



**Republic of Turkey  
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Necmettin Erbakan University  
Ahmet Kelesoglu Institute of Educational Science  
English Language Training Department**

**The Effect of Portfolio Assessment on the Writing  
Performance of Adult EFL Students**

**A Thesis Submitted in Partial Fulfillment of the  
Requirements for the Master Degree in Arts and Education**

**By  
Parisa Coşkun**

**Advisor  
Dr. Abdulhamit Çakır**

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# **Portfolio deęerlendirme ynteminin yetiřkin EFL đrencilerinin yazma becerileri zerindeki etkisi**

**Parisa COŐKUN**

**Daniřmanı**

**Yrd. Doę. Dr. Abdlhamit akır**

## **ZET**

Bu alıřmada, portfolio deęerlendirme ynteminin yetiřkin EFL đrencilerinin yazma becerileri zerindeki etkileri arařtırılmıřtır. Bu alıřmanın amacı, belirli bir portfolio deęerlendirme modelinin ana hatlarıyla đrencilerin yazma becerilerini, zellikle rn ve sre becerilerini geliřtirip geliřtiremedięi ile ilgilidir. Hedeflenen grup, đretim Mesleki Eęitim İngilizce Kursuna bařlayan 44 bay ve bayan đrenciden oluřturulmuřtur. Kurs, Irak'ta gerekleřiř đrenciler Trk kkenliydidiler. đrenciler İngilizce eęitimlerini bařlangı seviyesinden bařladılar ve kursun sresi 9 aydı. Kontrol grubu ( No =22 bay) geleneksel sınıf eęitimine tabi tutulurken deneysel grubu (No = 22 bayan) portfolio deęerlendirme yntemine tabi tutuldu. Veriler, İngilizce Yazma lme Testi (English Writing Assessment Test), Kendilięinden Bildirim Anketi (Self- Reporting Questionnaire), Portfolio Btnsel Deęerlendirme Tablosu ( Portfolio Holistic Scoring Rubric) ve EFL yazma nergesi iin Portfolio Deęerlendirme Modeli (Portfolio Assessment Model) 'ni kullanılarak elde edildi. Testin ve Kendilięinden Bildirim Anketinin sonuları, đrencilerin İngilizce yazma performanslarını lmek iin kullanılmıřtır. Bu deneyi gerekleřtirmek iin 2 sınıf seildi. Sınıflardan biri, deneysel grubu ( portfolio, bayan) dięeri ise kontrol grubu ( portfolyosuz, bay) olarak atanmıřtır. Kontrol ve deneysel grupların ana puanları arasındaki fark, istatistiksel anlamlılık iin karřılařtırıp test edilmiřtir. Veri analizi iin, Betimsel İstatistik, İliřkisiz rneklemler t-testi, Spearman İlgileřim Analizi kullanılmıřtır. Dokmanların uygulamalarından sonra grupların homojen bir yapıda olduklarını ve İngilizce yazma performanslarının yetersiz olduęunu gstermiřtir. Ancak, uygulama sonrası portfolio grubunun ana hatlarıyla İngilizce yazma becerilerinin zellikle de rn ve sre becerilerinin

portfolyosuz grupla karşılaştırıldığında kayda değer bir gelişme kaydedilmiştir. Aynı şekilde, bulgular Portfolio Değerlendirme Stratejisinin sonucunda öğrencilerin yazma süreçlerini kullanmalarında istatistiksel olarak önemli bir artış göstermiştir. İlâveten, öğrencilerin (deneysel grubun) portfolyodaki puanları ve İngilizce yazma testlerinin puanları arasında pozitif bir ilişim bulunmuştur. EFL eğitim ve değerlendirmesinde, Portfolyo değerlendirme modelinin geleneksel test yöntemini ve öğretim sürecini tamamlayıcı olarak ilave edilmesi tavsiye edilmiştir. Çalışma, yazma süreç ve ürünlerine odaklayarak öğrencilerin İngilizce yazma performanslarını artırmada Portfolio Değerlendirme Modelini etkili bir öğretim stratejisi ve ölçüm aracı olduğunu da içermektedir. Çalışmanın bulgularına dayanarak bazı tavsiyeler ortaya çıkmıştır: Portfolyoda EFL yazma yönergesinin bir eğitim ve değerlendirme stratejisi olarak geleneksel testin yerini alarak değil onu tamamlayıcı olarak kullanmak. İlâve olarak, değerlendirme süreci öğrencilerin her gün dâhil olduğu öğretim çalışması olarak eklemek. EFL öğretmenlerinin yazma sınıflarında portfolyonun planlama ve uygulama eğitimini teklif etmek de tavsiye edilmiştir.

# **The Effect of Portfolio Assessment on the Writing Performance of Adult EFL Students**

**By**

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**Advisor**

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## **Abstract**

This study investigated the effects of the portfolio assessment strategy on the writing performance of EFL adult students. The purpose of the study is to determine whether a specific portfolio assessment model is effective in helping the students to improve their English writing performance in general and writing product skills and writing processes in particular. The targeted population consists of 44 female and male students who started a course named TEACHER PROFESSIONAL TRAINING ENGLISH COURSE. The course was held in Iraq and the students were Turkish. They learned English from the beginning level and the duration of course was 9 months. The control group students (N=22, male) received traditional classroom instruction while the experimental group (N=22, female) received treatment (portfolio assessment strategy). Data was collected through English writing assessment test, self-reporting questionnaire on writing processes, portfolio holistic scoring rubric, and portfolio assessment model for EFL writing instruction. Test scores and self-reporting questionnaire scores were used as measures of students' English writing performance. To carry out the experiment of the present study, two classes were selected. One class was assigned to serve as an experimental group (portfolio, female) and the other class as a control group (non-portfolio, male). The difference between the mean gain scores of the control and experimental groups was compared and tested for statistical significance. Descriptive statistics, independent samples t-test, and Spearman rank order coefficient of correlation were used for data analysis. The results of the pre-administration of instruments indicated that the two groups were homogenous and that their English writing performance

was poor and inadequate. However, the findings of the post-administration showed a remarkable improvement in English writing performance of the portfolio group students in general and in their writing product skills in particular as compared with the non-portfolio group. Likewise, findings indicated a statistically significant increase in the students' use of writing processes as a result of the portfolio assessment strategy. Moreover, a positive correlation between the students' (experimental group) scores in the portfolio and their English writing test scores was found. Using portfolio assessment, as a complementary to traditional tests, in teaching and assessing EFL writing was recommended and that assessment should be an integral part of the teaching process. The study concluded that the portfolio assessment model is found to be an effective instructional strategy as well as an evaluation tool and that it enhances the students' English writing performance by focusing efforts on writing products as well as writing processes. Based on the findings of the study, some recommendations are emerged: using portfolio in EFL writing instruction as a teaching and assessment strategy not to substitute for traditional tests; rather they complement each other. In addition, assessment process should be an integral part of everyday teaching practices students involve in. It is also recommended to offer training for EFL teachers in planning and implementing portfolios in writing classes.



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indicated that the two groups were homogenous and that their English writing performance was poor and inadequate. However, the findings of the post-administration showed a remarkable improvement in English writing performance of the portfolio group students in general and in their writing product skills in particular as compared with the non-portfolio group. Likewise, findings indicated a statistically significant increase in the students' use of writing processes as a result of the portfolio assessment strategy. Moreover, a positive correlation between the students' (experimental group) scores in the portfolio and their English writing test scores was found. Using portfolio assessment, as a complementary to traditional tests, in teaching and assessing EFL writing was recommended and that assessment should be an integral part of the teaching process. The study concluded that the portfolio assessment model is found to be an effective instructional strategy as well as an evaluation tool and that it enhances the students' English writing performance by focusing efforts on writing products as well as writing processes. Based on the findings of the study, some recommendations are emerged: using portfolio in EFL writing instruction as a teaching and assessment strategy not to substitute for traditional tests; rather they complement each other. In addition, assessment process should be an integral part of everyday teaching practices students involve in. It is also recommended to offer training for EFL teachers in planning and implementing portfolios in writing classes.

## Chapter I

### Introduction

#### 1.1 Background of the problem

Recently, writing has received great interest. As we know, writing is not an easy skill to be mastered (Raimes, 1987a) and “L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on” (Richards & Renandya, 2005, p.303).

Tompkins (1994) assured that the current emphasis in writing instruction focuses on the process of creating writing rather than the end product. As a result, attention has shifted from the finished product to the whole process with its various stages of planning, drafting, revising, and editing. Such emphasis on writing process empowers students by getting them to talk about their writing at every step of the writing process (Gocsik, 2005). During such teaching strategy the teacher will be engaged in as tutor and writing assistant. In this regard, Badrawi (1994) suggested that "students should be given the time to write several drafts and develop their ideas"(p.15). Consequently, the teacher's role has changed from the fault-finder and error-hunter to that of facilitator.

