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Investigating the Effects of Electronic Portfolio Assessment
Usage in Enhancing Learners' Essays Writing: The case of
Third Year Students of English at Biskra University

Dissertation submitted in fulfilment of the requirements **for a Master
Degree in Sciences of Language**

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Declaration

I, Yousra BOUZGHAIA, hereby declare that the current research is my own work and it has never been submitted to any institution or a university for a degree.

This work was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

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Dedication

With love and eternal appreciation, I dedicate this dissertation to the most precious

people to my heart. May Allah bless them.

To the two pillars of my life:

My dearest Mother who has been always my source of motivation and guidance

toward achieving my goals.

My beloved Father who is the source of an unconditional support, strength and

success.

To My Siblings Nadia, Joumana, Meriem, Youcef ,Zakou

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To My Besties Lilia, Melissa

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Abstract

Language learning and assessment are closely related processes and often intertwined in practice. As a result, implementing multiple methods of language learning and assessment plays a significant role in mastering mainly language skills, which highly concerns the writing skill. However, teaching writing has frequently emphasised on the final productions rather than students' writing development. Therefore, this study aimed at highlighting the effects of using e-portfolio assessment in enhancing EFL learners' essays writing. We proceeded to figure out the extent to which the use of this method helps EFL learners in improving their non-academic and unsatisfactory productions. Hence, we raised the following research questions: Does e-portfolio assessment contributes in enhancing EFL learners' essays writing? What would be students' and written expression teachers' attitude toward e-portfolio assessment implementation. Depending on these questions, we hypothesised that if e-portfolio assessment is used, EFL learners' essays writing will be improved. Besides, both WE teachers and learners will have positive attitude if e-portfolio assessment is implemented. In a quasi-experimental study, 9 third year students from Biskra University volunteered to participate. Likewise, based on a Mixed- methods approach, we opted for a test and questionnaire as data collection methods. Ultimately, the analysis and the interpretation of the obtained data revealed that e-portfolio assessment could contribute in the improvement of students' essay writing. The findings also indicated the positive attitude of both the WE teachers and the students towards the implementation of e-portfolio assessment. As a main recommendation, this study highlighted the potential impact of e-portfolio assessment on the educational processes

Key words: E-portfolio Assessment, EFL Learners, Essays Writing, Final Productions, Writing Development

List of Abbreviations and Acronyms

EFL: English Foreign Language

SPPS: Statistical Package for Social Sciences

ICT: Information Communication Technology

RQ: Research Question

RH: Research Hypotheses

WE: Written Expression

APA: American Psychological Association

DF: Degree of Freedom

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GENERAL INTRODUCTION

Introduction

In the Internet age, the influence of computer technology has become an integral part of teaching and learning processes, all over the education levels, mainly, in the university education systems. Further, the rise of digital technologies has integrated a considerable number of updated approaches that can be employed to promote the learning, teaching, and assessment processes. The latter has an important role in learning, since it can help them to show their level and knowledge. Besides, it is thought that it has a privileged position due to its huge impact on English as a foreign language learners (EFL) success and achievement.

It is noteworthy to acknowledge that teaching and assessing the four language skills, namely reading, listening, speaking and writing, is a challenging task, especially the writing one. Therefore, technology has introduced approaches within the e-learning that can be used to improve the teaching and assessing processes of the writing skill, as such, electronic portfolio method, which is featured for being an important avenue in the education. On one hand, it prioritises and combines both the teaching and assessing processes. On the other one, it qualifies them for being intertwined.

Henceforth, the implementation of e-portfolio in teaching and assessing EFL learners' writing skill is seen to have become a necessity in modern education due to its efficiency in creating opportunities that involve both teachers and learners in teaching/learning processes. Nonetheless, the integration of such an approach can contribute in the development of curricular involving the transaction from text based curricular to digital formats, in which learners will have the chance to learn and be assessed simultaneously. Eventually, it will enable them to reflect on their growth, and improve their written productions

1. Statement of the Problem

As for EFL learners at Biskra University, the latter take the Written Expression course throughout the 'license' cycle. However, this course is still taught and evaluated following the traditional methods, which often results in a huge gap that has led to negative outcomes regarding language skills, more precisely, the writing skill. That is, EFL classrooms encompass a large number of learners, which vary in their needs, abilities, and interests; thus, using single or classic method of teaching and assessment is not sufficient.

The actual problem that we have observed is that EFL learners do not achieve a satisfactory level concerning their written productions; especially, third year students, whose essays writings are featured for being inadequate and poor. Consequently, it does not reflect their academic status for being EFL learners. Likewise, the lack of the required competence in writing also affected their achievements in the other courses, since writing is regarded as the major medium of assessment. Within the same context, as a future master student, their essays writing need to be accurate and comprehensive because they will be asked to draft research dissertations.

As result of the pre-mentioned problem, the current study aims to highlight the need to adapt new and updated alternatives that foster the teaching and learning processes. Simultaneously, it will affect learners positively. To put it differently, this study suggests the integration of e electronic portfolio as an effective framework, which could link between learning and assessment. We believe that the use of such a technique could contribute in the improvement of students' essays writing

2. Research Questions

The current research aims to answer the following questions:

RQ1: Does the use of e-portfolio assessment contribute in improving learner's essays writing?

RQ2: What would be the learners' attitudes towards, and perceptions of, the implementation of e-portfolio assessment?

RQ3: What would be the Written Expression teachers' attitudes towards the implementation of the e-portfolio as an assessment technique?

3. Research hypotheses

The hypotheses of the present research are the following:

RH 1: If e-portfolio assessment is used, EFL learners' essays writing will be improved

RH 2: Learners will have positive opinions if e-portfolio is implemented.

RH 3: WE teachers will have positive opinions if e-portfolios is implemented

4. Aims of the Study

The current research aims to develop the writing skill for the Third Year 'license' level at Biskra University.

Specific aims

Specifically, this study aims to:

> . Investigate if e-portfolio assessment has the potential to improve EFL learners writing skill,

> . Integrate E-learning, more specifically, e-portfolio assessment into third year students' written expression tutorials, and

> . Encourage teachers to adopt e-portfolio as an assessment tool to enhance the assessment quality.

5. Methodology for this Study

The following sub-elements will highlight the used methodology in this research:

5.1 The Research Approach

Aiming at confirming or disconfirming the proposed hypotheses of this study and gather the required data, we opted for a Mixed-methods approach, i.e., the latter employs both qualitative and quantitative data.

5.2 The Research Design

The selected strategies for the current study are both quasi-experimental and a case study, which concern the third year students

5.3 Data Collection Methods

Depending on the nature of our research, a test was carried out in order to assess the effects of electronic portfolio assessment usage in enhancing learners' essays writing. Furthermore, as a qualitative data collection tool, we opted for both students' and WE teachers' questionnaires.

5.4 Data Analysis Procedures

To analysis the earned data, two analysis techniques were used. As for the quantitative analysis procedure, we used descriptive statistics because it is thought it is the most suitable technique to measure the gathered data from the tests, besides to the inferential statistics in order to test the hypotheses. Concerning the qualitative data analysis procedure, we opted for the Content-based Approach.

5.5 Population and sampling techniques

> **The Population**

The Third Year students of English at Biskra University were selected as a population for our research. The chosen population is believed the most suitable one due to the easy access to them and the fact that they are newly dealing with writing essay, which is considered as the main theme in their WE course. Besides, as a future master student,

they need to have achieved a certain level in essays' writing because they will be required to prepare research papers.

➢ **The Sample**

Depending on a convenience sampling technique, nine students were chosen from our population, in addition to five WE teachers. Referring to the sampling technique, the sample members were volunteers.

6. The Significance of the Study

A considerable number of researchers investigated the development of learners writing with different approaches. However, the present study will focus on the integration of e-learning through the use of e-portfolio as an assessment policy. Simultaneously, this approach will seek to enhance EFL learners' essays writing. Additionally, our research intended to highlight learners and teachers' perceptions of the use of e-portfolio as an effective tool for assessment and education, as well.

7. The Choice of the Writing Style

As a guideline for writing, we opted for the American Psychology Association (APA, the sixth edition), which is highly used in social science field, more specifically, in the educational research. Some conventions as the 'Justify Function' of the texts were following an agreement between the candidate and our supervisor.

8. Structure of the Dissertation

The current dissertation is subdivided into two main parts: **A Theoretical Part** and a **Practical** one. Therefore, the **Theoretical** part concerned the two first chapters, which emphasised on the literature review about the two variables. The **Practical** part highlighted the fieldwork of this study. Initially, Chapter One presented a theoretical background about the writing skill; while, Chapter Two dealt with e-portfolio

assessment and different related concepts. Chapter Three covered the analysis and the interpretation of the gathered data from the questionnaires and the test.

Chapter One: Writing Skill: An Overview

Introduction

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Introduction

This chapter presents an overview about the writing skill where we will shed light on its definition depending on different scholars' view. In addition, it introduces writing's nature, features, and difficulties that writers go through while composing. Moreover, the present chapter will tackle the concept of teaching writing, specifically in EFL classes. More importantly, it will scrutinise the stages and approaches to teach this skill. Furthermore, it will attempt to highlight the different factors that may affect the writing process by paying more attention to writing essays, in particular. Finally, it will try to shed light on assessing writing using many assessment techniques.

1.1 Writing: Definitions

It has been argued that writing is an essential factor for language learning. Therefore, a considerable number of scholars have defined the current concept differently, tackling many perspectives that vary from broad assumptions to narrow descriptions in relation to the in relation to the technique that will be undertaken further.

From a broad perspective, Weigle (2002) reported that writing is, "Not only putting one's thoughts to paper as they occur, but actually using writing to create new knowledge" (p.32-33). Similarly, Nunan (2003) pointed out, "Writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear and understood by people (p.88). That is, the writers are required to arrange their thoughts in well-structured compositions.

In the same vein, Bell and Burnay 1984 (as cited in Nunan, 1989) noted:

Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of variables simultaneously. At the sentence level, these include control of contents, format, sentence structure, vocabulary, spelling and letter

formation. Beyond the sentence, the writer must be able to structure and integrate

information into cohesive and coherent paragraph and text (p.36)

As suggested by the above quotation, qualifying the writing skill as a complex process that deals with the production of certain sequence of sentences. That is, specific wording, appropriate order, and particular content features the latter concerns the link between ideas in a cohesive and coherent manner.

Within the same regards, Hyland (2003) qualified writing as, "Marks on a page or a screen, a coherent arrangement of words, clauses, and sentences structured according to a system of rules" (p.3). In addition, he asserted that writing is a "composing skills and knowledge about texts, contexts, and readers."(p.3). In other words, writing as an activity is not restricted into stating words, arranging sentences or paragraphs only, but also it highlights other considerations i.e. the context, the audience. Therefore, the ability to write well-structed compositions depends on five major requirements as suggested by Nurgiyantoro (2001, as cited in Siti 2015)

- ➢ Content, the core element of writing, which represents the ideas expressed.
- ➢ Form, which refers to the arrangement and organization of the content.
- ➢ Grammar, which refers to the application of grammatical forms and syntactic pattern.
- ➢ Style, the selection of structures and lexical items, which features the writing with specific tone.
- ➢ Mechanics, which involves the employment of graphic conventions of the language. (p.16)

After taking into consideration the reviewed studies, which indicate that the writing skill had been defined from various perspectives as Weigle (2002) claimed there is no

single definition that is appropriate in all situations. Nevertheless, Hamp-Lyons and Kroll (1997) stated that writing is, "An act that takes place within a context, that accomplishes a particular purpose, and that is appropriately shaped for its intended audience" (p.8). Thus, this definition is considered as a general statement that can be suitable in any situation.

1.2 Nature of writing

Writing is regarded as a complex cognitive activity rather than a simple production of graphic symbols. On this point, Nunan (1989) claimed, "It is easier to learn to speak than to write no matter if it is a first or second language" (p.12). In the same line, Byrne (1988) emphasised on three major categories regarding the challenging aspects of writing namely: psychological, linguistics and cognitive. To put it in other words, the psychological factors deal with the lack of interaction between the writer and reader; whereas, the linguistic factors highlight the fact that writing lacks the paralinguistic features; as such intonation, stress, and gestures; Furthermore, the cognitive factors focus on the formality of the writing instruction.

Within the same context, Bell and Burnaby (1984) acknowledged that:

> Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation, spelling and letter formation. Beyond the sentence, the writer must be able to structure and integrate information into cohesive and coherent paragraphs and texts (as cited in Nunan 1989, p.36)

As it has been stated so far, the complexity of writing activity lays on number of conventions and restriction, which the writer must consider being it at the sentence level or beyond it.

1.3 The Criteria of good Writing

Taking into account the integral role of the writing skill in the learning process, it is highly required to produce well-constructed and sustained productions. Therefore, the learner must take into consideration the basic rules of writing. In this respect, Starkey (2004) pointed out those characteristics namely: organisation, clarity, word choice, and mechanics.

1.3.1 Clarity. This feature is a core element for written assignments, in which the writer should avoid ambiguity, and convey the text's message clearly. Starkey (2004) highlighted the importance of the current feature "that learning how to be clear and accurate writer will help make the essay readable, and will guarantee that those who read it understand exactly what the writer means to say" (p.11). In other words, clarity has a pivotal role concerning the audience's comprehension of the target message.

In order to achieve clarity Starkey (2004, p.12) suggested some steps to follow:

- ➢ Eliminate ambiguity: ambiguous language being it a word or a phrase, are featured by having more than one interpretation; therefore, the writer should avoid it.

- ➢ Modifiers add precision: the correct and precise use of modifiers can help the writer to achieve clarity.

- ➢ Be concise: trough avoiding wordiness and redundancy

1.3.2 Words choice. Another major requirement that the writer should consider while elaborating his/her composition is the word choice. Starkey (2004) pointed that the

appropriate selection of wording is an effective method to convey the message correctly. In addition, he suggested two key aspects that must be considered, which are denotation and connotation. The former refers to the literal or dictionary meaning of a word; whereas, the latter refers to the implied meaning including emotions and cultural assumptions.

1.3.3 Mechanics. Starkey (2004) asserted that the notion of mechanics is highly related to grammar, punctuation, capitalisation and spelling. Therefore, considering the rules of the current elements make the written productions more accurate and correct. However, Kane (2000) insisted, "in composition mechanics refers to the appearance of words, to how they are spelled or arranged on paper" (p.15). The fact that the first word in a paragraph is usually indented, for example, is a matter of mechanics". He emphasised on the writing conventions as such punctuation, capitalisation and spelling i.e. beginning a sentence with indentation, capital letter and ending it up with full-stop.

1.3.4 Organisation. Organisation is an essential element in the writing process in which the writer should use some organisational techniques, to enable the reader to follow and understand the intended message as stated by Starkey (2004):

> By following an organized method of writing, you will guide
>
> your reader from your first to last sentence. He or she will be
>
> able to see how the various points you make in your piece
>
> of writing work together and how they support your thesis (p.2).

Within the same context, Shanon (2011) suggested two types of organisational techniques, namely: the informal and formal techniques. The former encompasses brainstorming, free writing, and mind mapping; whereas, the latter refers to the use of the outline as an effective method to classify the main idea and the sub-details.

1.4 Writing difficulties

Considerable number of studies have been carried out regarding the field of writing. The latter shed light on the challenges that the learners encounter while dealing with the current skill. Accordingly, Seely (1998) reported some of these difficulties, for example, grammar, vocabulary, spelling, punctuation, and native language interference. Within the same vein, Cerbin (2001) focused on another aspect of writing difficulties, which is students' unfamiliarity with selected topic that they are required to develop it into well-structured productions. Therefore, they will lack motivation and engagement within the target task.

Moreover, a study conducted in the Algerian context by Ghodbane (2010) indicated that EFL university learners face challenges while elaborating their productions regarding words choice, sentence structure, or ideas classification.

1.5 Teaching writing in EFL classrooms

Taking into account the importance of the writing skill, most of EFL learners rely on different methods to develop it, so that it will be used effectively for academic purposes such as, writing research papers, elaborating thesis, or setting for examinations. In these cases, writing is required as a skill and a mean for transferring knowledge or practicing and learning other subject matters. Therefore, a combination of both is highly required.

1.5.1 Writing as a skill. Writing is considered as a productive skill. Harmer (2001) indicated that the importance of the writing skill relies on its privilege role as a basic language skill, which the learner is supposed to vary his/her productions i.e. writing essays, paragraphs, reports. Besides, Browker (2007) claimed that writing in particular have an integrative role because it is highly needed in many contexts throughout life.

1.5.2 Writing as a medium. Writing is featured for having an integral role in language learning and teaching. More importantly, in foreign language courses because it serves

as a convenient mean that enables the learners to practice target language point or it can be an effective mean for testing the learners' knowledge. In this respect, Brown (2000) insisted on "without some ability to express yourself in writing, you don't pass the course" (p. 339). Likewise, Afrin (2016) emphasised on the vitality and workability of writing as a mean to evaluate the learner's performance in all education levels.

1.5.3 Approaches to teach writing. Teaching writing has been the central element in education and a major interest for scholar. However, the complexity of the current skill resulted into conflicting views concerning the appropriate methods, which can be used to teach writing. Moreover, the three main approaches, which have been exclusively applied in classrooms are: the product approach, the process approach, and the genre approach. These approaches are regarded as a core element in the writing process.

1.5.3.1 The Product Approach. The product approach is one of the oldest approaches to teach writing; it is featured by its direct emphasis on the final production rather than the core process of writing, which the writer passes through (White, 1988). Additionally, Nunan (2000) defined the current approach as "A product-oriented approach, as the title indicates it focuses on the end result of the learning process, what is expected from the learner is to do as fluent and competent uses of the language" (p. 86). To put it differently, such approach usually sheds light on the final production. More specifically, it focuses on the key aspects of writing such as content, structure, and surface features.

1.5.3.2 Genre approach. The genre approach is regarded as an extension of the product approach. However, the contribution of the genre approach is highly viewed through its emphasis on writing variation, depending on the social context in which it is produced. On the same assumption, Swales (1990) defined the current approach as,

"A class of communicative events, the members of which share some set of communicative purposes" (p.5). Similarly, Hyland (2003) emphasised on the two key concepts of genre approach, which are language is functional and language is situational. The functional aspect is employed to achieve specific goal; whereas, the situational aspect focused on the language in specific context on which it is interpreted accordingly.

1.5.3.3 The Process Approach.   The process approach arose in the early 1970's as a reaction to the product approach. Kroll (1990) agreed, "The introduction of the process approach to writing seems to have been motivated by dissatisfaction with the product approach and current approaches" (p.21). Zamel (1982) insisted on the notion that writing is a process which enables the writers to explore their ideas and thoughts.

