do is to create an album that reveals a broader view of the student over a span of time. (Lustig, 1996, p. 13)

The concept of portfolio was traced back to the constructivist post method era during which there had been a shift from assessing the final product to the learning process. McNamara (2000) argued that “the new change from summative assessment to formative assessment has been called “Authentic” or “Alternative ”assessment which stresses the need for assessment to be integrated with the goals of the curriculum and to have a constructive relationship with teaching and learning (as cited in Tabatabaei and Assefi, 2012,p.139).

According to Tabatabaei and Assefi (2012), portfolio assessment as the most effective alternative assessment is widely used in the domain of teaching and learning ESL/EFL writing.

1.6.4 Characteristics of a Good Portfolio

According to Hamp-Lyons and Condon (2000), a well -organized portfolio should have the following characteristics:

- Collection: Portfolio should be able to measure the student’s progress over different areas and needs to include more than a single sample.
- Range: Portfolio assessment asks the students to provide a wide range of topics in different genres to explore their writing ability.
- Context richness: considering the matter of assessment process, students’ experiences are vital factor that needs to be discovered.

- Delayed evaluation: students are being given another chance to revise their works before the final assessment.
- Selection: students have the right to select their own works for making a portfolio.
- Student –centered control: it is the student’s responsibility to learn the points.
- Reflection: students are able to self –assess their tests and reflect on their own works little by little as they go on.
- Improvement: portfolio can reveal the students’ growth in a specific area over a great time.
- Development: portfolio exhibits the progress of every piece of text after the treatment of assessment processes.(as cited in Pourverdi et al. 2016, p.232)

1.6.5 A Model for Using Portfolio Assessment

According to Moya and O’ Malley (1994), the proposed Portfolio Assessment Model for ESL includes six interrelated levels of assessment activities:

(a) identify the purpose and focus of the portfolio procedure (establish a portfolio committee and a focus for the portfolio); (b) plan portfolio contents (select assessment procedures, specify portfolio contents, and determine the frequency of assessment); (c) design portfolio analysis (set standards and criteria for interpretation of portfolio contents, determine the procedure for integrating portfolio information and schedule staff responsibilities for portfolio analysis); (d) prepare for instructional use (plan instructional use and feedback to students and parents); (e) identify procedures to verify the accuracy of the information (i.e., establish a system to check the reliability of portfolio information and to validate instructional decisions);and (f) implement the model.(p.5)

1.6.6 Advantages of Using Portfolio Assessment

Gallaher(1993) believed that portfolio is the most effective system of assessment since students are required to write, but within this requirement, they can select the topic, audience, responders in the class, revision strategies etc. They are also free to select from their works the pieces they want to include in their portfolios (as cited in Vangah et al., 2016, p 230).

Portfolio assessment changed the traditional grading of writing and introduced a new grading system whereby the teacher shares control and works collaboratively with students (Collins, 1992). *“It increases students' motivation and gives them a sense of autonomous learning” (as cited in Vangah et. al, 2016p 231).*

Portfolio assessment is authentic because it includes activities and assignments which are related to real- life situations so as to enable students to write better about tangible topics; besides, teachers can consider various language skills over a period of time rather than considering one or two pieces of writing.

Among the advantages listed by Apple and Shino (2005), Hamp- Lyons and Condon (2000) are:

1. Since students learn many new things every week through feedback, having development every time is beneficial than simply studying for a test.
2. Learners have the chance to reflect over their learning processes.
3. Learners can take control over their learning and feel more responsibility for it.
4. Learners can develop weaknesses and strong points, and progress in their ability, and reset goals more effectively by looking over their work (as cited in Ali Sheir et al., 2014,).

Lustig (1996) appreciated the role of portfolio assessment as he stated, *“It is the nearly perfect vehicle by which to assess student progress in order to see success through having access to prior learning”’. (p.28)*

1.6.7 Problems and Disadvantages of using Portfolio Assessment Methods

It is true that the use of portfolio assessment methods is celebrated for having many advantages in the educational system. However, it had been criticized for having some shortcomings and problems which are related to reliability, time, form of data, and performance.

Cicmanec and Viecknicki believe that scoring a portfolio may be less reliable or fair than multiple choices test scores (as cited in Birgin and Baki, 2007, p.84). So, if the purpose and assessment criteria of a portfolio are not clear, the portfolio can be a mere collection of works that cannot reflect student's growth or achievement accurately.

Birgin (2006) argued that one of the disadvantages of PA is being a time consuming for teachers to score students' works and to assess their performance over time in the crowded classroom. Therefore, researchers suggested the use of checklists, rubrics, and digital portfolio form in order to reduce the time being spent in assessment (as cited in Birgin and Baki, 2007).

According to Birgin (2003), Chen et al. (2000), Lankes (1995); data from portfolio assessment is qualitative. Hence, it is hard to analyze it .In order to facilitate the process of analysis, checklists and observation lists can be useful. They also suggested, if possible, designing the computer –based portfolio and electronic portfolios for students to make it easier to examine the portfolios and to give feedback to students (as cited in Birgin and Baki, 2007, p.85).

According to Birgin and Baki (2007), when comparing students' performance and schools by considering the portfolio scores, teachers discussed whether the work belongs to the student or not i.e., did he work alone or with the help of someone else. This statement may cause anxiety about the validity and reliability of PA (P.85). In order to overcome this problem, it was suggested that the teacher should continuously require the students to present their works.

Birgin and Baki concluded that in order to cope with these problems and limitations of PA, teachers are required to be educated before, assisted and supported in the portfolio application process.

1.7 Rating Scale

Vangah et al. (2016) argued that “*there are four different types of scoring methods for assessing writing: analytical, holistic, primary trait, and multiple traits*” (p.228).

1.7.1 Holistic Scoring

Huot (1999) argued that the most common scoring method that has high inter-rater reliability coefficient is holistic scoring which refers to a single grade based on the whole understanding and comprehension of a written text (as cited in Vangah et al.2016). According to Miles Myers (1980), holistic scoring is based on the evaluation of a piece of writing as a whole, its general impression, rather than to evaluate separately the different features such as spelling, punctuation, grammar, or mechanisms (as cited in Lopes 2015, p.13). Holistic

scoring is commonly used in direct writing assessment which is a sample of students writing obtained under controlled conditions and then evaluated by one or more writing assessment scholars.

Peregoy and Boyle (2013) mentioned several advantages of holistic scoring over traditional methods of evaluating and grading papers in the classroom. First, teachers develop the anchor paper along with the students, by selecting writing done by students as a response to teacher instruction, and then specify writing scores that make the paper low or high on the scoring scale. Second, it helps students evaluate a paper based on its communication of ideas rather than on correctness alone. Third, holistic scoring provides models for good writing, making the qualities for good writing explicit for students. Students can apply the models provided by the teachers to their own composing, and they can evaluate their own writing holistically, thinking critically in order to receive the highest evaluation (as cited in Lopes2015).

1.7.2 Analytical scoring

According to Linn & Miller (2005), a scoring rubric is a set of guidelines to be used by the rater evaluating the responses and performance of students. A scoring rubric normally has some categories being assessed that may distinguish between different levels of students' performance. Additionally, this tool is best used when teachers want to assess multiple objectives in a single essay and to identify students' strengths and weaknesses" as cited in Lopes, 2015)

According to Wolcott & Legg (1998), the analytical scoring is an effective tool for teachers to give students detailed feedback about their writing, emphasizing the strengths and weaknesses. Teachers are able to choose the scales they want to evaluate, taking into consideration the writing assignment and the teacher's goals, with an attempt to distinguish between the elements of form and content. Readers using analytical scoring do not rate the writing as a whole, having the chance to focus on providing feedback in discrete areas. (as cited in Lopes, 2015).

II Reflective Writing

1.8.1 Reflective writing

Ross (2011) stated, “*Reflective writing is a term that includes a variety of classroom writing activities ranging from semester-long journaling projects to short in –class writing exercises that ask students to summarize a lecture or discussion*”(p.3). According to her, the aim of reflective writing is to improve both quantity and quality of student’s writing practice. Reflective writing is more personal than other kinds of academic writing as students are free to reflect on their personal experiences, thoughts, and feelings. However, this does not mean that it should not be well structured. Contrarily, teachers expect from student to produce good pieces of writing. According to the Academic Success Center, assignments that involve reflective writing such as journals or reflection papers are still considered to be academic writing. Therefore, instructors are not looking just for the feelings of student’s about a particular subject. Instead, they emphasize two main elements required in any reflective writing which are: analysis and reflection that have significant depth and breadth (p.1).

Hampton (2010) stated, “*Reflective writing is evidence of reflective thinking*”. According to him, reflective thinking involves:

- 1) Looking back at something that happened (event).It can also be an idea or object.
- 2) Analyzing: thinking in depth and from different perspectives about the event or idea; and trying to explain often with reference to a model or theory from the subject.
- 3) Thinking carefully about what the event or idea means for you and your ongoing progress.

1.8.2 Characteristics of Reflective Writing

Hampton (2010) identified the following characteristics of reflective writing:

- Reflection is an exploration and an explanation of events – not just a description of them.
- Genuinely reflective writing often involves ‘revealing’ anxieties, errors and weaknesses, as well as strengths and successes.

- It is normally necessary to select just the most significant parts of the event or idea on which you're reflecting. If you try to 'tell the whole story' you're likely to use up your words on description rather than interpretation.
- It is often useful to 'reflect forward' to the future as well as 'reflecting back' on the past (p.2).

1.8.3 Levels of Reflective Writing

Hatton and Smith (1995) identified four levels in the development of reflection:

- Descriptive writing: this is a description of events or literature reports. There is no discussion beyond description. The writing is considered not to show evidence of reflection
- Descriptive reflective: There is basically description of events, but shows some evidence of deeper consideration in relatively descriptive language. There is no real evidence of the notion of alternative viewpoints in use.
- Dialogic reflection: This writing suggests there is a 'stepping back' from the events and actions which leads to different level of discourse. There is a sense of 'mulling about', discourse with self and an exploration of the role of self in events and actions. There is consideration of the qualities of judgments and possible alternatives for explaining and hypothesizing. The reflection is analytical or integrative, linking factors and perspectives.
- Critical reflection: This form of reflection, in addition, shows evidence that the learner is aware that actions and events may be "located within and explicable by multiple perspectives, but are located in and influenced by multiple and socio- political contexts" (as cited in Watton et al., 2001, p.5).

1.8.4 Importance of Reflective writing

Reflective writing is considered to have a significant role in the learning process as it encourages students to: use critical thinking and to reinforce their acquired knowledge through reflecting on their personal experiences. In this context, Watton et al. (2001) stated,

Reflective writing provides an opportunity for you to gain further insights from your work through deeper reflection on your experiences, and through further consideration other perspectives from people and theory. Through reflection we can we can deepen the learning from work (p. 4).

According to Ross (2011), reflective writing is beneficial for students as it improves the quantity and quality of their writing. Students are not required just to describe things and list events, but to analyze and interpret facts in order to make sense of the information they have learned in classroom .Thanks to this process; students will be able to connect detached pieces of information in order to make it easy for them to recall it latter. According to John Dewey, “*the reflective thinking process removes the burden of undigested information from students and allows them to work towards a more meaningful understanding and comprehension of any given subject*” (as cited in Ross, 2011). In addition, by engaging students with information, they will be independent and self-directed.

Furthermore, instructors can use reflective writing as a solution to the problem of infrequent students writing by giving them a chance for more practicing and at the same time improving their writing skills. Finally, by writing diaries or short lecture summaries during each session or once a week, teachers will have more opportunities to provide formal or informal feedback to students regarding their comprehension of the material and ability to clearly communicate their ideas.

1.9 Conclusion

This chapter can serve as a guide to the reader throughout the dissertation as it introduces him to nearly all the theoretical concepts concerning both portfolio assessment and reflective writing that he will encounter in the next chapters. It includes also their characteristics, advantages, and models. The next chapter will discuss the effectiveness of portfolio assessment on reflective writing by reviewing the literature of the previous studies.

CHAPTER TWO: REVIEW OF LITERATURE

2.1 Introduction

It was agreed upon that there is interrelationship between learning and testing. However, the traditional approaches of assessment were not suitable to the growing need for an approach that can measure the learners' required and desired production. It is also needed to adopt more student-centered approach that considers the learner as a full partner in the different stages of assessment. Portfolio assessment is an alternative approach in language teaching that can meet these needs. The study partially focuses on the assessment of portfolio and its effectiveness in improving EFL students' reflective writing. In this section, we are going to present a review of previous literature and studies related to the variables of the study.

