



Mohamed Khider University of Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages

# MASTER THESIS

Letters and Foreign Languages  
English Language  
Sciences of the language

---

Submitted by:

**Boulanouar Nessrine**

**Using the Portfolio Assessment Strategy to Enhance English Foreign Language  
Learner's Writing Skill**

The Case Study of Third Year English Foreign Language LMD Students at Biskra  
University

**at Mohamed Kheider University of Biskra**

---

**Board of Examiners :**

<b>Dr.</b>	Slimani Said	MCB	Biskra University
<b>Dr.</b>	Laala Youcef	MCB	Biskra University
<b>Mrs</b>	Messaibi Samira	MAA	Biskra University
<b>Mrs.</b>	Kesha Asma	MAA	Biskra University

Academic Year : 2020 - 2021

## Dedication

I dedicate this work to:

- ❖ My lovely and precious parents: **ABDELKADER** and **MERIAM**. I thank them about everything they are giving me; prayers, love, encouragement, support, and help. They were and still the secret of my happiness. May Allah bless them.
- ❖ To my lovely sisters: Zaineb and Romisa
- ❖ To my brother :Mohamad Yassin
- ❖ To my dear Grandfather: Ahmad Reguet
- ❖ My dearest Grandmothers: khaira and Bahria
- ❖ My dearest uncles: Bouzaide , Taibe , Nouri , Salah , ,Ade.
- ❖ Special thanks to my dear uncles Mabroki Izz alDin and Izz aldin Rabia
- ❖ My beloved aunts: Mebarka, Habiba, Sabah, karima, Messouda, and Hinda
- ❖ My sweet heart Friend: Maroua
- ❖ To my cousins: Abd Elmouhaimin ,Haytham, and Amir.
- ❖ To my cousins: Hiba, Hayate, Meriam, Yassmine, Amina, Fatima, and Aya.
- ❖ To my husband Abd Elhakim Rahim
- ❖ Finally to all those who prayed for me and asked Allah to help me.

## **Acknowledgment**

First and foremost, praise be to Allah, for his blessings throughout my research work.

My deep appreciation goes to my supervisor Mrs. Messaibi Samira, whose support, encouragement, kindness and patience gave me the energy to work harder. I would like to thank her for the insightful tips that guided me throughout the course of this study.

My sincere thanks go to the members of the board of examiners, Dr. Slimani Said ,Dr. Laala Youcef and Mrs. kasha Asma for accepting to read and evaluate this dissertation.

I am also indebted to all the teachers and students who participated in this research and enabled me to complete it successfully.

I want also to express my gratitude to my family whose assistance and encouragement have urged me to complete this work. I can never thank them enough for their patience and support.

My special thanks go to all my friends who have constantly given me support and encouragement to continue this research and are extended to my colleagues who never refused to help me.

## **Abstract**

The writing skill one of the most important skills that EFL learners have to master. However, the majority of students are facing several problems. Therefore, we thought of using a new technique in teaching writing to help students improve their writing skill. This research work aims at examining the importance of using the portfolio assessment as a technique in teaching writing to third year students of English in the department of foreign language at Biskra University. Moreover, we are seeking to identify whether the portfolio assessment can improve writing skill of third year students. In order to refute or confirm the hypothesis that the portfolio assessment have an impact in enhancing students writing skill. One research tool was used which is the questionnaire. One for the students of third year(N=31) and another one for teachers of "Written Expression" module (N=4). After analyzing the two questionnaires, the results obtained showed that third year students can identify their strengths and weaknesses in their writing skill through the use of the portfolio assessment. To conclude, the results obtained from this investigation revealed that both students and teachers have a positive attitude towards the portfolio assessment and they found that this technique can help them improve the writing skill. Thus, the hypothesis mentioned before was confirmed and validated.

## **List of Abbreviations**

**EFL** : English as a Foreign Language

**ESL** : English as a Second Language

**TEFL**: Teaching English as a Foreign Language.

## **List of Figures**

<b>Figure 1.1:</b> Process of Writing. (Harmer, 2004: 5) .....	11
<b>Figure 1.2:</b> Process Wheel. (Harmer, 2004: 6) .....	11
<b>Figure.1.3:</b> Model Based Approach. (White 1998: 46).....	17
<b>Figure3.1:</b> Students' Gender.....	41
<b>Figure3.2:</b> Important Components in Writing... ..	44
<b>Figure3.3:</b> Changes Students make when Re-reading.....	45
<b>Figure3.4:</b> the Most Difficult Stage for Students in Writing. ....	56

## List of Tables

<b>Table2.1:</b> Differences between Formative Assessment and Summative Assessment .....	30
<b>Table2.2:</b> Ten(10)Characteristics of Formative Assessment .....	31
<b>Table3.1:</b> Students' attitude towards the Written Session.....	42
<b>Table 3.2:</b> Students' Interest toward the Course of « written Expression ».....	42
<b>Table3.3:</b> Students' Reaction toward the Writing Tasks. ....	43
<b>Table3.4:</b> What Students Do after Reading the Topic they are Supposed to Write about .....	43
<b>Table3.5:</b> The Most Difficult Step in the Writing Process .....	45
<b>Table3.6:</b> What Students do when they Write .....	46
<b>Table3.7:</b> Students' Knowledge of Portfolio .....	46
<b>Table3.8:</b> Students' use of Portfolio.....	47
<b>Table3.9:</b> Teachers' encouragement for Portfolios .....	47
<b>Table3.10:</b> Students' willingness to have a Portfolio .....	48
<b>Table3.11:</b> items included in a Portfolio .....	49
<b>Table3.12:</b> times of Reading the Portfolio.....	50
<b>Table3.13:</b> motivating the student to writ via the Portfolio .....	50
<b>Table3.14:</b> improving the writing skill via the Portfolio... ..	51
<b>Table3.15:</b> Teachers' Experience in Teaching .....	53
<b>Table3.16:</b> Teachers'Opinion to the Time Giving to "Written Expression" Session.....	54
<b>Table3.17:</b> Teachers' Satisfaction with the Syllabus of " Written Expression" .....	54
<b>Table3.18:</b> the Followed Approach by the Teacher .....	55
<b>Table3.19:</b> Teachers Provide Help to their Students while Writing.....	56
<b>Table3.20:</b> Elements Teachers Help Students to Edit .....	57
<b>Table3.21:</b> Teachers Ways to Correct their Students Writings... ..	58
<b>Table3.22:</b> Teachers Use to the Portfolio Assessment .....	58
<b>Table3.23:</b> Teachers Attitudes Towards the Portfolio Assessment.....	59
<b>Table3.24:</b> Ability of Improving of the Writing Skill Via the Portfolio Assessment.....	59
<b>Table3.25:</b> Difficulties in Assigning Grades to the Portfolio .....	60
<b>Table3.26:</b> Students Attitude Toward their writing productions by developing portfolio .....	61
<b>Table3.27:</b> PortfolioRepresent the Students' Abilities more than Tests.....	61

# Contents

<b>Dedication .....</b>	<b>II</b>
<b>Acknowledgments.....</b>	<b>III</b>
<b>Abstract.....</b>	<b>IV</b>
<b>List of Abbreviations .....</b>	<b>V</b>
<b>List of Figures.....</b>	<b>VI</b>
<b>List of Tables .....</b>	<b>VIII</b>
<b>Contents.....</b>	<b>IX</b>

## General Introduction

Introduction.....	1
1. Statement of the Problem.....	1
2. Related review of the literature .....	2
3. Research Questions.....	3
4. Research Hypothesis.....	3
5. Aim of the Study.....	3
6. limitation of the study .....	4
7. Research Methodology .....	4
7.1. Research Method... ..	4
7.2. Population/Sample.....	4
7.3. Data Gathering Tools.....	5
8. Structure of the Dissertation.....	5

## Chapter One: Writing Skill

Introduction .....	06
1.1. Definition of the Writing Skill .....	06
1.2. The Micro- and- Macro Skills of Writing.....	08
1.2.1 The Micro skills of Writing .....	08
1.2.2. Macro Skills of Writing .....	08
1.3. Types of Writing.....	09
1.3.1. Imitative writing... ..	09
1.3.2. Intensive writing .....	09
1.3.3. Responsive writing .....	10
1.3.4. Extensive writing.....	10
1.4. The Process of Writing... ..	10



1.4.1. Planning .....	11
1.4.2. Drafting .....	12
1.4.3. Reviewing .....	13
1.4.4. Editing .....	14
1.4.5. Publishing .....	14
1.5. Approaches in Teaching Writing .....	15
1.5.1. The Process Approach .....	15
1.5.1.1. Characteristics of the process approach .....	15
1.5.2 Genre-Based Approach.....	15
1.5.2.1 Characteristics of the genre-based approach .....	16
1.5.3. The Product Approach.....	17
1.5.4. The Process-Genre approach .....	18
1.6. Teacher's Roles in Teaching Writing.....	19
1.6.1. Demonstrating .....	19
1.6.2. Motivating .....	19
1.6.3. Supporting .....	20
1.6.4. Responding.....	20
1.6.5. Evaluating .....	20
1.7. The Writing Assessment .....	20
1.7.1.Purposes of writing assessment .....	21
1.7.2 The criteria writing assessment .....	22
1.7.2.1. Fluency .....	22
1.7.2.2. Content .....	22
1.7.2.3. Conventions.....	22
1.7.2.4. Syntax .....	22
1.7.2.5. Vocabulary .....	23
1.7.3. Types of Writing Assessment .....	23
1.7.3.1. Journals .....	23
1.7.3.2. Conferences .....	23
1.7.3.3. Peer assessment .....	23
1.7.3.4..Self Assessment .....	24
Conclusion .....	24

## **Chapter Two: Portfolio Assessment**

Introduction.....	25
2.1 The definition of Assessment .....	25
2.2 Types of Assessment.....	26
2.2.1 Diagnostic Assessment .....	27
2.2.2 Summative Assessment .....	27
2.2.3 Formative Assessment .....	28
2.3 Characteristics of Formative Assessment .....	31
2.4 Strategies of Formative Assessment .....	32
2.4.1. On the fly .....	32
2.4.2. Planed for interaction.....	32
2.4.3. Curriculum Embedded... ..	32
2.5 Portfolio Assessment .....	33
2.5.1 The Definition of Portfolio Assessment .....	33
2.5.2 The Advantages of Portfolio Assessment .....	34
2.5.3 The Implementation of Portfolio Assessment in Teaching Writin.....	35
2.5.4 Characteristics of the Portfolio .....	36
Conclusion .....	38

### **Chapter Three: Chapter Three Data collection And Data Analysis**

Introduction.....	39
3.1 Aims of the Questionnaires .....	39
3.2 .Description of Questionnaires .....	39
3.2.1 .Description of Students' Questionnaire.....	39
3.2.2 . Description of teachers' questionnaires.....	40
3.3 .Piloting the questionnaires .....	40
3.4. Administration of the questionnaire .....	41
3.4.1 . The sample .....	41
3.4.2. Questionnaire analysis .....	41
3.5 .Discussion of the Results of Students' Questionnaire .....	51
3.6 .Teachers' Questionnaire .....	52
3.6.1 .Sample .....	52
3.6.2. Administration of the Questionnaire.....	53
3.6.3. Questionnaire Analysis.....	53
3.6.4 .Discussion of the Results of Teachers' Questionnaire .....	62
Conclusion .....	63

General Conclusion .....	64
Implimantations.....	65
Recommendations .....	66

References

### **Appendices**

**Appendix1: Students' Questionnaire**

**Appendix 2: Teachers' Questionnaire**

الملخص

## **General Introduction**

## **General Introduction**

Introduction .....	1
1. Statement of the Problem .....	1
2. Related review of the literature.....	2
3. Research Questions .....	3
4. Research Hypothesis .....	3
5. Aim of the Study .....	3
6. limitation of the study .....	4
7. Research Methodology .....	4
7.1. Research Method.....	4
7.2. Population/Sample .....	4
7.3. Data Gathering Tools .....	5
8. Structure of the Dissertation .....	5

## **Introduction**

Writing is receiving a great attention and important role which gives it a special status in second and foreign language education. Most EFL learners are struggling to master this skill. This struggle makes all researchers look for ways to teach the writing skill. Beside the choice of the teaching method , the choice of the assessment should be taken into consideration. However this is somehow difficult via the use of the traditional assessment technique such as timed impromptu writing test. Therefore new ways of assessment have been developed to illustrate what students learn and what they are able to do with their knowledge .One of these ways is the portfolio assessment which has become a popular technique because it shows how the student have worked during the whole semester. This allows both teachers and learners to evaluate the work.

### **1. Statement of the Problem**

The writing skill is a productive skill which requires knowledge of grammatical rules, varied vocabulary ,formal language to be mastered. Due to the great importance of this skill, written expression course teachers often tried to enhance their student level in writings. However a remarkable number of students at Biskra university have a poor writing performance, specifically at the level of writing structure and patterns in their writing. Due to the need to help student improve their writing abilities teachers looked for a new assessment techniques. We believed that the portfolio assessment technique is effective to assess and improve the writing skill at the same time ; since they combined the process and the product of writing together ,and allowed student to receive a corrective feedback from both teachers and peers. In other words,

the student's work was corrected and improved with the help of their peers and teachers to have control of the writing system ( punctuation, vocabulary, grammar...).

## **2. The Related Review of the Literature**

A large number of studies and research publication acknowledge the impact of the portfolio assessment on EFL writing.

A study was conducted by Slober (1996) who investigated how the portfolio assessment can students improve their writing. Within a 12 week period. During The treatment student had 3 writing samples which were made up of writing steps such are prewriting ,revising ,and editing. Each sample was assessed for understanding the writing procedures. After the treatment results concluded that there was a significant effect on student improvement in narrative writing. Furthermore, Elhinia (2004) examined the impact of the portfolio assessment on Iranian EFL learners writing skill. The results showed that portfolio assessment had considerable effect on writing performance of EFL Iranian learners. In the same vein ,Tabatabaei & Assefi (2012) investigated the effect of port folio assessment technique as teaching and learning assessment tool on writing skill of EFL students. The sub skill of writing were also taken into consideration 40 Iranian EFL learner were divided into 2 groups experimental and control group. The experimental group received the portfolio assessment as an instructional tool while the control group had a conventional approach of writing. The findings indicated that the portfolio assessment technique had important impact on enhancing the level of the writing skill specifically the sub skills of writing such as focus ,organization ,and vocabulary. Another study conducted by Koç(2013)

examined the attitudes of both teachers and learners towards the use of portfolio in EFL writing classes in Turkey. This study was conducted with 16 EFL teachers and 96 students in EFL classes. The results showed that all teachers and most of EFL students have a positive attitudes towards the use of port folio assessment.