Puhl (1997) asserted that the reform of instructional system should be made hand – in – hand with the reform of assessment system. The recent wave of instructional reform reflects revolutionary ideas concerning the nature of assessment and its purpose. Hence, Bailey (1998) stated that "the main purpose of language assessment is to help us gain the information we need about our students' abilities and to do so in a manner that is appropriate, consistent and conducive to learning"(p.2)

Analyzing the current writing performance (essays and daily paragraphs) of our EFL group shows that writing is the weakest aspect of students' work in English. This is supported by the results of the semi-structured interview conducted with a group of students (n=44). (For interview guide, see Appendix A). On the basis of content analysis of informants' responses, about 84% of the students reported having difficulty in EFL writing. In our courses' writing class the students were supposed to write a paragraph with a self-selected topic everyday and the teacher used to read them and after checking the grammar or vocabulary mistakes, he used to evaluate them writing excellent, good or not bad on their papers. Or they were supposed to copy some ready paragraphs or essays down into their notebooks. Hence, the students did not know how to write a good paragraph taking all of those paragraph or essay writing aspects into account. Seeing this situation the researcher gave a course about how to write an essay to the students for two weeks. After this course the researcher and the writing teacher started to ask students to write an essay everyday. Hereafter, the papers' evaluation became the most important problem.

While this is the current situation of teaching and assessing writing in our EFL course, elsewhere there are new trends that take into account the students' needs and give emphasis to their strengths rather than to their weaknesses. These trends are the alternative forms of assessing what the students know and can do with the language. "Portfolio assessment is in front of alternative assessment approaches" (Coombe & Barlow, 2004, p.18)

Further, a study conducted by Krigere and Sardiko (2002) revealed how writing skills are the easiest to assess by means of portfolio whereas other language skills are more difficult. Likewise, Johns (1995) suggested that those not already using portfolio assessment should consider it for their writing classes. Applebee and Langer (1992) believed that "Portfolios of students' work offer one of the best vehicles for assessments of writing for that they typically contain a variety of different samples of student work"(Cited in Penaflorida, 2005, p. 348). Portfolio, as an alternative or additional strategy of assessment, provides a way of evaluating not only the writing products but also" the processes of producing pieces of writing" (Clemmons, Laase, Cooper, Areglado, & Dill, 1993, p. 11)



Among the requirements of the success of implementing portfolio assessment are the three basic principles which are identified by Hamp-Lyons and Condon (2000) as collection, selection, and reflection. The collection is all of the activities, assignments and projects that are constructed in a specific setting. For a portfolio to work effectively, it must include samples of a student's work rather than all the work done. Furthermore, students must individually choose which piece to include in the portfolio. The decision for the selection of items has to be made depending upon the purpose of the portfolio. Finally, reflection is crucial.

## **1.2 Statement of the Problem**

To Monitor and assess the writing process may contribute to the students' mastery of the writing product skills, and to proficiency in writing in general.

## **1.3 Purposes of the Study**

The purpose of the study is to investigate the effect of using the portfolio assessment strategy on improving the writing performance of EFL adult students and to explore if it is appropriate to apply in the teaching of writing in EFL educational courses.

## **1.4 Questions of the Study**

The research attempts to answer the following main question:

1. Does the use of portfolio assessment strategy have any effect on the writing performance of EFL adult students?
2. Is the use of portfolio assessment strategy effective on developing the students' English writing product skills? How?

3. Is portfolio assessment strategy effective on enriching the students' use of writing processes? How?

## **1.5 Hypotheses of the Study**

1. The use of portfolio assessment strategy has positive effects on the writing performance of EFL adult students.
2. Portfolio assessment strategy is really effective on the writing product skills by focusing effort on purpose, content, organization, vocabulary, sentence structure, and mechanics of every work.
3. The portfolio assessment strategy enriches the students' use of writing processes by having effects on planning, drafting, revising and editing of each single work.

## **1.6 Significance of the study**

The significance of the study can be described in the following points:

- 1.6.1 It attempts to propose a portfolio assessment model for adult EFL classrooms, which may have a beneficial effect on the teaching and learning of writing skills.
- 1.6.2 It may provide teachers with useful information that can help them to form the basis for improving their instructional plans and practices.
- 1.6.3 One important contribution of the study is a set of guidelines devised for teachers to use when reviewing their students' portfolio contents.

- 1.6.4 It may be helpful in providing a strategy to improve the writing performance of adult EFL students.

## **1.7 Delimitations of the Study**

The study is delimited to the following:

- 1.7.1 The study is limited to searching and studying the effect of portfolio assessment strategy as an evaluation and teaching tool on students' writing performance in general and writing product skills and writing processes in particular.
- 1.7.2 The sample used in the study is limited to a number of adult EFL students of Teacher Professional Training Courses which is held in Iraq.
- 1.7.3 The writing materials dealt with in the study come from the prescribed curriculum for the adult EFL students in that particular course.

## **1.8 Definition of Terms**

In order to facilitate the understanding of the current study, the following are some definitions of terms that are used:

### **1.8.1 Portfolio Assessment**

Moya and O'Malley (1994) viewed portfolio assessment as "the procedure used to plan, collect, and analyze the multiple sources of data maintained in the portfolio" (p. 14). Portfolio assessment is defined in this study as the strategy of keeping collection of writing tasks a student performs during the course of English over a period of time. The collection shows the different writing stages and the end product. It includes guidelines for selecting

contents of the portfolio as well as the assessment criteria. The student's involvement in selecting contents and reflecting on her own works gets a real importance.

### **1.8.2 Writing Performance**

According to Longman Dictionary of Language Teaching and Applied linguistics by Richards, Platt, and Platt (1992), writing performance is "a person's actual use of linguistics" (p. 269). Writing performance can also be defined as the act or process of performing writing tasks (Wehmeier, 2001).

In this study, it can be defined as the means of scores, which the students got in the writing tasks (products) as well as their scores in the self-reporting questionnaire on English writing processes.

### **1.8.3 English as a foreign language (EFL)**

According to Snow (1986) EFL refers to "situations where English is taught to persons living in countries where English is not the medium of instruction in the schools , where English is taught as a subject, and where exposure to English is typically limited to the classroom setting "( p.1).

### **1.8.4 Writing process**

Crowhurst (1988) defined the writing process as" the thinking processes that go on during writing "(cited in Saskatchewan Education, 1998, p. 2). Seow (2005, p. 315) sees writing process as " a private activity which comprises four main stages: planning, drafting, revising, and editing".

In the present study, writing process refers to the four writing stages the students pass through in order to produce a text. The stages are planning, drafting, revising, and editing.

### **1.8.5 Writing product**

In this study, the term refers to the final writing product. It involves certain productive writing skills, which are purpose, content, organization, vocabulary, sentence structure, and mechanics.

### **1.8.6 Assessment**

According to Ferrara (1994), assessment refers to "the process of gathering information about learners from various sources to help us understand these students and describe them. Teaching is one type of assessment" (Cited in Puhl, 1997, p.4).

Further, assessment is defined by Butler (2001) as "the act of collecting information about individuals or groups of individuals in order to better understand them. The twin purposes of assessment are to provide feedback to students and to serve as a diagnostic tool for instruction" (p.2).

### **1.8.7 Alternative assessment**

Alternative assessment is defined as "an ongoing process involving the student and teacher in making judgments about the students' progress in language using non-conventional strategies" (Hancock, 1994, p.3).

### **1.8.8 Rubric**

Rubric can be defined as "a scoring scale used to evaluate student work. A rubric is composed of at least two criteria by which student work is to be judged on a particular task and at least two levels of performance for each criterion" (Muller, 2006, p.2).

### **1.8.9 Paper-and-pencil language tests**

According to McNamara (2000) the paper-and-pencil language tests term refers to " a traditional test format, with test paper and answer sheet" (p.135).

### **1.8.10 Rote learning**

According to Richards and Platt (1992, p.319), rote learning is "the learning of material by repeating it over and over again until it is memorized, without paying attention to its meaning".

## **Chapter II**

### **Review of literature**

#### **2.1 Theoretical Framework**

In this part, there are information about the Development of the Assessment Process, Origins of the Portfolio Concept, Types of Portfolios, Characteristics of Developing, Portfolio Assessment Strategy, Models for Developing and Implementing Portfolio Assessment, Essential Principles of Portfolio Assessment Strategy Development, Portfolio Conferences, Advantages of the Portfolio Assessment Strategy, Challenges of Using the Portfolio Assessment Strategy in EFL Classrooms and Portfolio Assessment and Writing Instruction.

##### **2.1.1 Development of the assessment process**

Brindly (2001) referred to the 'assessment' term as the different systematic ways of gathering data about a student performance. Many researchers (e.g., Wiggins, 1990; Crosby, 1997; Cohen, 2001;) realized that tests are not sufficient enough method to achieve instruction and assessment purposes. They are administered only once or twice as a separate procedure during the term and thus assess specific skills or knowledge at a specific period of time neglecting students' performance throughout the term. Such product-oriented traditional assessments had limited possibility to influence teaching and learning positively and are no longer fit with current EFL classroom practices.