2.2 Writing Skills Strategy and Portfolio Assessment

According to SemireDikli (2003), assessment performance is day-to-day activity. It can be authentic and engaging demonstrations of students' abilities. It is based on a collection of information about what students know and what they are able to do. In assessment, there are multiple ways and methods of collecting information at different times and contexts. Semire quoted from Dietel, Herman, and Knuth (1991) who stated that “assessment *is used to be better understanding the current knowledge that a student processes*”.

There are two tools of assessment: traditional assessment and alternative assessment. First, traditional assessment tools that widely used and commonly utilized by teachers, schools, and organizations are multiple-choice tests, true/false tests, short answers, and essays. Second, alternative assessment tools from which Reeves (2000) suggested three main tools: cognitive assessment, performance assessment, and portfolio assessment.

To be more specific, portfolio assessment is defined as a purposeful collection of students' work that displayed mastery of skill, of the task, and expression. Portfolio requires more input and responsibility from the students, and it demands a great deal of time-commitment from the teachers. Through portfolios, teachers will get a broader and more in-depth look at what students know and can do. They will have a better chance to communicate. Portfolio assessment tool will let learners to express their knowledge on the material in their own ways using various intelligences.

In other words, portfolio assessment can help learners to produce fairer and more consistent evaluation on their own works. Portfolio assessment meets the demand of efficiency and effectiveness; it is a promising alternative procedure, it provides opportunities for positive interactions between students and teachers and provides powerful learning process. As a matter of fact, it bounds the teaching, learning and testing together as a whole thing (as cited in SemireDikli 2003, p. 13-18).

The study of Al-Serhani (2007) attempted to investigate the effect of portfolio assessment on the writing performance of 3rd year EFL students in secondary school. The aim of this study, in particular, was to deduct whether portfolio assessment has effectiveness in helping students to improve their writing skill (product and process). The results of Fahed Al-Serhani's study showed that portfolio assessment had a positive attitudes improvement of student's English writing performance in general and their writing skills product in specific. The results were compared with the non-portfolio group.

Osman Birgin & Adnan Baki (2007) made a study in Turkish University which aimed to examine the use of portfolio to assess students' performance as well as to introduce the new alternative method of portfolio assessment. They introduced some information about portfolios' definitions, its developing process and the types of portfolio to be used. Arter and Spandel (1991) defined portfolio as *"a purpose full collection of student work that exhibits to the student, or others, her efforts or achievement in one or more areas,"* (p.77). They also argued that portfolio is a collection of process and product, through reflection, selection and evaluation to product (70-85).

Osman & Adnan (2007) found the results which indicated that portfolio assessment encourages and enables learners to use this method and to take responsibilities for their learning. They stated that the effective use of the portfolio as both learning and assessment tool depends on the knowledgeable and experienced teachers. Through researches that they made, they found that teachers have not enough experiences and knowledge and have not sufficient information about portfolio assessment method. In sum, Osman and Adnan concluded that portfolio assessment is a very important tool for assessing learners' performances, but it is not the best method to remove education problems. For that reason, it is not good to leave traditional assessment method aside, and accept the portfolio

assessment. They suggested the use of both assessment methods to obtain sufficient information about learners (as cited in Osman & Adnan 2007, p. 86-87).

However, this study emphasized the use of traditional assessment to assess the students and for developing their performance in learning process. Meanwhile, it suggested that portfolio as an alternative new assessment, should first taught in primary education system then apply it. But this study showed the weaknesses of the use of portfolio to assess student's performance. It might be more persuasive if the researcher could show the effects of portfolio assessment on student learning.

Mary Frances Callele (2008) in her qualitative study in University of Saskatchewan probed the implementation of portfolio assessment in the post- secondary writing classes. The goal of this study was to explore in depth how the instructor uses portfolio assessment process of teaching to positively affect the development of writing skills. This study was based on interview with an experienced writing instructor from the College of Education in Saskatoon, Saskatchewan. The results of data analysis revealed that portfolio assessment shows another way for teachers of writing classes to encourage students to be a bit more proactive about their writing development. However, it could reveal if portfolio instruction and evaluation assists the wider population in successful writing education. This study creates the need for further research studies to investigate the role of portfolio assessment in writing classes (1-83).

In addition, Davies, Pronnamperuma, and Ker (2009) identified and analyzed learners' performances to the portfolio assessment through questionnaire method. It contains statements and questions used to reflect feedback from learners at Dundee Medical School University in Scotland. The process statements were compared over four years (1999, 2000, 2002, 2003) Portfolio's value is regarded to the student-centered learning, deep learning, and reflective learning. The potential of portfolio is to lead learners for positive direction and identify one's own strengths and weaknesses in competence and performance. The major results were that portfolio assessment is perceived by students. It heightened learners' understanding the outcomes of learning and enabled them to reflect on their work. Initially, they reacted negatively to the portfolio process, although they took time to become familiar with their work through reviewing their portfolio positively over the process (89-97). However, students react positively and become familiar with their work through reviewing

portfolios but it was time-consuming process. This study is based only on perceptions towards portfolio process. The suggested ideas seem effective but it will be better if the researcher can provide multiple results.

Mustafa Caner (2010) made a study aimed at exploring views on using portfolio assessment in EFL writing courses. It had also looked up to find out exam preference of the participants. The participants of the study were 140 Turkish EFL intermediate level students at the school of foreign languages of Anadolu University. This study started with a number of previous studies that have been conducted to determine the attitudes of language students. This study aimed to figure out the attitudes of EFL students towards the use of portfolio in EFL writing classes. In connection with the question that Caner asked “What do university students think about the use of portfolios in their EFL classes? The results of the survey confirmed that 114 of the 140 subjects expressed their positive attitudes towards the advantages of portfolio use in their writing courses (223-226).

Portfolio, as an assessment technique of writing tasks in EFL classes, entails students to re-examine their work and think critically about their products. The testing experts agreed upon that portfolio assessment is a good tool that helps students to raise their awareness on learning and reflect their performances over a period of time which will facilitate and enhance their learning process. The final results of this study indicated that portfolio assessment contains two points (positively and negatively). The positive point is that students believe in the benefits of compiling portfolio in their writing courses. However, the negative point is that they also believe that portfolio assessment load them extra duties and responsibilities which is different from the familiar traditional paper and pencil tests. Therefore, this study showed and emphasized this point which is that students first should be informed about portfolio assessment benefits and advantages as well as the negatives and disadvantages before applying and testing its effectiveness in EFL writing classes. However, the researcher might want to provide more examples of the coding that he used to support the study (Caner, 2010, p.224-234).

Writing Portfolios have found widespread use in a variety of educational settings, including SIUC (Southern Illinois University Carbondale). The study of Stephen Eric Johnson (2010) aimed at exploring students' perceptions of the English 101 portfolio system in SIUC.

This study shed light on what aspects of the portfolio system in SIUC English 101 classes of writing. Writing Portfolios were effectively able to bridge the gap by allowing students to write and then revise their essays, and then to select their best works to evaluate them. Janice M. Heiges (1997) believed that writing portfolio has several advantages such as establishing form of assessment at time; it tends to be more flexible and comprehensive form of testing, allowing more freedom for those who use them, and more insight for those who assess them, (cited in Eric Johnson, 2010, p.6). This study sought to analyze students' experiences through questioning forty-three students. The major findings indicated that students understand and appreciate the opportunities offered by portfolio system for reflection and revision, which meant the following: allowing students to reflect upon their prior work, to revise their papers so as to demonstrate their improvement over the course of a semester, and also to organize their papers to create a sense of their writing ability. These meta-cognitive opportunities are one of the primary advantages that writing portfolios offer to students. In other words, writing portfolios include some basic principles such as collection, selection, reflection, choice, variety, planning, organization, and instructor review and reactions. From this way, portfolio writing demonstrates students' ability to identify and improve upon their weaknesses in writing skill and capacity.

Stephen Eric Johnson also stated that students are the principle subject of the writing portfolios that are used in instruction at SIUC in its composition classes. It is the key importance in determining the effectiveness of the classes they were taken. Stephen added if they were engaged in reflective work, and the principles of writing portfolios taught as a manner to them, they will do it, (p.1-91). However, the study needs more concrete suggestions.

In other study, Nezakatgoo (2010) determined the importance of portfolio assessment on final examination scores of EFL students' writing skill. This study is conducted at AllamehTabtabaei University, Tehran, in Iran. The sample for this study was 40 university student participants and randomly divided into two, experimental and control group. Both groups involved in this study were taught by the same teacher in order to provide uniformity of instruction. This study was motivated to provide best writing experience for students by using portfolio assessment as instructional method for capturing the writing process. The results of this study revealed that those students whose work was evaluated by portfolio system had improved their writing and gained higher scores in the final exam. Portfolio

assessment is indeed very useful for EFL learners, compared to those students whose work was evaluated by traditional system. Indeed, the comparisons do help the readers to understand the strengths of this alternative method (231-235).

For more clarification, the study of 2012 that made by Muh Syafei discussed students' opinions and reflections on backwash effects of portfolio assessments applied in academic writing courses in Maria kudu University, in Indonesia. To obtain data, MuhSyafei made this study with 70 students of English Education Department which applied in Academic Writing Classes I and II. The Academic Writing I, for enabling the students to compose academic essays on issue in English education. While the writing academic II is devoted to research proposal writing for final projects. The evaluation of both classes is mainly based on portfolio assessment (p. 206).

MuhSayfei reviewed his study with some results and quotations from previous studies. As has been mentioned from Wall and Alderson (1993) who stated, "*Some writers believe that it is possible to bring changes in language teaching by changing tests*" (p. 207). O'Malley and pierce (1996) stated, "*Portfolio assessment is one type of assessment that has gained some theoretical supports; it is a systematic collection of a student work that is analyzed to show progress over a time with regard the instructional objectives*" (p.07). In addition, Harmer (2007) stated that portfolio assessment encourages students to keep what they have written and motivates them to write well with care (p. 208-209). As well as Trotman (2010) added that, this new alternative assessment enables learners to develop, reflect, and assess their abilities in writing (MuhSayfei, 2012, p. 208).

The findings of this study revealed the positive and negative effects of the application of portfolio assessment. In one hand, the positive backwash in the study is that portfolio assessment is a fairer type of assessment; it enables students to read, to edit, to revise, and to write compositions. Besides, it allows them to correct and improve their writing without being worry to fail. On the other hand, the negative backwash in the study is about the weaknesses of portfolio assessment such as lack of ideas to write, time-consuming, and being boring to some students.

MansoorTavakoli and Zahra Amirian (2012) study propped to investigate the implementation of portfolio assessment in an academic writing context and to examine its effectiveness on students' writing ability, especially their Meta-discourse awareness. In order

to provide plausible answers to the aforementioned questions, a quasi-experimental study was conducted with 86 participants. The participants were students of English literature from Isfahan University, faculty of foreign languages who had enrolled for the writing courses. They were distributed into two classes. The findings indicated that the use of portfolio assessment in EFL classrooms affected the experimental group participants' achievement in their writing ability.

However, this study had some limitations. First, the design of the study cannot be generalized; perhaps the study with scientific design will come up with more significant results. Second, the low sample size is also threat to generalize the findings (p. 1-18).

EbrahimKhodady and Hossein Khodabakhazade (2012) believed that portfolioassessment has effectiveness on enhancing the students' writing ability as well as their autonomy.

SitiAisyah made a study at MA Nural Islam Tenggara (2015) aimed to explore the use of portfolio assessment in improving students' writing skills. The final results indicated that the use of portfolio assessment as an element of evaluation is quite effective; it improved the students' writing skill.

FattanehPourverdiVangah, Mohsen Jafarpour, and MaedehMohammadi made a study in (2016) aimed at investigating the effects of portfolio assessment on developing EFL learners' writing ability. The study followed a quasi-experimental design includes 30 female EFL learners participated in the study divided into two groups (experimental and control group). The results supported the hypothesis of the study that portfolio assessment has a positive effect on Iranian EFL learners' writing proficiency. Participants in experimental group after receiving portfolio assessment have improved their writing proficiency. It is important to bear in mind that portfolio assessment has not only positive piles of students' work, but will be better if the researchers can provide multiple results include both negativity and positivity of portfolio assessment on writing (p. 224-243).