### **3. The Research Questions**

**RQ1:**To which extent the implementation of portfolio assessment technique effects EFL learners writing skill?

**RQ2:** The use of portfolio assessment technique will effect on EFL learners writing ability in terms of focus ,organization ,vocabulary ,grammar?

**RQ3:** What are the main characteristics of the Portfolio Assessment

### **4. Research Hypotheses**

**H01)** the implementation of portfolio assessment technique will have an effect on of EFL learners e writing skill.

### **5. Aims of the Study**

Based on the problem statement above ,the researcher had objectives of the study as follows:

- a)** To identify the role of portfolio assessment in promoting mester one writing skill.
- b)** To describe the significance of the implementation of the portfolio assessment technique at Biskra university.
- c)** To see the attitude of the students towards the teaching of writing with the implementation of the portfolio assessment in the teaching and learning process in the classroom.



## **6. Limitation of the Study**

The researcher needed to limit the problem area to have a clear focus. The researcher wanted to find out how the portfolio assessment will improve student's writing skill. However conducting a research using quasi-experiment method was quietly impossible because of the pandemic of the covid 19 in which the researcher did not have enough time to collect the needed data for the research. Therefore the researcher limited her study only into the implementations of the portfolio assessment technique which will had effect on EFL learners writing skill.

## **7. Research Methodology**

### **7.1. The research method**

The current research was carried out at Biskra university. This research was a case study that uses qualitative approach. Data was collected by using two mixed questionnaire which entail both close –ended and open –ended questions for both teachers and students.

### **7.2. Population and Sample**

The sample and population under this study were EFL mester one student ,at Biskra university. It consisted of 58 participant (50 student and 8 teachers) the students were chosen randomly from all branches. The reason behind choosing students of this level is that they are more aware of the importance of the writing skill in their learning accordingly they are preparing themselves on academic writing to write their dissertations. The teacher sample consists of 8 university teachers of writing expression module.

### **7.3. Data Gathering Tools**

The data was gathered by two mixed questioners which entail close-ended and open-ended questions which is called semi-structured questionnaires. It was given for both teachers and students to be answered. This answers are the data are going to be analyzed.

## **8. Structure of the Dissertation**

**8.1. chapter one:** was devoted to the theoretical framework about the writing skill including its definition, micro and macro skill of writing, the process of writing , the approaches of writing , and the role of the teacher in teaching writing.

**8.2. chapter two:** was about the port folio assessment. definition of assessments, types of assessment, writing assessment, the definition of the port folio assessment, The advantages of the port folio assessment, The implementation of port folio assessment in teaching writing, The advantages of the port folio assessment, and The characteristics of port folio assessment.

**Chapter one :**

**The Writing Skill**

## Chapter One: the Writing Skill

Introduction .....	06
1.1. Definition of the Writing Skill .....	06
1.2. The Micro- and- Macro Skills of Writing.....	08
1.2.1 The Micro skills of Writing .....	08
1.2.2. Macro Skills of Writing .....	08
1.3. Types of Writing.....	09
1.3.1. Imitative writing .....	09
1.3.2. Intensive writing.....	09
1.3.3. Responsive writing .....	10
1.3.4. Extensive writing.....	10
1.4. The Process of Writing .....	10
1.4.1. Planning .....	11
1.4.2. Drafting .....	12
1.4.3. Reviewing .....	13
1.4.4. Editing.....	14
1.4.5. Publishing .....	14
1.5. Approaches in Teaching Writing .....	15
1.5.1. The Process Approach.....	15
1.5.1.1. Characteristics of the process approach .....	15
1.5.2 Genre-Based Approach.....	15
1.5.2.1 Characteristics of the genre-bassed approach.....	16
1.5.3. The Product Approach.....	17
1.5.4. The Process-Genre approach .....	18
1.6. Teacher's Roles in Teaching Writing.....	19
1.6.1. Demonstrating.....	19
1.6.2. Motivating.....	19
1.6.3. Supporting.....	20
1.6.4. Responding .....	20
1.6.5. Evaluating.....	20
1.7. The Writing Assessment.....	20
1.7.1.Purposes of writing assessment.....	21
1.7.2 The criteria writing assessment .....	22

1.7.2.1. Fluency.....	22
1.7.2.2. Content.....	22
1.7.2.3. Conventions.....	22
1.7.2.4. Syntax .....	22
1.7.2.5. Vocabulary .....	23
1.7.3. Types of Writing Assessment.....	23
1.7.3.1. Journals .....	23
1.7.3.2. Conferences .....	23
1.7.3.3. Peer assessment.....	23
1.7.3.4..Self Assessment.....	24
Conclusion .....	24

## **Introduction**

To learn a foreign language means to learn the four skill of this language which are listening ,speaking ,reading ,and writing. In the learning process teachers always leave the writing skill to the end because it is seen as the most important and sophisticated skill compared to other language skills. The writing skill requires from students considerable effort and practice to reach an acceptable level. This chapter will present to the reader the writing skill in general ,including different definitions ,the micro and macro skills of writing. It also deals with the process of writing and approaches of writing , it also explores types of writing and the teacher's roles in teaching writing. In addition to assessing the writing skill: definitions, purposes, criteria, and types of writing assessment.

### **1.1. Definition of the Writing Skill**

Writing is a medium of human communication by the use of letters ,scripts, symbols. these symbols are arranged together to form words and words to form sentences to convey a meaningful message.

Hamdouche (2010) describes writing as an activity to produce the writing form of the language. This activity is not only based on combining the symbols of the language but also arranging them according to some rules to form words and combining them into sentences. To do this successfully the writer should take into consideration the four structural levels in writing beginning with the word structure ,sentence structure ,paragraph structure ,and over all text structure. Thus ,according to lounis (2009) writing is the most important skill to be mastered by both English as foreign language (EFL) learners and English as second language (ESL) learners. This skill necessitate from the learner acquiring a set of competencies controlled by a knowledge in different language systems and the use of the letters to turn your ideas into written form .

## Chapter one : The Writing Skill

Besides ,Oshima and Hogue (1997) say that " Writing is never a one-step action; it is an ongoing creative act"(p:26). This means that they see writing as a process that is based on several steps such as prewriting ,planning ,writing and revising drafts ,and writing the final draft.

Also ,Oshima and Hogue (1997) says that writing is the process in which students improve themselves gradually . This means that students write their first draft and revise it several times by the end they will find themselves have improved their writing skill. Moreover, Lounis (2009) argues that students who want to master the writing skill have to be provided with practice and follow effective formal learning and teaching . consequently teachers should provide the learners with practice and activities in order to make them develop this skill ,as a result; this will ensure their success in school . Furthermore , Sierra (2012) adds that via the writing skill students can express their ideas ,feelings ,experience... in writing form. In addition, Manchon (2011) stated that in writing texts " by following grammatical rules writers can encode full semantic representation of their intended meaning" (p .21) . the writer will use writing to transmit meanings, feelings, or communicate ideas in written form.

However , as mentioned in the background of the problem ,Richard and Renandy (2002) defines writing as process which seems simple but in fact it is complicated not only in generating and organize ideas but also in how to make these ideas into an interesting writing. Grenville (2001) adds that writing is a difficult process and it makes students often feel muddled about how to start writing and how to organize their ideas to have an interesting final draft.

to conclude ,writing is a tool that enables students to express their ideas ,feelings ,and even personal experience. It is considered to be the most difficult skill among other skill because it requires practice therefore , teachers should provide their learners with a

## Chapter one : The Writing Skill

lot of practice that could be done inside and outside the class room in order to master this skill .

### **1.2. The Micro- and- Macro Skills of Writing**

Brown and lee (2015) stated that there are some aspects to be taken in consideration in the writing skill. This aspects can be summarized into two main skills which are micro and macro skill which can be used later in teaching writing as well as assessing it. The macro skills are applied more to responsive and extensive writing in order to enable students master the writing skill. In the other hand ,the micro skills are needed in imitative and intensive types of writing skill.

Those skills are described as follows:

#### **1.2.1. The Micro skills of Writing**

- \_ Produce graphemes and orthographic patterns of English
- \_ Produce writing at an efficient rate of speed to suit the purpose.
- \_ Produce an acceptable core of words and use appropriate word order patterns.
- \_ Use acceptable grammatical systems (e.g., tense, agreement, pluralization), patterns, and rules.
- \_ Express a particular meaning in different grammatical forms.
- \_ Use cohesive devices in written discourse.

(Brown &lee, 2015,p:437)

#### **1.2.2. Macro Skills of Writing**

- \_ Use the rhetorical forms and conventions of written discourse.
- \_ Appropriately accomplish the communicative functions of written texts according to form and purpose.



## Chapter one : The Writing Skill

- \_ Convey links and connections between events, and communicative such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- \_ Distinguish between literal and implied meanings of writing.
- \_ Correctly convey culturally specific references in the context of the written text.
- \_ Develop and use a battery of writing strategies, such as accurately assessing the audience's interpretation, using prewriting devices, writing with fluency in the first drafts, using paraphrases and synonyms, soliciting peer and instructor feedback, and using feedback for revising and editing.(ibid)

### **1.3. Types of Writing**

According to Brown (2004) the writing skill has four types such as imitative , intensive ,responsive ,and extensive writing.

#### **1.3.1. Imitative writing**

is considered as the starting stage of writing skill. In this stage the fundamental knowledge of writing has to be attained by the learner for example letters ,words ,punctuation ,spelling system ,and simple sentences. This type gives more important to the form them context and meaning. (Brown,2004 :342,343).

#### **1.3.2. Intensive writing**

Is also known as controlled writing ,this stage is not different from the preceding stage. It focuses in producing well formed sentences by producing the appropriate vocabulary in specific context ,and using the correct grammar. Meaning and content are important in determining appropriateness and correctness of the written text. (ibid)

## Chapter one : The Writing Skill

### **1.3.3. Responsive writing**

It is a stage where students are asked to connect sentences to form paragraphs and to write two or more paragraphs ordered logically. In this stage they can write different types of texts such as summaries ,descriptions ,narratives... . Here the writer has the freedom to chose the expression of ideas. (ibid)

### **1.3.4. Extensive writing**

is seen as the highest stage in writing in which learners master all the process and strategies of writing for all purposes which enables them to write long texts such as reports ,long essays ,or even thesis . (ibid)

## **1.4. The Process of Writing**

According to Oshima and Hogue (1997) there are four stages in the process of writing. They are as follows: prewriting ,planning ,writing and revising drafts ,and writing the final copy. In the prewriting stage students generate their ideas using some strategies such as brain storming and listing. Next they move to planning. In this stage the generated ideas via brainstorm are going to be organized in the form of en outline. Then they start writing and revising their drafts several times "This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing)"(p:29). When the student is satisfied with the revision stage he will write the final version of writing.

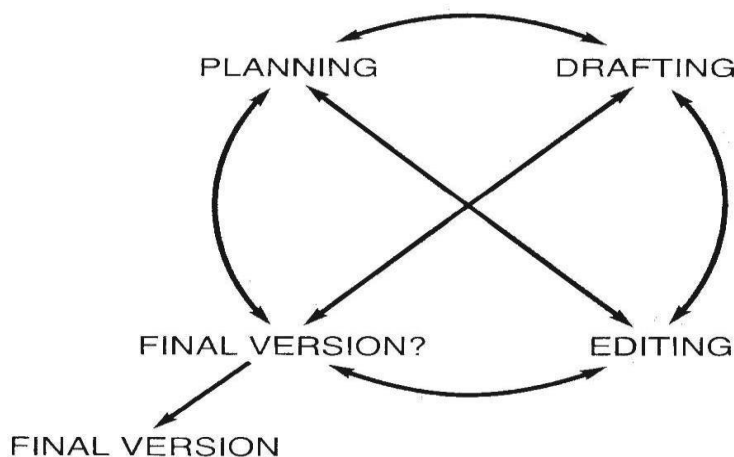
Similar to them, Harmer (2004) mentions that students have the opportunity to break down the task of writing into stages which are planning ,drafting ,editing ,and writing the final draft. To explain more, we will present Harmer's (2004) figures of the writing process:

## Chapter one : The Writing Skill

Planning  $\longrightarrow$  drafting  $\longrightarrow$  editing  $\longrightarrow$  final draft

**Figure.1.1: Process of Writing. (Harmer, 2004: 5)**

Harmer (2004: 5-6) was not satisfied with this diagram that is why he said “the process of writing is not linear, as indicated above, but rather recursive. This means that writers plan, draft and edit but then often re-plan, re-draft and re-edit.” For this reason, he presented the process of writing in another way which is called ‘process wheel’.



**Figure.1.2: Process Wheel. (Harmer, 2004: 6)**

Figure 2-2 indicates that writers are not obliged to follow step by step the process of writing ,they are allowed to move forward or backward until they produce the final version. Harmer (2004:12) explains that these stages do not occur in a linear sequence; they are recursive, interactive, and potentially simultaneous; i.e. all the work can be reviewed, evaluated and revised, even before any text has been produced at all. These stages are as follows:

### 1.4.1. Planning

this stage is done before starting the writing process in which the students are going to take notes about their topics and make plans for their writings . During the planning stage students should take into consideration some points such as the purpose since this will determine the type of text ,the language ,and the information that are going to be used also

## Chapter one : The Writing Skill

the audience to whom they are going to write. This will influence both the form and the language of the text whether it is going to be formal or informal. Then the content structure which is about the succession of ideas ,facts ,arguments that students are going to use. Finally, they have to pay attention when organizing these ideas into main ideas and supporting details. This organization can take different forms depending on the students learning styles. It might take the form of an outline ,notes ,graphic organization ,or semantic map.