Although the assessment process requires the concentration of teacher and students in such kind of assessment students are just like objects of testing. Hence, using traditional methods of assessment alone are not enough to test the actual ability of the students. The function of assessment should include identifying student needs, strengths, weaknesses, and interests to be addressed. Consequently, assessment has to be a part of instructional practices. Rudman (1989) asserted that assessment and teaching “are not separate entities” and that assessment “was, and remains an integral part of teaching” (p.1). So, when teacher and student are linked, they both benefit from it. Teachers start focusing on what and how to teach, making the best use of their time. Students are more self-directed, motivated, and focused on learning. The aim of assessment must not stop at monitoring student's performance; instead it should improve their performance (Wiggins, 1990; Yunian & Ness, 1999; Liang & Creasy, 2004)

Actually, EFL classrooms include students with unique strengths, skills, needs, abilities, interests, and even with weaknesses. As a result, one single assessment instrument will not enough to meet such diversity and judge students' progress (Wiggins, 1989; Moya & O'Malley, 1994). Teacher needs to develop complete and accurate pictures of their students' abilities and progress not only regarding the cognitive aspects but also affective and behavioral as well as using a range of methods. That is why the assessment tools need to be administered at various points of time during students' progress which will lead to a more comprehensive view of the students' learning process. Assessment should play a role that is completely different from the role it now plays. The nature of language assessment has changed over the years to focus on what students can do with language: communicative competence rather than language knowledge (Wrigley, 1992; McNamara, 2000; Shaaban, 2001). There is obviously a great need to assess what EFL students really know and are able to do in a way that consistently reflects their true abilities in the second language. It is not enough for students to acquire knowledge, concepts, and skills; instead they have to apply knowledge, concepts, and skills they have acquired.



Assessment is not a limited responsibility of the teacher. No doubt, when teachers and learners are involved together in the assessment process, a kind of good rapport is developed between them. Students should be involved in and play an active role in the assessment process (Wrigley, 1992). They can do so through various practices. They can follow their work improvement over time, create assessment criteria for a product and discuss the strategies they follow, work with peers to revise work, evaluate peers work, and identify difficulties they encounter during the performing of a required task. And when students are collaborators in the assessment process, they develop reflective skill and thus improve their performance. In this connection, Allwright (1988) further argued that putting the control over the learning process in the hand of the learners, to some extent, can improve the quality of learning. Many researchers have proved practically that students who have opportunities to reflect on their own work show greater improvement than those who do not (e.g., Wiggins, 1990; Sparapani, Abel, Edwards, Herbster & Easton, 1997; Wagner & Lilly, 1999; Coombe & Barlow, 2004; Liang & Creasy, 2004).

There is a new movement in language assessment which is called 'True Testing' or 'Authentic (alternative) Assessment' has appeared (Wiggins, 1989, 1993, cited in Hauser, 1994, p.3). Such movement "stresses the need for assessment to be integrated with the goals of the curriculum and to have a constructive relationship with teaching and learning" (McNamara, 2000, p. 7).

### **2.1.2 Origins of the portfolio concept**

It is important to note that portfolio is not a new concept. It surfaced in 1970s and 1980s in literacy classrooms (Valencia & Calfee 1991; Mathews, 2003). Before that portfolios were used as an approach in teaching arts.

Traditionally, architects, artists, models, and other professionals use portfolios in order to assemble work samples to show to a potential employer or/and customer. These

portfolios are developed by the job applicant who first decides what to include and then arranges the materials to show the breadth of the applicant abilities and illustrate his / her skill at applying knowledge to practice. (Valencia & Calfee, 1991; Shaaban, 2001; Genesee & Upshur, 2004;).

In recent years, portfolios have come into wide use as an alternative form of assessment, as it includes the assessment of performance rather than the mere recall of memorized facts. They have appeared partly in reaction to standardized tests and partly as a result of the recognized mismatch between assessment and teaching.

### **2.1.3 Types of portfolios**

The literature reviewed on portfolios revealed that there are many types of portfolios in use. The following are the three major types most often cited in literature (O'Malley & Pierce, 1996, as cited in Apple & Shimo, 2004; Mueller, 2006).

#### **2.1.3.1 Showcase portfolios**

This type of portfolio is a collection of the student best or favorite work determined through a collaborative student - teacher selection. Only completed work is included; thus the showcase portfolio emphasizes the products of learning.

#### **2.1.3.2 Collection portfolio**

This type is also known as the 'working portfolio', 'documentation portfolio', or 'growth portfolio'. This strategy involves a collection of work showing growth or change over time and reflecting and documenting students' achievements. Specifically, the collection portfolio includes everything from brainstorming activities to rough and/or early drafts to

finished final drafts of all student work. The collection can include the best and weakest of students work. It is clear that such type of portfolio emphasizes the process of learning.

### **2.1.3.3 Evaluation portfolio**

This type is also called 'assessment portfolio' or 'portfolio assessment'. It requires students to select work for assessment according to predetermined criteria given by the teacher. Such collection documents achievement and progress towards standards. This type of portfolio serves grading purposes.

It is obvious that these types represent the purposes of creating a portfolio. However, each type serves one or more specific purposes. For example a showcase portfolio might also be used for evaluation purposes, and a collection portfolio might also showcase final performances or products. It is always better and effective to use working portfolio as they exhibit the different processes a student is immersed in to produce work samples (Sparapani et al., 1997).

Likewise, according to Epstein (2005) portfolios can be divided into two categories:

### **2.1.3.4 Process- oriented portfolio**

The process- oriented portfolio tells the story of a student growth over time. It documents learning process as well as portfolio development process. The portfolio includes early rough drafts, reflections on the process, and difficulties encountered along the way.

### **2.1.3.5 Product- oriented portfolio**

It is a collection of student best work. The purpose of such collection is to document and reflect on achievements rather than the processes a student immersed in to produce them. Students have to collect all their work until the end of a learning period, at which time they must choose samples that represent their best work. It is very common for each work sample in a product-oriented portfolio to be accompanied by self-reflection, usually in writing, on why and in what ways the samples represent work of high quality.

To sum up, both types of portfolios are used at all grade levels. It is proved; however, that a process-oriented portfolio is more common at the elementary level as individual growth is the object of concern rather than determining specific levels of performances. A product-oriented portfolio, on the other hand, is more common at the secondary level as older students generally have higher thinking skills necessary to select their best work wisely as well as engage in self -reflection process deeply (Sweet, 1993; Epstein, 2005).

As a general rule, the purpose of the portfolio determines its type and consequently its content. However, portfolios typically are developed for one of three basic purposes; to show growth, to showcase current performance, or to evaluate an achievement (Mueller, 2006). And as cited in Puhl (1997), Gottlieb (1995) listed six purposes for creating portfolios: collecting, reflecting, assessing, documenting, thinking, and evaluation. Arter (1995), on the other hand, mentioned only two purposes for developing portfolios: assessment or instruction. Portfolios may be used to keep track of what a student knows and can do. They also can be utilized to promote learning through the process of assembling the portfolio. Thus, the teacher has first to identify the purpose (s) for creating a portfolio and then determine the portfolio type (s) that serves the purpose (s).

### **2.1.3.6 Portfolio assessment**

Portfolio assessment strategy has been of considerable interest to teachers not only in instruction but also in assessment for more than three decades now. However, it has been widely used in teaching and assessing language skills particularly with respect to the writing skill in addition to or instead of traditional testing (Champman, 1990; Pierce & O'Malley, 1992; Hancock, 1994; Farr & Tone, 1998; Douglas, 2000). Clearly stated, portfolio assessment becomes a natural component of the assessment process and teaching/learning process as well. Sometimes, it is used to complement existing traditional testing procedures, but more frequently is used in the place of such procedures. Extending beyond providing scores, portfolios include samples of what students are doing and experiencing during a term.

Rather being merely a collection of work samples, portfolio assessment is the practice of collecting all the items students have been working on during a term or a learning period in a folder. Such collection tells the story of a student growth and achievement in one or more areas. Student-teacher interactions and/or conferences occur regularly about difficulties encountered, and suggested strategies to perform better in future. Moreover, the teacher encourages students to self-assess or reflect on their work identifying strengths as well as weaknesses in their work.

Most importantly, student involvement is required in "preparing his or her own portfolio, sometimes in collaboration with the instructor, sometimes not, placing in it examples of various types of language performance, including drafts and revisions as well as finished products"(Douglas, 2000, p.242).

### **2.1.4 Models for developing and implementing portfolio assessment**

Different models of portfolio assessment are suggested for developing and implementing portfolio assessment programs in EFL classrooms. Two of them are mentioned below:

Moya and O'Malley (1994, pp16-17.) proposed a portfolio assessment model for EFL learners which included six interrelated levels of assessment activities:

- Identify purpose and focus of portfolio
- Plan portfolio content
- Design portfolio analysis
- Prepare for instructional use
- Identify procedures to verify accuracy of information
- Implement the model

A more detailed model of portfolio assessment by Gomez (2000, pp.4-5):

- Decide about goals and content
- Design the portfolio assessment program
- Develop scoring criteria and standards of performance
- Align tasks to standards and curriculum
- Implement at pilot sites, provide staff development, and analyze results
- Implement at all sites
- Train teachers to score

- Establish guidelines for administration
- Score the portfolios
- Report the results
- Evaluate the program

### **2.1.5 Essential Principles of Portfolio Assessment Strategy Development**

Collecting, selecting from, and reflecting on students' work are key principles for creating any type of portfolios successfully. These principles should be taken into account to appropriately implement the portfolio assessment strategy (Kieffer & Morrison, 1994; Wagner & Lilly, 1999; Hamp-Lyons & Condon, 2000).