Hussein TahaAssaggaf and Yousef Salem Bamahra (2016) made a study attempted to investigate the view of students using portfolio assessment and its effects in reporting writing. The findings of the study showed that portfolio assessment has a clearly positive effect on student participants' writing. Also, it has been found that portfolio was helpful in many aspects such as improving writing, monitoring students' writing and making writing fun.

Therefore, it might be worthwhile to explore further benefits of portfolio in EFL writing skills (as cited in Hussein Taha Assaggaf and Yousef Salem Bamahra 2016, p. 27-33).

As far as, Omer Ozer and Isil Tanriseven (2016) conducted a study which aimed at examining the effects of portfolio-based writing skills of EFL students. They quoted from Aydin (2014) that “*portfolio assessment requires reflective writing in which teachers invite their students to reflect on their writing*” (p. 37). Also White and Wright, (2015) defined portfolio “*as a folder containing the students’ written works and the evaluation of the strengths and weaknesses of his or her written products.*” (p. 37). In addition to that, Omer Ozer and Isil Tanriseven study reviewed Lucas’s (2007) research and stated that “*the portfolio assessment with a high level of feedback opens the channel of communication between the teachers and the students. So students can improve their linguistic, cognitive, affective, and social areas*” (p. 36). Moreover, Omer and Isil summarized the benefits of evaluating writing proficiency via portfolio in EFL classes to several points. First, as has been mentioned by (Starkie 2007) portfolio makes students responsible and involves them in the learning process. Second, as has been mentioned by (Hump-Lyons & Condon, 2000) that portfolio encourages students to be self-assessment and self-understanding. While (Bayat, 2014) has mentioned that portfolio decreases writing anxiety at a significant level. Lastly, portfolio assessment gives a chance to continue and develop their writing (p. 35-37).

In this study, Omer and Isil followed a mixed-methods approach, in which they combined both methodologies quantitative and qualitative to explore the difference between the students’ writing task in time and the change in students’ beliefs before and after the class via research questions and to explore EFL students’ perspectives on the effectiveness of portfolio writing practice (p.38). The sample of study contained 14 and 18 female students from a writing class at Adana Science and Technology University in Turkey. Collecting data tools that used in this study were the Self- Efficacy Scale, Portfolio Assessment Rubric, and Interview. The results of the study showed that portfolio gives opportunities to the students to correct their mistakes and become autonomous; hence, portfolio assessment is a positive step towards increasing writing skills of EFL students (p. 39-42).

Furthermore, the study of Bello Usman Asmani (2017) aimed to investigate and examine the understanding of portfolio assessment techniques in selected courses at Ahmadu Bello University, Zaria, Nigeria. The study reviewed the use of portfolio as a model of

assessment gained a lot of interest, its types, and identified several benefits of using portfolio assessment such as, it is used as a procedure to plan, collect, and analyze the data saved in portfolio. The students could improve themselves in selecting works process; assessment portfolio is collaborated the students and teacher in assessing and evaluating the learning process. It could provide information on the learners' development from the beginning to the end. It contains the criteria for evaluating students' learning process, product, and reflection. However, the findings of the study agreed with that of Birgin and Baki (2007) in that teachers do not have enough knowledge and experience about portfolio assessment; it also concludes that the use of portfolio assessment is difficult because of time consumption and burdensome in large class.

2.3 Reflective writing and portfolio assessment

Reflection is the process that provides an opportunity for students to be able to evaluate their own work and think about what they are doing, for taking charge of their growth and development. According to Whilst Moon (2007) offered a working definition of reflective writing "reflection or reflective writing in academic context, is also likely to involve a conscious and stated purpose for the reflection. Reflective writing is a means of capture the thoughts and experiences in journals, dairies, and blogs" (as cited in Sen, 2010).

Bronwyn Hegarty (2011) stated that the reflective framework was found useful in scaffolding reflective writing for an electronic design portfolio, and continuous to be used in other capacities for supporting learning. Therefore reflective writing is a more personal than other kinds of academic writing. It provides evidence of reflective thinking and can also be a valuable tool for helping the students to formulate and clarify his/her evolving thinking.

Ross Nadine (2011) stated that writing practice is a powerful tool in reflecting someone's ideas, thoughts, and feelings. The reflective writing practice deliberated pauses to allow for thinking processes and gaining new and deeper understanding that leads to actions for improving learning for students as well as it enables learners to inquire their own practice. It is a helpful tool for learners to develop their critical and creative thinking skills.

Moreover, it is an umbrella that has potential improvement of students' writing through increasing their own quality and quantity writing process. Reflective writing improves students' writing quality by encouraging them to describe events and listing facts. This critical process enables students to connect their pieces of information into meaningful idea. In

In addition to that, the teachers may provide learners with more opportunities to practice writing by asking them to summarize each class session or once at week, it clearly enables students regard their comprehension and thinking ability to communicate their ideas.

Likewise, Martha Davis and Richard Halt (1997) conducted a study aimed to investigate the effects of reflective writing through requiring a group of students to write short summaries in a psychology lecture. The summary group students took notes during 21 minutes and wrote free summaries during 4 minutes. Although immediate post lecture testing showed no significant change in students pieces of writing while students who wrote summaries during the four-minute lecture performed better on the lecture post-tests that occurred 12 days later. The summary group scored significantly higher than the control group (as cited in Nadin Ross, p. 1-6).

Sharifi Ahmed and HassaskhahJaleh (2011) investigated the role of portfolio assessment technique and reflection activities on students' writing. The sample of the study was conducted with 20 intermediate levels male students at Sattari Air University; their ages were from 22 to 28 and they have different cultural backgrounds. This study is quantitative and qualitative method. Quantitative method by adopting quasi-experimental to examine students' performances on writing while qualitative method through portfolio assessment to investigate and assess students' growth over a time. At the end of process, validate questionnaires were given to students to express their attitudes towards portfolio assessment and reflective writing. The questions were divided into three parts; questions about personal and professional development; questions about general statements, and questions about the effectiveness of portfolio. The main finding of this study was that portfolio assessment helps learners to develop some kind of criticality and reflectivity towards what and how they are taught and how they learn (p. 193-220).

Dr. Sadek, F and Dr. Abdel-Hack and Okash (2011) made a study aimed to investigate the effectiveness of portfolio approach in developing EFL creative writing among secondary school students. The sample of this study consisted of 70 first year secondary school students. They were divided into two groups: 35 for the experimental group and 35 for the control group. Students randomly selected from Belal Abdel Salam secondary school in Waked, Kom-Hammada. The researchers, in this study, used the portfolio assessment approach as a

tool to achieve development in writing skills. In spite of, the importance of writing, there is still a lack in the EFL writing skills among secondary school students, because students still have negative attitudes towards writing in English language. Therefore, creative writing focuses on students' self-expression i.e. expressing thoughts, feelings, and emotions.

In this study, however, the researchers evaluated the students by giving them tasks at the end of each session (formative assessment), and at the end of program (summative assessment). Through this measurements and instruments, the finding of this study showed that the portfolio assessment approach was effective in developing EFL creative writing among first year secondary school students when the teacher comments on the students' pieces of writing and shed light on the points that need much clarification; this enables students to develop the skills of writing: fluency, content, organization, vocabulary, grammar, structures, and conventions (p. 273-296).

Sun Joo Chung (2012) provides a good overview study attempted to investigate and examine the effects of portfolio assessment on writing process reflection for ESL graduate students at the University of Illinois in Urbana-Champaign. The participants were 11 students male and female from different nationalities. The results of the study showed that the students were able to identify their strengths, weaknesses, and areas of improvement such as accuracy, fluency, and grammatical complexities. Also, students' perceptions were positive towards portfolio assessment; however, the researcher might want to investigate more participants with big size and produce more empirical data to show students' improvement and development in writing skills (p. 4-48).

Omid Tabatabaie and FarzanchAssefi (2012) study investigated the effect of portfolio assessment on EFL learners' writing performance. The experimental study was conducted at English Departments, Islamic Azad University on Forty Iranian EFL learners. They were randomly divided into groups of 20: experimental group (n: 20) and control group (n: 20) the instrumental of this study included a TOEFL Test and Standardized Writing Test. The findings of the study showed portfolio assessment effects positively on students overall writing performance and sub-skills of focus, elaboration, organization, and vocabulary. In addition to that, it can be used for helping learners to overcome their writing as well as it can

be used to encourage and motivate weak writers. It is, however, important to bear in mind that this study investigated the positive effects of portfolio assessment as a tool of assessment and teaching that helps EFL learners to improve their weaknesses in writing skills, but it will be better if the results conducted in large-scale and cited as general and authentic criteria to follow portfolio assessment technique in EFL context settings (p. 138-143).

The study of Fahim, M & Jalili, S (2013) aimed at investigating the possible effects of using portfolio assessment on developing the ability of editing among Iranian EFL learners. In order to carry out the study, thirty eight Persian native males were selected. They were studying at the advanced level in Noor English Institute in Tehran. They were randomly divided into two groups of nineteen students, one of which was considered as the experimental group and the other as the control group. Through using the procedure of a pre-post test on writing, six writing tasks, interview consisting of nine questions with a portfolio form.

The results indicated that most of the learners had a positive reaction to use portfolio assessment because it helps them to understand their weaknesses and strengths. In addition to that, portfolio assessment was helpful process for learners' use of editing in their works. Editing is effective way for higher proficiency learners to improve the organization of their writing. However, there are some limitations of the study that might have affected the results such as, the sample size which is small and the time of the study was not long enough (p. 496-502).

In this respect, writing in a foreign language involves learning how to procedure exactly an adequate piece of writing. While assessment in other hand, can provide learners with self-regulated learning process. It raises students' achievements, develop their learning ability and control their performances effectively. Assessment focuses on the idea that assessing for learning, not of learning; it integrated the idea of portfolio as a technique within the writing classroom. It believes that portfolio assessment has an effective impact on the teaching writing, i.e. it reflects students' performances more adequately. Based on previous research at university of Constantine 1, it was found that most of students do not engage themselves in a written production because of two reasons. Firstly, students did not write unless their teacher asks them to produce or marks their works. Secondly, even if students

tend to write, they cannot assess or correct themselves. They lack the ability of self-assessment of their own reflections (as cited in Rihame, 2013 para.09).

Rihame Boujellal (2013) made a study based on investigating the effects of integrating portfolio-based writing assessment on students' self-regulated learning. In order to explore the effects of portfolio assessment on developing learners' writing, 1000 students from the 1st year English at the University of Constantine 1 participated in the study. The sample contained 60 members chosen randomly from the parent population after the whole academic year 2012-2013. The investigation was experimental and it involved the use of pre-post -test, two questionnaires and engaging students in assessment portfolio-based courses as observation technique.

The results show that portfolio assessment can serve as an effective tool of assessment and learning. It helps students to switch from bad production to efficient and effective production. It improves students' ability to produce correct, purposeful, effective, and efficient pieces of writing in a simple and organized way.

In Egypt, most students of secondary stage suffered from weaknesses of critical thinking skills in English as a second language. In (2014), Dr. Awatef Ali Sheir, Weaam Muhammedi Abdel Khalk, and Dr. Eman El-Nabawy made a study. The purpose of this study was to investigate the implementation of portfolio in an attempt to examine its effect on the students' critical thinking through writing, especially. In order to provide answers to the aforementioned questions, a quasi-experimental study was conducted. The participants were sixty students selected from El-Zahraa Secondary School for girls in Helawan in the school year 2012-2013. The finding of the research implies that participants in the experimental group had a significant achievement in their writing ability through using portfolio. These results prove the positive effectiveness of the portfolio as an active learning method for developing students' written express ability.

Portfolio assessment has been used for educational purposes, because it enhances students' self-evaluation and expands their critical thinking. In the light of this issue, Ali Roohani and Farzanch Taheri (2015) made a study aimed at investigating the effectiveness of portfolio assessment on EFL learners' expository writing ability. The study was conducted with 44 under graduate EFL students at two universities, that is, Sheikh Bahae and Safahan universities in Isfahan, Iran. The findings suggested that EFL learners could enhance their

expository writing ability when employing portfolio assessment. Through portfolio assessment, EFL learners can better monitor their writing process (p. 46-56).