### **1.4.2. Drafting**

In this stage, student can start writing their drafts out of the former said methods. Accuracy of language punctuation and vocabulary is not essential at this stage. Prewriting is an important stage in the writing process because as stated by Parson (1985: 105) as cited in Hamadouch(2010): "...students who are encouraged to engage in an array of prewriting experiences have a greater chance for writing achievement than those enjoined to 'get to work' on their writing without this kind of preparation." The teacher in the class should make his students aware of the importance of the prewriting stage. It helps them to think about a given topic. Prewriting activity could be done in group when it is group work or individual when it is individual assignment. Also, teachers should advise their students to take more time in this stage because it is the one upon which the next stages are going to be backed up to produce an acceptable piece of writing. Second students start drafting ,Linderman (1987:26) (as cited in Hamadouch,2010) defines it as "physical act of writing" it is when the writer starts developing his topic on paper . Hedge (1988: 89) as cited in Hamadouch(2010) defines drafting as the stage where the writer "puts together the pieces of the text [through] developing ideas [into] sentences and paragraphs within an overall structure." When composing the first draft students write freely which means that student should not focus on language and mechanical aspects such as grammar, spelling, and

## Chapter one : The Writing Skill

punctuation. But they have to focus on the content and how to communicate their ideas.

Concerning the drafting stage Galko (2002: 49) as cited in Hamadouch (2010) states:

Drafting means writing a rough, or scratch, form of your paper. It is a time to really focus on the main ideas you want to get across in your paper. When drafting, you might skip sections or make notes to yourself to come back and add more examples in certain spots or to check your facts later. As you draft, you do not need to worry about grammar, spelling, or punctuation. You will have time to refine these mechanical parts of your paper at a later stage.

Drafting is the stage that should be repeated as many times as necessary until both the teacher and students are convinced with the draft. Here the teacher plays an important role in the writing process; he may help his students to use the right words, ideas, and helps them to overcome the difficulties of writing.

### **1.4.3. Reviewing**

Reviewing is always preceded by the drafting stage and followed by the final stage which is called editing. Reviewing is the process of revising again and again the writing produced in drafting. In this stage the students correct their errors and make substantial changes in their writing, as it is stated by Grenville (2001: 153): “[as you revise], you will be looking for changes that will help readers understand the information better or be more convinced by your argument. Once you have found the places that need fixing, you have to decide whether to cut, add or move.” Which means that the writer will make some modification in his text such as deleting, adding, reformulating his ideas to make it clear to the readers.

According to Brown and Hood (1989) as cited in Hamadouch(2010) reviewing includes not only checking grammar, spelling, and punctuation but also checking the purpose and the content if they are clear for the reader in specific writing situation. Moreover, Johnson (2008) highlights that reviewing is the essence of writing and it helps for producing an advanced final drafts if it includes feedback from both teachers and peers. Indeed, the key

## Chapter one : The Writing Skill

of the class room activity is the peer review because it enhance the student ability to produce texts and make them aware of the importance of readership. Again students are given the opportunity to choose which draft to review because not all the drafts should be reviewed and the rest of the drafts can be kept in a portfolio to document students writing journeys.

### **1.4.4. Editing**

In this stage students will proof read ,check grammar ,spelling ,and punctuation. Here also comes the role of the peer feedback so getting students read each other's works might be useful.. To shed more light on the editing stage, we will quote Johnson (2008: 180):

This is the stage where grammar, spelling, and punctuation errors are corrected. A word of caution: The quickest way to ruin a good writing project or damage a writer is to insist that step 4 be included in step at 1, 2, or 3. If writers are editing or worrying about mechanics at the pre-writing, drafting, and revising stages, the flow of ideas and the quality of writing suffers. Precious brain space that is devoted to generating and connecting ideas will instead be utilized worrying about writing mechanics.

The process approach of writing is recursive which means that the student can edit his piece of writing at any stage to make it meet the norms and rules of written English.

### **1.4.5. Publishing**

In this stage students produce their final drafts as completed work. According to Johnson (2008) this is the stage where the writing becomes real and alive because it is going to be in the hand of the readers by publishing it in newspaper ,school ,or magazines.

Drowse the conclusion that it is gradual process with several stages. First stage is pre-writing which is basically done before student start writing ,here students are asked to generate and organize their ideas. The second stage is first planning ,second stage is drafting ,third stage is reviewing drafts and revising them until producing well written draft. Final stage is writing the final work and submitted to the teacher as completed one.

## **1.5. Approaches to Teaching Writing**

Richard and Renandya (2002) ,say that there are two approaches in teaching writing. They are process approach and genre- based approach.

### **1.5.1. The Process Approach**

when this approach is used by the teacher this means that he/ she has focused on stages in the writing process such as planning ,drafting ,revising , editing , and writing the final draft. In addition, Seow as cited in Richard and renandya(2002 ) describes the process approach in teaching writing which is based on the following stages planning ,drafting ,revising , editing , and writing the final draft. Which means that students gather information and ideas from different sources to write a piece of writing. Then they revise it and make some changes to clarify their meaning. After that they edit for spelling, capitalization, punctuation, grammar. Finally, they publish it. Also he adds other stages which should be used after the drafting stage these are responding ,evaluating ,and post writing. For each stage the teacher is going to use a specific classroom activities to support the learning of specific writing skills .

#### **1.5.1.1. Characteristics of the process approach:**

Chieko(2020) adds that the process writing approach is characterized by:

- a) It allows learners to include their previous knowledge in their writing which make them creative.
- b) It gives the learners the opportunity to work in pair which will help in generating and selecting ideas in the prewriting phase.

### **1.5.2. Genre-Based Approach**

Rappen as cited in Richard and Renandya(2002 ) discussed the genre-based approach which deals with the relationship between text genres and their context . In other words this approach provides the learners with the opportunity to write in different genres of

## Chapter one : The Writing Skill

writing. The first principle of this approach is making the learner's aware of the different written communication and different ways the information is going to be organized in written text by being exposed to different text types and sufficient practice . The second principal is that language is functional which means students achieve certain objectives via the language. Furthermore language is always acquiring in specific social and cultural contexts. For that reason this language cannot be understood outside its context. Teachers need to teach writing via the use of genre based approach because for it the language is functional. It is meant to serve functional purposes as Painter (1989: 21) as cited in Hamadouche (2010) notes:

Language is a functional resource in that the language system can be viewed as having the form it does because of what it is called upon to do. The needs of language learners have shaped the linguistic system itself.

### **1.5.2.1. Characteristics of the genre-based approach**

According to Tuan (2011:p,123) the Gener-based approach is characterized by:

- a) the genre-based approach emphasizes the importance of exploring the social and cultural context of language use on a piece of writing
- b) this approach highlights the magnitude of the readers and the linguistic conventions that a piece of writing needs to follow in order to be successfully accepted by its readership (Muncie, 2002).
- c) n the writing classes, students are encouraged to participate in the activities of meaning exchange and negotiation with peers and the teacher. Learning writing in this way, as it is believed, can remove the feeling of isolation which bothers many learners when writing and at the same time ,help students writers have positive reinforcements about the knowledge of linguistics, content and ideas in the composing of texts.
- d) This approach is concerned with teaching learners how to use language patterns to accomplish coherent, purposeful prose writing. Its central belief is that “we do not just write, we write something student writers are requested to take the overall social purposes of text into account when composing a text.



## Chapter one : The Writing Skill

### 1.5.3. The Product Approach

Pincas (1982) as cited in Badger and White(2000) adds the third approach which is the product approach. She sees writing based on the linguistic knowledge and using the vocabulary, syntax ,and cohesive devise appropriately. In this approach writing a text is based on four stages :

- a) Familiarization stage: which is the stage where learner's should be aware of certain features of a particular text.
- b) Controlled and guided stage: where the learner will start practicing the skills of writing until they have a control over features of piece of writing.
- c) Guided Writing: this stage is the most important stage in writing because here the student is going to focus on organizing the ideas he is going to use.
- d) Free writing stage: when they use the writing skill to write a letter ,story ,or essay.

Moreover ,Lounis(2009) explains that this is an approach that assure the correctness and accuracy of the writer's ideas ,decisions ,and the process through which his text was produced. She adds this approach is also called (text-focused approach) and it limits the role of the teacher to be a the source of directives ,spotter of errors , and the corrector of the final draft of writing . The teacher is not allowed to play the role of facilitator to the writing tasks. For this reason ,this approach sees the final writing version as indication of his achievement. Furthermore White (1998) as cited in Hamadouche (2010) argues that this approach is built up on activities in which the students are asked to imitate a model of text . White (1998) sees the model based approach as follows:

Study the model  $\Longrightarrow$  Manipulate elements  $\Longrightarrow$  Produce a parallel text

**Figure.1.3: Model Based Approach. (White 1998: 46)**

## Chapter one : The Writing Skill

The model text is the first step. It is analyzed and studied from all writing features such as: content ,organization ,structure of grammar ,and sentences. After this analysis the student is given a new topic and invited for a parallel task.

### 1.5.4. The Process-Genre approach

Today, it is recognized that teaching the writing skill using one approach is not beneficial which makes scholars combine between approaches to have more effective approach in teaching writing. One way of doing that is to combine the Process approach and the Genre –based approach to teach writing. In addition Hyland (2003) describe the process-genre approach as:

In practice this means a synthesis to ensure that learners have an adequate understanding of the processes of text creation; the purposes of writing and how to express these in effective ways through formal and rhetorical text choices; and the contexts within which texts are composed and read and which give them meaning. (p:24)

Yan(2010:31) suggested the following steps to teaching writing according to this approach:

**Step 1: Sampling and modeling :**During this start-up phase, the teacher designs a situation where students may meet in real life. For example, to write an application letter for a job and to let students in groups discuss freely the context, purpose and potential readers of such a writing task. Subsequently, the teacher provides a sample and places it in a particular Towards an eclectic framework for teaching EFL writing in a Chinese context 32 genre.

**Step 2: Analyzing and brainstorming:** In this phase, the teacher and students go through the sample in details and afterwards let students analyze and find out the rhetorical principles and lexico-grammatical patterns. The teacher needs to offer more samples to broaden students' horizon for such a genre.

**Step 3: Joint constructing:** The teacher and students work together to finish a piece of writing in class with students' contribution of ideas. The teacher plays a role of facilitator and stenographer who may offer polishing and error correction at times. The result of joint constructing functions as a model which students can refer to later.

**Step 4: First independent drafting:** Due to time constraint in class, students could be asked to finish their own draft independently after class and bring it to next writing class.

Step 5: Conferencing with focus on macro-aspects of draft During this phase, students work in pairs to review each other's drafts and give feedback to the macro-aspects of the draft, such as the development of main ideas and discourse structure, so that the draft accords with the corresponding context and readers in certain culture or society. The teacher may circle and answer questions of students.

## Chapter one : The Writing Skill

**Step 6: Second independent drafting Students**, given the feedback in class, could revise the first draft after class.

**Step 7: Conferencing with focus on micro-aspects of draft:** Having brought their second draft to class, students in pairs correct the grammar and spelling mistakes, and also weigh the words and expressions in each other's drafts. The teacher may circle and answer questions of students.

**Step 8: Last independent drafting :**Students finish their final drafts on their own after class.

**Step 9: Sharing and teacher feedback:** In class students are encouraged to share their final drafts with the whole class. The teacher gives feedback concerning both the macro-aspects and the micro-aspects of students' writing. Yan(2010:31).

### 1.6. Teacher's Roles in Teaching Writing

In teaching writing there are several roles to be played by the teacher in order to help the student produce a good writing. Brown(2001) mentioned that a teacher who plays the role of facilitator has to guide his students while they are writing. Moreover Harmer (2004) adds that there are five roles to be played by the teacher before ,during ,and after students writing ,they are as follows:

#### 1.6.1. Demonstrating

Demonstrating the language features such as various genres constrains and writing conventions of a specific type of writing by the teacher is important because students have to be aware of this when they are going to start writing.

#### 1.6.2. Motivating

The teacher has to provoke his students and set a suitable environment for writing especially when they are lost . Here the teacher may help his students by introducing different writing tasks such as rearranging jumbled paragraph ,finishing uncompleted paragraphs to enable them generate ideas before they start writing.

## Chapter one : The Writing Skill

### **1.6.3. Supporting**

Students while writing they feel frustrated because they lose their words that is why The teacher should be available and prepared to help his students to overcome the problems that occur during the writing process.

### **1.6.4. Responding**

The teacher plays this role after the students finish with their work. Teacher responds to his students work means he gives suggestions to students in order to improve their writing. However these suggestions are part of the writing process and not the evaluation procedures that is to say teachers do not give grades in this stage instead telling him/her how well it is going so far .

### **1.6.5. Evaluating**

This role is played at the end of the writing process where the teacher evaluates his students work. The teacher aims to see his students achievements ,to give them grades . Also here the teacher wants to make his students see where they are right and where they are wrong ,and to tell them how to make progression in the process of learning how to write .

In summary ,the teacher in teaching writing has roles to play as demonstrator , Motivator , Supporter , Responder ,and Evaluator. This roles are done to help students succeed in their learner process and in producing a well written text .

## **1.7. The Writing Assessment**

Writing is considered a productive skill through which writers can record their speech and communicate their feelings ,ideas ,and personal experience .

However, writing in EFL context is considered as complicated task for both teachers and students. Because, it requires a lot of practice from both of them. Due to this complicity teachers tend to provide their student with help ,awarding ,and grades. This can

## Chapter one : The Writing Skill

be provided only via assessment Wigglesworth (2008) as cited in Benmaamar (2016) notes that “ In the assessment of languages, tasks are designed to measure learners’ productive language skills through performances which allow candidates to demonstrate the kinds of language skills that may be required in a real world context.”( p.111).

Here the role of the teacher is to examine what the students have achieved and learned from the whole course. He can use either traditional type of assessment which was explained by Dikli (2013) that there are several strategies of traditional assessment that are commonly used by the teacher in the classroom to assess the writing skill. They are short answer test ,essays ,true-false test ,multiple choice. Or the alternative assessment which was defined by Richard and Renandya ( 2002) as a type of assessment in which the students are required to perform ,produce ,and show what they can do " Students are evaluated on what they integrate and produce rather than on what they are able to recall and reproduce"(p339).

This means through it the teacher can discover his students strengths and weaknesses.

Moreover, Brown explains that self assessment ,observation ,journals ,and peer assessment are strategies used in alternative assessment.

To conclude assessment can provide the teacher with information about his students. Teacher can assess his learners writing via traditional assessment using for example short answer test as strategy or alternative assessment using portfolio assessment strategy .

### **1.7.1. Purposes of writing assessment**

According to Hyland (2003) this is the purposes of assessing the student writing skill:

- a) To identify student writing strengths and weaknesses.
- b) To help teachers plan and adjust the writing course and inform learners of their progress.