1.5.3.4 Stages of writing process. The complexity of the writing process lied out on the several stages that writers went through in order to have a final draft. In this sense, Oshima and Hogue (2007) claimed, "Writing is never a one-step action; it is an ongoing creative act" (p.15). Besides, Clark (2003) stated that the process of writing encompasses interrelated phases, which are planning, drafting, revising and editing. Due to their connection, the success of each stage depends heavily on the success of the precedent one

Figure 1.1 The processing wheel (Source: The practice of English language teaching, with DVD (4thed), Harmer, 2007, p.326)

➢ **Planning (Pre-writing)**

Planning is the initial step of the writing process, which enables the writer to uncover, explore, and evaluate the topic. Moreover, Johnson (2008) pointed out three main goals of the current stage namely: generating ideas, brainstorming and silent thinking. About this phase, Harmer (2004) claimed that the writer must take into consideration three elements. These are the purpose of their writing, the audience to whom they address, and the content of their piece of writing.

➢ **Drafting**

Once the ideas are organised, the next step is to start drafting, which is designed in order to elaborate sustained piece of writing. Johnson (2008) stated, "Drafting is the writer's first attempt to capture ideas on paper. Quantity here is valued over quality" (p.179). In this phase, the writer is more concerned with the logical organisation of the information and the development of the topic in order to fulfil the target purpose of writing. However, the punctuation, spelling, and grammar are not considered. All that is important is the ideas they want to convey

➢ **Revising**

Revising is made up of a series of strategies that are designed to re-examine, check, and revaluate the piece of writing. At this current stage, the writer is required to make a review on his/her production considering some levels as: spelling, words choice, grammar, punctuation, paragraph development. This process can be repeatedly done until all key aspects of writing are well-constructed and regulated (Dyan 2010)

➢ **Editing**

Editing is the last phase in the writing process in which the writer is supposed to check the sentences' correctness and completeness and try to fix the other mistakes (Smith, 2003). These mistakes may include: subject-verb agreement, verb tense or at the level of mechanisms including punctuation, spelling, capitalisation, typing mistakes (Oshima & Hogue, 2003)

1.6 Factors that affect writing

Writing is a prominent element in the learning and teaching processes, in general, and for language production, in particular. However, it is regarded as the most challenging skill due to the number of factors that affect the writing process.

1.6.1 Teacher's role. Teachers have an essential task in the writing process, which is highly related to the strategies and methods they employ to help the learner to enhance their written productions. On this point, Pineteh (2013) recommended that the teachers should adapt pedagogic approaches and elaborate tasks to increase students' motivation; for instance, giving them the opportunity to choose topics of their interest. Moreover, as a method to rise students' confidence, Haider (2012) stressed the notion of instant and critical feedback that must be given to the students concerning their output. In the same vein, Harmer (2004) considered writing conventions such as

capitalisation, punctuation, spelling as important elements that the teacher should urge students' to be aware of in order to improve their written productions.

1.6.2 Lack of motivation. Motivation is considered as a key element in learning and teaching processes. It is also seen as an important factor for learners' success. For Harmer (2006), he insisted on the vitality of motivation in relation to learners' achievement saying, "it seems reasonable to suggest that students' motivation is the biggest simple factor affecting their success" (p.3).

In the same way, Harmer (2006) also highlighted the obstacles, which demotivate learners to achieve certain level in writing. As examples of these, the first factor is fear of failure or rejection. The main reason of this fear among learners is that they are afraid of making mistakes in front of their classmates; for example, in a writing activity learner do write due to teachers' instruction. However, they do not share their writing thinking that it is inaccurate and full of errors. In addition, the same author mentioned other obstacles, as such, lack of practice and interest in writing activities. Hence, the teacher should deal with this problem trough using varied methods to develop writing habits.

1.6.3 Lack of reading. Reading is classified as a passive activity; whereas, writing is a productive one. Nevertheless, both of them are complimentary as Eisterhold, (1997) emphasised on the relationship between reading and writing saying "better writers tend to be better readers, better writers read more than poorer writers, and finally better readers tend to produce more syntactically nature writing than poorer reader" (p.88). Furthermore, teachers can use reading as an effective method to teach writing. This idea was asserted by Raimes (1994) who elicited, "The more our students read, the more they become familiar with the vocabulary, idiom, sentence patterns, organizational

flow, and cultural assumptions of native speakers of the language" (p. 66). This is to say reading offers more opportunities to develop ones writing.

1.6.4 The impact of first language on writing. Another factor, which prevents learners to produce systematic and accurate writing, is the influence of the mother tongue on the writing process. Friedlander (1997) focused on this notion, saying "Writers do any of their work in their first language"(p.109). Moreover, Jones and Tetroe (1987) indicated that the process of transferring from the first language to English encompasses both effective and weak writing skills. They added that the writers who lack competence concerning the L1 writing strategies will face problems in transferring them to second or foreign languages (as cited in Friedlander, 1997)

1.7 Writing essay

Essay is a formal piece of writing, which deals with single topic just like the paragraph. However, the complexity of the essay's topics resulted into modification in its structure. This type of production is elaborated in number of paragraphs to persuade the reader using specific evidences, examples, statistics. Besides, it encompasses three main part namely the introductory paragraph, body paragraphs, concluding paragraph (Oshima & Hogue, 2006)

1.7.1 Essay parts. An essay is subdivided into three major parts, which are: introduction, body, conclusion. The introductory paragraph that highlights how the writer often addresses the topic. Moreover, a body- paragraph, which is the central part of the essay, contains explanations, ideas, and relevant evidences. The conclusion concerns the concluding paragraph. The following figure highlights the correspondence of the structure of both the paragraph and the essay
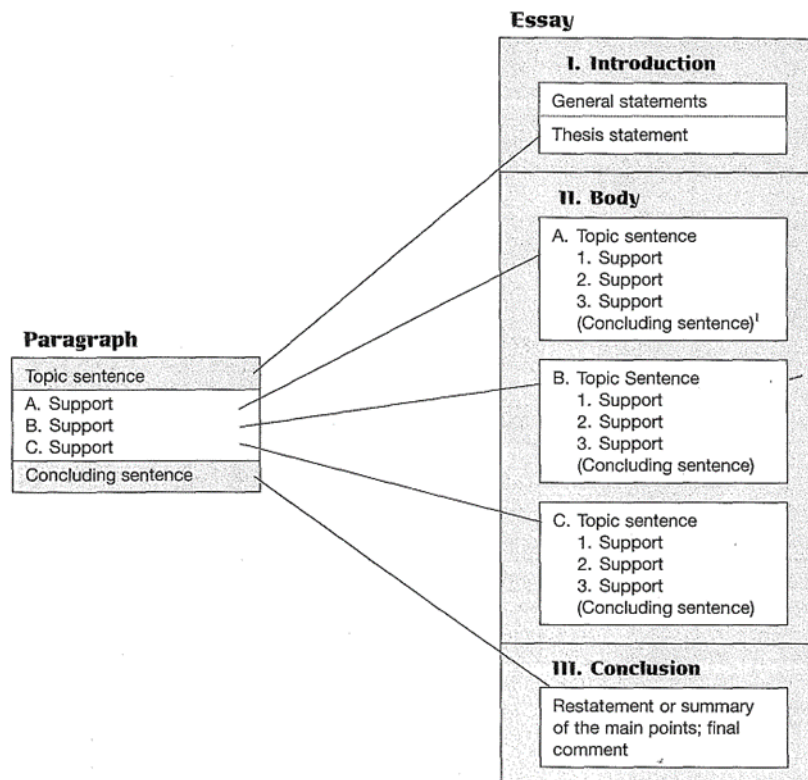
Figure 1. Paragraph vs essay (Source: Oshima and Hogue,2006, p.57)

The present figure indicates the correspondence between paragraph components and the essay ones. More specifically, it emphasises on how the paragraph parts extend into detailed and well-constructed parts in the essay.

1.8 Writing Assessment

Assessing writing is an integral phase of effective instruction in teaching and learning writing. Therefore, it is highly required to rely on some strategies such as the teachers' feedback or formal mechanisms for students' evaluation (Grabe and Kaplan 1996). Concerning the procedures, Genesee and Upshur (1997) suggested two main procedures to score students' writing namely: holistic and analytical scoring. The former provides a single score about the overall students' performance. More particularly, it points the teachers' judgement of students' writing. However, such type of scoring gives no indication about specific aspects of performance. Therefore, it is unpractical in guiding the teaching and learning process of writing.

Whereas, analytical scoring differs in terms of considering the different component of students' writing. More specifically, it assigns particular score for each element or writing feature. Furthermore, the components which analytical scoring relies on are the content, the organisation stressing paragraph unity and text cohesion, vocabulary dealing with words choice, language use focusing on tenses and mechanics in terms of spelling or punctuation.

1.8.1 Scoring rubrics. A scoring rubric is a grading procedure, through which the teacher identifies the different levels of proficiency on which the student is able to perform a task (Bryant & Timmins, 2002). Furthermore, in the process of scoring students' writing, the teacher is supposed to elaborate a specific rubric through which s/he assigns points in order to be considered. For instance, Oshima and Hogue (2006) developed a scoring rubric for essays. The latter is indicated in figure 2 below.

Scoring Rubric: Essays		
	Maximum Score	**Actual Score**
Format → 5 points		
Title centered (2), first line of each paragraph intended (1), margins on both sides (1), text double-space (1)		
Total		
	5	
Mechanics→ 5 points		
Punctuation: periods, commas, semicolons, quotation marks (3), capitalization (1), spelling (1)		
Total	5	—
Content→ 20 points		
The essay fulfill the requirements of the assignment.	5	—
The essay is interesting to read.	5	—
The essay shows that the writer used care and thought.	10	—
Total	20	
Organization→ 45 points		
The essay follows the outline, and it has an introduction, a body, and a conclusion.	5	—
Introduction: the introduction ends with the thesis	5	—

statement.		
Body:		
i. Each paragraph of the body discusses a new point and begins with a clear topic sentence.	5	—
ii. Each paragraph has specific supporting material: facts, examples, quotations, paraphrased or summarized information, etc.	10	—
iii. Each paragraph has unity.	5	—
iv. Each paragraph has coherence	5	—
v. Transitions are used to link paragraphs	5	—
Conclusion: the conclusion summarizes the main points or paraphrases the thesis statement, begins with a conclusion signal, and leaves the reader with the writer's final thoughts on the topic.	5	—
Total	45	
Grammar and Sentence Structure→ 25		
Estimate a grammar and sentence stucture score	25	—
Grand Total		

Figure 1.Scoring Rubrics: Essays (Source: Oshima and Hogue, 2006, p.56)

Conclusion

Based on the presented theoretical background about the writing skill, in general, and the essential elements related to this concept, in particular, we come to conclude that the mastery of writing is a complex task, which requires both teachers and learners to have some necessary techniques and knowledge that would reinforce the teaching and learning processes of this skill.

The next chapter will discuss what e-portfolio is. More particularly, it will tackle related concepts to e-portfolio usage.

.

Chapter Two: E-Portfolio: An Overview

Introduction

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Conclusion

Introduction

The present chapter will discuss the concept of assessment and its types. In addition, it attempts to review the different purposes when assessing learners' performances. This chapter also defines portfolio and its types. Moreover, it will deal with the concept of e-learning, in general, and the electronic portfolio, in particular, where we shed light on its definitions according to some scholars, and point out the different characteristics that belong to this variable. Likewise, it will elucidate the benefits and challenges of such a digital tool. Besides, it will seek to highlight the different uses of e-portfolio. Finally, this chapter will put a special emphasis and discuss some aspects regarding the e-portfolio usage as an assessment tool.

2.1 Assessment: Definitions

Assessment is regarded as one of the most crucial educational concepts within all its forms, which are recognised as key elements in the educative process. More importantly, it is seen to contribute in assessing EFL learners' learning. Further, a remarkable number of scholars have dealt with this concept from various perspectives. William indicated, "Assessment is a significant task in instruction to let educators find out whether particular sequences of instructions have resulted in the achievement of intended learning outcomes" (2011, p.3).

In other words, assessment is an essential activity for making interferences about the learning process. In the same vein, Brookhart and Nitko (2014) viewed assessment as, "A procedure of information collection to make decisions on learning, curricula and programmes, and educational policy'' (p.16). To put it differently, assessment is considered a as method to gather information to be used in refining the educative process.

2.2 Assessment: Types

Assessment is considered as an integral element in the teaching/learning process; hence, it is subdivided into three types, namely: formative, summative, and diagnostic assessments. Ostensibly, it is believed that each one of these types is featured for having its own impact on the learning process.

2.2.1 Formative assessment. Formative assessment is a vital component in the educational process. Particularly, within classroom practices this first type of assessment holds a crucial role in the teaching operation, as well as to the learning process. According to Popham (2008), "formative assessment is not a test but a process" (p.6). This simply means that FA is an ongoing process involving the learning experiences. For sharpen (2008), the notion of formative assessment, being it a process that prioritises students' understanding rather than scoring them, remains crucial.

At another level, McManus (2008) acknowledged that, "Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes" (p.3). This is to say, FA can definitely contribute in enhancing the educative process through providing the essential feedback to make necessary modifications.

Within the same regards, Black and Wiliam (1998 as cited in Irons 2008) qualify such type of assessment as a method that encompasses the activities that enable teachers and students to assess their performances, which resulted into immediate and meaningful feedback that contributes in the adjustment of the educative process. Moreover, Torrance and Pryor (2002) emphasised on formative assessment relevance in making a remarkable difference to the quality of student learning; in addition to, its contribution to their progress.

Heritage (2008) highlighted the purpose of using such type of assessment:

> The purpose of formative assessment is to provide feedback to teachers and students during the course of learning about the gap between students' current and desired performance so that action can be taken to close the gap. (Cited in Filsecker & Kerres, 2012, p. 4)

Heritage (2008) classified formative assessment as a source of feedback about students' current and target level; in addition, it is regarded as a plan that pay the way to achieve the target objectives

2.2.2 Summative Assessment. Summative assessment is another form of assessment. It is essential in evaluating the mastery of the leaning process. According to Kibble (2017), "Summative assessments are usually applied at the end of a period of instruction to measure the outcome of student learning" (p.11). Likewise, Gipps (1994) asserted that such type of assessment is often undertaken at the end of a semester, or course in order to give insights into the course progress and relevant points to students' learning. Besides, summative assessment effectiveness is highlighted trough providing the instructors not only with useful methods that can be used in teaching process, but also it gives insights into the adjustment of classroom practices in order to enhance students' achievement (Moss,2013).

2.2.3 Diagnostic assessment. It is a form of pre-assessment undertaken at the beginning of the unit. Such kind of assessment is featured in order to enable instructors to identify students' level in terms of their strengths and weakness since it seeks to point out their needs (Swearing 2002).

2.3 Assessment: Purposes

Assessment is a crucial element within classroom practices since it serves diverse purposes that usually help to highlight its importance. Initially, assessment contributes in arising learners' motivation while the learning process is taking place as revealed in a study undertaken by Anderson, Griego, and Stevens (2010). On this point, Choong (2013) reported that the usage of empirical assessment could lead to a higher level of motivation and objectives achievement for undergraduate students.

From another perspective of the assessment purpose, Morgan and O'Reilly (1999) pointed out, "It is necessary to make an assessment in order to grade performance, but grading is a secondary activity to the goal of helping learners improve the quality of their learning" (p.13). This simply implies that the assessment process often focuses on students' learning rather than grading their performances.

Within the same vein, Choong (2013) posited, "Assessment determines the level of students' attention and comprehension. Thus, provides an insight to the students to self- reflect their weakness and strength in order to evaluate their progress to be a self-directed learner" (p.2). This highlights the effectiveness of the assessment process as a medium for students' to be able to be self-directed learners through their leaning reflection and progress evaluation.

2.4 Portfolio: Definitions

Referring to the term portfolio, this concept is viewed differently from various perspectives by a number of scholars. Jones and Shelton (2006) qualified it as "Purposeful, organized documents, which represent connections between actions and beliefs, thinking and doing, and evidence through which the builder (student) constructs meaning" (p.18). For Muller (2014), "portfolio is a collection of a student's work specifically selected to tell a particular story about the student" (p.1). In the same line,

Genesee and Upshur (1996, p.99, as cited in Brown, 2004) defined portfolio as "A purposeful collection of students that demonstrates to students and others their efforts, progress, and achievements in given areas" (p. 256).

Within the same regards, Hamp-Lyons and Condon (2000) focused on portfolios effectiveness and usefulness for non-native English students for giving insights about their abilities and due to their substitution of the timed writing context, which is always considered as a source of discrimination against nonnative writers. In addition, Wolf (1989) tackled portfolio assessment utility in terms of revealing all the details about the process of writing and its evaluation. Additionally, it is featured for its assistance to the learners and the teachers.

According to Norton and Wiburg (1998), a portfolio is qualified as "A systematic and selective collection of student's works that has been assembled to demonstrate the student's motivation, academic growth and level of achievement" (p.237). In a word, this definition emphasises the notion of portfolio's guidance and its illustration of students' accomplishments. Likewise, Moya and O'Malley (1994) stressed another aspect about portfolio assessment. That is, this type of assessment is featured for increasing learner-teacher interactions. Consequently, there will be more opportunities to detect learners' challenges and promote their performance.

In other words, portfolio development is an ongoing process. It combines multiple domains, such as: It deals with the already acquired knowledge, abilities, and skills. In particularly, it stresses the learners' growth regarding the target objectives. Additionally, it is qualified for having the potential to associate both the learning and assessment processes. The latter witnesses a remarkable shift from the traditional methods to more useful alternatives due to portfolio usage through which learners are usually used to be assessed only once or twice in a course. Nevertheless, their

performance and achievement along the term is not often recognized (Golparvar& Shirvan 2016).

2.5 Portfolio: Types

Portfolios can be created in different forms and contexts, addressing multiple audiences, and serving various purposes. The latter tend to be strongly related to its user's intentions. Therefore, to reflect these differences, Danielson and Abrutyn (1997) classified it into three categories, namely assessment, working and display. This classification tends to overlap from a practical perspective although it is characterised for being distinct in theory.

2.5.1 Working portfolio. As the name suggests, this kind of portfolios is featured for documenting the projects, which are in the process of the making. Danielson and Abrutyn (1997) conceptualised a working portfolio as a purposeful collection of work. It tends to reflect the learning objectives. Further, they added that the major purpose that a working portfolio needs to realise is to serve as a holding tank of learners' works. This serves to demonstrate the learning process in terms of courses taken, projects, activities, essays, and as Yancey (2001) expressed it:

> students are responsible for telling their own stories of learning: for explaining what they did and did not learn, for asserting their own strengths and weaknesses as learners, for evaluating their products and performances, for showing how that learning connects with other kinds of learning (in the classrooms and without), and for using the review of the past to think about paths for future learning (p.19)

What is more, this type of portfolio is characterised by for being archives that encompasses collections of the work guided by the learning objectives. More

importantly, the utility of a working portfolio is being a systematic and an organised record of the work.