2.4 Conclusion

To sum up with, this chapter reviewed the literature, studies and articles related to portfolio assessment and reflective writing. Portfolio assessment is an important and effective tool to improve learners' writing and foster their autonomy, reflection and evaluation writing skills. From the previous-mentioned studies that dealt with the portfolio assessment approach and EFL reflective writing which differs from the academic writing, the following points can be noticed:

- Most of the studies emphasized the influence of portfolio assessment on writing skill in general and the sub-skills in specific.
- The studies above have indicated positive attitudes towards the use of portfolios, but the findings of the studies differ from study to another.
- Those studies were carried out in different countries.
- The previous studies are similar but different in investigating portfolio assessment. Some of the studies followed the descriptive method, but most of the studies, followed the experimental design.
- Some of the studies investigated the attitudes of students and teachers' perceptions and effectiveness of portfolio assessment on writing performance in general and others in particular.
- The sample of studies differs in numbers and quality in each. The samples include schools' students and students at the university level.

Generally, the studies come up with the result that portfolio assessment seems to be an affective technique that could help students improving their writing ability processes. It is an effective tool in writing either for students or teachers.

Therefore, the present study aims at filling the existing gap of information regarding the previous studies on portfolio assessment writing through testing the portfolio assessment on developing students' reflective writing at Amar Telidji University of Laghouat, Algeria. The next chapter will touch on this problem by focusing on the experimental study with the hopes

that it can be an effective model for exploring the effectiveness of portfolio assessment on developing EFL students' reflective writing.

Chapter 3: Field of Work

3.1 Introduction

The primary aim of this study is to investigate the effectiveness of portfolio assessment in developing EFL students' reflective writing skills. The study was carried out in the Department of English at Amar Thelidji University, Laghouat, in Algeria. This chapter is divided into two parts. In the first part, we will outline the research design and methodology that was selected for this study. It provides information about the experimental study including the variables of the research, plan of the research, samples of the research, tools of the study, steps of study, and data analysis. While in the second part, we will discuss the empirical phase of this study. We try to analyze and interpret the gathered data from the tools of experimental part. The main findings of the present study will be employed to explore the effectiveness of portfolio assessment in developing EFL learners' reflective writing taking as a sample 100 students from the department of English at Amar Thelidji University in Laghouat, Algeria. This chapter includes results of pre- post writing test and their interviews, of self-reporting questionnaire, results concerning the hypotheses, and synthesis of the results.

3.2 Variables of Study

The study followed the experimental design. For this study, three variables were examined: the independent variable was the implementation of portfolio assessment as a tool to provide a clear picture of learners' growth and development. Whereas the other two variables of study were dependent: one variable was about the overall writing skills and the other was for the development of reflective writing which was measured through a pre/post writing test.

3.3 Plan of the Research

In order to enquire into the issue of exploring the effectiveness of portfolio assessment in developing EFL students' reflective writing, we take students of English at Amar Thelidji University in Laghouat, Algeria as a sample .The approach that is used for this study is both quantitative and qualitative in nature. First, it is quantitative in that a quasi- experimental design has been adopted to measure the students' performance in writing skills in general, and reflective writing in particular. Second, it is qualitative in that students' growth over time has been described through the portfolio assessment they have prepared.

3.4 The Sample of the Research

The sample selected for this study was 100 students from second year English at Amar Thelidji University in Laghouat, Algeria. They are from two classes, each with 50 male and female students. The participants' native language is Arabic, and their ages ranged from 19 to 28 years. Their level in English as a foreign language is an advanced level.

3.5 Tools of the Study

In order to reach the purpose of the study, a number of tools for collecting the relevant data were used. The tools are presented and explained below:

3.5.1 Pre Writing Test

It took place at the beginning of the second semester of the academic year 2016-2017. In this pre writing test, the participants were asked to write essays about the subjects that they agreed on. As has been mentioned, the aim of this pre writing test is to know the level of students in writing before being trained. This written work enabled us to determine the level of students' writing ability. The topics for writing were mutually selected by both the teacher and the students (Appendix B).The number of papers was 220 drafts.

3.5.2 Interview

It took place after the pre writing test to know students 'views about writing skill in general and their writing in the pre writing test in particular. In this interview, five questions were given to the students (AppendixD).

3.5.3 Post Writing Test

It was conducted at the end of the year. It aimed at assessing the participants' progress in writing. In the post writing test, the participants were asked to write essays on five topics (Appendix C). This tool was used for checking students' improvement within the reflective writing skills.

3.5.4 Self-Reporting Questionnaire

The self-reporting questionnaire aims at checking whether students follow the writing processes while accomplishing a writing activity.This self-reporting questionnaire contains

questions concerning the processes of planning, drafting, revising, and editing. It took place after each writing test: pre/ post writing test. (Appendix F)

3.6 Steps of Study

As has been mentioned before, the aim of this study was to explore the effectiveness of portfolio assessment on developing students' reflective writing. The study followed several steps which are described as following:

In the first step, the teacher of writing module gave information to the students about portfolio assessment method. Then, the students and the teacher agreed upon the topics of pre writing test. After that, we collected and corrected students' works which were around 220 papers. Next, we chose ten of the mistakes committed by students and classified them in a table. This step enabled us to know the level of students in writing.

In the second step, we interviewed the students by asking them five questions about their level in writing and about their views about the topics of pre writing test. We also asked them if they could assess their writing by themselves.

In the third step, we asked the students to answer the questions of self-reporting questionnaire which took place after the pre writing test. The aim was to know if the students use the writing processes of: planning, drafting, revising, and editing. The findings of this questionnaire are presented in graphs.

The fourth step was the post writing test which took place at the end of the second semester. The aim was to see whether the participants' writing was improved through checking their language mistakes and comparing them with those which were committed in the pre writing test. The findings are presented in a table then in a graph. Then, the students were again asked to answer the self-reporting questionnaire which was about their writing processes used in the post test. The results are described in graph.

The final step was to analyze and interpret the findings of each step which are combined to form the final results of the whole study.

3.7 Analyses of Data

In order to make the analysis and interpretations of data easier, we present them in tables and graphs. The findings of pre/post writing test were introduced in tables and they are

better demonstrated in graphs. The findings of both pre/post self-reporting questionnaires were described in graphs and this facilitates the comparison between them. The data analysis procedures and results will be explained in more details.

3.8 Interpretation of results

In this section, we are going to state down the main findings that found in pre/post writing test, pre/post writing test and the interview.

3.8.1 Results of Pre Writing Test

The aim of the prewriting test was to know the level of students' writing and to identify the common mistakes committed by them. The pre writing test went through the following steps: selection, collection, revision, and analysis of data.

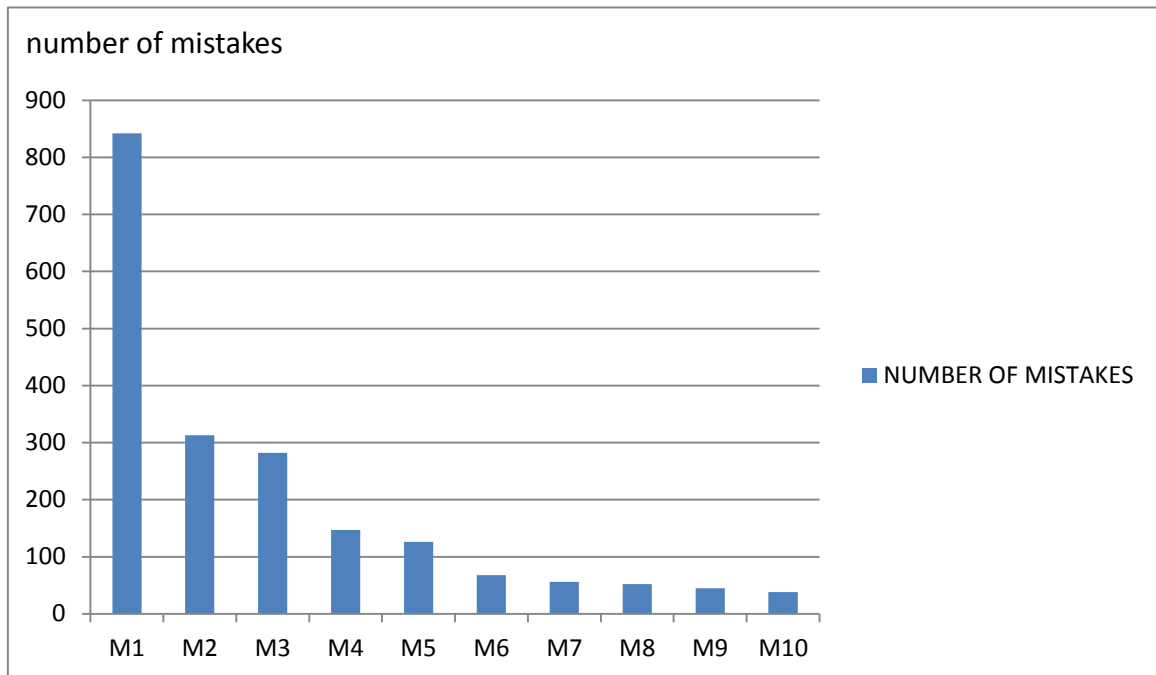
- Selection: the pre writing test addressed 100 participants who are 2nd year Students of English at Amar Thelidji University. It took place at the beginning of second semester of the Academic year 2016-2017. The participants were asked to write about six topics that need reflection. (Appendix B).
- Collection: we collected the papers of participants which were around 220 written papers in the form of essays.
- Revision: we have read the works of students word by word to determine their mistakes and we classified them in a table into ten mistakes.
- Analysis of data: it provides us with the following results:

The participants have different mistakes in writing skills. We have chosen the ten wide spread mistakes which are classified in the table below. The ten mistakes are : spelling mistake, capitalization, punctuation (especially comma), shift in tenses, the ' s' of the third person in the present simple, models, articles, plural, wrong preposition, and the fragment sentence.(Appendix A)

Table below shows the total mistakes that are made by the participants in all the topics.

mistakes	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10
Total	842	313	282	147	126	68	56	52	45	38

Table 1: the total mistakes made by students in pre test



For more clarification, data of the table 1 are presented in the figure below:

Figure 1: mistakes of participants in pre writing test.

From the figure 1, we can notice that the wide spread mistake among the participants is spelling mistake as we found 842 mistakes. For example, childhood instead of childhood, summery instead of summary, cuz instead of cause possibly instead of possible, atchieve instead of achieve... etc.

Then, participants made alot of mistakes when it comes to capitalization since we found 313 mistakes. They do not know the rules of capitalization in that they do not capitalize the word after the period or at the beginning of paragraph. Sometimes the opposite as they capitalize letters in the middle of sentences. Besides, they do not capitalize the name of places. For example, algeria, paris, america, bercelona ...etc.

Another common mistake is punctuation as we scored 282 mistakes. The participants do not know where to put the right punctuation mark in the right place. Besides, we found whole paragraph without any mark of punctuation.

For example “At the end the fans are persons that make the team more encouraged in their activity inside and outside the country this will make that team feel that there is a big

responsibility among these persons and even the country itself especially when the team is a national team”.

The punctuation mark that students face a problem in using is the comma as the majority of students do not use it and they do not put it after the transitional words and after the introductory phrases. For example, “ however fans don’t know how to support their team”; “in the last summer I read a story”. Next, 147 mistakes are recorded in ‘s’ of the third person in the present simple. A significant number of students do not put the final ‘s’ with the third person (she/he/it). For example, “the physical side reflect on my health”; “my mother give me a chocolate”; “the book that I have read help me”. Participants also made the mistake of using fragment sentences as they committed 126 mistakes. These mistakes include the absence of verb, doubling subject, and uncompleted sentences. For example, “football one of the popular sport”; “because is the big day”; “successful people they have”; “fans are the people they support”; “there are many people today their life before.”

In terms of tenses, we recorded 68 mistakes in the shift in tenses. The participants do not use the right tense. For example, they do not follow the same tense in one single paragraph. Besides, they do not use the present simple when they are talking about general truth. For example, ‘treatment often focused on’; “the person who lived in the society”

The scored mistakes in terms of plural are 62. Participants do not know the rules of irregular plural. For example, the word ‘man’ they write it as ‘mans’ instead of men, the word ‘foot’ they write ‘foots’.

Using the wrong preposition is also a common mistake as we scored 56 mistakes. For example, “depend in yourself”; “to focus between them”; “influenced from”; “are interested within” Concerning verbs, 45 mistakes are made by participants in using verbs after model since they conjugate verbs after models instead of putting the verb stem. For example, “can neglected”; “ must encouraged”; “should protected”; “you can understanding”; “must gets”

When it comes to articles, we found 38 mistakes in the use of the appropriate article. For example, some students use article instead of using (/); some of them use ‘a’ before words started by vowel or use ‘an’ before words started by consonant; and some of them use indefinite articles before the plural. For example, ‘a happy girl’; ‘a children’; ‘as an adults’ .