## Chapter one : The Writing Skill

- c) To enable learners to demonstrate the writing progress they have made in the course.
- d) It gives the teacher information about the student abilities to perform particular writing task.
- e) It is used by the teacher to motivate the learners work hard to develop their writing skill.

### **1.7.2. The criteria writing assessment**

According to Isaacson(1996) to consider a piece of writing as successful product it should fulfill this intent:

#### **1.7.2.1. Fluency**

It is the first criterion the teacher should assess at the beginning. It means the ability to write down one's thoughts. Here the student should develop his ideas of gradually increasing thoughts.

#### **1.7.2.2. Content**

It is the second criterion to be taken in consideration while assessing the writing product . content features include: accuracy, cohesion, and composition organization.

#### **1.7.2.3. Conventions**

In order to produce a readable writing product, students have to follow the standard conventions of writing English which are: legible hand writing, grammar, capitalization, punctuation, correct spelling. As a result even if the message is communicated readers will react negatively towards compositions which are not neat in their form.

#### **1.7.2.4. Syntax**

It is moving from writing single word to sentences. In this point the teacher will assess the writing product in terms of using: variety of sentences patterns, the use formulation of simple and compound sentences.

## Chapter one : The Writing Skill

### **1.7.2.5. Vocabulary**

The teacher will evaluate the student's composition in terms of the vocabulary used which should be appropriate to the communicated message.

### **1.7.3. Types of Writing Assessment**

There are various types of assessment used to assess the writing skill such as: journals, conferences, self assessment, peer assessment, and portfolio assessment.

#### **1.7.3.1. Journals**

According to Brown(2004) is a kind of written dialogue between the student and the teacher where the student can express his thoughts, feelings, reactions, or progress towards goals. It also "provides the opportunity to write freely"(p:418) which means students pay a little attention if any to correctness, form, structure while writing. Also it provides the teacher with the opportunity of offering the student with different forms of feedback.

#### **1.7.3.2. Conferences**

Brown(2004) describe it as a conversation between the student and his teacher about writing draft and facilitating the writing task. This interaction will help the student receive a direct feedback from his teacher. In this type of assessment the role of the teacher is a facilitator rather than controller or deliverer of final grades. Conferences is considered as formative assessment strategy because it looks for further development of the writing skill.

#### **1.7.3.3. Peer assessment**

Mittan(1989) stated that the teacher is not the only one who can assess the student's writing work but also the peers. Peer assessment accrues when the students exchange their works to assess it. Collaborative work can be enhanced positively through this kind of assessment "Collaborative peer review helps learners engage in a community of equals who respond to each other work and together create authentic social context for interaction and learning" (Mittan: 198) as cited in Chelly (2012) . Moreover, Brown

## Chapter one : The Writing Skill

(2004) explained that peer assessment helps in increasing the student motivation and involves him directly in the assessment procedure of the writing product.

### **1.7.3.4. Self Assessment**

Is a kind of writing assessment which refers to involving the student in making judgments about their learning and specifically their achievements and outcomes. It is considered as both formative and summative assessment. it is formative strategy when it contributes to the development of the writing skill and as summative strategy when it contributes to the graded awarded to the student(Boud & Falchikov,1989). Moreover , Brown (2004) adds that self assessment helps in increasing the learners autonomy when the student will rely on himself in writing and assessing his own work.

### **Conclusion:**

Finally, it is concluded that writing tends to be the most difficult skill among other skills. to master this skill both teachers and students are required to have some knowledge about it and to do some efforts to have accepted level in it. There is only one way to achieve this is to see writing as process that is based on different stages rather than product of accurate use of grammar ,sentences ,and range of vocabulary.



**Chapter two**

**Portfolio Assessment**

## Chapter Two: Portfolio Assessment

Introduction.....	25
2.1 The definition of Assessment .....	25
2.2 Types of Assessment.....	26
2.2.1 Diagnostic Assessment .....	27
2.2.2 Summative Assessment.....	27
2.2.3 Formative Assessment .....	28
2.3 Characteristics of Formative Assessment .....	31
2.4 Strategies of Formative Assessment .....	32
2.4.1. On the fly.....	32
2.4.2. Planed for interaction .....	32
2.4.3. Curriculum Embedded... ..	32
2.5 Portfolio Assessment .....	33
2.5.1 The Definition of Portfolio Assessment .....	33
2.5.2 The Advantages of Portfolio Assessment.....	34
2.5.3 The Implementation of Portfolio Assessment in Teaching Writin .....	35
2.5.4 Characteristics of the Portfolio .....	36
Conclusion .....	38

## **Introduction**

In the teaching and learning process the learner progress must be assessed and controlled. Assessment is very important in the course of teaching. This chapter provides a theoretic background about assessment. It spotlights on the definitions of assessment and its types mainly the formative assessment by giving its characteristics and strategies. Also this chapter deals with assessing the writing skill and more specifically assessing the writing skill through the portfolio assessment strategy. This chapter presents the definition ,implementation ,advantages ,and characteristics of the portfolio assessment.

### **2.1. The definition of Assessment**

The term assessment was defined by many scholars in the field of teaching English as a foreign language (TEFL) as a necessary element in the teaching and learning process. More specifically Brown (2003) gave a more typical and explicit definition saying that assessment is an ongoing process of gathering data about students abilities to perform the learning task(p.4). This means that assessment is used by the teacher to collect data about his students' progress in the learning process. It is impossible to separate teaching from assessment because those two elements go hand in hand in the teaching and learning process. For that reason Brown (2003) adds that there is a relationship between teaching and assessment by saying that " Assessment is an integral part of the teaching-learning cycle"(p.16). In addition ,Palomba and Banta (1999) define assessment as “the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving learning and development” (p.4). In other words educators must collect their students' works purposefully as a basis for data gathering. Also they must set objectives and goals for student's learning.

Moreover, the Centre for Advancement of Learning and Teaching of the

## Chapter two: portfolio Assessment

University of Tasmania (2019) sees assessment as a vital element in the teaching and learning process. It says that assessment is a process in which the teacher makes judgment about his student's achievement in the learning process in a specific period of time. Furthermore, Richards and Schmidt (2002) consider assessment as “a systematic approach to collecting information and making inferences about the ability of a student or the quality or success of a teaching course on the basis of various sources of evidence” (p.35). The data are going to be collected via interview, questionnaire, tests, or exam. As a crucial element to be integrated in the classroom, assessment for (McAlpine, 2002) is “a form of communication” ( p.4) between different parties in education including teachers and learners, curriculum designers, administrators and others. For Angelo(1995) as cited in Benmaamar (2016) , assessment is : an ongoing process aimed at understanding and improving student learning:

learning. It involves making our expectations explicit and public; setting appropriate criteria and high standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance.(p.7)

To conclude assessment means identify and collect information ,receive feedback ,and analyze and smooth the learning process. It aims at overcoming the problems of the learning process.

### **2.2. Types of Assessment**

Different types of assessment were identified by educators ,scholars ,and researchers such as Aderson(2005), Brown(2003), Cizek(2010), Black and Wiliam (1998). In this work we will review the diagnostic , summative, and formative assessment and also there are other two main types we have to distinguish between them which are formal and informal assessment

## Chapter two: portfolio Assessment

According to Brown (2003) there are two types of assessment which are formal and informal. Formal assessment is when the teacher constructs a planned and systematic technique to provide him along with an evaluation about his students achievement. It includes portfolios or journals. In the other hand, informal assessment refers to any spontaneous feedback ,unplanned comments, and suggestions given to the student by his teacher. For example saying "excellent work" or "try again". It aims to extract performance without recording results, rather than making final judgments to the students work for instance the teacher writes his comments on the margin of the answer sheet or gives advice to his students.

### **2.2.1. Diagnostic Assessment**

It is also called pre-assessment . It diagnoses the prior knowledge of the learner before presenting any learning activity . Aderson(2005) defines diagnostic assessment and summarizes its purposes as:

Diagnostic tests are designed to identify both strengths and weaknesses in a learner's knowledge and use of language. Focusing on strengths will enable the identification of the level a learner has reached, and focusing on weaknesses or possible areas for improvement should lead to remediation or further instruction. (pp.256- 257).

It is deduced that diagnostic assessment can be defined as a process through which the teacher can identify the strengths and weaknesses of his learner. This type of assessment can help teachers to begin instruction and guide student learning. Moreover, Black and Wiliam (1998) claimed that teachers use diagnostic assessment primarily to meet the learner needs. Also Fox, Haggerty and Artemeva (2016) as cited in Zahaf (2020) added that diagnostic assessment is used for expecting and preventing the failure of the course as a supportive process.

### **2.2.2. Summative Assessment**

Cizek (2010) pointed that there are two criteria through which summative assessment can be defined :

## Chapter two: portfolio Assessment

In brief, any test or other system of information gathering is a summative assessment if it meets the following two criteria: (1) it is administered at the end of some unit of instruction (e.g., unite semester, school year); and (2) its purpose is primarily to categorize the performance of a student or system. (p.3)

From his definition ,through summative assessment teachers can make judgments about their students performance at the end of every single course. This judgment can be about the student ,curriculum ,or the teacher. According to Cizek (2010) this judgments aims to evaluate ,grade ,certificate on effective curriculum is.

Moreover, assessing the learner process via summative assessment occurs at the end of the unite ,term ,year. Brown(2003)adds that summative assessment aims to measure, or summarize, what a student has grasped and it occurs at the end of each course or unit of instruction . This means that through summative assessment teachers are looking to how well students have achieved the objectives of the learning process. Furthermore, Popham (2008) mentions that summative assessment is used when the teacher gathers test-based evidence to make decisions about already completed instructional tasks(p.276).

### **2.2.3. Formative Assessment**

Many scholars looked for the definition of formative assessment over years. Black and Wiliam(1998) as cited in in Zahaf (2020 )stated that :

Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better,or better founded, than the decisions they would have taken in the absence of the evidence that was elicited (p. 9).

From this definition the formative assessment is built up on the participation of both teachers and students in order to develop the students performance. Moreover, Brown(2003) provided us with another definition in which he said that formative assessment refers to the evaluating of students in the process of “forming” their competencies and skills with the goal of helping them to continue that growth process. The

## Chapter two: portfolio Assessment

principles of such formation is the internalization (by the learner) and the delivery (by the teacher) by giving the appropriate feedback on performance and aiming at the future continuation of learning (p.6).

According to Popham (2008) defines formative assessment as “a planned process in which assessment-elicited evidence of students’ status is used by teachers to adjust their ongoing instructional procedures or by students to adjust their current learning tactics”.

(p.274). This means that formative assessment is not done randomly rather than a planned process. That is why it is an ongoing process by providing This feedback will help them to accomplish the learning objectives and higher their level.

Cizek (2010) adds that the formative assessment is a tool to recognize the students level whether low or high, in order to provide them with more help and to Facilitate the learning process. It aims to make both teachers and learners achieve a high level of proficiency in the teaching learning process.

Also Black and Wiliam (1998) as cited in Zahaf (2020 ) describe the formative assessment as: “encompassing all those activities undertaken by teachers and, or by their students which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged in.”( p.8). This indicates that teachers should give feedback on the students learning and through it the weaknesses and strengths can be assessed. Also for Black and William (1998) as cited in Zahaf (2020 ) formative assessment is composed of class room activities ,feedback ,questions ,and class room interaction. This help students to fulfill their learning needs.

The following table summarizes the main roles of both summative and formative assessment which can help both teachers and learners to achieve the teaching and learning process goals :

Summative Assessment	Formative Assessment
<p>Evaluation of an individual learner used for judgments or decisions about the individual:</p> <ul style="list-style-type: none"> <li>- Verification of achievement for individual</li> <li>- Motivation of individual to maintain or improve performance</li> <li>- Certification of performance</li> <li>- Grades</li> <li>- Promotion</li> </ul>	<p>Evaluation of an individual learner used to help individual:</p> <ul style="list-style-type: none"> <li>Improve performance</li> <li>– Identification of areas for Improvement</li> <li>– Specific suggestions for improvement.</li> </ul>

**Table2.1. Differences between Formative Assessment and Summative Assessment (Benmaamar,2016,P.26)**

To conclude ,formative assessment deals with gathering information about the student's learning. For the reason of identifying their weaknesses and strengths before ,during ,and after the course. It aims at improving the student level of learning.



### 2.3. Characteristics of Formative Assessment

Andrade (2000) Du, & Wang, (2008), Brookhart (2003), McManus (2008), and Shute (2007) described the characteristics of formative assessment in the following table:

1. Requires students to take responsibility for their own learning.
2. Communicates clear, specific learning goals.
3. Focuses on goals that represent valuable educational outcomes with applicability beyond the learning context.
4. Identifies the student's current knowledge/skills and the necessary steps for reaching the desired goals.
5. Requires development of plans for attaining the desired goals.
6. Encourages students to self-monitor progress toward the learning goals.
7. Provides examples of learning goals including, when relevant, the specific grading criteria or rubrics that will be used to evaluate the student's work.
8. Provides frequent assessment, including peer and student self-assessment and assessment embedded within learning activities.
9. Includes feedback that is non-evaluative, specific, timely, related to the learning goals, and provides opportunities for the student to revise and improve work products and deepen understandings.
10. Promotes metacognition and reflection by students on their work

**Table 2.2. Ten (10) Characteristics of Formative Assessment (Andrade & Cizek, 2010, P.8)**

The above table shows the main characteristics of formative assessment. Using assessment does not necessitate including all these characteristics. It is recognized that these characteristics are also considered as goals of formative assessment. To achieve these goals there are several strategies to be used by the teaching and learning process.

## **2.4 .Strategies of Formative Assessment**

Hiertage (2007) says that the teacher should use three strategies of formative assessment in his class which are:

### **2.4.1. On the fly**

Hiertage (2007) say that on the fly as formative assessment strategy occurs when the teacher changes the direction of the lesson to clear up misconceptions before proceeding with the designed instructional sequence. In this strategy teachers have to be aware of their students real level and their attitude toward their teacher's feedback.

### **2.4.2. Planed for interaction**

Hiertage (2007) explains that it is “where the teacher decides beforehand how he or she will draw out students’ thinking during the course of instruction.” (p.141). This illustrated that teachers should come to the class with planed and prepared lesson in order to deliver it to his students and during the course he should assess his students knowledge. For example, the teacher comes to the class with prepared questions to help his students explore the ideas of the lesson.