2.5.2 Display Portfolio. Display, showcase, or best works portfolios, is a sort of portfolio that is constructed through learners' selection of the presentable works from their working portfolio; for instance, a well-structured essay they elaborated, drawing they liked, successful projects they made. Golparvar and Shirvan (2016) defined it as "A collection of a student's best or most desired work" (p.72).

Presently, this form of portfolio is regarded as a kind of students' rewarding through displaying their best works. This reward will grant them a sense of accomplishment, as well a sense of proud in front of the audience, whom can be their source of motivation to produce high quality outputs, especially being their parents or their instructors (Danielson & Abrutyn 1997).

Within the same regards, Danielson and Abrutyn (1997) determined the utility of the display portfolio in terms of its demonstration of student's abilities, potentialities, and their elevated level of achievement.

2.5.3 Assessment Portfolio. Assessment portfolio is also called evaluation portfolio. It "requires learners to choose their work to be assessed based on criteria set by the teacher. It is used for grading purposes" (Golparvar& Shirvan 2016, p.72). To put it differently, such a type of portfolio is constructed to assess students' productions. For Danielson and Abrutyn (1997), the initial function of such type of portfolio is documenting students learning process on which the content is determined by the curriculum. Thus, the instructor will shed light on the extent to which they suppose the portfolio entries demonstrate the learning objectives set by the curriculum. For instance,

if the curriculum consists of descriptive, argumentative writing, an evaluation portfolio should contain a model of each type.

Within the same vein, Danielson and Abrutyn (1997) discussed the utility of an assessment portfolio, which can be employed as a mean to check whether the learning objectives have been mastered or not on which this process may be devoted to one subject or many over a period. Simultaneously, Danielson and Abrutyn (1997) shed light on the notion of an evaluation portfolio's audience, for instance, the classroom teacher who is supposed to examine learners' mastery of the objectives then he decides to place them in the most suitable class.

2.6 Implementing Portfolio Assessment

Weigle (2002) suggested a number of considerations, namely the purposes, the content, and the scoring procedures. These requirements must be recognised while developing a portfolio assessment framework.

2.6.1 Specifying the Purposes of Assessment. Regarding the writing productions, determining the purpose of assessment is the initial step of portfolio assessment process. According to Weigle (2002), this process encompasses making decisions about two fundamental elements. These are the activities that will be evaluated and the grading method. However, the same author noted that these decisions might be a source of complications. Although they are closely related to the curriculum content, but portfolio assessment is qualified for having different purposes. Some of which may conflict to one another.

In this respect, Herman et al., (1996 as cited in Weigle, 2002) pointed out a number of potential portfolio assessment. Examples of these are listed below:

➢ Accountability; evaluating program or curriculum effectiveness

➢ Evaluating individual student progress; grading; certifying student accomplishment Diagnosing students' needs; informing classroom instructional planning; improving instructional effectiveness

➢ Encouraging teacher efficacy (i.e helping teachers become better learners); promoting student self-assessment; motivating performance

➢ Communications with parents (p.212).

  Herman et al acknowledged these purposes that are quite distinct in the abstract, but they do overlap and contradict in the practical aspect.

2.6.2 Selecting Portfolio Content. As a method of identifying the content of students' portfolio, Weigle (2002, p. 212-213) asked four critical questions. The answers of these questions will determine the portfolio content:

➢ Who decides what goes into the portfolio?

➢ What types of writing should be included in the portfolio? that is portfolio should include the best Work only, a range of Work from a variety of genres both in -class and out-of-class work and so on

➢ How many pieces should go into the portfolio?

➢ What should be included in the portfolio in addition to students' writing sample? (Weigle,2002,p.213-213)

    As far as the content of portfolio is concerned, there are three main possibilities about the person who may interfere, namely the teacher, student or a combination of both. Reese and Levy (2009) advocated the notion of students' control on their portfolio by collecting, selecting and organising the content. Nevertheless, Weigle (2002) shed

light on a major disadvantage of students control over their portfolio. The latter is that students do not make the appropriate selection according to the course standards or the scoring criteria.

Besides, according to Harmer et al., (1996), the teacher is the most appropriate person who selects the portfolio content because s/he is more knowledgeable about what should be included in accordance to the scoring criteria. Additionally, his/her contribution will eventually increase the reliability of the assessment process since the content of students' portfolio is nearly the same as it can be compared easily.(as cited in Weigle 2002)

Within the same regards, depending on portfolios types, which are showcase, working, and progress portfolios, the types of writing that should be included, will be selected. That is to say, the target purpose of portfolio will determine which of these three main types will be most appropriate. Likewise, the most effective and efficient portfolio is the lengthy one since it aims to demonstrate learners' writing performance (Weigle 2002). Students writing products are also the central elements in their portfolios. In addition to these products, a number of documentations can be included. These seek to guide the reader through the portfolio and provide to them additional insights on the written products (Weigle, 2002).

2.6.3 Scoring Portfolios. Due to the portfolios nature of being complex and containing a large number of artefacts, a considerable number of considerations should be taken into account as such. Some of these are stated in below:

➢ Establishing the criteria for scoring

➢ Determining what sort of rating scale to be used

➢ Determining how scores are to be reported (Weigle, 2002, p.217)

*2.6.3.1 Criteria for scoring portfolio***.** As far as the scoring procedures are concerned, identifying the criteria that will be used in the process of portfolio evaluation is regarded as an initial step. These criteria provide insights to the instructors on how to deal with the different parts of the portfolio and then determine the overall score (Weigle, 2002).

Figure 2. Dimensions for assessing portfolio (Hamp-Lyons and Condon, W.,2002, p.144)

Hamp-Lyons and Condon (2000) established a framework, which can be used to asses a portfolio content as it is indicated in the figure. The latter encompasses four main dimensions that must be considered, namely the characteristics of the writer, characteristics of the portfolio as a whole, the characteristics of individual text, and the intertextual features. Further, the two former categories are particular considerations for portfolio assessment while the latter ones are essential components for evaluating single samples of writing. Consequently, the instructor can elaborate methods to evaluate students' portfolio depending on these standards or dimensions.

2.6.3.2 Rating scales for portfolio assessment. As assessing portfolio content is concerned, there are two major rating scales, namely holistic and analytical. The former is appropriate within large-scale assessment; whereas, the latter is effective in providing

detailed feedback about student's performance. In addition, it covers different aspects of writing and considerations for different parts of portfolio (Weigle, 2002).

2.6.3.3 Score reporting. There are considerable number of methods that can be used to express the results of portfolio assessment. Originally, Herman et al., (1996), suggested these. They are numerically as grading and traditional letters or a verbal description. The authors also advocated that the selection of the appropriate approach is highly related to the way teachers and students perceive it.

2.7 E-Learning: Definition

E-learning is a new concept in the field of education. It is featured for not having a constant definition. Basak, Wotto and Bélanger (2018) defined it as, "The learning supported by digital electronic tools and media" (p.192). In the same vein, the European Commission (2001) qualified e-learning as the implementation of updated multimedia technologies and internet in order to increase the quality of the learning process in terms of the easy access to services distant exchange and collaboration.

2.8 Electronic Portfolio: Definitions

Many scholars discussed e-portfolio differently. Lorenzo and Ittelson defined an e-portfolio as, "A digitized collection of artefacts including demonstrations, resources, and accomplishments that represent an individual, group, or institution" (2005, p.2). This emphasises the notion of working digitally for variety of contexts and users. On the other hand, Gray (2008) stated that an e-portfolio is digital, valuable and a selected collection of learners' performances, which enables them to keep track of their learning journey. Likewise, the national learning infrastructure initiative (NLII,2003) defined e-portfolio as:

a collection of diverse evidence, drawn from larger archives representing what a person or organization has learned over time on which a person or organization has reflected, and designed for presentation to one or more audiences for particular rhetorical purpose (as cited in Uden, Hericko & Tig 2015, p.755)

In this definition, e-portfolio is classified as a purposeful framework. It encompasses collected repository of information that describes and illustrates the learning process. Additionally, it is featured for being accessible to its owner and to whomever he grants permission to be the audience.

Within the same regards, Challis (2005) re-conceptualised e-portfolio as:

Selective and structured collections of information gathered for specific purposes and showing/evidencing one's accomplishments and growth which are stored digitally and managed by appropriate software, developed by using appropriate multimedia and customarily within a web environment and retrieved from a website, or delivered by CD-ROM or by DVD (p.38).

To put it differently, Challis shed light on other dimensions of an e-portfolio is the method in which this concept is elaborated and designed to reflect on its users' achievement. Further, this author suggested another form in which it can be presented; for him, for instance, it can be connected explicitly to a website or it can be ported on a CD-ROM or by DVD.

All the pre-mentioned definitions show clearly that scholars have various perspectives of e-portfolio. Besides, they agree on its common feature, being it a digital tool that document all learners' abilities and achievement or something else.

More importantly, these classifications have demonstrated that there are other uses of an e-portfolio, mainly as an alternative assessment technique.

2.8 Characteristics of E-portfolio

Depending on the related studies concerning e-portfolio use, a remarkable number of characteristics were noted. Initially, one these is the authenticity of the e-portfolio. It is so because leaners' take responsibility of their learning by documenting, organising, and reflecting on their portfolios (Reese and Levy, 2009). In addition, on the same concept, the latter is featured for being dynamic due to the process of collecting, selecting, and organising the artifacts, which is continuously developing (Lamont 2008).

Moreover, e-portfolio is qualified for being motivational because it grants to learners the ownership of their own learning. It also promotes their autonomy and helps to create opportunities to enhance their skills (Akçıl **&** Arap, 2009). Besides, it is controllable because an e-portfolio usage could enable learners to organise, manage, and reflect on their leaning in order make the needed modifications to their e-portfolio. Of course, this is depending on their reflections (Goldsmith, 2007).

Another characteristic of e-portfolio is reflection. It is a major requirement of its use in being reflective about one's own learning. Thus, this digitalised instrument will enable the learners to asses and self-reflect their learning process (Lin 2008). In addition, it is multi-purposed since it comprises many applications. Examples of these are, for instance, assessing learners' learning performances, productions, and documenting their project (Danielson & Abrutyn 1997).

Likewise, e-portfolio is characterised for being communicative and interactive. Bolliger and Shepherd (2010) asserted that learners' need to communicate and interact with their teachers and colleges so that their learning will be improved.

2.9 E-Portfolio Creation: The steps

The process of e-portfolio development is featured for being sophisticated due to the considerable number of processes that it comprises. Bauer (2011) suggested six steps to be followed in order to create a well-structured E-portfolio. A presentation of these steps is in what follows:

2.9.1 Collect. It refers to the process of saving the documents, activities, and artifacts that was purposefully selected by e-portfolio user.

2.9.2 Reflect. It is the process that allows its user to think and consider the learner's development and improvement in particular area of research as reviewing one's accomplishment regarding specific objectives.

2.9.3 Select. It is about the process that focuses on the purposeful selection of the documents. It is based on choosing those that are relevant to the field, such as teaching and learning. Besides, this selection must demonstrate the expected performances and competencies.

2.9.4 Connect. This process sheds light on cohesion among portfolio components. This simply means it is about the link that connects and supports its various elements.

2.9.5 Collaborate. Constructive feedback is regarded as a crucial element in this process. The latter can be provided from the teacher or colleges.

2.10 E-portfolio: Benefits and Challenges

An e-portfolio framework often performs an integral role in both as assessment and the learning processes. However, the process of selection any teaching or learning method must consider some central elements, such as both advantages and disadvantages.

2.10.1 Benefits of E-portfolio. The effective use of e-portfolio in learning, teaching, and assessment processes has revealed a remarkable number of benefits. Initially, the e-portfolio implementation could lead to an improvement in the learning process and authentic assessment. In addition, it could also increase their autonomy by taking responsibility of their leaning on which they are supposed to organise, and classify their materials for specific purpose. Consequently, learners' production of their own portfolio can enable them to personalise and individualise their learning. (Schmitz, Whitson, Heest, & Maddaus, 2010; Gray, 2008)

Furthermore, e-portfolio could also allow leaners to become reflective practitioners through the evaluation of their growth, accomplishment, and the identification of their gaps in the development process, as well. For Rhodes (2011), reflection process has a significant impact on learners' thinking in particularly since it can integrate their critical thinking and promote analytical reasoning within learning.

Likewise, Lin (2008) advocated that reflection could enable learners to revisit their learning experiences and make the necessary modifications in the way they are viewing learning. Consequently, they will develop a sense of focus and purpose because upon reflection students can check and compare their work to the standards. On this point, Goldsmith (2007) stated that e-portfolios provide learners with individual feedback about their learning, experiences, and accomplishments. In doing so, e-portfolios will improve students' learning through reflection and feedback.

E-portfolio is a valuable tool to save students and teachers' time and energy. It helps teachers in planning lessons regarding the progress perceived in online portfolio. Reese and Levy (2009) claimed that e-portfolio could create a continuous flow of information about students' own learning process. According to these authors, e-portfolios could enhance academic advising or supervision. Students as well can store

information and get access to their documentation easily and effectively. In addition, it could minimise any risks of content loss (Goldsmith, 2007), and could create more opportunities for leaners to develop their digital abilities (Lin, 2008). They will be more familiar and skillful with technology use.

An e-portfolio is largely regarded as an effective tool that can be used in many educational areas, particularly, in learning and assessment as it focuses on learner centered-classroom. It increases their reflection and responsibility enabling them to control and personalise their e-portfolio content.

2.10.2 Challenges of e-portfolio. Although e-portfolios adoption offers a considerable number of positive outcomes for its users, it may also challenge both teachers and learners. In this case, the main challenge concerns both institutions, and educators. Gooldsmith (2007) emphasised that Technical and pedagogical support is highly required to reinforce both staff and learners. In addition, it should be continuous and accessible where and when it is needed. Another challenge to e-portfolio implementation is the lack of connection between portfolios content and the curriculum. Whereas, the real use of portfolios should highlight the curriculum content, so that it will facilitate the process of its establishment for the teachers (EUfolio, 2015).

Another hindrance regarding e-portfolio implementation is about the majority of learners who are not skillful enough to deal with a digital environment on which they will document, showcase reflect on their work. On this point, Tosh et al., (2005) pointed out, 'Students have to know what a portfolio is, how to use one and; most importantly, how it may benefit them'(p.30)

Additionally, another challenge may arise from learners' educational background due to the lack of self-assessment and reflection. Consequently, it will

decrease e-portfolio efficiency. The e-portfolio usage reveals significant challenges that need to be considered and addressed. Therefore, finding out solutions is necessary for an effective and efficient use of this digital method.

2.11 E-Portfolio Based Assessment

E-portfolio writing assessment has attracted a number of scholars and has become their major interest. Erice (2008) conducted a research that shed light on the impact of e-portfolios as an assessment and learning tool in writing class. This author reported that e-portfolios could enable learners to be responsible for their own learning process, in addition to tracking their own progress and a remarkable improvement in their self-reflection. Similarly, Tehrani (2010) researched the effectiveness of e-portfolio to enhance the writing skill. The results reported that it could enable them to be more autonomous and dependent on themselves concerning their learning. In addition, it contributed into the improvement of the self-assessment and peer-assessment skills.

Khodashenas and Rakhshi (2017), in their study, emphasised on the effect of e-portfolio writing assessment on the Iranian learners. They concluded that such technique is an effective tool for improving the writing ability. It can be regarded as a motivational strategy. For Yastıbaş (2013), the implementation of e-portfolio revealed that assessment could lead to the improvement of students' self-assessment skills because the latter can help them to monitor their learning and detect their strengths and weaknesses.

All the pre-mentioned studies emphasised on the use of e-portfolio as a technique to assess learners from different perspectives. These contributions have mainly focused on assessing the writing skill, which is characterised by allowing learners to reflect on their learning and achievement. Likewise, it promotes teacher and learner interaction;

eventually, it will create a connection between the learning and teaching processes by enabling the teachers to assess the content of learners' portfolio. Moreover, using such assessment technique can encourage the learners to be more concentrated with their learning, for instance, taking the responsibility of their own learning, in addition, to identifying its content, making judgement about it and regulate it through e-portfolio in and outside classes.

According to Chang (2008), e-portfolio based assessment is also regarded as the most suitable technique that could contribute to the improvement of self-learning, self-evaluation, self-assessment, and self-reflection. The author stressed the contribution of such type of assessment into the improvement of peer interaction, and peer assessment.

Conclusion

The present chapter tackled the theoretical background of the second variable in this investigation, the e-portfolio assessment. It highlighted its definitions from different perspectives, in addition to the identification of its types, and purposes. Further, we pointed out e-portfolio elements that characterised it and its benefits, and challenges. Precisely, we focused on e-portfolio based assessment.

As far as e-portfolio assessment implementation as technique to enhance students' writing skill is the main concern of this study; therefore, in the next chapter, we will shed light on the practical part of the present study, The latter attempts to examine the extent to which e-portfolio could contribute in improving students' writing skill, mainly essays writing. It emphasises on the collection and analysis of data through the use of different data collection methods.

Chapter Three: Fieldwork and Data Analysis

Chapter Three: Fieldwork and Data Analysis

Introduction

3.1 Research Methodology for this Study

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3.1.3 Data Collection Methods

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3.1.3.2.1 Structure and Aim.

3.1.3.2.2 Piloting and validation.

3.1.3.3 Teachers' Questionnaire

3.1.3.2.1 Structure and aim

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3.2 Results of The Study

3.2.1 Tests

3.2.1 Questionnaire

3.3 Summery and synthesis of the findings

Conclusion

Introduction

The current chapter presents the field work of the study and the analysis of the earned data, which investigates the effect of e-portfolio assessment in improving students' writing essays. Initially, this chapter is subdivided into two sections, starting with a rationale of the selected methodology components as such, research approach, research design, data collection methods, data analysis procedures, population and sample. Likewise, the second section attempts to provide an analysis and a discussion of the findings for the aim of finding out an answer to the research questions and examine the hypotheses.

3.1 Research Methodology for this Study: A Theoretical Background

The current section is devoted to discuss the theoretical background regarding the research methodology, which was selected to accomplish the present study. Moreover, it highlights the research approach, research strategy, data collection methods, sampling technique, and the data analysis procedures.

3.1.1 Research Approach. This study opted for a Mixed- methods approach in order to investigate the effects of electronic portfolio assessment in enhancing learners' writing essays. Furthermore, the current research approach was selected in relevance with the nature of the study.