Students must collect all the activities, projects, and assignments that have been done during a learning period. Students need to be given clear instructions regarding what goes into their portfolios (collection or working portfolios). Instead of including only final drafts, Farr and Tone (1998) assured that students' collections should include both work in progress and finished work. The collection process is to monitor students' progress toward achieving the objectives and goals the teacher has set for a specific level.

Different samples of student work are to be selected and included into the portfolio for different purposes. Actually, the portfolio contents should reflect the instructional objectives and goals. Additionally, how samples are selected might differ depending on the purpose. For instance, the teacher decides which samples to be included in the portfolios. Meanwhile, the teacher needs to observe each student selection process to make sure that the portfolio contents reveal whether the student is reaching the instructional objectives and goals. Finally, the teacher herself or the students can choose the content of the showcase portfolio.

Unlike traditional testing, the portfolio is something done by and for the students. It holds the most promise for promoting students' involvement in the assessment process by asking them to reflect upon the quality and growth of their work. Students, as part of the portfolio development process, are encouraged to think deeply about their learning experiences assessing work samples. Reflection, that should be ongoing throughout the development of portfolio, provides information about students' perceptions of their own work and of themselves as learners that the teacher can take into account during the assessment of students' work. Pointing out to importance of reflection, Camp (1992) pointed out that "we learn in a part by looking back-reflecting on what we have done" (p.61). His experiments with portfolio activities showed that giving students the opportunity to look back at their work is of great value to students as well as to teachers. Reflective activities help students become aware of strategies and processes they use in learning. In addition, such activities encourage students to develop criteria and standards for their work. Moreover, the reflection practice increases the feeling of students' ownership of their work and causes opportunities for interactions between students and the teacher (Camp, 1992; Clemmons et al., 1993; Coombe & Barlow, 2004). In addition, Wagner and Lilly (1999) found that "when teachers employ students' reflections along with diagnostic data, notes about classroom observation, and work samples, they will likely create more complete and accurate pictures of their students' abilities and progress" (p.41).

As being unfamiliar experience, it is essential for students to learn to effectively reflect on their learning and progress. Thus, developing good reflective skills requires instruction, modelling, and lots of practice. Students need to learn how to respond to questions and / or prompts in a reflection sheet or to any reflective activity.

In summary, feedback and reflection to student's responses can be provided through face-to- face interactions between the teacher and the student. Such interaction can provide the teacher with valuable information about the students' ideas and improvement.



### **2.1.6 Portfolio conferences**

Conferencing is an important step in the portfolio assessment strategy development and guidance. Generally, conferencing takes the form of a conversation or discussion between teacher and students about his/her work to discuss progress and set goals for future. It has several forms: individual students, several students, or even the whole class. Farr and Tone(1998) stated that “ the portfolio conference is a regular time for student and teacher to sit down one-to- one and discuss what they believe the collection shows” (p.155).

The teacher examines the portfolio and asks students about the collection and the process as well. Conferences can be used to achieve many purposes. According to Genesee and Upshur (2004) the portfolio assessment can be conducted in a semester “to plan lessons or instruction that is responsive to students' ongoing needs” (p.112). They can also used at the end of a learning period for grading purposes to assess learning in respect of major instructional objectives.

As the teacher encourages the student to share his /her portfolio by reviewing and discussing the contents and by reflecting on his / her growth it give students a sense of ownership and involvement in learning and assessment processes.

The successful conference should help the student, under teacher guidance, set some meaningful objectives or goals to become a better learner during the weeks that follow. These objectives may focus on strategies. Often these objectives are practical to reveal student desire to read books or stories by a certain author or on a certain topic. Sometimes, those objectives are a short list of intentions to avoid certain errors. Also, an objective may acknowledge that a particular item needs revising or developing. More importantly, it is better to use a conference sheet, as Clemmons et al. (1993) pointed out, to record questions and comments. Recording comments about conferences is important and useful because such comments help students recognize their strengths and improvements as language learners.

### **2.1.7 Advantages of the portfolio assessment strategy**

As a major advantage, if effectively used, it enriches the learning, teaching, and assessment processes and makes them work together (Murphy & Smith, 1992). And being a promising alternative assessment strategy, portfolio assessment links assessment to daily teaching practices and thus allows assessment to become a teaching strategy to improve learning (Moya & O'Malley, 1994; Epstein, 2005). So, portfolios are valued as they complement rather than take time away from instruction (Sweet, 1993).

Being a shared responsibility, the portfolio assessment strategy requires students and teacher involvement and collaboration in the learning process and its assessment. Thus, it provides an occasion for teacher- student classroom instruction. A crucial transformation in the student and teacher roles in the assessment process, during the process of portfolio development, seems to occur. Portfolios provide the chance, as Hahn (1985) said, "to put the ball in the student's court" (cited in Murphy & Smith ,1992, p.58)

In addition, such strategy assists students in revising, correcting, and organizing their work. Several chances are given to demonstrate what they can accomplish (Johns, 1995). Instead of being error hunter and dominating the fully teaching/ learning process, EFL teacher should take into consideration the radical shift in his role in the teaching / learning process. He/she should observe students' progress, guide them throughout the various processes of developing portfolios, encourage them to learn, and provide help. He/she should give the students the opportunities to think, identify errors, correct them, and thus improve their work.

Perhaps, the portfolio assessment strategy would provide teachers with a tool not only for assessing students' performance but also for thinking about teaching and learning processes (Wagner & Lilly, 1999). A distinct value underlying the use of portfolio assessment strategy is its potential to provide an effective means for assessing not only the final products but also the processes by which work is done (Clemmons et al., 1993;

Mueller, 2006). Such focus on learning processes and strategies enables students to learn, think, and produce and consequently facilitates learning (Sweet, 1993; Baak, 1997). In addition to these, such strategy provides both practicing and assessment of language skills as it is a part of teaching practices (Farr & Tone, 1998).

### **2.1.8 Challenges of using the portfolio assessment strategy in EFL classrooms**

There are, of course, drawbacks for portfolio assessment. Many studies revealed that there are issues of concern regarding portfolio assessment use that all new assessment tools encounter (Belanoff & Elbow, 1991; Hauser, 1994; Moya & O'Malley, 1994; Brown, 1997; Sparapani et al., 1997; Neiman, 1999; Gomez, 2000; Apple & Shimo, 2004; Epstein, 2005). One major concern is time. Portfolio can be very time-consuming for teachers and staff especially if portfolios are done in addition to traditional grading. The strategy makes more for teacher; it puts more pressure on teachers and makes some feel anxious especially those using it for the first time. Teachers, who intend using portfolios, need not only a thorough understanding of their subject area and instruction skills but also additional time for reading and studying about portfolios. One of the biggest disadvantages of portfolio assessment for teachers is that it can be something new and unfamiliar which demands study. So, teachers need knowledge to manage portfolios easily and successfully.

Moreover, one of the main challenges regarding using the portfolio assessment strategy is related to reliability. As portfolio contains a variety of work samples of different purposes, which collected over time problems in scoring emerge. Such challenge of scoring reliability over time can be effectively met with when raters are on acceptable rating rubrics and are sufficiently practiced in portfolio grading. One other drawback here is the quality of inter-rater reliability. If portfolios are scored, are the scoring rubrics strong enough to enable several teachers to agree on final scores for a single portfolio.

### **2.1.9 Portfolio assessment and writing instruction**

Writing is not merely putting down word after word to form a sentence or writing one sentence beside the other to form a paragraph. The difficulty lies in generating and organizing ideas as well as in translating these ideas in writing in English Language (EFL Writing) into coherent, accurate, informative and readable text (Richards & Renandya, 2005).

Writing is a process as well as a product. EFL writers have to pay attention to the processes, i.e., planning, drafting, revising, and editing they use to produce an outcome (product) as well as to the finished product with regard to spelling, punctuation, word choice, grammar, content, and so on. In fact, students need to be well-versed in the basic stages of the writing process for individual language development. Such strategy helps teacher examine students' writing growth.

In view of the role EFL writing plays in students' academic, social, and practical lives, the improvement of their writing ability is a main priority of schooling. Recently, in teaching writing emphasis is shifted away from students' products toward the processes they are involved in, while writing as students should experience the different stages in the production of a piece of writing. No doubt, such emphasis on the writing processes help students writing development and enables teachers to examine this development.

These days, teachers tend to use a process-based strategy in writing instruction. In such strategy students spend time selecting the topics they will write about, gathering information about the topics, drafting, revising, and editing before submitting a finished piece of writing.