### **2.4.3. Curriculum Embedded**

Hiertage (2007) said that this strategy has two types; the first type is those which are of ongoing curriculum and the second type is those that curriculum developers and teachers insert in ongoing curriculum to provide learners with feedback at a certain point . This strategy aims to help students receive feedback from their teacher who try to remind them about the main points of the lesson and help them overcome the difficulties they face in the learning process.

All these three strategies are aiming to improve the teaching and learning process. For that reason this strategies should be implemented by the teacher in the class via collecting information about learning and providing feedback.

## **2.5. Portfolio Assessment**

### **2.5.1. The Definition of Portfolio Assessment**

According to Richard and Renandya ( 2002) the portfolio is a collection of the student's writing works as well as it contains picking works that the learner has selected for the teacher to evaluate . In addition, Hyland (2003) stated that the portfolio are the multiple works which are written over time. It can show how the student developed his abilities in a cretin context. Moreover, Evers and Walberg (2004) said that “portfolio is a collection of student work that reflects the skills that the student has mastered in a particular subject domain[...]portfolio assessments can be designed to emphasize development of expertise over time by requiring students to collect drafts, revisions, and final work at the beginning, middle, and end of the year ”(p.198). Hyland (2003) adds that the portfolio contains :drafts ,reflection ,dairies ,teachers and peers feedback ,and the final draft of the writing work. Furthermore, Genesee and Upshur in Brown (2004) add that the portfolio has a specific function which is recording the student's achievement, efforts, progress in the learning process. Besides, portfolio is considered as assessment strategy. It is used to collect ,plan ,and analyze the drafts that are included in the portfolio. Also Hyland (2003) defines the portfolio assessment as the practical side of the writing course where the students are asked to write in order to implement this they have to read some sources of information. Students have to receive feedback from their peers and teacher in order to revise and rewrite their drafts to submit it to the teacher as a final work to be evaluated.

In short, the portfolio assessment is a strategy used to assess the students writing works in order to see their achievements .

### **2.5.2. The Advantages of Portfolio Assessment**

According to Öztürk and Çeçen (2007) the portfolio assessment is a strategy used to record the students knowledge, beliefs, and abilities. In other words, portfolio assessment helps the teacher know the real level of the student's development. Moreover, Walberg (2004) states that the portfolio assessment helps the students evaluate themselves " to enable students to take an active role in evaluating their own work"(p.98). Also they can revise their works from which they will benefit by understanding better the content they have learned . Furthermore, more advantages were provided by Brown (2004;p257):

- 1) It fosters the students' intrinsic motivation, responsibility, and ownership.
- 2) It promotes the interaction between the students and the teacher as a facilitator.
- 3) It makes the learner celebrate his uniqueness and individualize learning.
- 4) It provides the teacher with the real level of his students.
- 5) It facilitates critical thinking, self-assessment, and revision process.
- 6) It promotes peer work in the class.
- 7) It permits assessment of multiple dimensions of language learning.

To conclude, the portfolio assessment benefits the language learning process. First via the portfolio assessment students can increase their motivation since they will receive a regular feedback from their teacher. Second they will be able to revise their works several times and through these revision they will discover their strengths and weaknesses. Then they will work more to get rid of this weaknesses and develop themselves. Third, students will learn how to evaluate themselves through "self-assessment. Finally, the portfolio assessment helps teacher to see how their students are their writing skill and identify their needs in order to be fulfilled by him.

### **2.5.3. The Implementation of Portfolio Assessment in Teaching Writing**

Steps in preparing portfolio assessment was proposed by Brown(2004;p257):the steps are as follows:

#### **a) State the purpose of the portfolio clearly**

The teacher should explain the objective that is going to be achieved through the portfolio to his students as well as how the materials included in the portfolio are related to the course they are taking . Also the teacher has to show them how this portfolio will foster the objectives of the curriculum.

#### **b) Give guidelines on what material to include in the portfolio**

After Specifying the purpose ,the teacher has to inform his students about the materials that will be included in the portfolio. To make this more clear to the students the teacher can name the material to his student.

#### **c) Communicate the assessment criteria to students**

This part is the most important and complicated in the portfolio assessment and to Brown; because teacher must use both teacher assessment and self-assessment. through this assessments portfolios can be more beneficial to the students.

#### **d) Determine the time for portfolio development within the curriculum**

The teacher should set sufficient time for his students to enable them complete and reflect on their writing products. Likewise, they will have time to submit their works to the teacher.

#### **e) Establish regular schedule for reviewing and conferencing**

Both teacher and students both should have a periodic program to review the writing products in the portfolio. The teacher should specify time to discuss the student's progress in his learning process personally. As well as ,the teacher will hinder the students from throwing the works at the end of the term.

**f) Designate accessible place to keep the portfolio**

Teachers and students have to decide where to retain the portfolio. It will be easier for both teachers and students to retain the portfolio in place like the reading room or the school library. If it is impossible they can decide on keeping the portfolio with the student and he brings only the needed material to the class.

**g) Provide a positive wash back and final assessment**

The teacher is asked to correct and give grades to the portfolio that contain the writing works which have been completed by the students. Given numerical grades to the portfolio helps in comparing the student's performance with the curriculum objectives to see if they accomplish them or not. Brown(2004) ipid

In summary, when the teacher decided to use the portfolio assessment strategy to assess his student progress there are several steps to be followed. The first step is that the teacher should have a specific purpose. This purpose must correspond with the scholar curriculum purposes. The second step is both teachers and students agree on what is going to be included in the portfolio. The next step is both teachers and students discuss the assessment criteria of the portfolio and the students should be aware of the criteria. After that, the teacher should design a program to review the portfolio. The following step is that the teacher should talk to the student about his progress personally. Then comes the role of the teacher in deciding where to keep the student's portfolio. Finally, the students should complete their writing woks in order to be scored by their teacher.

**2.5.4. Characteristics of the Portfolio**

The portfolio is a strategy used for gathering a student's works in particular period of time. According to Hamp- Lyons and Condon as cited in Weigle (2002:199) there are several characteristics of portfolios as follow:

- 1) A portfolio is a collection of written works, rather than a single writing sample.

## Chapter two: portfolio Assessment

2) It enables the writer to display a range of writing performances, in different genres and for different audiences and purposes.

3) A portfolio possesses context richness insofar as it reflects closely the learning situation and demonstrates what the writer has accomplished within that context.

4) An important characteristic of most portfolio programs is delayed evaluation, giving students both the opportunity and the motivation to revise written products before a final evaluation is given.

5) Portfolios generally involve selection of the pieces to be included in the portfolio, usually by the student with some guidance from the instructor

6) Delayed evaluation and selection offer opportunities for students centered control, in that students can select which pieces best fulfill the established evaluation criteria and can revise them before putting them into their portfolios.

7) A portfolio usually involves reflection and self-assessment, in that students must reflect on their work in deciding how to arrange the portfolio, and are frequently asked to write a reflective essay about their development as writers and how the pieces in the portfolio represent that development.

8) Portfolios can provide a means for measuring growth along specific parameters, such as linguistic accuracy or the ability to organize and develop an argument.

9) Portfolios provide a means for measuring development over time in ways that neither the teacher nor the student may have anticipated.

In short, the characteristics of the portfolio assessment are helpful to improve the students writing skill. Implementing the portfolio in teaching writing will benefit the student in several ways for example it gives the student the opportunity to review his work before submitting it to the teacher. Also it helps them do self-assessment through which they can discover their strengths and weaknesses.

### **Conclusion**

To conclude, the present chapter provides relevant background knowledge about assessment and more specifically the formative assessment and its practical elements in teaching and assessing the writing skill. This chapter explained how the writing skill is going to be assessed via the portfolio assessment strategy which is considered as a formative assessment strategy. This strategy aims at providing the student with a corrective feedback from both teachers and peers. Also it helps them know what they lack and what they master in the writing skill.



## **Chapter Three**

### **Field work**

## Chapter three : field work

Introduction.....	39
3.1 Aims of the Questionnaires.....	39
3.2 .Description of Questionnaires .....	39
3.2.1 .Description of Students' Questionnaire.....	39
3.2.2 . Description of teachers' questionnaires.....	40
3.3 .Piloting the questionnaires.....	40
3.4. Administration of the questionnaire .....	41
3.4.1 . The sample.....	41
3.4.2. Questionnaire analysis.....	41
3.5 .Discussion of the Results of Students' Questionnaire.....	51
3.6 .Teachers' Questionnaire .....	52
3.6.1 .Sample.....	52
3.6.2. Administration of the Questionnaire.....	53
3.6.3. Questionnaire Analysis .....	53
3.6.4 .Discussion of the Results of Teachers' Questionnaire .....	62
Conclusion .....	63

## **Introduction**

The present chapter is devoted to the analysis of both teachers and students questionnaires . Through the collected data and the obtained results from these two questionnaires we will be able to diagnose the learning and teaching of writing and identifying the problems that students face while writing and suggest the appropriate solutions to these problems.

**3.1. Aims of the Questionnaires** the use of these two questionnaires will help determine the following:

- \_ The students proficiency in writing and their perception to the portfolio assessment.
- \_ To know the teachers views about the impact of the portfolio assessment in developing the students writing skill.

## **3.2. Description of the Questionnaires**

### **3.2.1. Description of the Students' Questionnaire**

The questionnaire consists of eighteen (18) questions mixed of semi-structured and multiple choice questions divided into three sections as follows:

#### **a) First Section**

General information (Q1-Q4) this section is devoted to see how students view the module of " written expression" whether it is interesting or not and how they find its tasks whether difficult or easy.

#### **b) Second Section**

The process of writing (Q5-Q9) this section is devoted to the writing process. It aims at exploring how students deal with the writing tasks and the difficulties they encountered while writing .

**c) Third Section**

The implementation of the portfolio assessment (Q9-Q18) this section is looking at the students perception to the use of the portfolio assessment and whether such technique can improve their writing performance.

**3.2.2. Teachers' Questionnaires**

The questions used in this research are semi-structured questions and the most used questions are close-ended questions because the open-ended questions take more time to be answered. This questionnaire contains three sections which are as follows:

**a) First section**

General information (Q1-Q4) it contains general questions about teachers experience and specifically the experience of teaching "written expression" module. In this section teachers were asked about their opinion about the syllabus of this module and the time allocated to it.

**b) Second section**

It is about the process of writing (Q4-Q9) where the teachers were asked about their perception of writing ,the difficulties their students face while writing, and how to overcome these problems.

**c) Third section**

The implementation of the portfolio assessment (Q9-Q15) this section deals with the teachers' opinions and perceptions about the portfolio assessment and how this technique can help in improving the students writing performance.

**3.3. Piloting the Questionnaires**

In this research we opted for online questionnaire due to the pandemic of the covid 19 because we could not find the participants easily as a result we made it online and it was posted on face book group of third year in which they can

access easily and answer it but for the teachers it was send via email address . Also it is important to pilot these two online questionnaire before administrating them by giving it to small number of students and teachers. This stage aims to spotlight problems like irrelevant questions or some confusion before start working with the real questionnaires. Therefore, the two questionnaires were piloted with 4 students from the population of third year and 2 teachers of "written expression" module. Some questions were reformulated in the two questionnaires based on the remarks of the teachers and students.

### 3.4. Administration of the questionnaire

The questionnaire was administrated to (312) third year student in its online form and posted in their face book group. The participants were asked to answer the questions at any time but only 31 questionnaire which were returned answered.

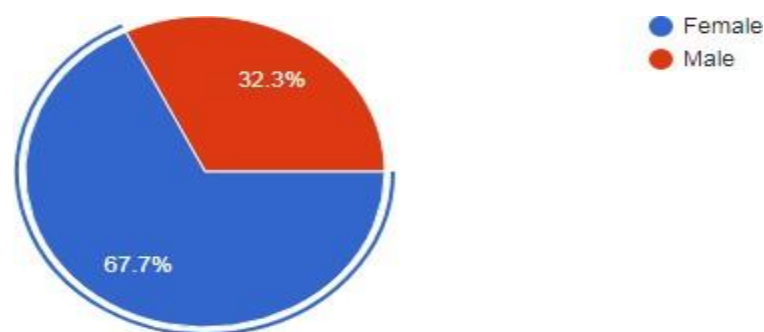
#### 3.4.1. The sample

The sample chosen to represent this study was EFL third year students at biskra university. The sample included 31 students . these participants were studying at Biskra University.

#### 3.4.2. the Questionnaire Analysis

##### Section one: General Information

**Question one:** the student gender



**Figure3.1 .Students' Gender**

This question is used to know the gender of the participant we have 10 male and 21 female . The results revealed that females are more interested in learning English language than males.

**Question two :** Do you like the Written Expression session?

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>a- Yes</b>	<b>25</b>	<b>80.6%</b>
<b>b- No</b>	<b>6</b>	<b>19.4%</b>
<b>Total</b>	<b>31</b>	<b>100%</b>

**Table3.1. Students' attitudes towards the Written Expression Session**

From this question we want to know if students like the writing expression session or not. As it is shown in the table above 80.6% from the participants like the written expression session which means that they are aware of its importance in their learning. However; 19.4% they did not like it which means that they are not aware of its importance in their learning.

**Question three:.** How do you find the course of Written Expression?

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>a- Interesting</b>	<b>20</b>	<b>64.5%</b>
<b>b- Some how</b>	<b>9</b>	<b>29%</b>
<b>c- Not interesting</b>	<b>2</b>	<b>6.5%</b>
<b>Total</b>	<b>31</b>	<b>100%</b>

**Table 3.2 .Students' Interest toward the Course of « written Expression »**

This question is asked to the participants in order to know if they are interested in the course of " written expression" or not. As it is shown in the table above most of students 64.5% find it interesting. 29% of the students said somehow whereas 6.5% said it is not interesting.