According to Nachimas and Worth-Nachimas (2008 as cited in Godman 2011) who viewed qualitative approach as an "attempt to understand behaviour and institutions by getting to know the persons involved and their values, beliefs, and emotions"(p.257) .Within this approach, we intended to investigate the participants' and teachers' attitudes and perceptions toward using e-portfolio assessment as a mean to improve students' essays writing. Whereas, Dörnyei (2007) classified the quantitative approach

as "Quantitative research involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods. A typical example: survey research using a questionnaire, analysed by statistical software such as SPSS" (p. 24). Through this approach, we attempted to measure the development of the participants in a quasi-experimental study that resulted in numerical data, which were processed and analysed by statistical methods.

A Mixed- methods approach highlights the combination of both the quantitative and qualitative approach in order to enrich the results and make it exact and precise. According to Dornyei (2007), a Mixed- methods approach enables the researcher to examine the issue from different angles through the usage of various methods, so that valid conclusions will be made.

3.1.2 Research Designs. As for the research designs, we opted for both a quasi-experiment and case study. Concerning the quantitative research design, we decided to use a quasi-experiment to investigate the effect of e-portfolio assessment on enhancing EFL learners' writing essays as it is the most suitable research design for the current study because it allowed the researcher to measure the participants' performance and figure out the students' development and the core differences in terms of scores before and after the treatment. Hezabra (2019) stressed the utility of the quasi-experiment design saying

some advantages of the one group pre-test-post-test design are acknowledged, and

high among them is the fact that it offers insight into the potential explanations

between certain variables (Research Connections, n.d.), and the comparison being

made between the scores that belong to the same group of participants. Therefore, it is

useful especially in studies where generalisation is not an aim and in educational

research contexts where the obtainment of a control group is difficult or even

impossible (p.71)

as established by the quote the current research design offers an opportunity to the

researcher to measure the dependent variable through testing a group of participants'

before and after implementing the dependent variable then the decisions will be made

about the utility and the efficiency of the dependent variable. Concerning the qualitative

approach, a case study research design was adopted, so that a precise and exact

description could be provided for the chosen case.

3.1.3 Data Collection Method. As for gathering the required data in order to answer

the research questions. Our research adopted a semi-structured questionnaire and tests.

3.1.3.1 The Treatment (the Test). The treatment was subdivided into three

phases: pre-test, the main treatment, post-test. The whole treatment was carried out in

six weeks.

3.1.3.1.1 Aim. The pre and post-test were conducted for the aim of finding

out the effect of e-portfolio assessment usage in enhancing learner's writing essays.

Additionally, through the application of e-portfolio assessment in the treatment phase,

our central aim was to rise students' awareness about their growth and progress in

writing essays. Besides, through individual and continuous feedback, as a part of the

treatment stage, we intended to highlight the major difficulties that students' face and

the mistakes they commit while composing their essays. The final aim of this stage is

figuring out the extent to which the present method is applicable and suitable in order

to promote students' essays writing

3.1.3.1.2 Structure. The treatment was subdivided into three stages: the pre-test, the treatment, the post-test. However, it is highly required to highlight the notion that the pre-test and the post-test groups are the same. As for the treatment phase, our supervisor organised a meeting between the researcher and the target population that is the third year students in order to select a sample and explain to them the nature of the treatment encompassing three main stages and the targeted objectives.

Only nine students accepted to participate in this study and provided the researcher with their emails and Facebook accounts (See appendix 2). The participants received a consent letter that is to read and sign proving their agreement to participate in the treatment (See appendix 1). As for the consent letter, it included the title of study, aims, objectives, and treatment duration; it has been approved and signed. After signing the letter, the researcher gave more details to the participants about the study; she also shed light on the process of constructing an e-portfolio in which they are supposed to store their homework.

Another consent letter has been delivered to the Head of the Department (See appendix 3) in order to sign it and approve on the treatment. It encompassed our educational level, the title of our study, its objectives, the target population, and the estimated duration of time concerning the treatment. The researcher also included our contact information for any possible requirements. After reading the consent letter, the head of the department gave us his approval and signed it.

The following are the main phases of the treatment:

Stage one: *The Pre-test*

Before the implementation of e-portfolio assessment, the selected sample sat for the pre- test on February 27th, 2020, in the ICT room in the faculty's library. The written

test lasted 90min by and through which the participants were required to write an essay about a topic among the five proposed ones (See appendix 4). The pre-test was conducted in order to have an idea about these participants level and their ability to write a well-structured essay in word form, besides to figuring out the major difficulties, which they face while writing.

> **Stage two:** *The application of E-portfolio assessment (The treatment)*

We started our treatment on March 1st, 2020. In that day, we posted the first lesson on Facebook group named E-portfolio learning (See appendix 12) and the google classroom (appendix 11). This process lasted for five weeks. Simultaneously, we sent to the participants a YouTube video accompanied by our instructions that explained the process of constructing an e-portfolio. Likewise, teaching how to write a well-structured essay was the main theme of the treatment. Therefore, we collaborated with a teacher of Written Expression (WE) course from the Section of English in the context under study. The latter was asked to give us the WE course syllabus, because we intended to get a clear idea about the WE lessons. In addition, we aimed to work in parallel with this teacher regarding the selected sample.

Based on the data taken from the syllabus, we developed a mini-syllabus (See appendix 9), which consisted of WE lessons that highlighted the major points to be considered while writing an essay as shown in **Table 3.1.** Moreover, every lesson was accompanied by a homework that aimed at finding out the extent to which the participants had grasped the contents of the lesson and checked out their ability to implement the instructions. A Google classroom and a Facebook group were the means by which the lessons were delivered weekly; likewise, the participants sent back their homework via email

Within the same vein, the core objective of the treatment was to enhance the participants' written productions. More importantly, their essays writing through the act of dealing with each participant's e-portfolio encompassed a collection of the participant's writings in order to keep track of his/her progress and development. The following table displays the contents and date of delivering each lesson presented to participant

Table 3. 1 The content and date of lessons

The Lesson	The Content and Date
Lesson 1	The difference between a paragraph and an essay. Sunday, March 1st, 2020
Lesson 2	The introductory paragraph and the layout Sunday, March 8th, 2020
Lesson 3	The body paragraphs Sunday, March 15th, 2020
Lesson 4	The concluding paragraph Sunday, March 22nd, 2020
Lesson 5	The features of a well-structured essay Sunday, March 29th,2020
Lesson 6	Types of essays Monday, March 30th,2020

Stage Three: *The Post-test*

After integrating e-portfolio assessment in the treatment phase, the post-test was sent to the participants via email (See appendix 6). Likewise, its main aim was to figure out the main changes that occur in their essays writing. It was similarly conducted as the pre-test in terms of format, including the same exercises or the devoted time.

3.1.3.1.3 Piloting and validation. Both the pre- and post-test were developed in accordance to the delivered lessons. In order to have the final version of the test, we submitted it to our supervisor. After revision, there was no need to make modifications. Further, these tests were allocated to the participants.

3.1.3.2 Students' Questionnaire. As for the student's questionnaire, (See appendix 16) the latter was constructed in order to answer the research question that concerns the students' attitudes towards the implementation of e-portfolio assessment.

3.1.3.2.1 Structure and Aim. The questionnaire aimed at getting a feedback about the treatment, which the participants went through in order to enhance their writing essay trough using e-portfolio.

The semi-structured questionnaire encompassed 21 question combining open-ended and closed-ended questions, which were subdivided into four sections. Fundamentally, the first section was about students' general information. Moreover, the second section highlighted the general perceptions about the writing skill. It contained five items, which aimed at getting an overall measure concerning the participants' perception about the most important skill among the four skills, the most difficult one, and the frequency of practising writing tasks. In addition, this section

aimed at demonstrating student's self-evaluation of writing essays in addition to pointing out the main factors that imped writing process.

The third section shed light on the learners' perceptions about e-portfolio assessment. it targeted their opinion and attitude towards implementing such assessment framework. Five questions were allocated for this section that inquired students about the frequency of using ICT in their learning, the methods that teachers use in assessing their written production, and the notion of integrating e-learning. More specifically, it emphasised on implementing e-portfolio in both processes learning and assessment. The next section tackled the implementation of e-portfolio assessment. It emphasised on the participant's experience of e-portfolio usage in assessing their essays writing. The last question inquired students for further comments regarding the use of e-portfolio assessment in enhancing their writing essays.

3.1.3.2.2 Piloting and validation. The current phase was done in order to increase the validity of the questionnaire. It was administered to five students from our population, which is the third year students of English at Biskra University (See appendix 15). In the present stage, another section was added that is an "Opinionnaire". The latter enabled the students to evaluate the questionnaire in terms length, form, and content as well**.**

3.1.3.3 Teachers' Questionnaire. Taking into account the research question that targeted teacher's feedback about integrating e-portfolio assessment as a form of e learning into the learning process, a questionnaire was conducted in order to obtain the respondents' feedback. (See appendix 14)

3.1.3.2.1 Structure and aim. The current qualitative data collection was employed to obtain the teachers' perceptions and attitude towards implementing e-

portfolio assessment. More importantly, it sought to answer the research question, "What would be the teachers' attitudes towards the implementation of the e-portfolio as an assessment technique". In this respect, it was subdivided into three sections. The first section pointed out the teachers' general information, through targeting their qualifications, teaching experience, and the grades they teach. Besides, the second section focused on teachers 'opinion about e-portfolio assessment. It highlighted the ICT tools usage and their degree of satisfaction concerning the used assessment methods**.**

The last section tackled the teacher' implementation of e-portfolio assessment. It shed light on teachers' attitude towards the integration of e-portfolio assessment in their course. Additionally, the extent to which e-portfolio assessment can contribute in enhancing the students' essays writing was the main theme of this section. Further, it inquired them if they had used e-portfolio assessment previously.

3.1.3.2.2 Piloting and validation. Piloting and validation are obligatory phases for any data collection tool. The teachers' questionnaire was piloted trough administering it to three WE teachers in order to see their feedback about the overall form of the questionnaire, as well as the relevance, layout, the content, and the ambiguity of questions. (See appendix 13)

3.1.4 Data collection procedures. Taking into account the data collection procedures, our supervisor asked his third-year students to take part in our research. In order to get their approval to participate in the current study, a consent letter was administered to them. It asserted their acceptance concerning the research requirements, which were undertaking both the pre-test and post-test, in addition, to the treatment phase in which they were supposed to consult the lessons posted on both Facebook

group, google classroom and doing their homework. A representative student from the sample signed the letter (See appendix 1). In order to conduct the present study and get the administration approval too, another consent letter was submitted to them and it was approved. (See appendix 3)

A pre-test was administered to nine students from three different groups. It lasted for 90 minutes, using the google classroom and Facebook group as forms of e-learning and a means to deliver the lessons, in which essays writing was the main theme. Moreover, each lesson shed light on specific aspect regarding essays writing, which was delivered weekly accompanied by a homework that highlighted the major points tackled in the lessons. Furthermore, the participants were required to consult the lessons then send the homework via e-mails to the researcher in order to give them a feedback about their written productions. Simultaneously, they were asked to create their own e-portfolio and store all of their homework there in order to be reviewed and revised so that the same mistakes will not be repeatedly done. The current process was repeated until the post-test.

The post-test was similarly undertaken as the pre-test. Besides, the questionnaire was sent to the participants via emails immediately after being post-tested. Furthermore, the questionnaire targeted only the participants of the current treatment in order to obtain their opinion concerning the process they followed. Their feedback was highly considered in the progress of our study.

3.1.5 Population and sample. The population of this research consisted in the third-year students of English at Biskra University. Such a choice is justified by the fact that essay writing is the main theme of their written expression course, and as future Master students, they are required to write research papers; therefore, writing academic and

well-structured essays is a major concern for them. Moreover, nine students out of 333 (the whole population) were volunteered to participate in this research. The selected sampling technique for the current research is the convenience-sampling technique. This technique was selected based on specific criteria, such as the student's willingness to participate and the easy access to them since our supervisor teaches them.

3.1.6 Data analysis procedures. Taking into account the analysis of the obtained data in the current research, we have used different data analysis techniques. As for the teachers' and students' questionnaire, we opted for the content-based approach, which was defined by Dawson (2009), as "Using this method the researcher systematically works through each transcript assigning codes, which may be numbers or words, to specific characteristics within the text" (p.122). Within the same vein, Krippendorff, (2004) highlighted the utility of such a data analysis technique by saying, "A research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their" (p.18). To put it differently, we believe it is the suitable technique for such analysis, because it allows the researcher to make inferences and draw out conclusions from the targeted sample.

Concerning the analysis of the quantitative data, we used descriptive statistics, in particular Statistical Package for Social Sciences (SPSS) software in order to analyse the results of the pre-test and the post-test. Then, we highlighted and compared the difference between them. The most common measures used were, namely the Mean, the variance, Standard Deviation and the t-test. Regarding the t-test value, Dornyei (2007) asserted that the most type of t-test in the current type of research is paired samples t-tests because we were dealing with one group of participants, who were measured before and after the treatment i.e. the integration of e-portfolio assessment.

3.2 The Results

In order to confirm or disconfirm the hypotheses, the researcher analysed and interpreted the obtained data from the tests, students' questionnaire, and teachers' questionnaire. In the coming section we will display the finding of the pre-mentioned data collection methods.

3.2.1 Tests. This sub-section will display the analysis and the interpretation of the test results, using statistical methods

3.2.1.1 Analysis and interpretation of test results. The participants' scores of the pre-test and post-test were gathered at the end of the treatment. These data were interpreted, and analysed statistically through Statistical Package for Social Sciences (SPSS) software.

➢ **Statistical consideration**

In order to figure out the difference between the pre-test and post-test scores, we referred to statistics. On which the scores were computed statistically by calculating the mean and the standard deviation through using SPSS software. Moreover, the results were discussed and analysed; simultaneously, they were displayed in the form of tables and figures.

Table 3.2 Pre-test and post-test scores: Differences and Means

Students' Code	Pre-test Scores (Pr)	Post-test Scores (Po)	Scores Difference (Pre-Pro)	Squared Score Difference
P1	14	16	-2	4
P2	8	14	-6	36
P3	12,5	16,5	-4	16
P4	14	17	-3	9
P5	13,5	17	-4	16
P6	11,5	15,5	-4	16
P7	9	13	-4	16
P8	13	15,5	-2,5	6,25
P9	9	15,5	-6,5	42,25
Sums ($\sum$)	104,5	139,5	36	161,5
Means	11,61	15,5		
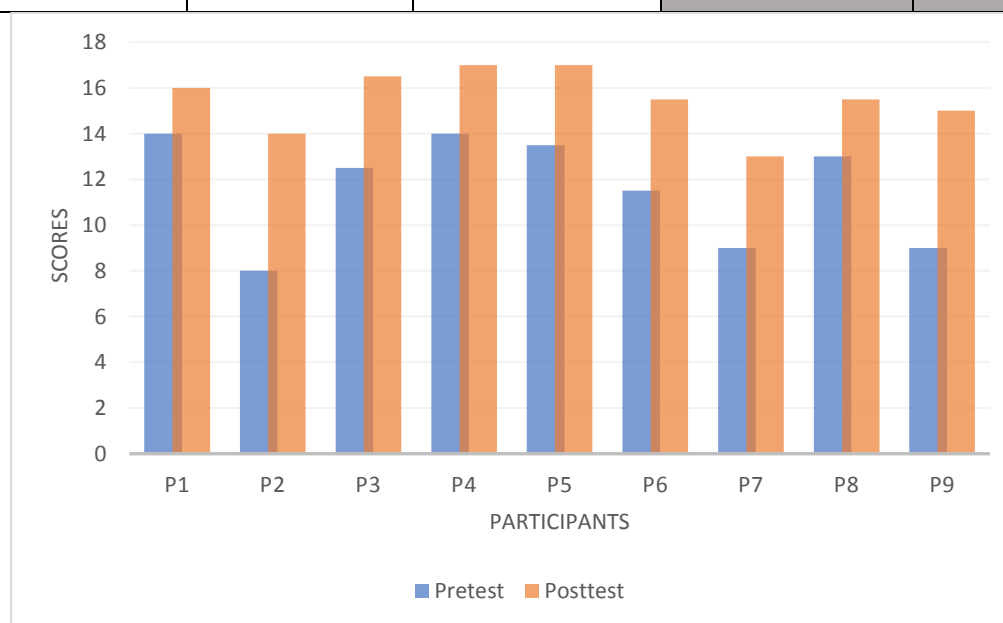
Figure 3.1 Pre-test and post-test students' scores

Table 3.2 and **figure 3.1** illustrate the students' pre-test and post-test scores.

Likewise, there is a remarkable increase in the pre-test scores and those of the post-test,

which can be highly viewed in the sum of scores (104,5vs.139, in addition, to the difference in the means (11,6 vs.15,5). On which the mean of the post-test scores is (15,5) is significantly greater than the mean of pre-test scores (11,61).

These differences can be explained by the success of the proposed method. However, these findings will not be generalised to the whole population because of the nature of the study (A Case Study). Nevertheless, we intended to figure out whether this difference is statically significant or not; therefore, we opted for inferential statistics. Through which we could infer from the gathered data if the treatment was significant or not.

Table 3. 3 General description of the pre-test and post-test scores

The Pre-test	
Mean	11,61
Median	12,5
Standard deviation	2,35
Variance	5,54
Minimum	8
Maximum	14
Range	6
Mode	14

The Post-test	
Mean	15,5
Median	15,5
Standard deviation	1,34
Variance	1,81
Minimum	13
Maximum	17
Range	4
Mode	15,5

Table 3.3 represents the general description of the scores namely: the mean, median, standard deviation, variance, minimum score, maximum score, and the range. In addition, the mode was also included. Fundamentally, the main observation that can be drawn out concerns the mean of the pre-test scores. The latter is 11, 61; while, the mean

of the post-test is 15, 5. This indicates that the participants' performance i.e. their essays writings improved after the implementation of e-portfolio assessment since the median of the pre-test scores is 12, 5; whereas, the one of the post-test is 15, 5. Again, this highlights the participants' progress concerning the targeted skill.