The new trend in writing instruction in EFL classrooms is to focus on writing processes required to produce a certain outcome (a product) as well as on writing outcomes (Champman, 1990; Wrigley, 1992). Thus, it is necessary to adopt an assessment strategy

that encourages such trend as teaching and assessment are two sides of the same coin. Regarding this issue, Valencia and Calfee (1991) pointed out that the rise of the portfolio concept is primarily associated with the use of the process writing approach in the field of writing instruction.

Portfolio assessment, as an alternative innovative strategy of assessment provides a means of assessing not only the writing products but also the processes of writing that occur to create such products. Unlike traditional tests, portfolios can showcase the processes of producing pieces of writing as " students include not only their final polished pieces but also their planning as well-brainstorming notes, mapping, webs, chats, and drafts showing revisions and rewriting " (Clemmons et al., 1993, p.11). Thus, portfolios show the stages of the writing process a text has gone through and the stages of students' growth (Coombe & Barlow, 2004).

Portfolio assessment is a mechanism for improving students' writing performance. Such strategy allows students to write daily, have a choice in what they write. In addition, they write in a variety of genres and for different audiences. Students can reflect such variety in the collections they collect to compile their portfolios. Students, at the end of a portfolio assessment program, are asked to select improved or best pieces of writing to include in their portfolio to submit assessment. Students also include writing samples that exhibit the stages in the writing process, including planning, drafting, revising, and editing. Such process develops students' planning, drafting, revising, and editing skills.

Since portfolio assessment strategy is a formative assessment, it provides students with advice and guides during the portfolio development process for future performance, and consequently encourages and motivates students to learn to improve their writing ability.

As portfolio assessment becomes a way of learning about students and how they write; it enables teacher to monitor the processes students use as they write and examine the quality of students' finished writings. Moreover, portfolios are a natural component of teaching and learning practices (Tompkins, 1994). They are continuous, systematic,

authentic, and meaningful collections of students' writings and other work that show students' progress. They are dynamic as they reflect and document students' day to day learning activities.

In brief, the most important point concerning portfolio assessment strategy is that the assessment is not just based on the quality of the writing products; rather the portfolio creation process allows students to experience the different stages of the writing process necessary to create the product and thus portfolio assessment.

## **2.2 Previous Studies**

This part is a survey of some related studies which deal with portfolio assessment and its impact. Enginarlar (1994) examined the students' attitudes to both portfolio grading method and process writing approach in the department of foreign language education programs at the Middle East Technical University, Ankara. The study was limited to one section (27 students). They had to write four essays and in the end, they were asked to choose two with the earlier drafts. The instruments were an interview and a short questionnaire. Results revealed that the students had favorable attitudes to process writing approach and portfolio grading. The study also got to the fact that editing, when properly guided, has an immediate benefit to the writing process and is more easily achieved than revising.

In a study by Nounou (1995), an attempt was made to investigate the use of portfolio, as a new form of performance assessment, with a group of ESP students at the American University in Cairo. A recording sheet was used to measure the students' work samples against the criteria decided upon for the course. Results showed that the use of a wide variety of pieces collected over a period of time gives a clear indication of a student's ability level. The study presented some guidelines regarding how portfolios are set up, and how the contents as well as the criteria for evaluation are selected.

Neiman (1999) provided further support for the importance of portfolio assessment. She described her experiment of using portfolio assessment in writing and literature classes both at Burlington high school and Carthage College. Writing and a literature portfolio were used as graduation requirements. The study proved that students' involvement in the portfolio assessment process improved their achievements. Furthermore, certain issues regarding implementing and grading were discussed. Obviously, Neiman's trial (1999) developed and improved the use of portfolio.

Ross (1999) investigated students' attitudes towards the use of portfolios in an English composition course. During the course of a semester, students in an English 101 course at Central Arizona College were asked to create a portfolio of three essays known as a three-paper portfolio. The portfolio included a rewriting of the first assigned which was due in the second week of the semester. The students were given the choice of which other two essays to include from the other five assigned papers. The study revealed that students' self-recognition about the portfolio process and their own growth as writers portrays their growth as critical thinkers- not just within the assignment but also about the assignment as well.

In his descriptive study, Aly (2000) investigated the impact of using portfolio assessment on freshman in writing composition. The subjects were freshman first year students at the Faculty of Education, Cairo University. The data collection instruments used were paragraph writing , the performance checklist, and informational texts .After successfully completing a predetermined number of course assignments , the students were asked to select three pieces of writing to compile a portfolio for a final assessment. About 95% of the students completed portfolios. This finding showed that the students had positive attitudes towards the use of portfolio. Also, the study arrived at the conclusion that portfolio strategy improved students' ability to recognize strengths and weaknesses in their writing. It could be concluded that such strategy promotes students' self-assessment skill.

Song and August (2002) conducted a quantitative study that compared the performance of two groups of advanced ESL students in ENG 22, a second semester composition course, at Kingsborough Community College, City University of New York. Both groups had been enrolled in ENG composition 2, a compensatory version of freshman English for students with scores one level below passing on the writing assessment test. At the end of ENG composition 2, one group was assessed on the basis of portfolios, as well as the writing assessment test; the other was assessed using the writing assessment test only. The study found that the students were twice more likely to pass into ENG 22 from ENG 2 when they were evaluated by portfolio than when they were required to pass the writing assessment test. Portfolio assessment seems to be a more appropriate assessment alternative for the ESL population.

Addressing the issue of teaching writing, Aly (2002) suggested a process-based writing approach (writing workshop) to develop the students' writing skills. The experiment was conducted at the English Department, Faculty of Education, Ain Shams University. Forty, second year male and female students were randomly assigned to the experimental group. The instruments of the study included a student questionnaire and a pre-post writing composition text. Conferencing was an integral component in the workshop to teaching writing as an attempt to create interaction between the teacher and the student. Findings showed that using writing workshop approach improved the students' writing. It is clear that such approach helped students to have some more sense of responsibility towards group and individual work.

A successful experience of using portfolio for integrated language skills development and assessment in an EFL classroom was made by Krigere and Sardiko (2002). The subjects were seven pupils chosen from Aizkraukle Village primary school, Latvia. The portfolio was meant for the pupils' learning (the working portfolio) and for their self-assessment (the presentation portfolio). The portfolio tasks consisted of two parts: compulsory and optional; they included worksheets on listening, reading, and writing and assignments on writing and speaking. After each lesson, the pupils had to fill in a self-assessment sheet. A questionnaire was given to students to examine their opinion on



portfolio use which revealed that fourteen respondents out of fifteen enjoyed the experiment; thirteen would like to continue it. It is noteworthy that all the class was doing the same tasks. The study found that portfolio work allowed for all pupils to progress though at a different pace .The study showed the effect of portfolio including self-assessment aspect on learning as well as assessment process. It also proved that using portfolio is quite acceptable for young learners.

In another study, Anwar (2002) studied the effect of using writing conferences in teaching a composition course to fourth year English Majors, Faculty of Alson, Cairo University, on their writing performance, reflective and critical thinking. The post control group design was followed. The sample consisted of twenty nine, fourth year male and female students who were randomly assigned to either control or experimental group. Tools included a rubric (a composition grading scale), a test of reflective thinking, and a language proficiency exam. Students of the experimental group were instructed using writing conferences, whereas, the control group received no such instruction and received the usual treatment (teacher's written comments). Results revealed that writing performance of the experimental group improved significantly. Also, there was noticeable improvement with regard to students' reflective and critical thinking. Accordingly, it was recommended to use the writing conferences in teaching English writing.

The effectiveness of reflection as an integral component of the portfolio development process was investigated as a teaching practice by Kowalewski, Murphy, and Starns (2002). The study was designed to include strategies to improve student writing skills. The targeted population consisted of fourth and fifth grade students (a fourth grade classroom and two fifth grade classrooms) in a growing middle class community, located in northern Illinois. Five strategies were implemented to improve student writing skills. The strategies used included: establishing sufficient writing time, analyzing literature for writing techniques, modeling of skills by the teacher, providing different audiences for student writing, and introducing the use of self- assessment, reflection, and portfolio assessment to evaluate student progress and growth. Students were asked to include items demonstrating student progress in process writing and reflection about each artifact in their portfolios. The results

of this action research project revealed a marked improvement in student writing scores for all these classes. The implemented teaching strategies seemed to have contributed to the improvement of student writing.

In another study, Eissa (2003) attempted to investigate the effectiveness of portfolio on developing reading and writing of EFL students at the secondary stage. Subjects were (50) first year secondary male and female students. The tools used to carry out the experiment were: the pre–post students' reading and writing test, the pre-post students' self - assessment questionnaire, the marking scheme; the writing analytical scoring rubric, the portfolio holistic scoring rubric, the checklist for portfolio self-peer and rater, and the students' working portfolio program. Findings showed that the working portfolio program was successful in enhancing the students' reading and writing skills.