**Question four:** How do you find the writing task?

Options	Number	Percentage
d- Easy	12	38.7%
e- Difficult	18	58.1%
c-Very difficult	1	3.2
<b>Total</b>	<b>31</b>	<b>100%</b>

**Table3.3.Students’Reactions toward the Writing Tasks.**

This question is asked in order to know the students reaction toward the writing tasks the results have shown that 58.1% find the writing tasks difficult.38.7% find it easy, however only 3.2% find it very difficult. Here we observe that the majority of students still face problems while writing

**Section two: The Writing Skill**

**Question five:** After reading the topic you are supposed to write about, what do you do?

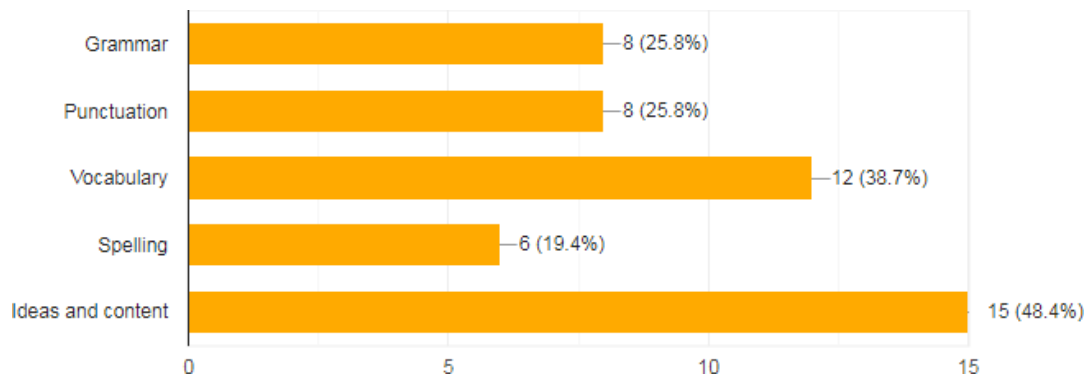
- a- Start immediately to write
- b- Take a moment and think about which ideas to include
- c- Make an outline and follow it
- d- Write down your ideas into sentences or phrases

Options	Number	Percentage
a-	6	19.4%
b-	16	51.6%
c-	3	9.7%
d-	6	19.4%
<b>Total</b>	<b>31</b>	<b>100%</b>

**Table3.4. What Students Do after Reading the Topic they are Supposed to Write about**

Table 3.4 shows that students after reading the topic they are going to write about the majority of them 51.6% take a moment and think about which ideas to include in their compositions. The same percentage (19.4%) for both who start immediately to write and those who write down their ideas into phrases and sentences. These indicate that the most important step for students is to take a moment and think about the ideas they are going to include in their compositions and this because teachers advise their students to think before start writing.

**Question six:** Which of the following items is /are difficult for you? (you may opt for more than one choice)



**Figure 3.2: Most Important Components in Writing.**

The figure 3.2 shows that 48.4% of the student see ideas and content as the most difficult component. 38.7% see vocabulary as the hard part in writing, however; grammar and punctuation got the same percentage which is 25%. Only 19.4% see spelling as a difficult item for them. From these answers we can classify the writing components according to their importance as follows: 1-ideas and content, 2- vocabulary, 3- grammar and punctuation, 4-spelling.

**Question seven:** What is the most difficult step in writing according to you?

- a- Generating ideas
- b- Writing initial draft
- c- Revising



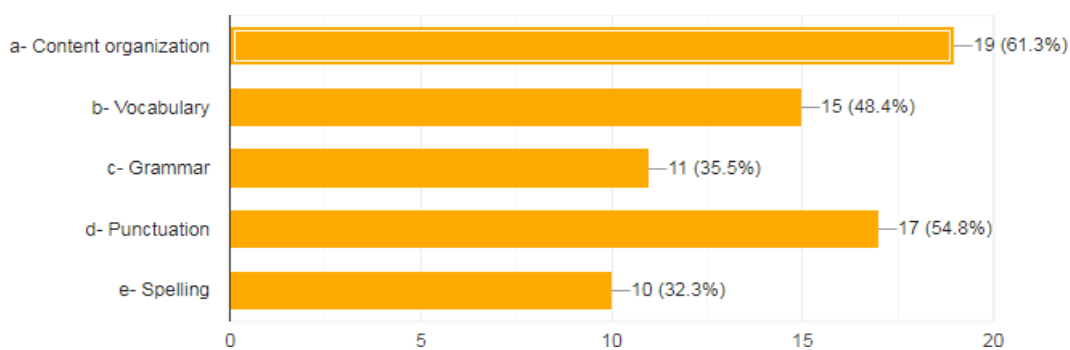
d- editing

Options	Number	Percentage
a-	19	61.3%
b-	8	25.8%
c-	0	0%
d-	4	12.9%
<b>Total</b>	<b>31</b>	<b>100%</b>

**Table3.5: The Most Difficult Step in the Writing Process.**

From table3.5 we see that most of the students (61.3%) face difficulties in the stage of generating ideas while writing. 25.8% of students find writing the initial draft is the difficult step for them ,however; 12.9% said that editing is the most difficult stage. Editing seems an easy stage to all students.

**Question eight:** When you re-read what you have written, do you make changes concerning. (you can choose more than on answer)



**Figure3.3: Changes Students make when Re-reading**

The figure3.4shows that most of students (61.3%)make changes at the level of content and organization which means that student focus more on the content rather than the form.48.4% make changes at the level of vocabulary.35.5% make changes at the level of

grammar,however;54.8% make changes at the level of punctuation and only 32.3% make changes at the level of spelling.

**Question nine:** When you write, do you?

- a- Try to make everything perfect from the very beginning.
- b- Write with non-step and then revise and improve your writing.

Options	Number	Percentage
a-	15	48.4%
b-	16	51.6%
<b>Total</b>	<b>31</b>	<b>100%</b>

**Table3.6: What Students do when they Write?**

Table3.6 shows that 48.4% of the students try to make everything perfect from the very beginning whereas 51.6% of the students write with non- stop and then revise and improve their writing. This is done with students who follow the process approach in which they write then revise and edit their productions.

**Section three: Students’ Perceptions of the Portfolio Use**

**Question ten:** Do you know what a portfolio is?

Options	Number	Percentage
Yes	9	30%
No	21	70%
<b>Total</b>	<b>31</b>	<b>100%</b>

**Table3.7. Students’ Knowledge of Portfolio**

Table3.7 shows that most of the participants (70%) answered negatively when it comes if they know the portfolio or not which means that the teachers are still using the traditional techniques to assess and improve the writing skill of their students.

**Question eleven:** the portfolio is defined as a collection of the student's writing works as well as it contains the selected works that the student has selected for the teacher to evaluate, do you use it?

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>7</b>	<b>30%</b>
<b>No</b>	<b>21</b>	<b>70%</b>
<b>Total</b>	<b>31</b>	<b>100%</b>

**Table3.8. Students' use of Portfolio**

The table3.8 shows that most of students (70%) do not use portfolio because of lack of knowledge about it and it is not used by their teachers in the class room. However; 30% of them said that they are using it. according to them it is used because:

- I do writ articles with blogs so I need to send my portfolio to get job
- To keep all the paragraphs I write in place in order to compare my writing what used to be to what it has become.
- To make my works organized
- To know my improvement and lacks.

This shows that some students know the importance of the portfolio and how to use it in order to improve their writing skill however it is not used in the assessment by the teacher.

**Question twelve:** Did your teacher encourage you to keep a portfolio?

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>21</b>	<b>31%</b>
<b>No</b>	<b>10</b>	<b>69%</b>
<b>Total</b>	<b>31</b>	<b>100%</b>

**Table3.9. Teachers' encouragement for Portfolios**

Table3.9 shows that most of students (69%) said that there is no encouragement from the teacher to have a portfolio however 31% said that there is an encouragement from the teacher to have a portfolio. The results show that teachers are not only using the traditional techniques to assess the writing skill but also they do not give it any importance in the teaching and learning process of the writing skill.

**Question thirteen:** Do you like having a portfolio?

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>21</b>	<b>65.5%</b>
<b>No</b>	<b>10</b>	<b>34.5%</b>
<b>Total</b>	<b>31</b>	<b>100%</b>

**Table3.10. Students' willingness to have a Portfolio**

The table3.10 shows that most of students(65.5%) have the desire to have a portfolio due to the help it provides in improving the writing skill. Therefore, teachers should encourage their students to have a portfolio and use this technique in assessing the writing skill in order to improve it. Later we asked the students to give some reasons behind the desire of having a portfolio some of them said that it helps them in evaluating themselves and others said that it helps in enhancing the writing skill. However those who do not have the desire to have a portfolio said because they do not know it and how it can help in improving the writing skill.

**Question fourteen:** What do you think the purpose of keeping a portfolio is?

The results shows that 30% of the participants said that the purpose behind the use of the portfolio is improving the writing skill, however; 70% said that they do not know or they have no idea about its objectives.

**Question fifteen:** What do you include in your portfolio?

- a- Drafts

- b- Best compositions
- c- Both

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>a-</b>	<b>4</b>	<b>15.4%</b>
<b>b-</b>	<b>6</b>	<b>23.1%</b>
<b>c-</b>	<b>16</b>	<b>61.5%</b>
<b>Total</b>	<b>26</b>	<b>100%</b>

**Table3.11. items included in a Portfolio**

Table3.11 shows that 61.5% of students prefer to include both drafts and best compositions in their portfolio, however; 23.1% said that they put only best compositions in their portfolios which means that they think of the evaluation of the portfolio in order to get good marks. 15.4% said that they include only their drafts which means that they think of improving their pieces of writing with time. Therefore; teachers should explain to their students what to include exactly in the portfolio. Moreover; we have some participants who did not answer this question because they do not know what a portfolio is and what it should contain.

**Question sixteen:** How often do you read the compositions in your portfolio?

- a- Everyday
- b- A few times a week
- c- Once a week
- d- Few times a month
- e- Once a month

Option	Number	Percentage
a-	0	0%
b-	4	15.4%
c-	4	15.4%
d-	5	19.2%
e-	13	50%
<b>Total</b>	<b>26</b>	<b>100%</b>

**Table3.12. Frequency of Reading the Portfolio**

Table3.12 shows that there is a variation in a number of times in reviewing the portfolio. 50% said that they review their portfolio once a month, others (19.2%) said that they review their portfolios few times a month. However; both reviewing the portfolio once a week or few times a week got an equal percentage which is 15.4%. Also we have some students who did not answer this question because they do not use the portfolio and have no idea about it.

**Question seventeen:** Do you think that the use of portfolio will motivate you to write?

Options	Number	Percentage
Yes	21	77.8%
No	6	22.2%
Total	27	100%

**Table3.13. motivating the student to write via the Portfolio**

The table3.13 indicates that most of students (77.8%) see that portfolio assessment motivate them to write more but 22.2% of students see portfolio assessment is not motivating. Students who said that portfolio assessment motivate them to writ this because it makes their works organized and others because it shows their achievement which keep them all

the time motivated. However; we have students who did not answer this question for unknown reasons.

**Question eighteen:** Do you think that assessing a portfolio would help you improve your writing ability? If yes, how?

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>22</b>	<b>78.6%</b>
<b>No</b>	<b>6</b>	<b>21.4%</b>
<b>Total</b>	<b>28</b>	<b>100%</b>

**Table3.14. improving the writing skill via the Portfolio**

The table3.13 shows that 78.6%of the students see that portfolio assessment can help in improving the writing skill. They explained that the portfolio assessment can show them their weaknesses and strengths and thus they will be able to work out on their weaknesses and improve the writing skill . Also it helps them in receiving the teacher feedback to correct their mistakes one of the students claimed that" the more your mistakes is corrected the more your writing is improved". Others explained that the portfolio assessment can help them practice writing more than usual. However; 21.4% answered with no which means that the portfolio assessment does not help in improving the writing skill and they did not justify why it does not improve the writing skill.

### **3.5. Discussion of the Results of the Students' Questionnaire:**

Results of the students' questionnaire elucidated that the majority of students like the written expression session due to its importance in their learning, however; they find its tasks difficult. They reported that they face difficulties mainly at the level of ideas and content .Also they explained that they lose the suitable vocabularies to express themselves in the written tasks. These difficulties are due to the lack of reading because if the students read more they would become good writers. Through reading students can develop ideas

## Chapter Three: Field Work

more, enrich their vocabulary ,correct their grammar and sentence structure. Therefore; teachers should encourage their students to read more as a result they can improve their writing skill.

Concerning the portfolio assessment the majority of third year students said that they do not know what is portfolio assessment, however; after explaining what it means to them most of them show their desire to have a portfolio. Having a portfolio for students means that they can organize their works, review drafts at any time, and others said that it enables them in receiving a feedback from the teacher in order to correct their mistakes and improve the written productions. Despite its importance teachers do not encourage their students to have a portfolio and they are still using the traditional methods to assess and improve the writing skill. However; those who said that they do not support the idea of having a portfolio they did not identify their choice.

Throughout the portfolio assessment students are allowed to review their drafts to make the necessary changes before submitting the work to the teacher. Also through it they can discover their strengths and weaknesses which they can work more to improve themselves.

### **3.6. Teachers' Questionnaire**

#### **3.6.1. Sample:**

The sample used in this questionnaire is composed of eight teachers of written expression module at the department of English at Biskra university. The teachers experience in teaching written expression is between three to eight years. The teachers were a mixture between teachers holding a doctorate degree in applied linguistics and the others holding a magister degree and preparing the doctorate. Only few of them participated in this research and provide a useful information to this study.



### 3.6.2. Administration of the Questionnaire

The questionnaire was run by the researcher within two weeks . The questionnaire was send online via the teachers email because of work pressure but only 4 teachers participated and provide the researcher with useful information for the study. As a result not all the questionnaires were returned answered.

### 3.6.3. The Questionnaire

#### Analysis Section one: General

#### Information

**Question one:** How long have you been teaching at university?

**Question two:** How long have you been teaching Written Expression module?

The two questions were asked to identify teachers' experience in teaching at university which varies from 05 to 13years and their experience in teaching written expression module to third year which varies from 2 to 8 years. These data show that all the informants can provide the researcher with the required information in this research work.

<b>Participants</b>	<b>Teachers experience in teaching at the university</b>	<b>Teachers experience in teaching written expression</b>
<b>1</b>	<b>10</b>	<b>3</b>
<b>2</b>	<b>5</b>	<b>2</b>
<b>3</b>	<b>13</b>	<b>8</b>
<b>4</b>	<b>5</b>	<b>3</b>

**Table3.15. Teachers' Experience in Teaching**

**Question three:** Do you think that two hours a week are enough for teaching Written Expression?

Option	Number	Percentage
Yes	0	0%
No	4	100%
Total	4	100%

**Table3.16. Teachers' Opinion to the Time Given to "Written Expression" Session.**

The results shows that 100% of them think that two hours is not enough. This result indicates that teachers should be given more time to do their work and help students improve their writing skill.