From another perspective, which indicates the participants' improvement, both the minimum score of the pre-test (8) and the maximum score is (14) compared to the considerable increase in the post-test minimum score (13) and the maximum score, which is (17). Noticeably, the difference between the highest and the lowest mark is highly viewed through the variance. As for the pre-test variance, it is 5,54; whereas, for the post-test, the variance is 1,81. These findings show   that   there   is   a   small difference between the participants' score in the post-test (13 vs 17), compared to the pre-test, where there is a large difference between the scores. Furthermore, the standard deviation value or the average scores from the means in the pre-test is 2,35; while, in the post-test, it is 1,34

The difference in the means and standard deviation

Table 3. 4 The mean and standard deviation of the pre-test and the post-test scores

	Means	**Standard deviation**
The pre-test	11,61	2,35
The post-test	15,5	1,34
Difference	3,89	1,01
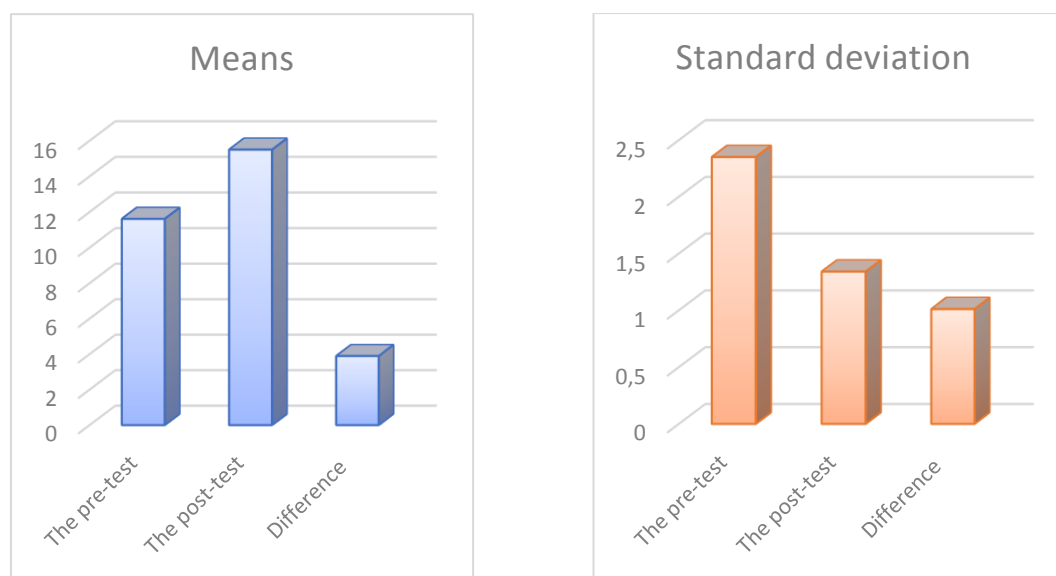
Figure 3 2 Mean and Standard deviation comparison

Table 3.4, and **figure 3.2** demonstrate a comparison between the mean and the standard deviation of both the pre-test and post-test. In fact, there is a considerable increase in the scores' mean from the pre-test 11,61 to the post-test 15,5, which is highly illustrated in the difference value 3,89. Overall, the findings indicate that there is a remarkable development in the participants' performance i.e. essays writing.

Concerning the standard deviation of the post-test, it is relatively low 1,34 comparing it to the one of the pre-test, which is 2,35. This can be explained by the illustrated scores from **table 3.2** where in the post-test scores range is smaller because all the scores are included within 14 and 17.On the other hand, the pre-test standard deviation is 2,35.

As a main observation, the scores are almost equally balanced in terms of numbers. Therefore, the post-test performance is better. To conclude, there is a difference between pre-test's standard deviation and mean, in addition, to the post-test' standard deviation and mean. Therefore, to prove this difference between the two tests, we have to calculate the t -test value.

Normality Distribution

Tests	Skewness	Kurtosis
The pre-test	-0,74	-0,05
The post-test	-0,55	-1,56

In order to undertake the t-test, first we calculate "Anderson-Darling (A-D) normality tests" (Chan, Cheung & Liu 2008, p.102) to check out if our sample suits normal distribution then undertaking the paired t tests. A normal distribution has a skewness that ranges between the interval -1 and 1 also a kurtosis, which ranges between -3 and 3 (Giri & Banerjee, 2006).

In the current study, the Normality Distribution test was done by SPSS software as the following: the kurtosis is: $-3 < -0,056 - 1,56 < 3$

The skewness is: $-1 < -0,74 - 0,55 < -1$

As it is indicated in the results that our sample follows the approximate normal distribution. So, we can undertake to t test

T- test calculation

$$t = \frac{\sum d}{\sqrt{\frac{N(\sum d^2)-(\sum d)^2}{N-1}}} = \frac{36}{\sqrt{\frac{9(161,5)-(36)^2}{9-1}}} = 8,11$$

➢ **Degree of freedom**

In paired t-test, the number of degrees of freedom is calculated as the following:

df = (N-1) = 9-1 = 8

N= number of participants

➢ The significance of results is calculated by the probability coefficient (p) which ranges usually from 0 to +1. In social sciences, we consider a result being significant if p <0.05 the test in directional (one tailed).

In order to test the hypothesis and after calculating the t -test and degree of freedom manually, the critical value has to be selected using the table of T distribution of critical values.

P= 0.05 and DF= 8 from Fisher and Yates table we obtained the critical t-value.

The critical t-value = 2,30

The calculated t-value is (t= 8, 11) is higher than the critical value 8, 11 >2, 30. So, the p-value is less than α level $p < 0.05$

➢ **Hypothesis testing**
The null hypothesis H0 suggests that no statistical significance exists between the means of the pre-test and post-test. While, the alternative hypothesis H1 state that there is a statistical significance that exists between the means in the pre-test and post-test

H0 : Mpo = Mpr

H1 : Mpo > Mpr

The calculated t-test value is (8,11) ,which is higher that the critical value (2,30) and p< 0.05. Therefore, the null hypothesis which states, " The implementation of e-portfolio assessment in the written course will not contribute in enhancing the learners' essays writing" is rejected in favour of the alternative hypothesis, which is "if e-portfolio assessment is used, students' essays writing will improve" is accepted

3.2.1 Questionnaire. The present sub-section will demonstrate the analysis and the interpretation of both the teachers' and student's questionnaire

3.2.1.1. The Questionnaire for the written expression teachers

Section One*: General Information*

Q1. Would you specify your educational level?

Table 3. 5 Teachers' graduation

The educational level	Number of respondents	Percentage
BA (Licence)	0	00 %
MA (Master)	0	00 %
Magister	3	60 %
Doctorate	2	40 %
Total	5	100 %

The identification of teachers' qualifications was the main aim of the current question. Out of five teachers, three (60%) hold a magister degree; while, two (40%) hold a doctorate degree. However, none of them holds a master degree. We believe that our sample actually represents the population from which it is designed. Therefore, this indicates that the sample consists of just full-time teachers who are in charge of the written expression course.

Q2. How long have you been teaching English at the University level?

Table 3.6 Teachers' experience in years

Experience in years	Number of respondents	Percentage
1-5 years	00	00 %
6-10 years	3	60 %
More than 10 years	2	40 %
Total	5	100 %

The main objective of including the current question was to shed light on the teaching experience of the teachers who are responding to this questionnaire. The table revealed that, 60% of these teachers had an experience from six to 10 years in teaching the written expression course; while, two respondents that noted their experience extends to 10 years. Actually, the assumption that an experienced teacher is supposed to have more effective teaching methods, and he is more skilful in terms of dealing with students is not deliberate fact in all cases, because a novice teacher can also be skilful.

Q3. Which grade do you teach written expression?

Table 3.7 The Teaching levels

The grade	Number of answers	Percentage
1st year	2	40%
2nd year	1	20%
3rd year	1	20%
2nd,3rd	1	20%
1st,2nd,3rd years	1	20%
Total	6	100%

The central aim of this question was to identify the levels that the teachers teach. From the above table, two respondents, who represented 40% of teachers, teach only the first year; whilst, 20% of teachers are teaching specific grade including second and third levels. Besides, 20% of teacher are combining between the three levels.

Section Two: *Teachers' Opinion about E-portfolio Assessment*

Q4. How much do you depend on the ICT tools in the process of teaching the written expression course?

Table 3.8 The use of ICT tools in WE course

Frequency	Number of respondents	Percentage
Never	00	00%
Rarely	00	00%
Sometimes	3	60%
Always	2	40%
Total	5	100%

The present question was asked in order to collect information concerning teachers' frequency in using ICT tools in teaching the written course. As it is demonstrated in Table 3.8, three out of five respondents, with a percentage of 60%, reported that sometimes they include ICT equipment in the teaching process; nevertheless, two respondents with a percentage of 40%, asserted that they always use ICT tools while teaching the written course.

Fundamentally, 60% of the respondents believed that the lack of ICT equipment, the large number of students per class also time, and the efforts they did, are the major reasons that impede the process of integrating ICT tools in the written course. Whereas,

40% of the respondents justified their frequent use of ICTs because these tools are classified as motivational and communicative means.

Q5. Are you satisfied with the methods you use in assessing students written productions?

Table 3.9 Written expression teachers' degree of satisfaction about the assessment methods

The option	Number of respondents	Percentage
Yes	3	60%
No	2	40%
Total	5	100%

The ultimate aim of including this question was to check out the written expression teachers' satisfaction concerning the adopted assessment methods, which they use in assessing their students' written productions. Depending on the data provided in table 3.9, three teachers, who represented 60%, asserted that they are satisfied by using the current assessment methods, because these methods are featured for being varied and highly selected. Whilst, two teachers, representing 40%, confirmed that they are not satisfied with the used assessment methods, claiming that the crowded classes usually restrict the variation in the assessment techniques.

Q6. In this context, "E-portfolio is digital, selected collection of learners' performances i.e. writing, which enables them to keep track of their learning journey'. Based on this definition, what do you think about integrating this method in the written expression course?

Table 3.10 The written expression course teachers' point of view concerning the e-portfolio tool

The option	Number of respondents	Percentage
Very helpful	4	80%
helpful	1	20%
Not helpful	00	00%
Total	5	100%

One of the basic issues that we aimed to investigate throughout this research was the written expression course teachers' perceptions regarding e-portfolio assessment. More specifically, this question concerns its integration in the written expression course. Therefore, 80% of the teachers believed that the integration of e-portfolio assessment in this course would be very helpful; whereas, only one teacher, representing 20%, viewed that incorporating such a method in the course would be helpful. However, none of them classified it as not helpful. This underlines that these teachers have positive attitudes towards integrating e-portfolio assessment into their WE course

Justification

Fundamentally, the respondents were asked to justify their choices. Eighty percent of the respondents classified the e-portfolio assessment as a very helpful means to be integrated in the course. Their major justification lays the role w e-portfolio method in facilitating the assessment process, through highlighting the students' weaknesses and strengths; more importantly, it can be an evidence about the progress they make. Within the same vein, another teacher confirmed that the e-portfolio assessment could contribute into promoting the students' autonomy and self-confidence. In addition, he

focused on enhancing their soft skill, especially reflection. Another respondent emphasised on the urgent need for such online assessment to be integrated in the current world situation. On the other hand, one teacher restricted his justification into classifying this method as an aid in the assessment process

Q7. From your point of view, how can you define e-portfolio assessment?

Throughout the current question, we aimed to discuss the teachers' definitions of this method. Certainly, one teacher admitted that the students have been already introduced to writing portfolios at their secondary level as it is prescribed in their textbooks. Further, the teachers can create electronic portfolios in a flexible personal learning environment, to engage these students with one another in discussion forums and then teachers would be able to collaborate with them in groups.

Besides, another teacher defined e-portfolio assessment as a regular checking of one's progress. Within the same context, one teacher emphasised on the students' responsibility to track his process of learning and adjust his progress. Another respondent asserted that e-portfolio assessment is a tool that makes assessment easier and enables him or her to evaluate the students' progress. All of these definitions indicate that the teachers are highly aware about many parameters and features of e-portfolio assessment

Section Four: *Application of E-portfolio Assessment*

Q8. As a teacher of the written expression course, would you agree to use e-portfolio as a means to assess the students' written productions?

Table 3.11 the WE teachers usage of e-portfolio assessment

The option	Number of respondents	Percentage
Yes	5	100%
No	0	00%
Total	5	100%

Since the major aim of this study is to investigate the use of e-portfolio assessment in assessing students' writing, we introduced this item seeking to inquire the teachers about their agreement to use this method. As **table 3.11** suggests, all of the five teachers approved to assess their students' written productions through using e-portfolio assessment.

As a justification, these teachers highlighted the notion of the effectiveness and the efficiency of this updated method rather than the traditional one. Besides, the respondents insisted on the practicality of this method, especially, in distance learning through allowing the teacher to observe and compare between the past and current students' level. Focusing on the utility of this method, another teacher classified it as a means to see the students' perspectives of their progress. Consequently, learning will be a result of mutual effort.

Q9. Do you think that e-portfolio assessment contributes in enhancing students' essays writing?

Table 3.12 Teachers' point of view about e-portfolio assessment

The option	Number of respondents	Percentage
Yes	5	100%
No	00	00%
Total	5	100%

In addition to knowing whether the teachers agree to integrate and use this method, another crucial aspect is that our research attempted to focus on their view concerning e-portfolio assessment contribution in enhancing the students' essays writing. As displayed in Table 3.12, all the five teachers affirmed that this method contributes in the betterment of essays writing.

Justification

These respondents were asked to justify and confirm their responses. In doing so, their justifications varied from one teacher to another. The betterment of students' essays writing through this method, in teachers' view, is by allowing the students to compare between their past and the current productions. Thus, they will observe their progress and will detect their difficulties and overcome them.

An example of such an answer as it was one of the teachers' responses. The latter said, "The process of continuous learning at home online or offline in writing essays gives students insights into their weaknesses and strengths, so that they reflect upon and try to produce better productions". Besides, another respondent emphasised on a crucial aspect in e-portfolio usage, which is providing an online written feedback that is regarded as an important factor in any teaching or learning processes.

Q10. As a teacher of the written expression course, have you ever used this method?

Table 3.13 Teachers' experience with e-portfolio assessment

The option	Number of respondents	Percentages
Yes	1	20%
No	4	80%
Total	5	100%

As a final question to this section, we highlighted the teachers' experience with the portfolio assessment. As Table 3.13 shows, 80% of teachers indicated that they did not use this method; whilst, only 20 % of respondent affirmed that he used it.

➤ If yes, could you please give us some results that you have obtained from your experience of using that method?

After exploring if teachers have an experience with e-portfolio assessment, we wanted to get further insights concerning its effectiveness from a vivid experience. One teacher admitted that he used this method. Surprisingly, it showed positive results. More importantly, this reveals a significant development in their productions.

➤ If no, could you please tell us why and what are the difficulties that prevent you from integrating it?

The current sub-question aimed to deeply understand and figure out the obstacles that faced these teachers in implementing the e-portfolio assessment. Eighty percent of teachers indicated that there are a number of factors, which impede the process of implementation. Fundamentally, they highlighted the technological aspect, stating that the ICT equipment is not sufficiently achieved in our universities. Likewise, another factor concerns the students' lack of familiarity and engagement with this process. From another perspective, a teacher believed that most of the students resist changing to the

use of the internet because of the lack of training, demotivation, and the slow internet flow.

Q11. If you have any further suggestions concerning the use of e-portfolio as a means to enhance students' essay writing, you can add them

We introduced this question in order to give the teachers the opportunity to provide us with their suggestions and opinions about what they think may enhance the students' essays writing through this method. However, none of them provided us with any substantial suggestions.

3.2.1.2 Students' Questionnaire

Section One : *General Information*

Q1. Gender

Table 3.14 Students' gender

Gender	Number of respondents	Percentage
Female	8	88,9 %
Male	1	11,1%
Total	9	100 %

This question aimed to find out, which gender is dominating the field of language learning, particularly, the Section of English. As the Table 3.14 shows, out of nine participants, only 1 (11,1 %) is a male; whilst, 8 (88,9%) are females. This might be because females have higher interest in language learning rather than males. In a few words, EFL learning is a female-targeted branch.

Q2. Age

Table 3.15 Participants' Age

Age	Number of respondents	Percentage
20-21	6	77,8 %
22-23	2	22,2%
Total	9	100 %

This question intended to determine the average age of our participants. We observed that the majority of participants (77,8 %) have practically the same age, which implies that they share the same learning experience; whilst, the age difference reflects that the rest with percentage 22,2 % does not have the same educational pathway.

Section Two*: Perceptions about the Writing Skill*

Q3. In your opinion, what is the most important skill?

Table 3.16 The importance of each skill for the participants

Skills	Number of respondents	Percentage
Reading	0	00%
Writing	2	22,2%
Listening	0	00%
Speaking	7	77,8%
Total	9	100 %

The present question is meant to identify the most important skill according to the students' point of view. As indicted in Table 3.16, seven respondents, representing 77,8 % , confirmed that speaking is the most important skill; whereas, two respondents (22,2 %) claimed that writing is the most important one. Therefore, no student mentioned the two other receptive skills, reading or listening skills. This might be interpreted by the educational level on which, at this stage, the students consider the speaking skill as

important. In addition, it is also viewed as an essential means through which they express themselves, their ideas, and beliefs. Besides, the writing skill is also important due to its integral relationship with the other subjects, such as in leaning or assessment. However, the listening and reading skills are totally neglected by learners.

Q4. Which skill is the most difficult (s) to you?

Table 3.17 The difficult skill according to the students

Skills	Number of respondents	Percentage
Reading	0	00%
Writing	5	55,61%
Listening	3	33,3%
Speaking	1	11,1%
Total	9	100 %

This question aimed at identifying the most difficult skill for the students. As Table 3.17 suggests, 55,61% of the respondents confirmed that writing is the most difficult skill. This is followed by the listening skill representing 33,3 %. The speaking skill is viewed as difficult for one student with the percentage 11,1%. While, no respondent claimed that reading is a difficult skill. This means that the students do not consider this skill. Notably, the majority of students confirmed that writing is the most difficult skill, simply because it requires the mastery of a number of aspects, in addition, to extensive and intensive practice.

Q5. Do you like writing?

Table 3.18 Students' preference for writing

The option	Number of respondents	Percentage
Yes	6	66,7%
No	3	33,3%
Total	9	100%

We asked this question in order to inquire whether students prefer the writing skill. Regarding the results as reported in Table 3.18, four respondents (66,7 %) admitted that they like writing. Whereas, three respondents (33,3 %) stated that they do not like writing. As a justification, those who like this skill claimed that through writing they could express themselves, share ideas, and interests. On the other side, those who have an opposite view indicated that they face many difficulties while writing.

Q6. How much do you practise writing at home or in free time?

Table 3.19 Students' frequency of writing practice

The frequency	Number of respondents	Percentage
Never	0	00%
Rarely	2	22,2%
Sometimes	7	77,8 %
Always	0	00%
Total	9	100%

The aim of this question was to know more about the frequency of practising writing in the students' free time. As Table 3.19 shows, five respondents (77,8 %) indicated that they sometimes practise writing in free time; whilst, two other respondents (22,2

%) reported that they rarely do that. The less frequent practice of the writing skill might be a cause of the difficulties that these students' face while writing.