The results of pre writing test enable us to know the level of participants in writing as well as to identify the common mistakes and the areas of weakness. The final result of pre writing test shows us the use of portfolio assessment in developing students' reflective writing helps to determine their weaknesses and strengths. In addition to that, it encourages students to participate in assessment process.

3.8.2 Results concerning the interview

The results of the interview (Appendix D) that took place after pre writing test reveal that: all the students do not write paragraphs in the classroom because their teacher does not assign time for practicing writing. In addition to that, all of them have weaknesses in writing skill. 80% of students have weaknesses in spelling, 70% in grammar, and 90% in punctuation. 95% of students do not have the ability to assess their writing as they cannot determine their mistakes and correct them in the final draft. Moreover, 70% of students do not have experiences with writing such topics that requires reflection. All of the students appreciate writing about this kind of topics since it enables them to express their thoughts, feelings, and judgments comfortably.

3.8.3 Results concerning the post writing test

The first concern of the study is to explore the effectiveness of portfolio assessment in developing students' reflective writing. So the aim of this writing test is to check whether the participants get improved in their writings through recognizing and correcting their mistakes. In this phase, we asked the participants to write about five topics (Appendix C). Then, we revised their papers with more focus on the mistakes committed by them in pre writing test. The table below shows the results of total mistakes made by participants in post writing test.

mistakes	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10
Total	494	150	102	67	46	23	18	16	15	08

Table 2: The total mistakes are made by students in post writing test.

These results are better explained in figure 2:

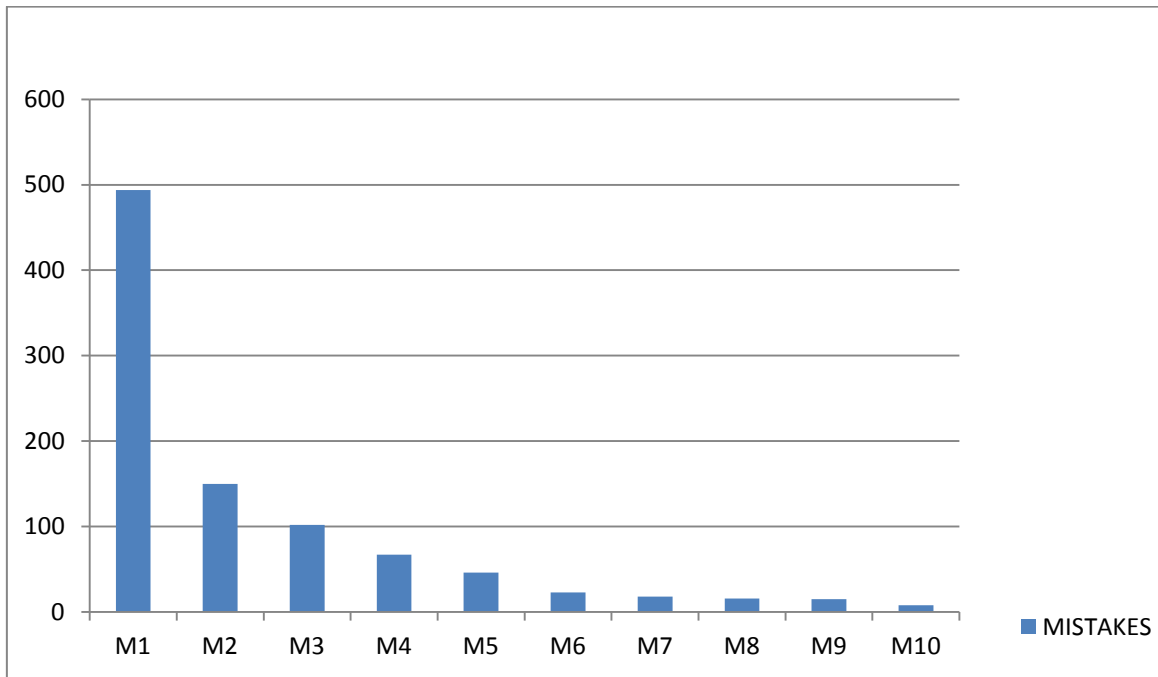


Figure 2: the total mistakes in the post writing test.

In order to compare the results of the pre writing test and the post writing test, we combined their two figures in one figure as shown below:

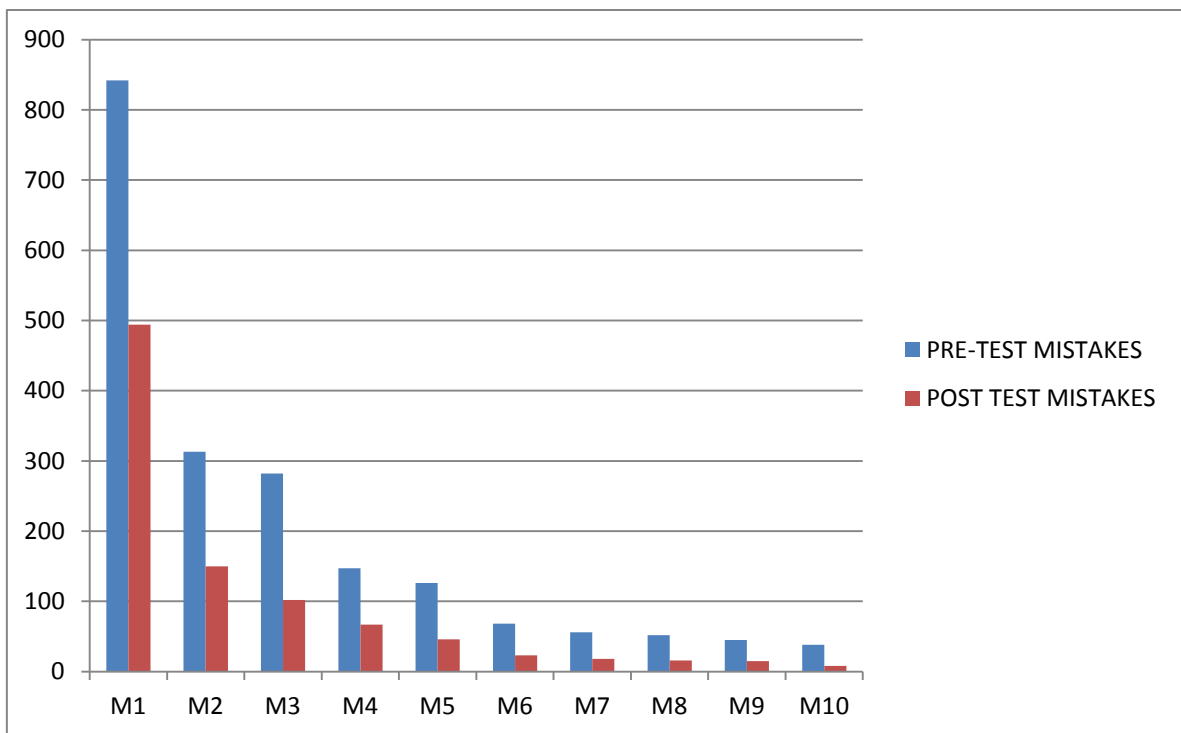


Figure 3: comparison of participants' mistakes in pre writing test and postwriting test.

From the comparison between the total mistakes of participants in the pre writing test and post writing test, we notice that the number of mistakes had been reduced from the pre writing test to post writing test. As an illustration: (M1) was reduced from 842 in the pre writing test to be 494 in post writing test. While (M2) was found 313 times in the pre writing test, it was found 150 times in the post writing test. The figure 3 shows also that the number of mistakes in (M3) was diminished from 282 in pre-test to 102 in post writing test. When comparing (M4) in pre writing test with post writing test, we found that it was reduced from 147 to 67. Also it is observed that the least committed mistake (M10) occurred only 08 times in the post writing test after occurring 38 times in the pre writing test.

After comparing between the two tests, we come up with the result that portfolio assessment has positive effect on developing reflective writing among EFL learners at Amar Thelidji University in Laghouat. The participants are able to correct their mistakes and improve their writing skills.

3.8.4 Results concerning self-reporting questionnaire

The aim of self- reporting questionnaire is to know the process of writing employed by 50 participants and to check whether they follow the steps of : planning, drafting, revising, and editing in pre writing test and then in post writing test. (Appendix F)

3.8.4.1 The pre self -reporting questionnaire's results

The tables 3, 4, 5, 6 show the results of pre-self -reporting questionnaire regarding the writing processes.

Table 3 : planning process

Planning				
Statement		Always	Sometimes	Never
1	I think deeply about what I write	0	5	45
2	I think about whom I write for.	0	0	50
3	I do brainstorming before I start writing.	0	0	50
4	I organize my ideas in my mind before I write.	0	1	49
5	I prepare an outline:/plan before I write.	0	3	47
6	I try to collect information about the topic (if	0	4	46

possible).			
Total= Σ	0	13	287
Percentage(%)= 100*total (50 number of students)	0	4	96

The table below presents the results of the pre self- reporting questionnaire concerning planning process. The findings of table 03 show that 96% of participants do not use the process of planning. They do not think deeply about the topic or the audience. They do not do brainstorming and do not organize their ideas before writing. It is also clear that neither they prepare an outline nor they try to collect information about the topic. Hence, the planning process is completely ignored.

Table4: Drafting process

Drafting				
Statement		Always	Sometimes	Never
1	I use draft	0	10	40
2	While writing a draft, I focus on the meaning of ideas (content).	0	3	47
3	I worry about mechanics: spelling, punctuation, capitalization when I write the draft.	0	2	48
4	I worry about grammatical mistakes.	0	5	45
5	I care about the neatness of the draft.	0	0	50
Total= Σ		0	20	230
Percentage(%) =100*total (50 number of students)		0	8	92

When it comes to drafting process, it has been noticed that 92% of participants do not use drafts. However, in the case of using drafts, the participants do not focus on the meaning of ideas and do not worry about mechanics such as: spelling, punctuation, and capitalization.

Furthermore, they do not care about grammatical mistakes. In short, participants neglect the step of drafting while accomplishing a writing activity.

Table 5: Revising Process

Revising				
Statement		Always	Sometimes	Never
1	I reread the draft to check if it makes sense for the reader.	0	3	47
2	I check language errors(spelling, grammar, punctuation)	0	4	46
3	I revise the order of ideas in the draft.	0	2	48
Total= Σ		0	9	141
Percentage(%) =100*total (50 number of students)		0	6	94

In revising process, we found that 94% of students do not reread their drafts; besides, they do not revise the grammatical mistakes and the order of ideas. Although 6% of the students revise their drafts, we can say that revising process is eliminated.

Table6:Editing process

Editing				
Statement		Always	Sometimes	Never
1	I can evaluate my writing by me before editing.	0	2	48
2	I correct my language mistakes.	0	2	48
3	I edit the final paper after carefully revising my draft.	0	2	48
Total= Σ		0	6	144
Percentage(%) =100*total (50 number of students)		0	4	96

The table above reveals that the editing process is disregarded as 96% of students do not do self-editing and do not correct their language mistakes.

3.8.4.2 The Post self-reporting questionnaire's results

The post self-reporting questionnaire was conducted after post writing test. The aim was to see if the participants make use of writing processes after the implementation of portfolio assessment.

Table7: Planning Process

Planning				
Statement		Always	Sometimes	Never
1	I think deeply about what I write	40	9	1
2	I think about whom I write for.	37	13	0
3	I do brainstorming before I start writing.	44	5	1
4	I organize my ideas in my mind before I write.	45	5	0
5	I prepare an outline:/plan before I write.	39	10	1
6	I prepare an outline:/plan before I write.	40	8	2
Total= Σ		245	50	5
Percentage(%)= 100*total (50 number of students)		82	16	2

Table8: Drafting process

Drafting				
Statement		Always	Sometimes	Never
1	I use draft	30	12	8
2	While writing a draft, I focus on the meaning of ideas (content).	35	11	4
3	I worry about mechanics: spelling, punctuation, capitalization when I write the draft.	33	15	2
4	I worry about grammatical mistakes.	40	9	1
5	I care about the neatness of the draft.	50	0	0
Total= Σ		188	47	15
Percentage(%) =100*total (50 number of students)		75	19	6

Table 9: Revising Process

Revising				
Statement		Always	Sometimes	Never
1	I reread the draft to check if it makes sense for the reader.	47	3	0
2	I check language errors(spelling, grammar, punctuation)	46	4	0
3	I revise the order of ideas in the draft.	48	2	0
Total= Σ		141	9	0
Percentage(%) =100*total (50 number of students)		94	6	0

Table10 : Editing process

Editing				
Statement		Always	Sometimes	Never
1	I can evaluate my writing by myself before editing.	50	0	0
2	I correct my language mistakes.	36	8	6
3	I edit the final paper after carefully revising my draft.	47	3	0
Total= Σ		133	11	6
Percentage(%) = $100 * \text{total}$ (50 number of students)		89	7	4

The tables 7, 8, 9, 10 represent the results of the post self-reporting questionnaire concerning the planning, drafting, revising, and editing processes. We see that 82 % of students do the planning process as they think about the topic and audience as well as they make plan before writing. The table 8 reveals that 75 % of students use the drafting process by focusing on meaning, language mechanics and grammatical correctness. 94% of students do revising process through rereading their drafts, checking their language errors and revising the order of ideas. Furthermore, 89 % of students do self-editing and carefully revising the final paper.