Portfolio assessment was implemented by Koelper and Messerge (2003) to make students and parents aware of students' academic growth in writing for first and second grade students and math for seventh grade students. The targeted students were from an elementary and a middle school. The two sites involved were located in the northwest suburbs of major metropolitan city. Site A was an elementary school and site B was a middle school. Tools of the study included surveys, open-ended questions, and anecdotal records. Literature revealed probable causes for the lack of the awareness of students' growth: lack of communication between school and home, use of traditional assessments, and reliance on standardized tests.

A review of solution strategies suggested by knowledgeable others, combined with an analysis of the problem, resulted in the selection of implementing portfolio assessment as a strategy of intervention. The results of the intervention were assessed using data collected from teacher journaling, student reflection, review of final portfolios, post-surveys by parents, teachers, and seven grade students, and a post-questionnaire by first and second grade students. Data analysis provided evidence as to the effectiveness of using portfolios in the classroom. Results also indicated that the students felt more empowered in their own learning and become more reflective about their writing.

An action research was conducted by Anderson, Mallo, Nee, and Wear (2003) to improve writing skills at first and fifth grade levels. These skills included capitalization, punctuation, word spacing, and the use of descriptive words. The targeted population consisted of 41 first grade students and 69 fifth grade students enrolled in one elementary school located in a Midwestern suburb. Journal writing and portfolios were selected as intervention strategies for the proposed study. A survey, checklists, rubrics, and document analysis logs were used to document the progress of students' writing skills. On a bi-weekly basis, the researchers discussed students' writing samples during teacher-student conferences. It was found that journal writing and portfolios were effective interventions that showed growth and improvement in writing and reflection.

Apple and Shimo (2004) examined students' perceptions of portfolio creation in an EFL setting in Japan. The subjects were sixty one students in two separate universities attending English writing course. A portfolio of student-selected work was used as the primary means of assessment. Tests were not used at all for assessment. A self report questionnaire was used to measure the learners' responses which showed that they strongly believed that portfolio construction helped them improve compositional and expressive writing ability. The study also indicated the benefits of portfolio assessment compared to traditional testing.

Two case studies about planning and implementation of portfolio assessment at two institutions in the UAE were presented by Coombe and Barlow (2004). The first study was carried at Dubai Men College where a five entry writing portfolio was to be completed during the fall 2000, 18- week semester. The portfolio included a letter of introduction, an important past event, a formal complaint letter, a topic of the students' choice, and a reflection letter. The second study was done at the U.A.E University where a portfolio was implemented in two level-3 classes. A similar five entry portfolio was used with an expanded reflective element. A reflection survey and a cover letter were required for each completed entry. Results showed that portfolio proved its effectiveness in improving the

students' writing. The second study indicated that inclusion of reflection in the portfolio construction strengthened students' writing.

In a descriptive study, Johns (1995) suggested portfolio value to first year university students in ESP literacy programs. A survey was made to determine what types of pedagogical text students in an EAP composition program at San Diego State University would be asked to process in content classrooms. Observation and interview were used to make decisions about entry categories. The study revealed that, whereas reading requirements were quite simple to identify, essay examinations were the most common type of pedagogical writing. Some key steps that should be considered for developing an ESP portfolio program were provided. It could be concluded that the study came to valuable results with regard to the professional role that portfolio plays in ESP programs, as well as, the significance of reflection element through which students can develop metacognitive awareness of texts and situations and their processes and strategies when approaching various texts or tasks.

A research study was conducted by Frederick and Shaw (1996) to determine the prevalence of reading and language arts portfolios used as a form of authentic assessment in selected public elementary schools. The population of the study was composed of 162 teachers representing 12 elementary schools in a large public school system in southwest Alabama. Additionally, the survey involved asking the participants if portfolios were an effective means of communication between teacher, students, parents, and administrators. A questionnaire was developed by the researchers to assess teachers' views concerning the use of portfolios in their classrooms. The results of this survey showed that the majority of the teachers (88%) use portfolios in their classrooms. Half of the teachers indicated that portfolios were effective for communication between teacher and students and teacher to teacher (42%) but not between principal and school board (44%). The impact of portfolios for reporting students' progress to parents is not supported by these teachers' responses.

What is important to note in Baak's study (1997) is that how portfolio, the end product as well as the process, could be applied in the intermediate advanced ESL composition

classes in both U.S and Mexico. Only four essays of seven were required in the completed portfolio, the end product. One of them must contain the original outline, rough drafts, peer comments, and revision (s) in addition to the final copy to show the process by which students developed their portfolios. Results showed that students' involvement in such experience enabled them to become active and critical participants in their own learning process. These results demonstrate the effect of collection, selection, and reflection as key elements on the success of portfolio implementation as well as on the improvement of students' writing composition.

Puhl (1997) explored key aspects of the continuous assessment (CA) approach through two case studies. In the first study, the effect of two key strategies (self-assessment and peer- assessment) on ESL writing performance was examined. Subjects were university level students enrolled in second –year ESL writing course at Stellenbosch University, South Africa. The instruments used were CA devices: self and peer assessment sheets, teacher evaluation form, and portfolio. The students' assignment was to produce four short stories on topics of their choice. In the second study, portfolios were implemented for three purposes: collecting, reflecting, and assessing. Students had to make up a portfolio of their four stories, choose one for class publication, and tell why they chose it. Findings indicated that students began to experience the drafts not as required rewrites but as another chance to produce their best. The study also revealed the effectiveness of using portfolio as one of continuous assessment strategies used on developing learners' narrative and descriptive skills. It could be concluded that using CA approach improved the teaching / learning process as well as the assessment process.

## **Chapter III**

### **Methods and Procedures**

#### **3.1 Variables of the Study**

The variables of the study are: (1) portfolio assessment strategy (independent variable), (2) writing performance in English (dependent variable); it has two dimensions: product and process.

#### **3.2 Design of the Study**

It is very hard to arrange a true experimental design. For this reason, the current study adopts one of the quasi- experimental designs, which is "The pretest-posttest non-equivalent groups.

To carry out the experiment of the present study, two classes were randomly selected. One class was assigned to serve as an experimental group (portfolio) and the other class as a control group (non-portfolio) by tossing a coin. Prior to the introduction of the treatment (portfolio assessment procedures) and again at the end of the experiment, the difference between the mean gain scores of the control and experimental groups were compared and tested for statistical significance.

### **3.3 Sample of the Study**

The subjects selected for this study were chosen from adult EFL students enrolled in an EFL course named TEACHER PROFESSIONAL TRAINING COURSE. Two classes were randomly chosen. Subjects were 44 female and male students attending two separate classes. To carry out the experiment, one class was randomly assigned to serve as a control group (22 students), while the other as an experimental group (22 students).

The socio economic background of the chosen classes population range from intermediate to lower intermediate. All subjects are Turkish-speaking students learning English as a foreign language. They just have been starting to study English. The average chronological age of the subjects is 25.7 years old.

### **3.4 Instruments of the study**

Four instruments are used to investigate the effects of portfolio assessment on the writing performance of EFL students.

#### **3.4.1 English Writing Assessment Test (EWAT)**

The first instrument that the researcher used to investigate the effects of portfolio on the students' writing performance.

##### **3.4.1.1 Description of the English Writing Assessment Test**

The EWAT is developed to assess the students' writing performance in English. It tests primarily the students' narrative and descriptive skills (main-writing domains). In addition,

certain writing product skills (sub-writing domains) are measured: purpose, content, organization, vocabulary, sentence structure, and mechanics. The English Writing Assessment Test is of an authentic assessment type.

The English Writing Assessment Test is divided into two parts. Each part consists of one paragraph writing on a randomly selected prescribed topic that is familiar to students. Test materials represent two styles of writing: narrative and descriptive along with the nature of the writing materials for EFL adult students . In part one, students have to write a descriptive guided paragraph on Arbil city while in part two a narrative guided paragraph about a visit to Asia is requested.

Instructions are provided. They are written in English. They are brief, simple to understand, and free from any possible ambiguities. They contain information about the purpose of the test, the time allowed to complete the test, and the criteria on which scoring will be based.

The EWAT is scored analytically by using an analytic scoring rubric which is developed by the researcher. Students' writing performance is assessed separately on each of the six predetermined criteria: purpose, content, organization, vocabulary, sentence structure, and mechanics. Performance on each criterion is judged along four levels of performance. The rater gives each student a score on each of the criteria (sub-writing domains) out of sixty.

#### **3.4.1.2 Piloting the English Writing Assessment Test**

The English Writing Assessment Test was piloted on a random sample of adult EFL students (n=22) other than those assigned to the experiment. The pilot study was conducted to (1) determine the validity and reliability of the test; (2) measure the internal consistency of the test; (3) estimate the time allocated for completing the test. The EWAT was conducted at the first semester. It was accompanied by a cover letter including information



about the purpose of the instrument as well as clear and simple instructions about how to answer the test prompts.

#### 3.4.1.2.1 Validity of the English Writing Assessment Test

To determine the face and content validity of the EWAT, it was submitted to a jury of teachers. The jury members examined the instrument and expressed their opinions regarding clarity, adequacy, and difficulty level of the test items, and its relevancy to the writing product skills (sub-writing domains) which are intended to be assessed.