Q7. How can you evaluate your level in writing essays?

Table 3.20 Students' evaluation of their writing level

Skills	Number of respondents	Percentage
Excellent	00	00%
Good	3	33,3 %
Fair	6	66,7 %
Poor	00	00%
Total	9	100 %

This question was developed to determine the   students' self-evaluation regarding their level in this skill. From the above table, 66,7 % noted that they have a fair level in writing. However, 33,3% asserted that they have a good level. Notably, none of the respondents claimed that their level is excellent or poor. This indicates that the majority of the students do not admit that they are good writers, but they viewed their level as average because of the difficulties they are facing them while composing.

Q8. If you consider your level in essays writing as poor, or fair it is due to:

Table 3.21 Reasons for the students' poor or fair writing

Reasons	Number of respondents	Percentage
a. Lack of practice inside and outside classroom	4	66,7 %
b. Teachers' inability to cover the lessons well	2	33,3%
c. Insufficient written expression sessions	00	00%
Total	6	100%

Through this item, we shed light on poor or fair quality of essays writing because we intended to put emphasis on the main factors that affected writing process. Four respondents (66,7 %) thought that the lack of practice inside and outside classroom is the major reason that affects essay writing. On the other hand, two respondents (33,3%) believed it is the teachers' inability to cover the lessons well which is the reason of this failure. Surprisingly, none of the respondents opted for insufficient written expression sessions choice. Overall, these results revealed that the teachers' methodology and the way of delivering the lessons strongly affect essay writing, in addition, to the lack of extensive and intensive practice of writing.

Q9. What are the main factors that affect essay writing?

Table 3.22 Some Factors that may affect students' writing

Factors	Number of respondents	percentage
a. Teachers' materials and methodology	1	11,1 %
b. Lack of interest about the chosen topics	7	77,8 %
lack of motivation	1	11,1 %
Total	9	100 %

This question was asked aiming to figure out the main reasons that affect essay writing. As Table 3.22 shows, 77,8% of the respondents confirmed that the lack of interest about the chosen topics is the main factor that affects essay writing; whereas, the teachers' materials, methodology, the lack of motivation were represented 11,1 % for each. This implies that the lack of interest about the chosen topic is the main influential factor, along with the two other factors. As a result, it is clear that many sources are affecting essay writing.

Section Three: *Learners' Opinion about E-portfolio Assessment*

Q10. How much do you depend on the ICT tools in your learning?

Table 3.23 Students' use of the ICT tools

Frequency	Number of respondents	Percentage
Never	00	00 %
Rarely	2	22,2 %
Sometimes	6	66,7%
Always	1	11,1%
Total	9	100 %

As reported in Table 3.23, six respondents (66,7 %) confirmed that they sometimes depend on the ICT tools in their learning; while, two students (22,2 %) declared that they rarely integrate the ICT. Further, one student (11,1%) stated   that he always used it . In short, these results revealed that the majority of students depend on the ICT but to a certain degree.

Q11. Are you satisfied with the method your teacher uses in assessing your written production?

Table 3.24 Students' satisfaction regarding the used assessment methods

The option	Number of respondents	Percentage
Yes	00	00%
No	9	100%
Total	9	100 %

All the respondents agreed on that they are not satisfied with their teachers' assessment methods. Because of this answer, we asked them for any justifications. Fundamentally, they stressed on the assumptions that they witness a shortage in teachers and tutors for a long period, a problem that usually results in leaving the

students alone without instruction and guidance. In addition, they admitted that their teachers' assessment methods are carried out without the teachers' feedback, which is crucial to help them remedy their weaknesses and foster the strengths.

Q12. What do you think about integrating any forms of e-learning in your learning and assessment?

Table 3.25 Students' agreement towards the integration of the ICT to their learning and assessment

The options	Number of respondents	Percentage
Strongly Agree	3	33,3%
Agree	4	44,4%
Disagree	00	00%
Strongly Disagree	00	00%
Neutral	2	22,2 %
Total	9	100 %

This question was added in order to check out the extent to which they agree on to integrate a form of e-learning in their leaning and assessment processes. Table 3.25 shows that four respondents (44,4 %) agreed on to use ICT in their leaning; while, 33,3% declared that they strongly agree with the proposed statement. Twenty-two percent are just neutral concerning the integration of the ICT. This assured that the majority of the students have a positive impression towards the integration of ICT in their studies.

Q13. How often does your written expression teacher vary in his/her assessment methods?

Table 3.26 Teachers' variation in the assessment methods

The frequency	Number of respondents	Percentage
Never	2	22,2%
Rarely	5	55,6%
Sometimes	2	22,2%
Always	00	00%
Total	9	100%

This question aims to highlight the teachers' variation in the assessment methods. An analysis of the results indicates that 55,6 % of the respondents declared that their teachers rarely vary in the assessment methods; whereas, 22,2 % reported that the variation in the assessment methods never or sometimes occurs in the written expression course. These findings confirmed that the respondents are not satisfied with the teachers' assessment methods.

Q14. In this context "E-portfolio is digital, selected collection of learners' performances i.e. writing, which enables them to keep track of their learning journey" What do you think about this method?

Table 3.27 The respondents' opinion about e-portfolio assessment

The option	Number of respondents	percentage
Very helpful	3	33,3 %
Helpful	6	66,7 %
Not helpful	00	00 %
Total	9	100 %

The present question was asked in order to figure out the respondents' opinion regarding the effectiveness of e-portfolio assessment method. From the above table, six students (66,7%) classified e-portfolio assessment as a helpful tool; whilst, three respondents (33,3%) confirmed that e-portfolio assessment is very helpful.

Nevertheless, no one of the respondents opted for not helpful. These results implied that the student have a positive attitude towards the use of e-portfolio assessment. As a justification, the students confirmed that this method gave them the chance to know what they are learning and for what. Furthermore, a student sad, "I literally started from scratch, but now thanks to the provided lessons and the assignments I improved my writings a lot". This was a vivid opinion of a student, who insisted on the utility of e-portfolio assessment.

Section Four: the Application of E-portfolio Assessment

Q15. Using e-portfolio contributes in enhancing your writing skill, more importantly, writing essays.

Table 3.28 E-portfolio contribution in enhancing essays writing

The option	Number of respondents	percentage
Yes	9	100%
No	00	00%
Total	9	100%

After the treatment, we introduced to the participants' a number of statements to check out the effectiveness and efficiency of e-portfolio assessment in essay writing, in general, and other parameters, in particular. As demonstrated Table 3.28, all the

students (100%) confirmed that e-portfolio assessment contributed in enhancing their essay writing.

In order to know more about their improvement, we asked them for additional explanations. One student emphasised on the efficacy of this mean in improving his essay writing saying, "The lessons were helpful to write an essay in a good way that contributed in a positive change in writing essays, from the first essay written before the lessons were given to the last essay written there is a huge difference in terms of everything". Another student claimed that before the treatment, she had no idea about how to write an essay, but now she feels an improvement in essay writing. Other students declared that they corrected the mistakes they did before. All of these responses showed the effectiveness of this method and how the latter helped them in the betterment of their essay writing.

Q16.The use of e-Portfolio in the course helps me to examine better my process of writing.

Table 3.29 The effect of e-portfolio assessment on the writing process

The options	Number of respondents	Percentage
Strongly Agree	2	22,2 %
Agree	7	77,8%
Disagree	00	00%
Strongly Disagree	00	00%
Neutral	9	100 %

Seven respondents (77,8 %) emphasised on that the use of e-portfolio in the course helped them to better examine their process of writing. Whilst, two other respondents (22,2%) strongly agreed on with the proposed statement. This may confirm that this tool had a positive impact on the participants' writing process, in particular.

Q17.The use of e-portfolio in the course has allowed you to be more aware of your growth and development as a student

Table 3.30 The effect of e-portfolio assessment on the participants' growth and development

The options	Number of respondents	Percentage
Strongly Agree	3	33,3%
Agree	5	55,6%
Disagree	00	00%
Strongly Disagree	00	00%
Neutral	1	11,1%
Total	9	100 %

This time, we intended to investigate a feature of e-portfolio assessment, which is the students' awareness of their growth and development; therefore, we included the current item in order to check out the participants' opinion. As Table 3.30 illustrates, five respondents (55,6 %) saw the utility of this method in terms of being more aware about their growth. Further, three students (33,3 %) who strongly agreed about the fact that e-portfolio assessment permitted them to track their development. While one student admitted that he is neutral with the statement mentioned previously; however,

none of the respondents showed a disagreement. Notably, the workability of this feature

has been proved to a certain degree.

Q18. The e-portfolio project helped me to improve my technical/ computer skills

Table 3.31 The participants' agreement about e-portfolio effect on the technical skills

The options	Number of respondents	Percentage
Strongly Agree	1	11,1%
Agree	8	88,9%
Disagree	00	00%
Strongly Disagree	00	00%
Neutral	00	00%
Total	9	100 %

Another criterion we wanted to explore concerning the participants' experience

with e-portfolio learning is the improvement of the technical/compute skills. As

displayed in Table 3.31, eight participants (88,9 %) agreed on that e-portfolio

assessment contributes in promoting their technical skills; whereas, one student (11,1

%) declared that she is neutral with the proposed statement. Nevertheless, none of the

students disagreed with the proposed statement. This highlights the workability of e-

portfolio assessment in terms of improving the computer skills for the majority of the

respondents

Table 3.32 The participants' recommendations for their classmates

Q19.Do you recommend to other students to use e-portfolio?

The option	Number of respondents	percentage
Yes	9	100%
No	00	00%
Total	9	100%

By adding this question, we aimed to emphasise on the participants' recommendation in terms of e-portfolio usage. Initially, it addressed their classmates, on which all of the respondents (100%) recommended the usage of e-portfolio to their classmates. This implies that the students wanted to share their experience with the other students.

We further asked them for any justifications; all of them asserted that e-portfolio assessment is a helpful method, which allowed them to be aware about their level in writing. More precisely, it enabled them to detect their mistakes and avoid them in a future writing. Another student confirmed that this method is easy and conformable because through his experience, he had been receiving information, feedback regularly and immediately, as well as practising exercises. As a result, he noticed a significant improvement in his essays writings.

Q20. Do you recommend to the written expression course teachers to use e-Portfolio in their classes?

Table 3.33 The participants' recommendations for their teachers

The option	Number of respondents	percentage
Yes	8	88,9 %
No	1	11,1 %
Total	9	100%

The current question highlighted another parameter of recommendations, which addressed their teachers. From the above table, eight respondents (88.9%) stated that they recommended to the teachers to use e-portfolio assessment; nevertheless, one respondent (11.1%) claimed that s/he does not recommend the teachers to use it.

As a justification, 88.9 % of respondents claimed that their recommendations are based on the treatment, which they went through. They agreed on the fact that e-portfolio assessment is a helpful and effective method; therefore, they suggested to their teachers to integrate it. One respondent argued that this method enables the teachers to cover all the students' needs. Another participant affirmed that e-portfolio assessment is practical and useful for both students and teachers because in a short time and less efforts, it contributes in enhancing both skills writing, technical/computer. Whereas, one participant did not recommend the use of this method in class. In her point of view, this tool is more suitable for home schooling, but in class, the students should practise the learnt methods then the teacher provides an immediate feedback. Therefore, this process is more effective for her.

Q21. What are the major changes that occur to your written productions due to this study

The final question aimed to know more about the students' feedback concerning the implementation of e-portfolio assessment. It targeted the main changes that occur to their essays' writings. One student indicated that regardless of the development in his essay writings, he insisted on that e-portfolio assessment allowed him to write a well-structured thesis statement.

Another participant expressed his view in the following words, "I didn't even know how to start writing an essay at the beginning, but over time during this study I learned how to write it from the introduction to the conclusion with the least number of mistakes. Also receiving information step by step while keeping it in a special file, which I can refer to when I need to check some information has helped me a lot to improve my writing skills". This remark proved the workability of this method for him. One student shed light on the technical/computer skills that she learnt. She emphasised on the suitable format of writing. Furthermore, this method gave the opportunity to another student to learn about the criteria of good writing and different types of essay. Another respondent reported that he became more aware about a number of rules that made his writings be more organised and unified.

Q22. If you have any further suggestions concerning the use of e-portfolio as means to enhance students' essay writing, you can add them

This open-ended question was included in order to gather further comments and suggestions concerning the present study. The majority of students advocated that e-portfolio assessment is a helpful method because it contributes in enhancing their essay writing. Moreover, they recommended integrating it in their written expression course

3.3 Summary and synthesis of the findings

The main purpose of the current study was to investigate the effect of e-portfolio assessment in enhancing EFL learners' essays writing. More specifically, it targeted the students' inaccurate essays writing, and inadequate format. These were the highlighted points in this research. Therefore, e-portfolio assessment is regarded one of the most appropriate learning methods to be applied in order to overcome the pre-mentioned obstacles. The results of the present research, which have been obtained from the analysis and interpretation of three selected data collection methods, were practical and useful to a certain degree.

Fundamentally, we opted for three data collection methods, which were thought to be the most suitable methods in order to gather the necessary data for this research. Based on analysis and interpretation, a set of findings and conclusions have been reached. Initially, the treatment implementation i.e. the integration of e-portfolio assessment, resulted into a remarkable progress, which is highly viewed in the difference between the means of the pre-test and post-test scores, that was estimated as 3,89. This reasonable value indicated the extent to which they have developed their essays writing through e-portfolio assessment, in general, and the efforts they made in creating their own e-portfolios. Certainly, without one has to neglect considering the given feedback, in particular.

The interesting progress was proved statistically. Therefore, it confirmed the contribution of e-portfolio assessment in enhancing EFL learners' essay writing. Moreover, the null hypothesis was rejected in favour of the alternative hypothesis, which stated that if e-portfolio assessment was used, the students' essay writing would improve. Since the alternative hypothesis was accepted, we conclude that the post-test scores indicated that e-portfolio assessment had a positive impact on the students'

written productions; mainly, it contributed in enhancing their essay writing at different levels, such as the content, the structure and layout. More precisely, they became more selective in terms of format i.e. the front, size, spacing and other elements. Further, their thesis statement writing improved. It became more meaningful and well structured. Besides, they managed to perform well many other elements that we have taught them showing they have actually mastered it.

Concerning the student's questionnaire, which emphasised on a number of aspects, the majority of the participants were females sharing the same age. Although these two values are not influential in our study, but they imply that learning EL is a female targeted branch. Moreover, the findings reported that the speaking skill is the most important one in students' view; whereas, the writing skill is the most difficult skill for them. Additionally, the majority of students admitted that they like writing; nevertheless, they evaluate their written productions to be average due to the lack of practice inside and outside classroom.

Within the same context, the participants highlighted, "the lack of interest about the chosen topic" as a major influential factor on their written productions. Regarding the use of ICT in their studies, they claimed that "sometimes" they depend on it. Likewise, they declared that, they are not satisfied with the used assessment methods. For them, they are not varied and lack an essential element that is the feedback. In addition, the majority of the respondent classified e-portfolio assessment as a helpful method, and they advocated the idea of integrating it in their written expression tutorials. This feedback answered our research question, which is "What would be the learners' attitudes and perceptions towards the implementation of e-portfolio assessment". Again, this proved the positive attitude of the students towards the implementation of e-portfolio assessment.

Four major statements were proposed in order to check out the effectiveness and utility of e-portfolio assessment. The entire participant (100%) agreed upon the contribution of e-portfolio assessment in enhancing their writing skill. More precisely, it helped them to examine better their process of writing. Further, they affirmed that this method allowed them to be more aware about their growth and development as students. In addition, the respondents asserted that the computer or the technical skills have been improved. They mainly emphasised on the layout of their essays i.e. the front, size, spacing, justify function.

We added another parameter in the students' questionnaire. The latter concerned their recommendations to their classmates and the teachers of the written expression course. As for their teachers, the majority of the participants highly recommend the use of this method in their tutorials. Besides, they encourage their classmates to use e-portfolio assessment.

On the other hand, an analysis and interpretation of the teachers' questionnaire revealed a valid feedback concerning the use of e-portfolio assessment as a method to enhance students' essays writing. The findings depicted that the majority of teachers sometimes rely on the ICT equipment due to the existence of some obstacles that impede its integration. Moreover, most of them showed their non-satisfaction regarding the assessment methods that they use in assessing their students' written productions.

Within the same vein, by introducing Q7, Q8, and Q9, we intended to figure out the teachers' perceptions about the integration of e-portfolio assessment. More importantly, we intended to answer the third research question, which is, "What would be the teachers' attitudes towards the implementation of the e-portfolio as an assessment technique?"

The findings indicated that the teachers have a positive attitude towards the integration of e-portfolio assessment. Besides, they asserted that this method is very helpful and all of them approved to integrate it in their course because it contributes in enhancing students' essay writing. Regarding, the teachers' implementation of e-portfolio assessment, the results indicated that only one teacher have used it. As a result, a significant improvement was noticed in the students' written productions. Whilst, the majority of them have not used this method because there are a considerable number of obstacles that impede its use. Overall, the teachers, mainly the teachers of the written expression course presented a positive attitude towards the use of e-portfolio assessment as a method to enhance students' essay writing.

Conclusion

The present chapter emphasised and discussed the fieldwork of this study. The first section dealt with the theoretical background of the research methodology. More specifically, it provided justifications about the used research approaches, designs, data collections methods, and analysis procedures. Furthermore, this chapter highlighted the findings of the three different data collection methods, namely: the tests, students' and teachers' questionnaires.

The test (treatment) results were analysed and tabulated then the major parameters were calculated through SPSS software. This process enabled us to confirm the hypothesis. As for the earned data from the students 'and teachers,' questionnaires were analysed through the Content-based Analysis, which provided us with answers to the research question. All the findings aimed to answer the research question and confirm the formulated hypothesis.

General conclusion

   The privilege position of the writing skill among the other skills is due to its integral role in both processes learning and teaching. Both EFL teachers and learners become more aware about the necessity to improve this skill as far as it is considered as a solid mean of success in the other modules. Since the third year students are the target population in this study, our central focus is the unsatisfactory level, which the students achieve in their essays writing in particular. Consequently, the exigent situation requires convenient solutions and immediate action in both levels' theory and practice. For this reason, the current study, investigates the effect of electronic portfolio assessment usage in enhancing the learners' essays writing.

   From another perspective, this research intended also to figure out the EFL teachers and learners' attitude toward the implementation of e-portfolio assessment. Hence, this study was conducted to confirm or reject the hypothesis, which stated that e-portfolio assessment improves students' essays writing.