The results of both pre-test and post-test self-reporting questionnaire are better presented in the figures below.

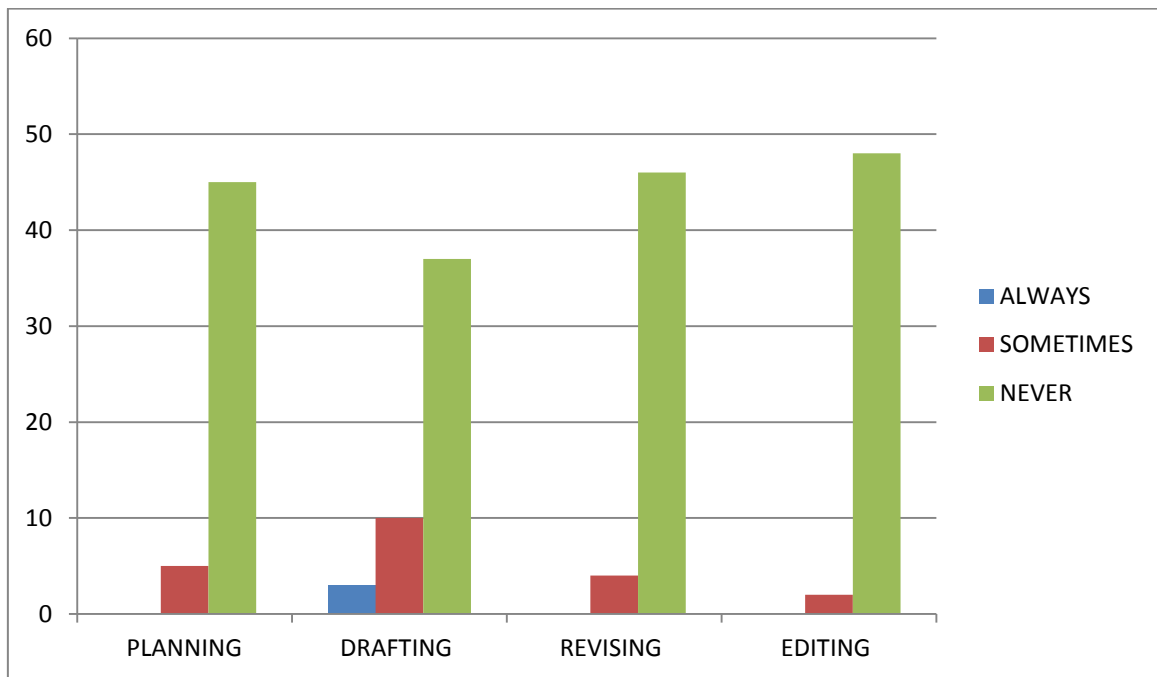


Figure 4: participants' processes in the pre writing test test.

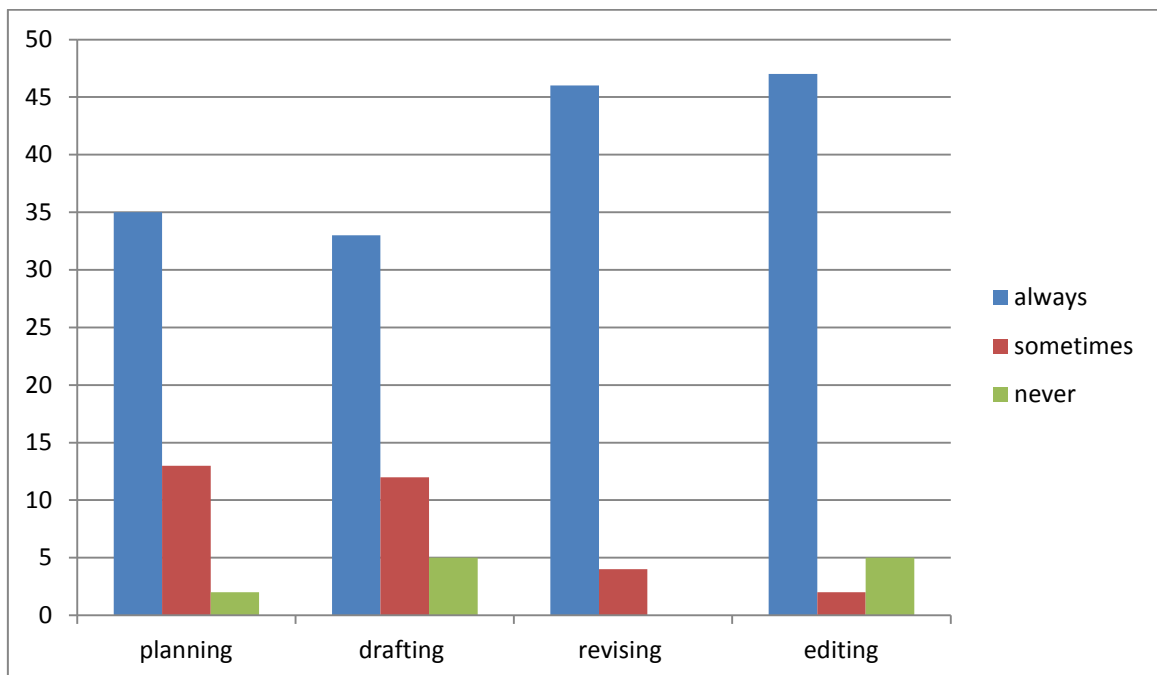


Figure 5: participants' process in post writing test.

By comparing the results of the figure 4 and the figure 5, we notice that the participants employ the writing processes in the post writing test after neglecting them in the pre writing test.

To conclude, the implementation of portfolio assessment changed the negative attitudes of students who used to ignore the four writing processes. It is also observed that it helps them to correct their mistakes.

3.9 Results concerning the hypotheses of the study

The results obtained from the pre writing test, post writingtest, interview, and pre/post self-reporting questionnaires support the hypotheses of the study. The findings of the pre writing test and the post writing test confirm the hypothesis of that portfolio assessment has advantages in developing writing skills. This is observed in the results of the post writing test as the number of mistakes committed by students has been reduced compared to that of the pre writing test. The results of the interview support the second hypothesis about the importance of reflective writing as students enjoy writing about topics that enable them to use their critical thinking and to express their feelings, ideas, and opinions. Consequently, they have the chance for more practicing. Hence, they will enhance their writing products. All the results of the experimental study reinforce the hypothesis that portfolio assessment has effectiveness in improving their reflective writing.

3.10 Syntheses of the results

Datagathered from the empirical study provides us with the following results:

3.10.1 Reflection in writing

Based on the results of data gathered fromthe tools of the study, we can say that the student's reflective writing was improved after applying portfolio assessment method. Portfolio helps the students to reflect on their writing through employing the processes of: planning, drafting, revising, and editing which they are neglected before experiencing portfolio assessment. We can also feel the students' satisfaction of having more opportunities to practice writing and to express themselves freely out of any limitation so as to improve their writing skills.

3.10.2 Writing products

The findings of the empirical study indicate that after the implementation of portfolio assessment, it was noticeable that students' writing has been improved compared to that before adopting this method. This appears in their papers of the post writing test as they

became able to assess their writing by themselves and correct their language mistakes. They were also able to order the ideas of their written text and consequently to produce a good piece of writing that is readable and meaningful. As reflection is an important part in portfolio assessment, reflection sheets help the teacher to know students' awareness of their level of writing. (Appendix E)

3.11 Conclusion

This chapter represents the core of study as it provides information about the participants of the study, tools of the study, and data analysis. The analyses and interpretations revealed that applying portfolio assessment has significant effects in improving reflective writing among the students of English at the University of Amar Thelidji in Laghouat and this supports the main hypothesis of the current study.

General Conclusion

Our current study aims to explore the effectiveness of portfolio assessment in developing EFL students' reflective writing in English Department at the University of Amar Thelidji in Laghouat.

This piece of research is divided into two main parts: theoretical and practical. Firstly, the theoretical part includes identifying the key concepts concerning portfolio assessment and reflective writing as well as reviewing the literature of previous studies. Secondly, the practical part itself is divided into two sections: the first one is about the research methodology followed in this study which includes: pre/post writing test, pre-post self-reporting questionnaire, and interview. The second section is devoted to the discussion and interpretations of the results obtained.

Portfolio assessment is an alternative method of assessment that came as a reaction to the shortcomings of traditional assessments. It is a learner-centered method in which the student participates in the process of the assessment by selecting his best work through determining his areas of strengths and weaknesses. Then, he will be able to correct his mistakes and improve his writing. This type of assessment does not focus only on the final product but it also takes into consideration the process of writing. Hence, it offers students more opportunities to practice writing. As a result, it motivates students to be responsible for their learning and to be autonomous by evaluating their works in order to improve their writing skills.

Reflective writing is a type of writing that is more personal than other kinds of academic writing as students are free to reflect on their personal experiences, thoughts, and feelings. However, this does not mean that it should not be well structured. Contrarily, teachers expect from student to produce good pieces of writing. Hence, the aim of reflective writing is to improve both quantity and quality of student's writing practice. As a result, reflective writing is considered to have a significant role in the learning process as it encourages students to: use critical thinking and to reinforce their acquired knowledge through reflecting on their personal experiences.

The analysis of data provides us with the following results:

- The use of portfolio assessment helps to determine students' weaknesses and strengths in writing.
- Portfolio assessment encourages students to participate in the assessment process.
- Writing about topics that require reflection enables students to express their feelings, thoughts, and judgments comfortably; besides, it gives them more opportunities to practice writing as the practice is limited in the classroom.
- Portfolio assessment makes the students able to correct their mistakes and improve their writing.
- Portfolio assessment changed the negative attitudes of students who used to neglect the writing processes of: planning, drafting, revising, editing.

To conclude, the findings of the study indicate that the implementation of portfolio assessment has a significant effect in improving students' reflective writing. Therefore, these findings go hand in hand with the main hypothesis that was put forward to the study.

Bibliography

- Ali Sheir, A., Abdel Khalk, W.M., & El- Nabawy. (2014). Using Portfolio for Developing Critical Thinking Skills in EFL Classroom. (Educate Sciences-Journal).
- Assaggaf, H. T., & Bamahra, Y. S. (2016). The Effects of Portfolio Use in Teaching Report Writing: EFL Students' Perspective. *International Journal of Applied Linguistics and English Literature*, 5(3), 26-34. URL: <http://dx.doi.org/10.7575/aiac.ijalel.v5.n3.p.26>
- Bello, U.A. (2017). Lecturers' Understanding of Portfolio Assessment Technique in Selected Courses of the Faculty of Environmental Design, Ahmadu Bello University, Zaria, Nigeria. www.ijejonline.com
- Bessadat, A., & M'boudi, K. (2015). Using Portfolio Assessment Writing: A valid and Reliability Means (Serhani, 2007) of Assessment. The Case of the 'Writing' Course (2nd year ENS Laghouat). Ecole Normale Superior de Laghouat.
- Birgin, O., & Adnan, B. A. K. Y. (2007). The Use of Portfolio to Assess Students' Performance. *Journal of Turkish Science Education*, 4(2), 75. Retrieved on May, 3rd 2013 from <http://www.JISETK.html>
- Boumediene, H. (2017). The Role of Portfolio Assessment in Developing Writing Performance. Scholars' Press.
- Callele, M.F. (2008). An Investigation of Formative and Summative Portfolio Assessment Methods (Doctoral dissertation). University of Saskatchewan.
- Caner, M. (2010). Students views on using portfolio assessment in EFL writing courses. *Anadolu University Journal of Social Sciences*, 1, pp. 223-236.
- Chung, S. J. (2012). Portfolio assessment in ESL academic writing: Examining the effects of reflection in the writing process (Doctoral dissertation, University of Illinois at Urbana-Champaign). <http://www.linguistica.illinois-edu/students/placement/>
- Davies, M.H., Pronnamperuma GG, Ker JS. (2009). Student Perceptions of a portfolio assessment process. *Medical Education* 2009; 43(1), pp. 89-98.
- Dewi, D.K. (2015). Improving Critical Thinking in Academic Writing through Portfolio Assessment in High Education. University of Malang State. In 1st UPI International Conference on Sociology Education (UPI ICSE 2015) (pp. 411-415).