Intrinsic validity of the test was also obtained by using the following formula:

$$\text{Intrinsic validity} = \sqrt{\text{Reliability item Intrinsic}}$$

$$\text{Validity of the test } \sqrt{0.86} = 0.92$$

#### 3.4.1.2.2 Reliability of the English Writing Assessment Test

To establish the EWAT reliability, one type of reliability was used: the split halves method. This was accomplished by correlating the scores on the first half of the test with scores on the second half of the test. The coefficient of correlation between the two halves was computed using Spearman-Brown Formula. Results are reported in table 3.1 below.

*Table 3.1. The Correlation Between the Two Halves (Part 1 & Part 2) of the EWAT*

EWAT	M	SD	Spearman's Correlation 'rs'
Part one	9.65	8.85	
Part two	6.80	9.90	.86**
Overall score	12.35	18.72	

\*\*Correlation is significant at 0.01 level (2-tailed)

As shown in table 3.1, the correlation between the two halves was .86. It was statistically significant at the level of 0.01.

To determine the internal consistency of the two parts of the test, the correlation coefficient for each part with the whole test was computed. Results are shown in table 3.2 below.

**Table 3.2 The Coefficient of Correlation Between the Two Parts of the EWAT with the Overall Test**

EWAT	Spearman's Correlation 'rs'
Part one	.95**
Part two	.94**

\*\*Correlation is significant at 0.01 level (2-tailed)

Based on these results, the test is valid and reliable.

### **3.4.1.2.3 Time allowance for the English Writing Assessment Test**

To determine the proper time for the EWAT, the average time needed for the students to answer the test was calculated. The total time was divided by their number. It was 60 minutes: (30 minutes) for each part of the test.

### **3.4.2 Self Reporting Questionnaire (SRQ)**

The second instrument to evaluate the students' writing performance using portfolio.

### 3.4.2.1 Description of the Self Reporting Questionnaire (SRQ)

The SRQ is intended to identify writing processes that the students were using in the performance of writing tasks and to determine whether they had these processes or not. This questionnaire consisted of 25 statements (items) representing four different writing processes, namely planning, drafting, revising, and editing. It was based on a 3-point scale: always, sometimes, and never. These were given numerical values: always=2, sometimes=1, and never=0.

### 3.4.2.2 Piloting the Self-Reporting Questionnaire

The Self-Reporting Questionnaire was piloted on a random sample (n=22) of EFL adult students. The pilot study was conducted to (1) determine the validity and reliability of the SRQ; (2) estimate the time allocated to complete the SRQ. After administrating SQR the instrument was administered for the second time two weeks later.

#### 3.4.2.2.1 Validity of Self Reporting Questionnaire

The SRQ was submitted to teacher judges for face and content validity. The judges were asked to provide their input and comments concerning clarity of the statements and relevance of the statements to the writing processes they were included in.

Intrinsic validity of the Self-Reporting Questionnaire was also calculated by using the following formula:

$$\text{Intrinsic validity} = \sqrt{\text{Reliability item}}$$

$$\text{Intrinsic validity of the SRQ} = \sqrt{0.95} = 0.97$$

### 3.4.2.2.2 Reliability of the Self-Reporting Questionnaire

Reliability of the SRQ was obtained by a second administration of the instrument (test-retest). The students' responses on the questionnaire were correlated with responses on the second administration of the same instrument. The coefficient of correlation between the two administrations was computed using Spearman- Brown Formula. The reliability coefficient was .95 and it was significant at 0.01 level. Results are presented in table 3.3.

*Table 3.3. The Correlation Between the Two Administrations of the SRQ*

Administration	M	SD	Spearman's correlation 'rs'
First	34.32	10.81	
Second	38.45	9.44	.95**

\*\* Correlation is significant at 0.01 level (2-tailed)

Results indicated that the self-reporting questionnaire is valid and reliable.

### 3.4.2.2.3 Time allowance for the Self-Reporting Questionnaire

To estimate time allocation for the SRQ, the average of maximum time and minimum time needed to complete the Self-Reporting Questionnaire was calculated. The total time was divided by two. It was 25 minutes.

### 3.4.3 Portfolio Assessment Model (PAM)

The third instrument that the researcher used to evaluate the effects of portfolio assessment model on the students' writing performance.

### **3.4.3.1 Description of the portfolio assessment model**

The PAM is developed to improve as well as to assess subjects' writing performance beside the English Writing Assessment Test. It is the treatment given to the experimental group, where 20 writing assignments are developed by the students throughout 24 classes. The proposed portfolio model for EFL writing instruction includes five interrelated levels of activities:

### **3.4.3.2 Establish portfolio committee/audience**

The students, the teacher were the audience to follow the development of the students' writing performance. Under the teacher's guidance, the students had been given the responsibility of managing their portfolios in the classroom. Classmates also had access to portfolios on a regular schedule.

### **3.4.3.3 Identify instructional goal/specify learning objectives**

The instructional goal and learning objectives will be talked about under this topic.

#### **3.4.3.3.1 Instructional goal**

The PAM was designed to improve the writing performance of a sample of EFL adult students.

#### **3.4.3.3.2 Learning objectives**

By the end of the program, the students are supposed to be able to:

- Write in a legible handwriting.
- Exhibit complete or high level of awareness of writing mechanics (i.e., spelling, capitalization, and punctuation).
- Make a variety of structures.
- Plan before writing.
- Write a number of drafts then a final version.
- Reread and revise their writings.
- Edit their drafts.
- Proofread classmates' papers.
- Write well-organized paragraphs of different genres.
- Write for different purposes.
- Use varied vocabulary appropriate for the purpose.
- Effectively, reflect on and evaluate their own work.

#### **3.4.3.4 Portfolio contents**

The required portfolio contents are:

- Title page, which shows student's name, grade, school; teacher's name; and the word portfolio (in big letters).
- Table of contents, which includes a list of portfolio items. It comprises title of each entry, date of entry, student's signature, and teacher's signature.
- Entries are both core (items students have to include) and options (items of the students' choice). The core items are required from each student and provide a common base from which to make decisions on assessment whereas the optional items allow the folder to represent the uniqueness of each student.

**Core items are as follows:**

- One descriptive paragraph
- One narrative paragraph

- Five language exercises on writing

**Optional items include three of the following:**

- Drafts of writing tasks selected to show effort and achievement
- List of future goals regarding student writing ability
- Commentary on student strengths and weaknesses as a writer
- List of topics the student likes to write about
- Records of student-teacher conferences

Each student has two portfolios: developmental or process portfolio (a collection of work, which focuses on the student development of a process or a product) and a showcase portfolio. As writing samples produced, they are stored in the collection portfolio. Students periodically review the collection portfolio to select certain pieces to be included in the showcase portfolio. Portfolios are kept in a cupboard inside the classroom, as that place is accessible for all students any time.

### **3.4.3.5 Plan for portfolio instructional materials**

The instructional materials include:

- Student-teacher writing conference form which is used by the students to write about the things they do well and the things they want to improve in their writing. They, also, set future goals for themselves regarding their writing ability.
- Reflection sheet which accompanies each final writing piece. It includes comments and reflections written by the students on their work.
- Writing log in which the student has to evaluate her own work by assessing a score for every draft of each writing assignment on a scale from one to five.
- Evaluation form which is filled periodically by the teacher giving a score for each piece of written work completed by the student.

- Portfolio evaluation form which is filled by the teacher evaluating the portfolio as a whole after reviewing its contents.
- Recording sheet for every student. The teacher has to record observations and insights regarding each student's weaknesses and strengths and her strategy to improve the student's performance.
- Peer editing form in which the students respond to each other's work.

#### **3.4.3.6 Set standards and criteria for evaluation and interpretation of portfolios' contents**

During the implementation of PAM, the teacher regularly reviews the students' portfolios contents evaluating every writing assignment separately and providing feedback. No grades are reported on the first, second, and third drafts; grading is delayed until the final version of each chosen assignment is submitted. The class teacher responds to those drafts not to provide a grade but to provide suggestions for revision as well as some general commentary about the students' development as writers. The scores are recorded secretly to keep track of students' writing growth.

At the end of the experiment, portfolios are submitted for final assessment. Entries are not to be graded separately. Instead, a grade is assigned for the portfolio as a whole using holistic scoring rubric.

Two evaluators (the researcher and another teacher) participate in rating the portfolio contents to achieve consistency in grading. Each reads and evaluates the students' portfolios independently using the rubric. Then the average of the two scores is calculated to assign a final score. A calibration session is held in which the judges evaluate some sample portfolios and then share ratings to reach some consensus on what each criterion and level of performance within the rubric means. This provides opportunity for judges to achieve some competence and consistency in applying the rubric.



In addition, the Portfolio Assessment Model contains instructions for the class teacher, portfolio guidelines for the students, guidelines for conducting student-teacher conferences, and others for reviewing portfolios.

### **3.4.3.7 Validity of the portfolio assessment model**

To ensure that the PAM is appropriate and feasible, it was submitted to a jury of teachers for comments. The jury members examined the Portfolio Assessment Model and provided their inputs and comments regarding goals and learning objectives, portfolio contents, writing assignments, instructional materials, portfolio committee (audience), and standards and criteria for evaluation.