   The theoretical aspect in this research is presented in the two first chapters, which highlighted the literature review about the variables. The first chapter attempted to shed light on the writing skill in general and related concepts in particular. It discussed writing definitions, nature, difficulties, approaches of teaching writing; in addition to the factors that affect this skill and writing assessment. Whereas, the second chapter is devoted to electronic portfolio assessment. It emphasised on its definitions, characteristics, advantages and disadvantages also it dealt with e-portfolio based assessment; besides, it tackled other concepts related to e-portfolio assessment. The final chapter undertaken the field work of this study

   In order to test the hypotheses, three data collection methods that encompassed the test, teachers and students' questionnaire were used to gather relevant data on the

subject and infer for further recommendations. The statistical findings detected significant improvement in the student's performance. Based on these results and the t-test, the alternative hypothesis accepted and the null hypothesis was rejected. Furthermore, the students' questionnaire proved the students' positive feedback and attitude toward the implementation of e-portfolio assessment. While, the teachers' questionnaire revealed their positive attitude toward the usage of this method; in addition to, their approval to integrate it in WE tutorials.

The integration of such updated method i.e. electronic portfolio assessment could be an addition to enhance the process of essays writing in particular, at the level of production or assessment. In addition, it could contribute into the betterment of both teaching and learning process in general.

Pedagogical Recommendations

Based on the gathered data from the tests, students and teachers' questionnaires that confirmed the positive effects of the e-portfolio assessment on the students' essays writing; therefore, we suggest some pedagogical recommendations for teachers, students, future researchers so that a successful implementation of e-portfolio assessment will be done.

For Teachers

➢ WE Teachers should integrate a form of e-learning and updated methods of teaching in the WE tutorials for instance e-portfolio assessment that gave positive results on students' essays writing.

➢ Teachers should mixt between offline and online teaching methods in order to cover the students' needs from all perspectives.

➢ WE teachers are required to provide the students with a feedback about their writings so that they will correct their mistakes and overcome many obstacles.

➢ In order to avoid making the same mistakes, teachers should advise their students to have a collection of their works; especially, their writings .

➢ Teachers are asked to vary in their assessment methods in order to check students' understanding from many angles.

➢ Teachers have to use more updated teaching methods in order to rise students' motivation, autonomy, and self-regulation.

For students

➢ Students are asked to have a collection of their work in order to avoid committing the same mistakes and rise their autonomy, motivation.

➢ Students need to be committed and involved in both e-learning and traditional environments.

➢ In order to improve students' writings, they need to practice it frequently outside classroom.

➢ Students should rely on e-portfolio assessment since it is considered as a learning and assessment tool at the same time.

For future researchers

Depending on the results of the present study, which emphasised on the positive effect of e-portfolio assessment in enhancing students' essays writing. Therefore, I recommend to future researchers to extend and investigate the use of such technique within other skills or the other courses.

Limitations

Our study aimed to enhance students' essays writing through the implementation of e-portfolio assessment; however, it faced number of obstacles. Due to the nature of our research, we intended to have a larger number of participants (N), but only

nine students who accepted to participate and receive the treatment. Additionally, the difficulty to get access to the teachers in order to their respond on our questionnaire, only five WE teachers who provided us with their feedback. Likewise, we encountered difficulties in gathering the required literature concerning e-portfolio assessment since it is new teaching and learning method.

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Appendices

Appendix 1

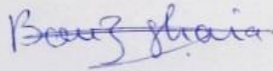## Participants' Consent Letter

Consent Letter

Dear participants,

As a master student, I am undertaking a research, entitled investigating the effects of electronic portfolio assessment usage in enhancing learners' essays writing; as a part of the current research, I will examine the effectiveness of using e-portfolio as an assessment method to improve student's writing.

Due to the nature of my research that requires your participation, I invite you to take a part in the present study, within period of five weeks
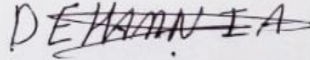
I am sure that the results of this research will be useful and beneficial for both the researcher and the participants, as well as the proposed technique is considered as an updated e-learning method

I will be thankful to you if you consent to participate in this study, through signing the attached consent letter

Yours sincerely   Participants' Signature

Researcher Contact Details

Bouzghaia Yousra

e-mail: yousra.bouz@gmail.com

Mohamed Kheider University of Biskra
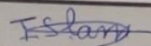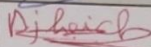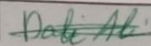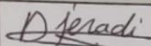
Faculty of Letters and Foreign Languages
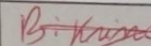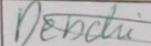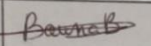
Department of Foreign Language

Section of English
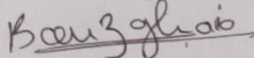
Appendix 2

List of Participants
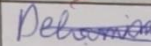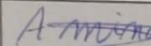
Participants' name	E-mail adress	Facebook account	Signature
Medjz Islam			Islam
Sal Sabil Djkiche			Djheich
Dali Ali Oasrassa			Dali Ali
Djeadi Rayene			Djeradi
WaFA BiK:RiNG			B. Krine
DEHAMN IA Khoula			Dehamnia
A Mina Chenroun			A. Mina
Debli AmiNA			Debdi
Bouna BASSIA			Bouna B

The Researchers' Signature

Bouzghaia

Appendix 3

Administration Consent Letter

BouzghaiaYousra

Department of Foreign Languages

Faculty of Letters andForeign Languages

Mohamed Kheider University of Biskra

e-mail : yousrabouzghaia@gmail.com

The Head of the English Section

Faculty of Letters and Foreign Languages

Mohamed Kheider University of Biskra

Dear Sir,

As a master two student I am conducting a research about the implementation of e-portfolio assessment for improving learners' writing skill at the level of third year Students of English at Biskra University,as a part of my master dissertation, which will include a pre-test and post -test in addition to a treatment.

I am seeking your consentregarding third year student group 3 in the current study. Moreover, a questionnaire will be administered to the student in order to gain valid and reliable results.

I am highly convinced that both the teachers and students will benefit from the results of the current research regarding the teaching and learning processes.

I will be thankful if you consent the participation of group 3 in this study, through signing the attached consent form.

Yours sincerely

I consent the participation of our Third year student group 3 in the quasi-experiment and research project being carried out by BouzghaiaYousra

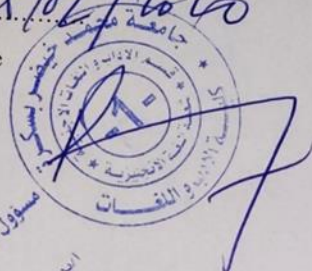Name:.. *Tayeb Ben hitem*

E-mail:.. *tayebbmhitem@gmail.com*

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Language

Section of English

Date:.. 25/02/2020

Signature

Appendix 4

The Pre-test

Full Name

_____

Based on your interest choose **ONE** of the following topics and write an essay about

1.Causes and Effects of the Popularity of Fast Food Restaurants

2.Social media effect on young people

3.How travelling the world affects life and personality

4.The use of technology as an educational mean (e-learning)

5. How does hosting the World Cup affects the country that hosts it?

Appendix 5

Participants' Answers

Student name: Participant 1

Group: 03

Topic: the neglecting mental health and its effects

Health is a tiara on the head of people, it is a blessing, your body is a temple, and you need to protect it from any damages that may encounter it. People often think of physical health, and neglect about the mental health. Were it is as important, if not more, then physical health. And it may even effect your physical health .It is an issue which need to be dealt with as soon as possible, as depression which is a common psychological problem with this generations teens and up to 65% of teenagers in South Korea are suffering from it . Insomnia which leave you tired for the rest of the day. As all of these mental health problems has a lifelong effects that may hinder you from experiencing life in the fullest.

Depression is a wildly spread psychological problem that many teenagers ,it start with isolating oneself and feeling unwanted, and feeling laziness crawling your body, but it is not noticeable ,as they would appear as if they are fine ,but deep down they are suffering. And they are severe cases when depression may lead to killing themselves. And they are several reasons behind that , the pressure that society put people like South Koreans, who are pushed to have only great marks .Another reason is that the carelessness of the family and the stressful environment they are in.

Insomnia is lack of sleeping caused from over thinking and stress. It is when you are really tired and can't continue and you just want to take a rest but you cannot .Insomnia is one of the psychological problems that affect the physical health as well. As it leaves you tired and give you continuous headache and in some cases it may lead to hallucinations.

Mental health is as important as physical health, and needs to be taking into consideration as it may lead to severe consequences. It needs to be recognized and our role as a future generation is to spread awareness about this serious problem that everyone may encounter with no matter their gender or age.

Participant 2

Causes and effects of popularity of food fast restaurants

Fast Food is a Food prepared quickly and rapidly. Almost of people prefer fast food for a certain of reasons regardless to a certain negative points. Fast food restaurents have a big names at the enternational area such as : Mc Donalds, Sub Way…, and Franch Fries. It has a several causes and effects that make it popular.

From the causes in popularity of fast food. Firestly, the social modern life where peopel find them selves in need to these restaurents, because they have no enough time to eat at home. In addition, it's a fashion to eat out side. Thus they are addicted physically and mentaly with fast food. Secondly, quality of fast food ,quick services ,handsom price ,fun …,and entertainments all of these are factores that attract costumeres to buy more this kind of food .Fast food now becomes a part of our culture once upon a time we celebrated our occusion with home made items, but now this trend is left.

Besides to this popularity,fast food has some effects especially on our health .Most of the fast food items contain colories from refined sugar and fats. It is also high in sodium from salt and other additives which easily led any one to eat it more and more.Consuming more colories causes obisity ,and other health disease and even concer .

To sum up, the approaches of people into fast food increase its popularity .Thereby,led to increase disease and such healthy problems .

Appendix 6

The Post-test

1. Based on your interest choose **ONE** of the following topics and write an essay about
2. What type of essay you wrote? Justify your answer (in 2 or 3 lines)

- Coronavirus pandemic is spreading around the world, what are its major effects on our life?
- Technology allows us to have a useful and interesting life than in the past. Do you agree or disagree?
- Any recent invention that you think proved beneficial or detrimental to society
- The environment we live in is in danger due to various problems. What are the underlying causes?

- Foreign Languages should be compulsory in the primary school. How far do you agree with the above statement?

- Are the virtual world and video games, causing more violence or more antisocial people?

Appendix 7

Participants' Answers

Participant 1

- **The topic:** Coronavirus pandemic is spreading around the world, what are its major effects on our life?

Coronavirus or COVID-19 is a disease which causes illness in the respiratory system in the humans. It is the new virus that is impacting the whole world badly as it is spreading primarily through contact with the person. Its effect is being felt far beyond the over 1600 Algerians who are confirmed infected. And it influences all the humans in different aspects of life, mainly social life, effects on environment, and effects on economy.

The coronavirus has changed our social life completely, it changed how we work, play and learn as schools are closing, sports leagues have been canceled, and many people have been asked to work from home. Moreover, it is changing human attitudes and behaviors today and forcing organizations to respond. Collectively, we may be experiencing a great reconsidering of priorities.

The scientists said dirty air was already known to increase the risk of acute respiratory distress syndrome, which is extremely deadly and a cause of Covid-19-related deaths, as well as other respiratory and heart problems. However, levels of air pollutants and warming gases over some cities and regions are showing significant drops as coronavirus impacts work and travel. Researchers in New York told the BBC their early results showed carbon monoxide mainly from cars had been reduced by nearly 50% compared with last year. Emissions of the planet-heating gas CO2 have also fallen sharply.

Economic turmoil associated with the coronavirus pandemic has wide-ranging and severe impacts upon financial markets, including stock, bond and commodity markets. Major events included the Russia–Saudi Arabia oil price war that resulted in a collapse of crude oil prices and a stock market crash in March 2020. The United Nations Development Programme expects a US$220 billion reduction in revenue in developing countries, and expects COVID-19's economic impact to last for months or even years.

Coronavirus is a pandemic that touch every aspect of life and it mainly affect our social life, the environment surrounding us, and the economy .It was slowly crawling and now it is spreading all over the world. And its effects are felt by everyone all over the world.

Explanation for choosing the type of essay

The type of essay I wrote is cause/effect essay, I chose it because it is an organized type and you have to just differentiate between the types of effects or causes you are going to include in your essay, and simply explains them. Another reason is because it generally shows you a different angle of the topic that you undertake .

Participant 2

Topic 5: Foreign Languages should be compulsory in the primary school. How far do you agree with the above statement?

Language is an essential part of our daily life that a person cannot spend a day without communicating or speaking with other people using any language. Gates McFadden once said:" Just learning to think in another language allows you to see your own culture in a better viewpoint." These words send a message to people that learning a foreign language at a young age is a key to enter a different world, so teaching foreign languages at primary school is compulsory and by that students can develop their self confidence, pick up the language easily and find job easily in their adulthood.

To begin with, children can develop their self confidence and through learning a foreign language. They will not have any speaking problems in front of others especially foreign people. For example, when they travel to another country, they can easily get rid of their shyness of public speaking and will be much more confident in taking in another language, as proficiency in a foreign language gives them the opportunity to engage with the world in an accurate and immediate way. This could help them when they grow up in future as it does in now in their childhood.

Another important point to take into consideration is that children can pick up any language easily and quickly more than they do when they are older; as their minds are like a blank paper that needs to be filled up. Additionally, they pick up vocabulary and pronunciation in a very fast way because they are open to learn new things and more enthusiastic to dive into the unknown.

Equally important, learning a foreign language can be much helpful in the adulthood. Since children learnt a second language in the primary school, they are more

able to find better job opportunity when they get older. Because now, languages are more required in jobs than any other things and companies are looking for people who can speak two languages or more rather than choosing a monolingual person.

Learning foreign languages nowadays is as important as any other things and teaching them in primary schools is much more helpful for children in their childhood to develop their self confidence and it is known that children can pick up language easily at a young age as well as their adulthood in widening the job opportunities. So, foreign languages should be an essential part of children's learning in primary school.

The used type:

The type which I used in this essay is the persuasive/argumentative because I chose a side; which is that I strongly agree with the statement, and I gave arguments to support my choice as well as I defended my point of view using different and strong arguments.

Appendix 8

Scoring rubrics

Layout and organization		
Size of letters	1	
The front	1	
Justified option	1	
Spacing between lines	1	
The indentation	0,5	
Total scores	4,5	
Punctuation and Mechanics		
Capitalisation	0,5	
Punctuation	1	
Spelling	1	
Total scores	2,5	
The introductory paragraph		
General statement	1	
Hook	1	
Thesis statement	2	
Total scores	4	
The body paragraphs		
Topic sentence	1	
Developments, examples, explanation	1	
Total score	2(6)	
The concluding paragraph		
Restating the thesis statement	1	
Restating the major ideas	1	
The final touch	2	
Total score	4	
Coherence	3	

Appendix 9

Lessons Plan

Lesson 1: The difference between a paragraph and an essay

Date: 1/3/2020

Medium: Facebook group, Google classroom

Lesson: the difference between a paragraph and an essay

Targeted students: third year English students at Biskra University, group 3,4

Materials needed: computer, or smartphone, internet

Lesson focus: this lesson aims to figure out the main differences between a paragraph and an essay, also it deals with the process of writing both

Objectives:

➢ the participants will know what a paragraph and an essay is

➢ they will know the difference between both

Training content: Homework n 1

At the end of this lesson the participants were asked to point out the main differences between an essay and a paragraph based on your own comprehension of the current lesson

Lesson 2: The introductory paragraph

Date: 8/3/2020

Medium: Facebook group, Google classroom

Lesson: the introductory paragraph

Module: written expression

Targeted students: third year English students at Biskra University, group 3,4

Materials needed: computer, or smartphone, internet

Lesson focus: The present lesson will focus on the introductory paragraph in general and its components in specific, on which it will deal with each component independently

Objectives:

➢ the participants will know what an introductory paragraph is

➢ they will know its structure

➢ they will differentiate between its three major components

➢ they will be able to write an introductory paragraph

The content:

➢ Definition of introductory paragraph, its main features, and the process of writing it

➢ The components of an introductory paragraph namely: general statement, the hook the thesis statement

➢ Definition, examples, tips for each component

➢ Complete example of an introductory paragraph

Training content: Homework n 2

The students were required to write an introductory paragraph

Lesson 3: The Body Paragraphs

Date: 15/3/2020

Medium: Facebook group, Google classroom

Lesson: the body paragraphs

Module: written expression

Targeted students: third year English students at Biskra University, group 3,4

Materials needed: computer, or smartphone, internet

Lesson focus: The current lesson will focus on the body paragraphs and its major components

Objectives:

> ➤ the participants will know what a body paragraph is
>
> ➤ they will know its structure
>
> ➤ they we will be able to use the discourse markers correctly
>
> ➤ they will be able to write a body paragraph

The content:

> ➤ Definition of a body paragraph, its main features, and the process of writing it
>
> ➤ Major points to be considered while writing a body paragraph
>
> ➤ Explanation, examples, each component
>
> ➤ various types of transition singles and its correct punctuation

> **Training content: Homework n 3**

The students were required to write a body paragraph and submitted it in a period of one week

Lesson 4: The Concluding Paragraph

Date: 22/3/2020

Medium: Facebook group, Google classroom

Lesson: the concluding paragraph

Module: written expression

Targeted students: third year English students at Biskra University, group 3,4

Materials needed: computer, or smartphone, internet

Lesson focus: The present lesson will put emphasis on the concluding paragraph in general and highlight its major components

Objectives:

➢ the participants will know what a concluding paragraph is

➢ they will know its structure and the process of writing it

➢ they will be able to write a concluding paragraph paragraph

The content:

➢ Definition of concluding paragraph, and its structure

➢ Major rules to be considered while writing it

➢ Complete example of a concluding paragraph

Training content: Homework N∘4

The students were supposed to write a concluding paragraph then send it back via email in one week

Lesson 5: Features of well-structured essay

Date: 29/3/2020

Medium: Facebook group, Google classroom

Lesson: features of well-structured essay

Module: written expression

Targeted students: third year English students at Biskra University, group 3,4

Materials needed: computer, or smartphone, internet

Lesson focus: This lesson will focus on the main features of a well structed essay

Objectives:

➢ the participants will know the major features of a well-structured essay

➢ they will take into account these features while writing their productions

The content:

➢ Definition of four main features namely: coherence, cohesion, relevance, unity

➢ Examples of each feature

➢ example of paragraph that employed these features

Lesson 6: Types of Essays

Date: 8/3/2020

Medium: Facebook group, Google classroom

Lesson: Types of essays

Module: written expression

Targeted students: third year English students at Biskra University, group 3,4

Materials needed: computer, or smartphone, internet

Lesson focus: The major aim of this lesson was to highlight the different essay types

Objectives:

➢ the participants will know what are the major types of essays

➢ the students will have an idea about the structure of various types of essays

➢ they will distinguish between types of essays

➢ they will be able to write a complete essay

The content:

➢ Definition of five main types of essays namely: argumentative, descriptive , compare/contrast , cause/effect, narrative

➢ Tips for writing specific essays types

Training content: Homework n 5

The participants were required to write complete essay and made a justification about

the chosen essay type

Appendix 10

The Layout

The Layout

The major aim of the current lesson is to shed light on the most important rules that must be considered while writing an academic assignment.