- Dikli, S.** (2003). Assessment at a distance: Traditional vs. Alternative Assessment. Florida State University. In Turkish Online Journal of Education Technology, 2(3) (TOJET) ISSN: 1303-6521 volume 2 issue 3 article 2.
- Fahed Al-Serhani, W.** (2007).The Effect of Portfolio Assessment on Writing Performance of EFL Secondary School Students.Saudi Arabia, Master of Arts and Education,Taibah University, Medina, Kingdom of Saudi Arabia. Retrieved: June, 13th 2013;from<http://www.Portfolio Assessment Writing Performance /htm>
- Fahim, M., &Jalili, S.** (2013).The Impact of Writing Portfolio Assessment on Developing Editing Ability of Iranian EFL Learners.Islamic Azad University, Islam Abad, Iran. Journal of Language Teaching and Research; 4(3), pp. 496-503.
- Goode, k., Kingston, T., Millar Grant, J., &Munson, L.** (2010).Assessment for Learning.ETFO voice, 12(3), 21.
- Hampton, M.** (2010). Reflective Writing: The Basic Introduction. University of Port smooth.www.port.ac.uk/ask
- Hegarty, B.** (2011). Is Reflective writing an enigma, Can preparing evidence for an electronic portfolio develop Skills for Reflective practice? Changing demands, changing directions proceedings ascilite, p. 580-593.
- Johnson, S, E.** (2010).Exploring Student Perceptions of the English 101 Portfolio SystematSouthernIllinoisUniversity.Carbondale.These,pp.269.<http://opensiuc.lib.edu/theses>
- Khodadady, E.,&Khadabakhshzade, H.** (2012).The Effect of portfolio and Self Assessmenton Writing Ability AndAutonomie.Journal of Language Teaching and Research, 3(3), 518-524.
- King, T.** (2002, July). Development of student skills in reflective writing.In 4th WorldConference of the International Consortium for Educational Development in Higher Education, Perth, Australia.doi: <http://citeseerx.ist.psu.edu/viewdoc/summary>.
- Lahmer, M.** (2015).The Use of Portfolio as an Assessment Tool.International Journal of Scientific & Technology Research, 4.
- Lam, R.** (2010). The Role of Self Assessment in Students' Writing Portfolios: A Classroom Investigation.Hong Kong Institute of Education TESL Reporter 43, (2).

- Lopes, L.S. (2015). Alternative Assessment of Writing I Learning English as a Foreign Language: Analytical Scoring and Self Assessment. In BSU Master's Thesis and Projects. Available [http:// VC. Bridge W edu / thesis / 13](http://VC.BridgeW.edu/thesis/13)
- Lustig, K. (1996). Portfolio Assessment. A Handbook for Middle Level Teachers. Columbus. National Middle School Association, 4151 Executive Parkway, Suite 300, Westerville, OH 43081.
- Maughan, C., & Webb, J. (2001). Small Group Learning and Assessment. Retrieved August 01, 2007, from the Higher Education Academy Website: [WWW.ac.uk/resources/temp/assessment. Html](http://WWW.ac.uk/resources/temp/assessment.html)
- Mohammed, F. S., Abdel-Hack, E. M., & Okasha, M. A. H. (2011). The Effectiveness of Portfolio Assessment Approach in Developing EFL Creative Writing among Secondary School students. Faculty of Education, Benha University, Journal. [www.eric digests.org](http://www.eric.digests.org)
- Moya, S. S., & O'Malley, J. M. (1994). A Portfolio Assessment Model for ESL. *The Journal of Educational Issues of Language and Minority Students*. 13, 13-36.
- Nezakatgoo, B. (2011). The Effects of Portfolio Assessment on Writing of EFL Students. *English Language Teaching*; 4(2) pp. 231. www.ccsenet.org/elt
- O'Farrell, C. (2002). Enhancing student learning through assessment. Dublin: Institute of Technology.
- Ozer, O., & Tanriseven, I. (2016). The Effects of Portfolio-based Writing Assessment on the Development on Writing Skills of EFL Students. *International Online Journal of Educational Sciences*. vol 8(3) 35-45. www.iojes.net
- Pace, M. (2014). Collect, Select, Reflect: Reflective Writing—The Focal Point of a Student Teacher ePortfolio. In Conference Proceedings. ICT for Language Learning, libreriauniversitaria.it Edizioni (pp. 409-413).
- Rihame, B. (2013). The Effect of Integrating Portfolio- Based Writing Assessment on Students' Self-regulated Learning: The case of 1st year Students of English, University of Constantine 1, Algeria. The European Conference on Language Learning .The International Academic Forum [www.ia for.org](http://www.iafor.org)

- Roohani, A., & Taheri, F. (2015). The Effect of Portfolio Assessment on EFL Learners' Expository Writing Ability. *Tabaran Institute of Higher Education & Iranian Journal of Language Testing*, 5(1), 46-59.
- Ross, N. (2011). *Reflective Writing: an Approach to Developing Critical Thinking & Proficient Writing*. Unpublished master's thesis). United States Military Academy. USA
- Salehi, A. (2013). Objectives and principles of education from critical theorists' POVs. *Social and Behavioral Sciences*, 89, 49-53.
- Scherba de Valenzuela, J (2000). *Defining Portfolio Assessment*.
- Sen, B. A. (2010). Reflective writing: a management skill, *Library Management*, 31 (1-2), pp. 79,93. <http://dx.doi.org/10.1108/0143521011013421>.
- Sharifi, A., & Hassaskhah, J. (2011). The Role of Portfolio Assessment and Reflection on Process Writing. *The Asian EFL Journal And Academic Journal* 2011;13(1) pp.192
- Siti, A. (2015). *The Use of Portfolio Assessment in Improving Students' Writing Skills*. MA Nural Islam Tenggara. www.iainsalatiga.ac.id
- Syafei, M. (2012). Backwash Effects of Portfolio Assessment in Academic Writing Classes. *MariaKuds University, Indonesia. TEFLIN Journal*; 23(2) pp.207-221.
- Tabatabaie, O., & Assefi, F. (2012). The Effect of Portfolio Assessment Technique on Writing Performance of EFL Learners. *English Language Teaching* 2012; 5(5) pp.138. www.ccsenet.org/elt
- Tavakoli, M., & Amirian, A.Z. (2012). The Effect of Portfolio Assessment on the Development of Metadiscourse Awareness in EFL Learners' writing in the Academic Context. *Sheikhabaee EFL Journal*, 1(1), 1-21
- Vangah, F. P., Jafarpour, M., & Mohammadi, M. (2016). Portfolio Assessment and Process Writing: it's Effect on EFL Students' L2 Writing. *Journal of Applied Linguistics and Language Research*. Vol.3, Issue3. Pp224_246. Available online at www.jallr.com
- Watton, D., Jane, C., & Jenny, M. (2006). *Reflective Writing: Guidance Notes for Students*.

Web cited:

- [http: // libgen.org/](http://libgen.org/)
- [http:// www.freefullpdf.com /](http://www.freefullpdf.com/)
- <http://scholar.google.es/>
- [http://book zz.org](http://bookzz.org)
- [http:// www.oalib.com/](http://www.oalib.com/)
- <http://www.hrpub.org/journals/>
- [http://www.scrip.org/journal/ ojpc/](http://www.scrip.org/journal/ojpc/)
- [http://amazon free kindle books.es/](http://amazonfreekindlebooks.es/)
- [http:// www.ebooks.com/](http://www.ebooks.com/)
- <http://www.ereader.com/>
- [http://www.book search engines/](http://www.booksearchengines/)
- [http:// play book store. Google.es/](http://playbookstore.google.es/)

Appendix A: Proof Reading Abbreviations

M1	Spellingmistakes
M2	Capitalization
M3	Punctuation(Comma)
M4	Mistake in 's'of present simple
M5	Fragment
M6	Shift in tenses
M7	Plural
M8	Wrong preposition
M9	Modal
M10	Article

Appendix B: Topics of Pre Writing Test:

- 1. Account for your childhood, if you could go back in times what would you change?**
- 2. Write a review of a book or a story that has made a huge impact on you, and why?**
- 3. Write a coherent essay about your future career?**
- 4. Write a short essay about management of time describing how could you balance between family, study, and work?**
- 5. What's your favorite social media network and why? Promote your account.**
- 6. Choose one of the following topics and write a well- organized essay? (Money, football fan, modernlife vs. traditional life, silence, facing problems...etc).**

Appendix C: Topics of Post Writing Test

Full Name: **Nº:**

Write a good composition on the following prompt:

1-What is the best advice your parent(s) or mentor ever gave you?

.....
.....

2-What’s your favourite social media network and why? Promote your account.

.....
.....

3-What’s one thing you’d change about your character if you could?

.....
.....

4-If you were given 1000\$. What would you do with?

.....
.....

5-What always brings tears to your eyes? (As Paulo Coelho has said, “Tears are words that need to be written.”)

.....
.....

Appendix D: Interview Questions

Full Name:

Age:.....

Gender: female or male:.....

The Academic year:.....

Level of study:.....

Dear students, could you please answer the following questions:

- 1. Do you have time to write paragraphs in the classroom?If not why?**

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

- 2. Do you have weaknesses in writing skill? If you have in which area you are weak?**

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

- 3. Do you have the ability to assess your writing?**

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

- 4. What do you feel after writing about this kind of topics (pre test)**

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

- 5. Do you have experiences with writing such topics? What do you think about it?**

.....
.....

Appendix E: Portfolio Reflection Sheet:

Student:.....

Date of reflection:.....

Teacher:.....

Dear students, could you please answer the following questions thoughtfully and completely.

A- Reflection on a selected work from the portfolio.

I – choose your best work from the portfolio and reflect on the following questions.

1- Why do you select this piece?

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

2- What are some areas that can be improved in this piece?

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

3- How can improve it ?

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

II- Choose your poorest work from the portfolio and reflect on the following questions.

1- Why do you select this piece?

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

2- What are the challenges? Or the areas in your piece that you want to pay more attention for?

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

B- Reflection on portfolio as a whole.

For this part, you need to consider your portfolio work as a whole. To do so, please reflect on the following questions.

1- What are the strengths of your work? (e.g., vocabulary use, language use, planning, meaning ...etc) please explain

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

Appendix F: Self-Reporting Questionnaire:

Dear student,

This self- reporting questionnaire aims to obtain data about the writing processes you employ while accomplishing a writing activity and to check whether you go through the steps of: planning, drafting, revising, and editing. The questionnaire contains a number of statements that are accompanied with three possibilities (always, sometimes, or never). You should choose only one possibility. Please, answer the questions honestly so as to really describe the writing processes that you follow when you write in English.

Thank you for help in advance.

Self-Reporting Questionnaire:

Full Name:

Class:

Please, put a tick () in the box that shows your view.

Planning Process:

Planning				
Statement		Always	Sometimes	Never
1	I think deeply about what I write.			
2	I think about whom I write for.			
3	I do brainstorming before I start writing.			
4	I organize my ideas in my mind before I write.			
5	I prepare an outline:/plan before I write.			
6	I try to collect information about the topic (if possible).			

Drafting process:

Drafting				
Statement		Always	Sometimes	Never
1	I use draft			
2	While writing a draft, I focus on the meaning of ideas (content).			
3	I worry about mechanics: spelling, punctuation, capitalization when I write the draft.			
4	I worry about grammatical mistakes.			
5	I care about the neatness of the draft.			

Revising Process:

Revising				
Statement		Always	Sometimes	Never
1	I reread the draft to check if it makes sense for the reader.			
2	I check language errors(spelling, grammar, punctuation)			
3	I revise the order of ideas in the draft.			

Editing process

Editing				
Statement		Always	Sometimes	Never
1	I can evaluate my writing by myself before editing.			
2	I correct my language mistakes.			
3	I edit the final paper after carefully revising my draft.			