**Question four:** Do you think that the Written Expression syllabus you are teaching is enough to improve students' level in writing?

Options	Number	Percentage
Yes	1	25%
No	3	75%
Total	4	100%

**3.17. Teachers' Satisfaction with the Syllabus of " Written Expression"**

Table3.16 shows that 75% of teachers believe that the syllabus they are teaching is not sufficient to improve the students writing skill. However; 25% of the teachers are satisfied with their syllabus.

**Question five:** If “No”, please, explain why?

The teachers with a negative response explained that written expression syllabus is not enough mainly because it lacks some parts in the content which are omitted because of the short time of the session. Others said that the syllabus lacks practice and students need to practice more to improve their writing skill.

**Section two: the Writing Skill**

**Question six:** What is the approach you use to teach writing?

- a- The product approach
- b- The process approach
- c- Genre approach
- d- Genre- process approach

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>a-</b>	<b>0</b>	<b>0%</b>
<b>b-</b>	<b>4</b>	<b>100%</b>
<b>c-</b>	<b>0</b>	<b>0%</b>
<b>d-</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table3.18. the Followed Approach by the Teacher**

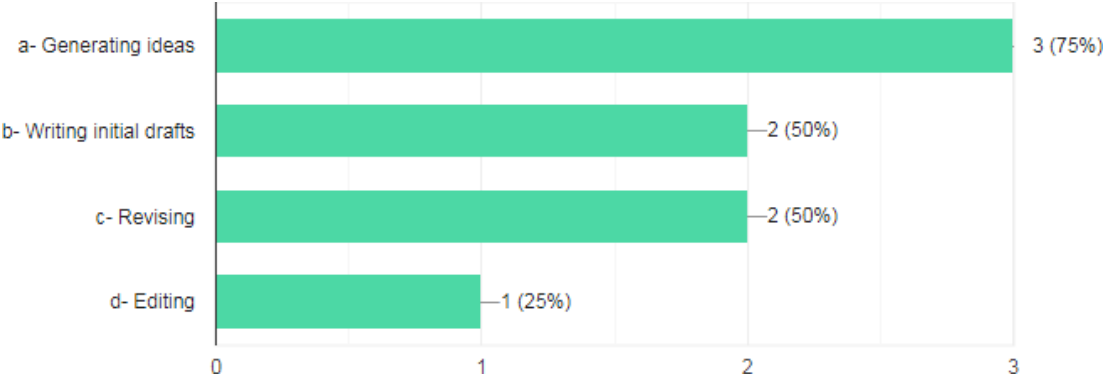
Table3.18 shows that 100% of the teachers follow the process approach in teaching writing which means that they see writing as a process based on steps in which the student can go backward and forward until he/she produces a good written production.

**Question seven:** Please, explain the reasons for choosing this approach

Teachers provide us with different reasons behind following the process approach in teaching writing

- It helps learners develop analytical skill.
- It is appropriate for learners' level and courses' objectives
- This approach helps students to go gradually through the writing process(brainstorming, drafting, revising, editing, and proof reading) it also allows the teacher to provide feedback in each step.
- It helps learners in their writing gradually.

**Question eight:** What stage of the writing process is most difficult for students?



**Figure3.4. the Most Difficult Stage for Students in Writing.**

The figure3.4 shows that the most difficult stage for students is generating ideas which means that teachers should prepare their students well before they start writing . Therefore they can generate ideas before they start writing. Others see writing the first draft as the most difficult stage for their students. This is just because this is the first step and if the teacher explains to them that this is just the first step and they can rewrite it in order to correct it is not going to be any more difficult. Moreover; some teachers see that revising and editing as the difficult stage for their students because they submit their works directly without revising or editing it but if they revise and edit it is going to be a good written production.

**Question nine:** Do you help students when they write

Option	Number	Percentage
Yes	4	100%
No	0	0%
Total	4	100%

**Table3.19. Teachers Provide Help to their Students while Writing.**

Table3.19 shows that all teachers help their students when they are writing. Here the teacher guides and follows his students throughout all the writing steps to make them aware of the writing procedures.

**Question ten:** if “Yes”, do you help them editing: (you can tick more than one box)

- a- Content organization
- b- Vocabulary
- c- Grammar
- d- Punctuation
- e- Spelling
- f- All of them

Options	Number	Percentage
a-	0	0%
b-	0	0%
c-	0	0%
d-	0	0%
e-	0	0%
f-	4	100%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table3.20. Editing the written production**

Table3.20 reveals that teachers help their students editing the content organization, vocabulary, grammar ,punctuation, spelling . which means that they provide guidance and help in all aspects of writing to make students improve their writing skill.

**Question eleven:** How do you respond to your students’ writing?

- a- Make correction
- b- Respond verbally

c- Make remarks

<b>Options</b>	<b>Number</b>	<b>Percentage</b>
<b>a-</b>	<b>2</b>	<b>50%</b>
<b>b-</b>	<b>1</b>	<b>25%</b>
<b>c-</b>	<b>1</b>	<b>25%</b>
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table3.21. Teachers Ways to Correct their Students Writings**

Table3.21 shows that 50% of the teachers make written correction for their students works, however; 25% of the teachers they respond verbally to their students mistakes and 25% of the teachers give marks directly to their students written productions. This means that teachers are still using the traditional method in teaching and assessing the writing skill, as a result; they did not contribute to the development of their students writing abilities. Therefore; new techniques have to be used to teach and assess the writing skill such as the portfolio assessment which teachers should take it in their consideration.

### **Section three: Portfolio Assessment**

**Question twelve:** Are you currently using portfolio assessment strategy to analyze and assess the writing skill?

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>3</b>	<b>25%</b>
<b>No</b>	<b>1</b>	<b>75%</b>
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table3.22. Teachers Use to the Portfolio Assessment**

Table3.22 shows that the majority of the teachers 75% are not using it when teaching because it requires consistency and frequency of production besides sufficient time.

However; a minority of the teachers 25% are using it because it helps in assess, support, and facilitate the writing tasks for students.

**Question thirteen:** How do you find the use of portfolio in writing? Justif

- a- Beneficial
- b- Not beneficial
- c- Neutral

Option	Number	Percentage
a-	4	100%
b-	0	0%
c-	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table3.23. Teachers Attitudes Towards the Portfolio Assessment**

Table3.23 shows that all teachers 100% reported that the implementation of the portfolio assessment is beneficial to the writing skill. Therefore; teachers believe that the use of the portfolio assessment will improve the students writing abilities even if they are not using it.

**Question fourteen:** Do you think that portfolio assessment can improve students' writing abilities? If yes, in which areas?

Option	Number	Percentage
Yes	4	100%
No	0	0%
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table3.24. Ability of Improving of the Writing Skill Via the Portfolio Assessment**

Table3.24 show that 100% of the teachers agree that the portfolio assessment can improve the student writing skill. Some teachers said that portfolio assessment allows the students

to write several times and this gives them the opportunity to express their ideas better. Others reported that portfolio provides the student with the necessary feedback, as a result; they can develop and correct their vocabulary, grammar, end sentence structure. Also some teachers see that the use of the portfolio assessment help in making the students have control over the strategies they were taught. This means that portfolio assessment can help students develop their writing abilities.

**Question fifteen:** Do you find it difficult to assign grades to portfolios? Justify

Option	Number	Percentage
Yes	2	50%
No	2	50%
Total	4	100%

**Table3.25. Difficulties in Assigning Grades to the Portfolio**

The table3.24 shows that 50% of the teachers find difficulties in assigning grades to portfolios and they said that because of the huge number of the students and also portfolio should be corrected many times to give the necessary feedback to students. As a result; they cannot do this in due time. However; 50% of the teachers they find assigning grades to portfolio easy and enjoyable work because they can divide the time among the students in which they correct for each time a group and give them the necessary feedback.

**Question sixteen:** Would students develop a more positive attitude about writing by developing an individual portfolio of their own work. Justify



<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>4</b>	<b>100%</b>
<b>No</b>	<b>0</b>	<b>0%</b>
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table3.26. Students Attitude Towards their writing productions by developing portfolio**

The Table3.26 shows that 100% of teachers see that students will develop positive attitude towards their writing productions by developing their own portfolios. This for some teachers because the portfolio can motivate students to take more property and responsibility over their learning process. Others see that portfolio is good for self-assessment and self-improvement. Some teachers said that when students note their progress they are going to be motivated to write more. The portfolio assessment can motivate the student to write more and as a result; they are going to improve their writing skill.

**Question seventeen:** Does Portfolio assessment produce a more representative picture of a student's abilities in the writing skill than tests. Justify

<b>Option</b>	<b>Number</b>	<b>Percentage</b>
<b>Yes</b>	<b>3</b>	<b>75%</b>
<b>No</b>	<b>1</b>	<b>25%</b>
<b>Total</b>	<b>4</b>	<b>100%</b>

**Table3.27. Portfolio Represent the Students' Abilities more than Tests**

Table3.27 shows that 75% of the teachers see that portfolio represent the students works more than tests because tests are summative and limited by time and tasks while portfolio is formative and take more time and freedom to assess writing over a period of time. However; 25% of teachers see that test represent the students' abilities more than the

portfolio but they did not justify their opinion. The portfolio assessment gives time to both teachers and students to give their best during the whole semester.

#### **3.6.4. Discussion of the Results of Teachers' Questionnaire:**

The analysis of the teachers' questionnaire shows an agreement among teachers about the process of writing. All teachers said that the key factor for learners to develop their writing abilities is to write step by step which means to follow the process approach.

In the first section which deals with general information, the results show that 75.5% of teachers who are the majority said that they are not satisfied with the syllabus they are teaching because it lacks practice and teaching materials. Also teachers carry on explaining their dissatisfaction with the time allocated to the written "Expression Session" module saying that students should feel at ease when they are writing and the process approach is based on writing ,revising and editing which take time ,therefore; two hours per week is not enough.

The second section which is concerned with the writing skill, its results show that 100% of teachers are using the process approach which is based on steps to be followed by the student while writing. However; as shown in figure 2.19 for students the most difficult stage is generating ideas and this because of the lack of reading. Students can develop their ideas only through reading which means that they have to use the time to read.

The third section is about the portfolio assessment, the results indicate that through the portfolio assessment students can identify their strengths and work more on their weaknesses to improve their writing abilities. Also teachers are still using the traditional method to assess the students writing skill which discourage them to write. However; the use of the portfolio assessment can encourage them to write more because they can see their progress when writing frequently.

## Chapter Three: Field Work

To sum up, the findings of this study are convenient with the studies mentioned in the literature which say that the portfolio assessment technique can enhance students writing skill. It also shows the positive side of involving the student in the assessment, procedures by making him assess himself "self assessment" . However; there were some differences because this study is done with a specific sample in specific time and method.

### **Conclusion**

To conclude, the analysis of both students' questionnaire and teachers' questionnaire shows that students are facing difficulties while writing as regards ideas and organization, vocabulary, grammar, as well as other aspects in writing like punctuation and spelling. This confirmed that the writing skill is the most difficult skill and it requires attention and efforts. Moreover, the findings of this research supports the importance of using the portfolio assessment to improve the writing skill of third year students at this department. Both teachers and students reported that the portfolio assessment can help students improve their writing skill and it provides them with opportunity to assess themselves "self assessment" as result they can reflect on their writing production. Consequently, the obtained results provides an answer to the research questions and confirm the hypothesis which stated that the implementation of portfolio assessment technique will have an effect on of EFL learners writing skill.

## **General conclusion**

Producing a well writing piece of writing in a second or foreign language is considered as a success in the writing skill. However, the majority of students at the department of foreign language at Biskra University are still facing difficulties in writing. Therefore, we found that this issue can be solved through implementing the portfolio assessment in the writing classes.

In the first part of this dissertation, we tried to explain the importance of the writing skill by providing its definitions and types. We also tried to explain the approaches used in teaching writing mainly the process approach. As far as the process approach is used by all teachers we focused on its steps which are prewriting, drafting, revising, and editing and the idea of recursiveness between them.

In the second part of the dissertation we have tried to provide some details about the portfolio assessment strategy such as its characteristics, advantages and implementation in the writing class to improve the students writing skill.

This study investigated students and teachers attitude toward the portfolio assessment technique through the use of a research tool questionnaire. The results showed that both teachers and students have a positive attitude toward implementing this technique in the writing classes. Also it shows that through implementing the portfolio assessment students can develop their writing abilities mainly in terms of grammar, vocabulary, and organization of ideas and content.

Moreover, the portfolio assessment helps students be more autonomous by raising their sense of self assessment which means that this strategy enables them to reflect on their works by themselves and identify their weaknesses and strengths. Also they can correct their works before giving it to the teacher to give his final assessment.

This research to some extent confirms the formulated hypothesis which says that the portfolio assessment has a positive impact in enhancing students writing abilities .

Finally, this study tries to give an explanation to both teachers and students about the importance of implementing the portfolio assessment to improve learners' writing skill. This research is as any research runs the risk of incorrect generalization, because it is linked to a specific sample of both teachers and students in the Department of Foreign Language at Biskra University. The obtained results do not stop researchers to do further research in other areas of concern due to the importance of enriching this research.

### **Implementation of the study**

From this study that implements the portfolio assessment strategy to Third year students, we have found that using such a strategy can develop students' writing skill. Therefore, when the teachers design the syllabus of the "written expression" module they should include it in order to facilitate the teaching and learning of writing.

In addition, the teacher should provide his students with training sessions on implementing the portfolio assessment in their writings. Through these sessions students will be able to discover the self-assessment technique and start identifying their mistakes and correct them before submitting their work to the teacher.

Moreover, not only students who need training sessions but also teachers because if the teacher is not knowledgeable enough about the portfolio assessment technique is going to face great difficulties when implementing it in his class. Therefore, teachers should be trained to achieve the objectives of teaching and learning the writing skill using the portfolio assessment as a technique.

Finally, the teacher should provide his students with the necessary feedback after writing each piece of writing. As well as giving them the opportunity to reflect on their works and their peers' works. As a result, they will learn from their mistakes and their classmates' mistakes. All that has been implied in this study confirms that the writing skill can be improved through the use of the portfolio assessment technique.