The colour	black
The front	Times New Roman
The size	12
The title	Boold , in the middle, 12 size
The space between lines	2
The text	Should be justified

Appendix 11

The Google classroom

written expression
english

Flux   Travaux et devoirs   Personnes   Notes

Ajouter un commentaire au cours…

Yousra Bouzghaia
29 mars

Hi dear participants here it is the 4th lesson about the concluding paragraph

*be sure that you have understood the major tackled points

*send it to me on TUESDAY via email in word format as usual

(there last only 2 lessons)

Lesson 4 -Concluding Par…
PDF

Ajouter un commentaire au cours…

Appendix 12

The Facebook group

Appendix 13

Teachers' Questionnaire Piloting stage

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of Foreign Languages

Section of English

Questionnaire for teachers (the pilot stage)

Teachers' Questionnaire

Dear teachers,

The targeted aim of the current questionnaire is to gather the required data for the accomplishment of a master dissertation about "**The Role of E-portfolio Assessment in Enhancing Student Essays Writing**". Your contribution is highly required so, we will be thankful if you could answer the following questions. Thank you for your collaboration.

E-Portfolio

Selective and structured collections of information gathered for specific purposes and showing/evidencing one's accomplishments and growth which are stored digitally and managed by appropriate software

Prepared by   **Supervised by**

 Yousra Bouzghaia   **Dr. Hoadjli** Ahmed Chaouki

2019-2020

Section One: General information

    1. Would you specify your educational level?

BA (license) ◯   MA (Master) ◯   Magister ◯   Doctorate ◯

Others, please specify………………………………………………...

    2. How long have you been teaching English in the University level?

1-5 years ◯   6-10 years ◯   more than 10 year ◯

    3. Which grade do you teach written expression?

1st year ◯   2nd year ◯   3rd year ◯

Section two: Teachers' Opinion about E-portfolio Assessment

    4. How much do you depend on ICT in the process of teaching written expression course?

Never ☐   Rarely ☐   Sometimes ☐   Always ☐

Please, justify why………………………………………………………………………

    5. are you satisfied with the methods you use in assessing students written production?

Yes ◯   No ◯

Please, justify your answer…………………………………………………………

    6. in this context "E-portfolio is digital, selected collection of learners' performances i.e writing, which enables them to keep track of their learning journey"

based on this definition, what do you think about integrating this method in written

expression course?

Very helpful ☐   Helpful ☐   Not helpful ☐

    Justify your answer please……………………………………………………………
……………………………………………………………………………………
……

7. from your point of view, how can you define e-portfolio assessment

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………………

Section Three: Application of E-portfolio assessment

8. as a teacher of written expression course, would you agree to use e-portfolio as a mean to assess students' written productions?

Yes ⬭   **No** ⬭

Please, justify your answer

……………………………………………………………………………………………

……………………………………………………………………………

9. Do you think that e-portfolio assessment contributes in enhancing students writing essays?

Yes ⬭   **No** ⬭

Please, justify your answer……………………………………………………...

……………………………………………………………………………………

10. As a teacher of written expression module, have you ever used this method?

…………………………………………………………………………………………

……

➤ If yes, could you please give us some results that you have obtained from your experience of using that method?

……………………………………………………………………………………….

➤ If no, could you please tell us why and what are the difficulties that prevent you from integrating it?

…………………………………………………………………………………………..

Thank you for your time and collaboration

Section Five opinionnaire

1.Are there any difficult questions?

Yes ▭   **No** ▭

If yes, mention them…………………………………………

2. Are there any mistakes? (Grammar, spelling…)

Yes ▭   **No** ▭

3.Are there any repeated questions?

Yes ☐   **No** ☐

If yes, mention them……………………………………………..

4.Are the questions relevant to the research topic?

If no say why? ………………………………………………………….

5. Is the number of question items big or not?

Yes ☐   ☐   **No**

6. how have you found the layout?

Attractive ☐   **Not attractive** ☐

Appendix 14

Teachers' Questionnaire

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of Foreign Languages

Section of English

Teachers' Questionnaire

Dear teachers,

The targeted aim of the current questionnaire is to gather the required data for the accomplishment of a master dissertation about "**The Role of E-portfolio Assessment in Enhancing Student Essays Writing**". Your contribution is highly required so, we will be thankful if you could answer the following questions. Thank you for your collaboration.

E-Portfolio

Selective and structured collections of information gathered for specific purposes and showing/evidencing one's accomplishments and growth which are stored digitally and managed by appropriate software

Prepared by   **Supervised by**

Yousra **Bouzghaia**   **Dr. Hoadjli** Ahmed Chaouki

2019-2020

Section One: General information

11. Would you specify your educational level?

BA (license) ⬭　　　MA (Master) ⬭　　　Magister ⬭　　　Doctorate ⬭

Others, please specify…………………………………………………...

12. How long have you been teaching English in the University level?

1-5 years ⬭　　　　　　　6-10 years ⬭　　　　　　　more than 10 year ⬭

13. Which grade do you teach written expression?

1ˢᵗ year ⬭　　　　　　2ⁿᵈ year ⬭　　　　　　3ʳᵈ year ⬭

Section two: Teachers' Opinion about E-portfolio Assessment

14. How much do you depend on ICT in the process of teaching written expression course?

Never ☐　　　　Rarely ☐　　　　Sometimes ☐　　　　Always ☐

Please, justify why……………………………………………………………………

15. are you satisfied with the methods you use in assessing students written production?

Yes ⬭　　　　　　　　　　　　　No ⬭

Please, justify your answer……………………………………………………

16. in this context "E-portfolio is digital, selected collection of learners' performances i.e writing, which enables them to keep track of their learning journey"

based on this definition, what do you think about integrating this method in written

expression course?

Very helpful ☐　　　　　　Helpful ☐　　　　　　Not helpful ☐

Justify your answer please……………………………………………………………
………………………………………………………………………………………
……

17. from your point of view, how can you define e-portfolio assessment

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………………

Section Three: Application of E-portfolio assessment

18. as a teacher of written expression course, would you agree to use e-portfolio as a mean to assess students' written productions?

Yes ⬭   **No** ⬭

Please, justify your answer

……………………………………………………………………………………………………

…………………………………………………………………………………

19. Do you think that e-portfolio assessment contributes in enhancing students writing essays?

Yes ⬭   **No** ⬭

Please, justify your answer…………………………………………………………...

……………………………………………………………………………………………

20. As a teacher of written expression module, have you ever used this method?

……………………………………………………………………………………………

……

➢ If yes, could you please give us some results that you have obtained from your experience of using that method?

………………………………………………………………………………………….

➢ If no, could you please tell us why and what are the difficulties that prevent you from integrating it?

…………………………………………………………………………………………..

Thank you for your time and collaboration

Appendix 15

Students' Questionnaire Piloting stage

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of Foreign Languages

Section of English

Questionnaire for students (the pilot stage)

Dear students,

You are kindly required to answer the following questionnaire that aimed to investigate "The Role of Electronic Portfolio Assessment in Enhancing Students' Essay Writing". I will be grateful if you answer all the questions sincerely. Tick (√) in the appropriate box (es), or provide a complete answer when you are asked. I assure the confidentiality of your answers, which are used for research purposes only.

Thank you for your participation

Prepared by   **Supervised by**

Yousra **Bouzghaia**   **Dr. Hoadjli** Ahmed Chaouki

2019-2020

Section One: General Information

1.Gender

Female ☐   **Male** ☐

2. Age…………..

Section two: Perceptions about the writing skill

3. In your opinion, what is the most important skill?

	highly important	important	fairly important	less important
1.Speaking skill	☐	☐	☐	☐
2. Reading skill	☐	☐	☐	☐
3. Writing skill	☐	☐	☐	☐
4. Listening skill	☐	☐	☐	☐

4. Which skill is the most difficult (s) to you?

Writing ☐   Reading ☐   Speaking ☐   Listening ☐

5. Do you like writing?

Yes ☐   No ☐

6. How much do you practise writing at home or in your free time?

Never ☐   Rarely ☐   Sometimes ☐   Always ☐

7. How can you evaluate your level in writing essays?

Excellent ☐   Good ☐   Fair ☐   Poor ☐

8. If you consider your level in writing essays as poor, or fair it is due to:

a. Lack of practice inside and outside classroom ☐

b. Teachers' inability to cover the lessons well ☐

c. Insufficient written expression sessions   ☐

9. what are the main factors that affect essay's writing?

a. Teachers' materials and methodology   ☐

b. Lack of interest about the chosen topics ☐

c. lack of motivation ☐

Section Three: Learners Opinion about E-portfolio Assessment

10. How mush do you depend on ICT in your learning?

Never ☐   Rarely ☐   Sometimes ☐   Always ☐

11. are you satisfied with the method your teacher uses in assessing your written production?

Yes ☐   No ☐

Justify your answer please……………………………………………………

12. What do you think about integrating a form of e-learning in your learning and assessment?

Strongly Agree ☐ Agree ☐   Disagree ☐   Strongly Disagree ☐
Neutral ☐

13. How often does your written expression teacher vary in his assessment methods?

Never ☐   Rarely ☐   Sometimes ☐   Always ☐

14. in this context "E-portfolio is digital, selected collection of learners' performances

i.e writing, which enables them to keep track of their learning journey"

What do you think about this method?

Very helpful ☐   Helpful ☐   Not helpful ☐

Section Four: Application of E-portfolio assessment

15. using e-portfolio contributes in enhancing your writing skill; more importantly writing essays

Yes ☐   No ☐

Justify…………………………….

16.The use of e-Portfolio in the course helps me to better examine my process of writing.

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Neutral ☐

16.The use of e-Portfolio in the course has allowed me to be more aware of my growth and development as a student.

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Neutral ☐

17. The e-Portfolio project helped me improve my technical/ computer skills

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Neutral ☐

18.Do you recommend to other students to use e-Portfolio?

Yes ☐ No ☐

Justify………………………………………….

19. Do you recommend to other teachers to use e-Portfolio in their classes?

Yes ☐ No ☐

Justify……………………………….

21. If you have any further suggestions concerning the use of e-portfolio as mean to enhance students' essay writing, you can add them

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………………………………………………. Thank you for your cooperation

Section Five opinionnaire

1.Are there any difficult questions?

Yes ☐ No ☐

If yes, mention them…………………………………

2. Are there any mistakes? (Grammar, spelling…)

Yes ☐   No ☐

3.Are there any repeated questions?

Yes ☐   No ☐

If yes, mention them…………………………………………..

4.Are the questions relevant to the research topic?

If no say why? ………………………………………………………….

5. Is the number of question items big or not?

Yes ☐   No ☐

6. how have you found the layout?

Attractive   ☐   Not attractive ☐

Appendix 16

Students' Questionnaire

Mohamed Kheider University of Biskra

Faculty of Letters and Foreign Languages

Department of Foreign Languages

Section of English

Dear students,

You are kindly required to answer the following questionnaire that aimed to investigate "The Role of Electronic Portfolio Assessment in Enhancing Students' Essay Writing". I will be grateful if you answer all the questions sincerely. Tick (√) in the appropriate box (es), or provide a complete answer when you are asked. I assure the confidentiality of your answers, which are used for research purposes only.

Thank you for your participation

Prepared by   **Supervised by**

Yousra **Bouzghaia**   **Dr. Hoadjli** Ahmed Chaouki

2019-2020

Section One: General Information

1.Gender

Female ☐ **Male** ☐

2. Age…………..

Section two: Perceptions about the writing skill

3. In your opinion, what is the most important skill?

	highly important	important	fairly important	less important
1.Speaking skill	☐	☐	☐	☐
2. Reading skill	☐	☐	☐	☐
3. Writing skill	☐	☐	☐	☐
4. Listening skill	☐	☐	☐	☐

4. Which skill is the most difficult (s) to you?

Writing ☐   Reading ☐   Speaking ☐   Listening ☐

5. Do you like writing?

Yes ☐   No ☐

6. How much do you practise writing at home or in your free time?

Never ☐   Rarely ☐   Sometimes ☐   Always ☐

7. How can you evaluate your level in writing essays?

Excellent ☐   Good ☐   Fair ☐   Poor ☐

8. If you consider your level in writing essays as poor, or fair it is due to:

a. Lack of practice inside and outside classroom ☐

b. Teachers' inability to cover the lessons well ☐

c. Insufficient written expression sessions ☐

9. what are the main factors that affect essay's writing?

a. Teachers' materials and methodology ☐

☐

b. Lack of interest about the chosen topics

c. lack of motivation [ ]

Section Three: Learners Opinion about E-portfolio Assessment

10. How mush do you depend on ICT in your learning?

Never [ ]   Rarely [ ]   Sometimes [ ]   Always [ ]

11. are you satisfied with the method your teacher uses in assessing your written production?

Yes [ ]   No [ ]

Justify your answer please…………………………………………………

12. What do you think about integrating a form of e-learning in your learning and assessment?

Strongly Agree [ ] Agree [ ]   Disagree [ ]   Strongly Disagree [ ]
Neutral [ ]

13.How often does your written expression teacher vary in his assessment methods?

Never [ ]   Rarely [ ]   Sometimes [ ]   Always [ ]

14. in this context "E-portfolio is digital, selected collection of learners' performances i.e writing, which enables them to keep track of their learning journey"

What do you think about this method?

Very helpful [ ]   Helpful [ ]   Not helpful [ ]

Section Four: Application of E-portfolio assessment

15. using e-portfolio contributes in enhancing your writing skill; more importantly writing essays

Yes [ ]   No [ ]

Justify…………………………….

16.The use of e-Portfolio in the course helps me to better examine my process of writing.

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Neutral ☐

16.The use of e-Portfolio in the course has allowed me to be more aware of my growth and development as a student.

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Neutral ☐

17. The e-Portfolio project helped me improve my technical/ computer skills

Strongly Agree ☐ Agree ☐ Disagree ☐ Strongly Disagree ☐ Neutral ☐

18.Do you recommend to other students to use e-Portfolio?

Yes ☐   No ☐

Justify……………………………………….

19. Do you recommend to other teachers to use e-Portfolio in their classes?

Yes ☐   No ☐

Justify……………………………….

21. If you have any further suggestions concerning the use of e-portfolio as mean to enhance students' essay writing, you can add them

……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
……………………………………………………………………………………
………………………………………………… **Thank you for your cooperation**

الملخص

تعليم اللغة وتقييمها هي عمليات مرتبطة ارتباطًا وثيقًا وغالبًا ما تكون متشابكة على مستوى التطبيقي ونتيجة لذلك و .، يعد استخدام مناهج متعددة لتعلم اللغة وتقييمها دورًا مهمًا في إتقان المهارات اللغوية بشكل أساسي ،خاصة التي غالبا ما تشدد التركيز على الكتابة النهائية بدلا من عملية الكتابة. تهدف هذه الدراسة إلى تسليط الضوء على آثار استخدام تقويم الملف او الحافظة الإلكترونية في تعزيز وتطوير كتابة مقالات متعلمي اللغة الإنجليزية كلغة أجنبية. خلال هذا البحث طرحنا الأسئلة الموافقة هل استخدام منهجيه تقويم الحافظة او الملف الالكتروني يساهم في تطوير الأداء الكتابي لمتعلمي اللغة الإنجليزية كلغة اجنبيه بالإضافة الى ماهي مواقف الطلاب والمعلمين من استخدام هذه المنهجية. تبعا الى الأسئلة المطروحة، افترضنا ان تقويم الملف الالكتروني يطور كتابة المقالات لمتعلمي اللغة الإنجليزية كلغة اجنبية. أيضا الطلاب والمعلمين ستكون لديهم نظرة إيجابية اتجاه استخدام المنهجية المقترحة. في دراسة شبه تجريبية، تطوع 9 طلاب من السنة الثالثة من جامعة بسكرة للمشاركة في هذه الدراسة. اعتمدا على منهج الأساليب المختلطة، تم اختيار الاختبار والاستبيان كطرق لجمع البيانات. إثر تحليل وتفسير النتائج المتحصل تم تأكيد الفرضية الأولى التي تنص على ان تقويم الملف الإلكتروني يساهم في تحسين كتابة المقالات لدى متعلمي اللغة الإنجليزية كلغة اجنبية. كما أشارت النتائج أيضا عن الموقف الإيجابي لكلتا الفيتين الطلبة والأساتذة الدين عبروا عن امتنانهم لاستعمال هدا المنهج

الكلمات المفتاحية الحافظة او الملف الالكتروني، كتابة المقالات، اللغة الإنجليزية كلغة اجنبيه، الكتابة النهائية عملية الكتابة

Le Résumé :

L'apprentissage et l'évaluation des langues sont deux processus liés et souvent étroitement liés dans la pratique ; par conséquence, la variation des méthodes d'apprentissage et d'évaluation des langues a un rôle important dans la maîtrise principalement des compétences linguistiques, ce qui concerne fortement la compétence d'écriture. Cependant, l'enseignement de l'écriture concentrer souvent sur la production finale plutôt que le développement des étudiants en écriture. Donc, ce travail discute l'évaluation des portefeuilles électronique pour améliorer la rédaction des essais. Les productions non académiques et insatisfaisantes étaient les raisons principales pour effectuer cette étude. Au cours de cette recherche, nous avons posé ces questions : L'utilisation de l'évaluation des portefeuilles électronique contribue-t-elle à développer la rédaction d'essais pour les apprenants ? quelle est l'attitude des étudiants et des enseignants concernant l'utilisation de cette méthodologie. Cette quasi-expérimentale étude a visé neuf étudiants de troisième année LMD d'anglais à l'Université de Biskra ; autrement l'approche des méthodes mixtes nous a permis d'utiliser le test et le questionnaire pour collecter les données. L'analyse et l'interprétation des données démontrés l'évaluation du portfolio électronique contribue à l'amélioration de la rédaction d'essais. Les résultats ont également indiqué le positive l'attitude des enseignants et étudiant concernant l'utilisation de la méthodologie proposée. En tant que recommandation principale, cette étude a prouvé l'impact potentiel de l'évaluation du portfolio électronique sur les processus éducatifs

 Les Mots clées : Portfolio électronique, L'anglais tant que Langue étrangère, la Rédaction D'essais, la production final, Développement en écriture