Appendix G: Analytic Scoring Rubric:**Instructions:**

This measurement scale is used to evaluate a student's performance. It consists of three criteria which are sentence structure, organization and conventions. Each criterion has a list of descriptive characteristics. The scores are given from 4 (achieved task of writing) to 1 (unachieved task of writing) for each descriptor.

Thank you for your effort.

Analytic Scoring Rubric Form:

In order to receive a complete mark, the followings need to be present:

Criteria	Descriptors	Scores (NA)
Sentence structure	*Over corrected sentences: effective use of simple, compound, and complex sentence structure.	4
	*Correct sentence with some minor mistakes: appropriate use of sentence structure.	3
	*Lot of mistakes in sentence structure (use of simple sentence).	2
	*Frequent mistakes in sentence structure.	1
Organization	*The logical flow of ideas is generally clear and connected.	4
	* The logical flow of ideas is mostly clear and connected.	3
	* The logical flow of ideas is less clear and connected.	2
	* The logical flow of ideas is not clear and connected.	1
Conventions	*Standard English conventions (spelling, grammar and punctuation) are perfect.	4
	* Standard English conventions (spelling, grammar and punctuation) are almost accurate.	3
	* Standard English conventions (spelling, grammar and punctuation) are fair with some minor mistakes.	2
	* Standard English conventions (spelling, grammar and punctuation) are poor with frequent mistakes.	1
Total		... /12

Appendix H: Writing Program (2nd Year LMD)

I/ Introduction to the Paragraph

- Topic Sentence
- Supporting Sentences
- Concluding Sentence
- Cohesion, Coherence, and Unity

II/ Steps in the Writing Process

(Voice, audience ...) __ Check the book: *The Reader's Workplace*

III/ Types of Paragraphs

(Descriptive, argumentative, comparison/contrast ...)

IV/Essay

(Its components [thesis statement ...], transitions ...)

*** Useful books for lessons and exercises:

- *Writing Academic English*
- *The Reader's Workplace*

Appendix I: Portfolio Assessment Sample

Full Name: Rania Chanaa.....N°: B₂.....

Write a good composition on the following prompt:

5-What always brings tears to your eyes? (As Paulo Coelho has said, "Tears are words that need to be written.")

"This is a laugh of a big heart with awful pains I wiped some tears in order I could breath, no more honey in my spoon just the taste of my old pain". Well, we all agree that that transparent liquid ingredient is a common gathering of human being when life moved on them, tears are the solution to relax to re-start over again, for many this liquid gave them the space to overcome everything. Tears, how can I only describe them as only a sensitive expression of what we have inside us from happiness and sadness; when you heard the word "Tears" your mind directly takes you a woman, it is not always true, we can't relate tears only to them; also, men are concerned since they hold a heart and meet this life. Wherever you go and whoever you ask we cry for various reasons; where as we still have something in common, that transparent liquid on our cheeks. Thus, the big question here what always bring tears to our eyes?

To start with, for different reasons you can consider me as "a baby cry"; albeit, the main cause that pushes me to cry is when I fail, nothing is convincing as crying, that brings tears to my eyes. In fact, it's start as strong feeling hanging out inside you, makes you unsatisfied at all and you be even feel near to the edge, though, tears comes to you to remind you to think well, hence, after a cloudy day there is always a sunrise. It come to you with out any alarm, you start to think loudly and you only realize that something coming out of your eyes. All in all, that the most prior ideas that control my tears.

Next, I think the second reason is too hard to bear, it effect my body negatively, leads me to overthinking, it is not easy to see one of your parents sick, you may say it's not a good reason, although to me is another prior one. Because of the place they take in your heart, I mean your parents, when you could not help them, when you saw them suffering of pain. Besides not sleeping all the night. As a result, you may think that

Appendix I : Portfolio Assessment Sample

will die. In addition to that, you will have the idea of ~~losing~~ them forever. To end up with, tears in this situation are the only survivor to get away that killing feeling.

All in all, the following cause of seeing tears ought to be at my first writing; despite the fact that, I should set what my mind dictate ^{steps} that it is recorded in one of my brain corners. A lot of ^{MS} ~~quantity~~ are lost because of getting hurt from somebody; it was an old hurt that I forget it match. It creates disappointed emotions inside the deepest place of your heart; thus, leads to a flood of tears. I think in the moment only that last can describe the real feeling. To sum up, that not a good reason; hence, we should more strong in this situations.

To conclude, we all have different reasons to cry and many of us don't know even why they cry in some situations where they can't control themselves and hold tears in their eyes. We can assume that last mentioned above have a place in our life in a way or another, since it is a cure to some mental illnesses. As a result, we can't ^{MS} ~~deny~~ the importance of its effect on our mental health. Thank's to God ^{MS} that created to us that natural medicine that many hide. All ^{MS} ~~shall~~ cry whenever you feel bad and express what you hide in your heart.

Kamran
B2

My mother's advice

"Advice", a word that a lot of teenagers don't like to hear, as they think that there is no benefits from it; they don't accept it or take it into consideration; hence, they are ~~not~~ ^{M8} unconscious of what that ^{M8} ~~that~~ ^{that} would contribute to themselves and their lives. For many generations, Advice, has been the common guide for people taken from grandfathers to grandsons; besides, they even travel for long periods just to hear some magical words that the advice would hold; at that period recommendations were holy, precious and highly evaluated and appreciated. Unlike, in our time it starts to lose its value. In this life if you want to get the best advice, you ought to ask an experienced person; thus, they will provide you with the best advice ever; experiences can really shape a bunch of great advice. For me I like to listen to those I trust and took the best one that fits me and that I am persuaded about. The advice that stick to my mind and I am applying it till now was told by mother "There is always a reward for all hard works and sacrifices; just keep working and never lose hope."

To start with, the last mentioned above affected the process of my work positively where I was empowered every time I encounter obstacles in my path. My mother said that; thus, I was always disappointed whenever I don't get what I want; nothing was convincing as those words especially when she said never lose hope, God will reward you for your effort be sure of that, effective words; I think I can't imagine my life without that advice; thanks to my mother that motivates me to do my best and give more and more to see the wanted results. Next, there is a lot of recommendations that serve the same meaning of my mother's advice. Thought

we need always to hear to people who they are older than us; putting in mind their recommendations. This advice is written in my life with big letters over the sky of every day morning; it pushes me toward my dreams closely especially from the kind of people that words can control my mood. It is true that everything we do in this life is going to be rewarded if we did it with all what we have, match with some sacrifice and that the fees of having what we want. More and above, we should never lose hope as my mother said: "Keep working and never lose hope; as a result, we will be satisfied."

To sum up, in every human's brain, there is a repeated record of someone's advice given to him or her everyday that he or she can't evade. I think we should plant in our teenagers the prior position of advice in their life, taking away all the false interpretations about that fact; they ought to know that those saying are for their own benefits. Besides, they have to recognize the effect of advice in their lives. For me, my mother's advice was the trusty companion in my studies, also, my private life. I would like to thank my mother for her warm words, nothing will describe every term uttered by her, I give this advice to those who react toward their failures negatively, hoping that they will work according to my mother's advice. It is a recommendation that can fit every person in every place and at every time. To everybody respect, appreciate and apply the advice given to you as an example my mother's advice which comprehend all the meanings in its words.

Handwritten notes
32

My futur career

It's start from the childhood, night and morning you dream about it, you rush to discover more about it, you live every moment to act upon it, I am talking about your career, To some investigations, children choose their jobs according to their environment, they follow their pargon mostly they tend to their fathers professions. Accordingly, that was my case when I was a child however, that changes with the time when I planned a new futur career to my life. Wherever you go and wherever you ask a child about what he or she would be in the futur, you find an answer natch, I think when people start to think about their futur job they will get affected by the surrounded opinions, as result, his or her decision will be build on the back of other's think. And that what I was trying to evade from it to shape my prof career. That's why I don't like to tell anyone about my futur career, however, ^{when} my teacher asked us to imagine our futur career I unleashed myself to express my desire.

I can see myself setting on the chair, standing next my desk, holding a marker and writing on a white board that to your mind into the act of teaching, yes I want to be a teacher. A teacher at the university, teaching my favourite module, linguistics. These are my thoughts that I want to realize in the futur. That profession for me is highly evaluated since it builds up every generation's brains, it formulates soldiers of knowledge and produce human material. It is ecstatic to wake up every morning with a good feeling caused by the awareness that will go

To perform your duties toward your students in the process that will expose them to some stress by testing their memories, refreshing their brains with unexpected questions and evaluating their intelligence every time. By this fashion, I ought not neglect the psychological side; as a result, I get to know their inner personalities, so that, I can know how to deal with them. Consequently, I may help them in troubles and that the real role of the teacher. I want to have a strong relation with my students where understanding, respect, love, and appreciation take place between us. Furthermore, I want to feel comfortable among my colleagues in work; I will create a friendship zone in which I surround myself with positive ones so that I will be motivated to continue teaching as my job is very formidable besides exhausting.

In the end, if we start to imagine our future career, hundreds of pages will not suffice the ink of my imagination. We all want that perfect career so that we do our best just to see our dreams come true; life will be awful without imagining the future career that we want. I think those imaginations will provide us with the strongest push to produce more success, also, get us closer to what we want to be in the future. ~~The~~ ^{The} lack of imagination about our professions means that we have no ambitions and no goals. Hence, it gives us the hope that there is a fertile future waiting for us to live. As an advice, keep dreaming, hopping and planning for your future career.

It was a sunny day, my grandmother's house; exactly my grandfather's first bookshelf, the mood was down, the purpose was to clean the dust. It was a nice coincidence that made me encounter with a great book; I didn't expect to see such book in my grandfather's archives. The old cover that fascinates me to touch it; the pink color that grabbed my attention, it was the title; the picture drawn on it that makes me admire it. The book was sent to me; thus, I overcome my terrible situation at that moment. I can only describe it as an amazing survivor. I spend a lot of time in describing it, without mentioning its title "Towards Zero", a title that makes me come up with different interpretations; however, you will only know its content by reading it, enjoying the language, the meaning behind the whole story. For me, a human should not let hatred, bitter feelings and the love of revenge control his heart and mind leading to his downfall.

One of the greatest English crime novelists, short story writers and playwrights "Agatha Christie" or we say "Dame Agatha Christie lady Malloran"; she was born on 15 September 1890 in Torquay, Devon, England and died on 12 January 1976 in Winterbrook, Oxfordshire, England; was 85 years old leaving a huge archive of 66 detective novels; among them the novel titled "Towards Zero" is a work of detective fiction published on June 1944 in English language. In addition to that, her 14 short stories; besides, six romances that shaped her collection. As a result her writings attracted many especially "Towards Zero" that was adapted into a play and a film.

The story started when some people meet in the house of lady Tressilian at the end of summer; among them tennis star Neville Strange bringing

his new wife, Maye, and his ex-wife, Audrey, thus causing an awkward situation, days gone and everything was good as it seems. Eventually, event turned down when lady Tressilian is killed and superintendent Battle, who is holidaying nearby in the home of his nephew inspector James Leach. The accused one is Neville Strange; his finger prints on the golf club used to murder the lady. However, he is soon exonerated when a maid said that lady Tressilian was still alive when he left the house. After that, superintendent Battle and inspector James Leach found another object with blood stain on it. As a result, Audrey Strange, ex-wife of Neville, is soon accused; hence, her blood stained glove are found. Albeit, the man who tried to suicide near the house of the lady help her to exonerate herself. For the reason that, he meet her before that and knew the truth. Consequently, her ex-husband admits that he murdered lady Tressilian; he wanted Audrey to be executed because of her cheating, she left him and run away with another man, though he felt in his trap.

Amazing, stunning and great impact the novel has left on my heart as well as my mind. I can not describe how much that added to me as an individual. It was a story full of thrill according to the unexpected actions, to its characters, also to the case itself. What I learned is that a human being must be forgiveness and never let the bad voices inside him turnes him to a murderer, a killer without thinking of the consequences. As a result, we should not give revenge the freedom to control our minds, also destroy our lives. Revenge will not be and never be a solution for any case, even if you have the right, revenge never be on the account of others killing them or even hearing them. The last mentioned concept musn't be in the dictionary of humans. Besides, if anyone cheated you that doesn't mean our life will not pass, the matter here is to over come this reality. In addition to that, throw away those persons from your life particularly your thinking; focusing on how to live better life full of success, thus, in the end if you do that bad practice you will just lose yourself at first and lose your life. To sum up, the whole story turns around that evilness is always at the end destroyed, moreover, the truth will shi