## **Recommendations**

The following suggestions are presented for those who have the desire to do further studies on the same issue.

- \_ Teachers should explain to their students the importance of the portfolio assessment and how to use it .
- \_ Teachers should fix the objective which is going to be achieved through using the portfolio assessment strategy .
- \_ Teachers should give continuous feedback to students after correcting their portfolios to enable them improve their writing skill.
- \_ This study is directed to students at the University. It can be beneficial if a researcher conduct the same issue with students at the high school.
- \_ This study was conducted to examine the role of the portfolio assessment to improve the students writing skill. It can be new idea if a researcher use this technique to improve other skills such as speaking, listening, and reading.

## References

- Aderson, J. C. (2005).** Diagnosing foreign language proficiency: the interface between learning and assessment. London: Continuum
- Andrade, H., & Cizek, G. (Eds.) (2010).** Handbook of formative assessment. New York: Routledge.
- Benmaamar, K. (2016).** Assessment of the Writing Skill as a Process: Case of Second-year EFL students at Tlemcen university. magister thesis. Tlemcen: Department of Foreign Languages, Faculty of Letters and Language. Tlemcen University.
- Boud, D. & Falchikov, N. (1998).** Quantitative studies of self-assessment in higher education: A critical analysis of findings. *High Education*, 18, 529-549.
- Brown, H. D. 2001.** Teaching by Principles. New York: Person Education.
- Brown, H.D. (2003).** Language assessment principles and classroom practices. Oxford university press.
- Brown, K and S. Hood. (1989).** Writing Matters: Writing Skills and Strategies for students of English. UK: Cambridge University Press.
- Centre for Advancement of Learning and Teaching. 2011.** Guidelines for Good Assessment Practice. Tasmania: University of Tasmania.
- Chelli, S. (2012).** The Effects of the Competency-Based Approach on Learner's Writing Achievement a Case Study of First-Year Students at Biskra University. Doctorat Es-Sciences. Biskra: Department of Foreign Languages, Faculty of Letters and Languages. Biskra University.
- Cizek, G. J. (2010).** An introduction to formative assessment: History, characteristics, and challenges. In H. L. Andrade & G.J. Cizek (Eds.), Handbook of formative assessment. (pp.3-17). New York: Routledge.

- Dikli, S. 2003.** “Assessment at a distance: Traditional vs. Alternative Assessments”. The Turkish Online Journal of Educational Technology,2(3), 13-19. Document. 129, (pp. 4-16).
- Evers, W. M., and H. J. Walberg. (2004).** Testing Students’ Learning, Evaluating Teaching Effectiveness. Stanford: Hoover Inst Press Publication.
- Galko, F.D. (2002).** Better Writing Right Now Using Words to Your Advantage . New York: Learning Express.
- Grenville, K. 2001.** Writing from Start to Finish: A Six-Step Guide. Sydney: Griffin Press.
- Hamadouche, M. 2010.** Developing the Writing Skill Through Increasing Learners’ Awareness of the Writing Process the Case of Second Year Students - University of Constantine. Master Thesis. Constantine:Department of Foreign Languages, Faculty of Letters and Languages. Mentouri University.
- Harmer, J. 2004.** How to Teach Writing. Essex: Pearson Education Limited.
- Hedge, T. (1988).** Writing. Oxford University Press.
- Heritage ,M.(2007).**Formative Assessment : What do teachers need to know and do ? phi Delta kappan,98(2),p.140-145.
- Hyland, K. (2003).** Second Language Writing. USA: Cambridge University Press.
- Johnson, A. P. (2008).** Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students. USA: Rowman & Littlefield Education. Learning Culture. Norwood, N.J. Ablex.
- Lindermann, E. (1987).** A Rhetoric for Writing Teachers. New York: Oxford
- Lounis, M. 2009.** Students’ Response to Teachers’ Feedback on Writing: The Case of Third – Year L.M.D Students of English. Master Thesis. Constantine: Department of Foreign Languages, Faculty of Letters and Language.
- McAlpine, M. (2002).** Principles of assessment. CAA Centre: University of Luton.



- Oshima, A, and A. Hogue.** 1997. Introduction to Academic Writing (2nd Ed.). New York: Pearson Education.
- Öztürk, H., and S. Çeçen** 2007. "The Effect of Portfolio Keeping on Writing Anxiety of EFL Students". Journal of Language and Linguistic Study, 3(3).
- Painter, C. (1989).** Learning language. A functional view of language development. In R. Hasan and J. Martin (Eds), Language Development: Learning Language,
- Palomba, C. A., & Banta, T. W.** (1999). Assessment essentials: Planning, implementing, and improving assessment in higher education. San Francisco: Jossey-Bass Publishers.
- Parson, G. (1985).** Hand in Hand: the Writing Process and the Microcomputer. Juneau, AK: Alaska State Department of Education.
- Popham, W. J.** (2008). Classroom assessment: What teachers need to know (5th ed.). Boston: Prentice Hall.
- Richards, J. C. & Schmidt, R.** (2002). Longman dictionary of language teaching and applied linguistics (3rd Ed.). London: Longman.
- Richards, J. C., and W. A. Renandya.** 2002. Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University Press.
- Sierra, Y. E.** 2012. Portfolio as a Tool to Improve Writing Skills among First Semester EFL Learners at a Public University in Colombia, a Case Study, 120  
[http://www.google.com/url?sa=t&rct=j&q=portfolio%20as%20a%20tool%20to%20improve%20writing%20skills%20among%20first%20semester%20efl%20learners%20at%20a%20public%20university%20in%20colombia,%20a%20case%20study&source=web&cd=1&cad=rja&ved=0CCYQFjAA&url=http://revistas.unipamplona.edu.co/open\\_journal/index.php/OWD/article/download/13/45&ei=TTd-UpDKGJHPrQfrYGwBg&usg=AFQjCNE\\_yo\\_oMLufvrthye4mxUdno\\_zbaQ&bvm](http://www.google.com/url?sa=t&rct=j&q=portfolio%20as%20a%20tool%20to%20improve%20writing%20skills%20among%20first%20semester%20efl%20learners%20at%20a%20public%20university%20in%20colombia,%20a%20case%20study&source=web&cd=1&cad=rja&ved=0CCYQFjAA&url=http://revistas.unipamplona.edu.co/open_journal/index.php/OWD/article/download/13/45&ei=TTd-UpDKGJHPrQfrYGwBg&usg=AFQjCNE_yo_oMLufvrthye4mxUdno_zbaQ&bvm)

[=bv.6146854,d.bmk](#)

[http://www.superduperinc.com/handouts/pdf/112\\_writing\\_process.pdf](http://www.superduperinc.com/handouts/pdf/112_writing_process.pdf). Retrieved on

November 9, 2013

**Stephen L. Isaacson** Portland State University This article is adapted for LD OnLine from a similar article by Isaacson published in *The Volta Review*, 1996, Vol. 98, No. 1, pp. 183-199.

**Weigle, S. C. (2002).** *Assessing writing*. New York: Cambridge University Press

**White, R.V. (1988).** Process and product. In P. Robinson (Ed.) *Academic Writing*. ELT

**Yan, Y. (2010).** Towards an eclectic framework for teaching English EFL writing in a Chinese Context. *US- China Educational Review*, 7 (3).

**Zahaf,I.(2020).** The Impact of Formative Assessment on EFL Students'Writing Skill Case Study of First Year Master Students of Foreign Languages .At Abdelhamid Ibn Badis University of Mostaganem. Master Thesis: Department of Foreign Languages, Faculty of Letters and Languages. Mostaganem University.

## **Appendices.**

# Student's Questionnaire

Dear students,

The following questionnaire is part of a research work which aims to Investigate the Impact of Using the Portfolio Assessment Strategy to Enhance 3<sup>rd</sup> year LMD Students' Writing Skill. You are kindly invited to answer this questionnaire sincerely and truthfully. Your answers are very important for the validity of the research at hand.

\*Please put a tick ( ✓ ) on the appropriate box (es) and write a full answer where it is necessary.

## Section One: General Information

Gender: a- Male

b- Female

1. Do you like the Written Expression session?

A- Yes

b- No

2. How do you find the course of Written Expression?

a. Interesting

b. Somehow

c. Not Interesting

3. How do you find the writing task?

a- Easy

b- Difficult

c- Very Difficult

## Section Two: The Writing Skill

4. After reading the topic you are supposed to write about, what do you do?

a- Start immediately to write

b- Take a moment and think about which ideas to include

c- Make an outline and follow it

d- Write down your ideas into sentences or phrases

5. Which of the following items is /are difficult for you? (you may opt for more than one choice)

Grammar	Punctuation	Vocabulary	Spelling	Ideas and content

6. What is the most difficult step in writing according to you?

- a. Generating ideas
- b. Writing initial drafts
- c. Revising
- d. Editing

7. When you re-read what you have written, do you make changes concerning .

(you can choose more than one answer)

- a- Content organization
- b- Vocabulary
- c- Grammar
- d- Punctuation
- e- Spelling

8. When you write, do you:

- a- Try to make everything perfect from the very beginning
- b- Write with non-stop and then revise and improve your writing

### Section Three: Students' Perceptions of Portfolio Use:

9. Do you know what a portfolio is?

- a. Yes
- b. No

10. the portfolio is defined as a collection of the student's writing works as well as it contains the selected works that the student has selected for the teacher to evaluate, do you use it?

- a. Yes
- b. No

If yes, why do you use it?

.....  
.....

11. Did your teacher encourage you to keep a portfolio?

a. Yes

b. No

12. Do you like having a portfolio?

a. Yes

b. No

Say why?

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

13. What do you think the purpose of keeping a portfolio is?

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

14. What do you include in your portfolio?

a. Drafts

b. Best compositions

c. Both

15. How often do you read the compositions in your portfolio?

a. Everyday

b. A few times a week

c. Once a week

d. Few times a month

e. Once a month

16. Do you think that the use of portfolio will motivate you to write?

a. Yes

b. No

Say why?

.....

.....  
.....  
17. Do you think that assessing a portfolio would help you improve your writing ability?

a. Yes

b. No

If yes, please explain how?

.....  
.....

**Student:**

Nessrine Boulanouar

**Supervisor:**

Mrs.Messaibi Bousbaa Samira

Thank you for your kind collaboration

# Teachers 'Questionnaire

Dear teachers,

The following questionnaire is part of study which aims to Investigate the Impact of Using the Portfolio Assessment Strategy, to Enhance 3<sup>rd</sup> year LMD Student's Writing Skill.

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

\*Please put a tick ( ✓ ) on the appropriate box (es) and write a full answer where it is necessary.

## Section One: General Information

1. How long have you been teaching at university? .....
2. How long have you been teaching Written Expression module? .....

3. Do you think that two hours a week are enough for teaching Written Expression?

Yes

No

4. Do you think that the Written Expression syllabus you are teaching is enough to improve students' level in writing?

Yes

No

5. If "No", please, explain why

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

## Section Two: The Writing Skill

6. What is the approach you use to teach writing?

a- The Product approach

b- The Process approach

c- Genre approach

d- Genre -Process Approach

Please, explain the reasons for choosing this approach

.....



.....  
.....

7. What stage of the writing process is most difficult for students?

- a- Generating ideas
- b- Writing initial drafts
- c- Revising
- d- Editing

8. Do you help students when they write?

- Yes  No

. If "Yes", do you help them editing: (you can tick more than one box)

- a- Content organization
- b- Vocabulary
- c- Grammar
- d- Punctuation
- e- Spelling
- f- All of them

9. How do you respond to your students' writing?

- a. Make corrections
- b. Respond verbally
- c. Make remarks

**Section Three: The Portfolio Assessment**

10. Are you currently using portfolio assessment strategy to analyze and assess the writing skill?

- a- Yes  b- No

Justify. ....

.....  
.....

11. How do you find the use of portfolio in writing?

- a. Beneficial
- b. Not beneficial
- c. Neutral

12. Do you think that portfolio assessment can improve students' writing abilities?

- a. Yes
- b. No

If yes, in which areas? .....

.....

.....

.....

13. Do you find it difficult to assign grades to portfolios?

- a- Yes
- b- No

Justify. ....

.....

.....

14. Students would develop a more positive attitude about writing by developing an individual portfolio of their own work.

- a- Yes
- b- No

Justify. ....

.....

.....

.....

15. Portfolio assessment produces a more representative picture of a student's abilities in the writing skill than tests.

a- Yes

b- No

Justify. ....  
.....  
.....

**Student:**

Nessrine Boulanouar

**Supervisor:**

Mrs.Messaibi Bousbaa Samira

Thank you for your kind collaboration.

## المخلص

تعتبر مهارة الكتابة من أهم المهارات التي يجب على متعلمي اللغة الإنجليزية إتقانها. ومع ذلك ، فإن غالبية الطلاب يواجهون عدة مشاكل أثناء الكتابة. لذا فكرنا في استخدام تقنية جديدة في تدريس الكتابة لمساعدة الطلاب على تحسين مهاراتهم الكتابية. إن هذا العمل البحثي يهدف إلى دراسة أهمية استخدام تقييم المحفظة كأسلوب في تدريس الكتابة لطلاب السنة الثالثة من اللغة الإنجليزية في قسم اللغة الأجنبية بجامعة بسكرة. علاوة على ذلك ، نحن نسعى لتحديد ما إذا كان تقييم الحافظة يمكن أن يحسن مهارة الكتابة لطلاب السنة الثالثة من أجل دحض أو تأكيد الفرضية القائلة بأن تقييم الحقيبة له تأثير في تعزيز مهارة الكتابة لدى الطلاب. لذلك تم استخدام إحدى أدوات البحث وهي الاستبيان. واحد لطلاب السنة الثالثة (N = 31) والآخر لمعلمي وحدة "التعبير الكتابي" (العدد = 4) بعد تحليل الاستبيانين ، أظهرت النتائج التي تم الحصول عليها أن طلاب السنة الثالثة يمكنهم تحديد نقاط القوة والضعف في مهاراتهم الكتابية من خلال استخدام تقييم المحفظة. في الختام ، كشفت النتائج التي تم الحصول عليها من هذا التحقيق أن كلا من الطلاب والمعلمين لديهم موقف إيجابي تجاه تقييم الحافظة ووجدوا أن هذه التقنية يمكن أن تساعد على تحسين مهارة الكتابة. وبالتالي ، تم تأكيد الفرضية المذكورة أعلاه والتحقق من صحتها.