The jury members' comments revealed that:

The objectives were clearly stated, appropriate for the intended writing skills, and could be measured on the spot. The portfolio components were varied and purposeful. The writing assignments were varied, comprehensible, consistent, and well sequenced. Portfolio committee was appropriate for the portfolio purpose. The guidelines were clearly presented and would hardly pose any difficulty for the teacher or students.

## **3.4.4 Portfolio Holistic Scoring Rubric (PHSR)**

The last instrument to evaluate the effects of portfolio on the writing performance of EFL adult students.

### **3.4.4.1 Description of the Portfolio Holistic Scoring Rubric**

The PHSR is developed to determine a grade for the portfolio as a whole. It has ten criteria: portfolio completeness, variety of entries, focus, sense of audience and purpose,

use of the different stages of the writing process, reflection, quality of drafting, quality of writing, organization and presentation, and overall improvement. All the assessment criteria are considered together (or holistically) when evaluating the students' portfolios to arrive at a more global (or holistic) impression of the students' writing performance.

The rubric consists of six levels of performance: score level 60-51 (Excellent), score level 50-41 (Very Good), score level 40-31 (Good), score level 30-21 (Average), score level 20-11 (Fair), and score level 10-0 (Poor). Each level reflects student performance across all the criteria. Under each level, a number of descriptors is included. Such descriptors can make each score level distinct from the others. The total possible score is sixty. Explicit and written instructions regarding how to use this rubric were provided.

#### **3.4.4.2 Validity of the Portfolio Holistic Scoring Rubric**

The PHSR was submitted to a jury of teachers for face and content validity. The jury members examined the instrument and expressed their opinions concerning (1) adequacy, appropriateness, and variety of performance levels; (2) clarity of each descriptor, its relevance to the scoring criterion, and its consistency with other descriptors.

#### **3.4.4.3 Reliability of the Portfolio Holistic Scoring Rubric**

To achieve the PHSR reliability, scorer reliability was used. The researcher and another rater independently evaluated a random sample of portfolios (n=22) utilizing the PHSR. A correlation between their scores was calculated using Spearman- Brown Formula. The reliability coefficient was .98 and which was significant at 0.01 level. Results are reported in table 3.4 below.

**Table 3.4. The Correlation Between the Two raters for the PHSR**

<b>Rater</b>	<b>M</b>	<b>SD</b>	<b>Spearman's Correlation 'rs'</b>
First	44.08	14.14	
Second	49.40	12.76	.98**

\*\* Correlation is significant at 0.01 level (2-tailed)

Based on these results, the Portfolio Holistic Scoring Rubric is valid and reliable.

### **3.5 Procedures of the Study**

Prior to the experiment, the subjects (both experimental and control groups) were given the English Writing Assessment Test as a pre-test. The researcher with the help of a teacher of English administered the English Writing Assessment Test in two consecutive classes as follows:

- Class one: part one (writing a descriptive paragraph) 30 minutes
- Break
- Class two: part two (writing a narrative paragraph) 30 minutes

The Self-Reporting Questionnaire on English writing processes was also administered to the subjects immediately after the pre-administration of the English Writing Assessment Test.

The experiment lasted 12 weeks (two classes per week). A list of different writing subject matters was given to both experimental and control groups and they were supposed to choose one subject a day and write. Each student in the experimental group had a portfolio booklet, which had: Date, Subject/kind, Title and My mistakes parts. Under the date part the students have to write the date of the essay and the subject part is about the parts, which students compare in the essays. Under the title part they supposed to write the

title and the last part is about the grammar, vocabulary, sentence, spelling, transitions, introduction, topic sentence, paragraph development, coherence and unity mistakes that students do through the essay writing. The same teacher taught the two groups; the experimental group received the treatment (portfolio assessment strategy). The researcher provided each student of the experimental group with two folders with plastic bags inside. The students would keep the writing assignments in one folder (collection portfolio); the returned pieces of writing selected for the portfolio would be put in the other folder (showcase portfolio) according to the portfolio contents.

Three simple principles guided the implementation of the Portfolio Assessment Model: collection, selection, and reflection. From the very beginning of the experiment and at specific classes during the term, the students (experimental group) collected and submitted the finished drafts of writing assignments together with early drafts that were drawn from the students' textbook and developed in class work throughout the term and put them in a folder (collection portfolio).

After completing the predetermined writing assignments, the students were directed to select and choose their best and preferred (a variety of writing styles) seven pieces of writing to compile a portfolio (showcase portfolio) for final assessment. Selection of items had been made depending upon the purpose of the portfolio.

Finally, reflection occurred. The students were encouraged to fill in their reflection sheets about the pieces of writing they had chosen and what they would still like to learn about their writing. Students were paired in teams as readers or editors of each other's work. Peer editing forms were used for that purpose and went into the portfolio.

Besides, two separate conferences of fifteen minutes each were held in which the students presented their works and justified their reasons behind each choice, sharing their thoughts, strengths, and weaknesses with the teacher.

At the end of the experiment, the English Writing Assessment Test and the Self-Reporting Questionnaire were administered for the second time to both experimental and control groups.



## Chapter IV

### Results and Discussion

#### 4.1 Results of the Data Analysis

The results of the data and their interpretations in light of the reviewed literature.

##### 4.1.1 Results concerning the writing performance

The results concerning the writing performance of both groups in the pre- and post-administrations (EWAT & SRQ)

##### 4.1.1.1 Results concerning the writing performance of both groups in the pre-administration (EWAT & SRQ).

To check whether the experimental and control groups are identical and homogenous in writing performance before conducting the study, independent samples t-test was used. Table 4.1 shows the mean scores, standard deviation, t value, and t significance of the writing performance of both the experimental and control groups on the pre-administration.

*Table 4.1 t-Value for the Writing Performance in the Pre-administration (EWAT& SRQ) of both Groups.*

Groups	M	SD	t-value	Sig.(2-tailed)
Experimental	22.43	9.10		

Control	20.81	10.98	0.634	0.528
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Results of the t-test revealed that no statistically significant differences were found in the mean scores between the experimental and control groups regarding writing performance. This finding indicated that the two groups were almost equal to each other before the treatment. The writing performance level of the two groups was below average (poor).

#### **4.1.1.2 Results concerning the writing performance of both groups in the post-administration (EWAT &SRQ).**

The post-administration scores were analyzed using the independent samples t-test. The mean scores, standard deviation, t value, and t significance of the writing performance of both the experimental and control groups in the post-administration are shown in table 4.2.

**Table 4.2 t-Value for the Writing Performance in the Post-administration (EWAT& SRQ) of both Groups.**

<b>Groups</b>	<b>M</b>	<b>SD</b>	<b>t-value</b>	<b>Sig.(2-tailed)</b>
Experimental	66.89	40.05	2.154	0.34*
Control	54.10	24.85		

\* $p < 0.5$

Results of the t-test revealed that there were statistically significant differences between the mean scores of the experimental and control groups at  $p < 0.5$ . The mean scores of the experimental group was higher than that of the control group. This means that the experimental group outperformed the control group in writing.

## 4.1.2 Results concerning the writing product skills

The writing product skills of both groups in the pre- and post- administrations (EWAT) will be evaluated.

### 4.1.2.1 Results concerning the writing product skills of both groups in the pre-administration (EWAT)

The mean scores, standard deviations, t-value, and t significance of the two groups (experimental and control) prior to the treatment are demonstrated in table 4.3

*Table 4.3 t-Value for the Writing Product Skills in the Pre-administration (EWAT) of both Groups.*

Groups	M	SD	t-value	Sig.(2-tailed)
Experimental	4.93	7.32	0.074	0.942
Control	4.79	7.80		

Results of the t-test revealed that there were no statistically significant differences at  $p < 0.5$  in the mean scores between the experimental and control groups concerning writing product skills.

### 4.1.2.2 Results concerning the writing product skills of both groups in the post-administration (EWAT)



Independent samples t-test was conducted to compare the gain scores of the experimental group and those of the control group. The mean scores, standard deviation, t-value, and t significance of the writing product skills of both groups on the post-administration of the EWAT are reported in table 4.4 below.

Groups	M	SD	t-value	Sig.(2-tailed)
Experimental	52.57	3.10	2.350	0.025*
Control	48.10	9.78		

+p<0.5

Results indicated that there were statistically significant differences between the mean scores of the experimental and control groups at  $p < 0.5$  in the writing product skills, favoring the experimental group.

#### 4.1.2.3 Results concerning each of the writing product skills of both groups in the pre-administration (EWAT)

Table 4.5 below presents the means of scores, standard deviations, t-value, and t significance of each of the writing product skills for the experimental and control groups, prior to the treatment.

*Table 4.5 t-Value for each of the Writing Product Skills in the Pre-administration (EWAT) of both Groups.*

Skills	Groups	M	SD	t-value	Sig.(2-tailed)
<b>Purpose</b>	Experimental	0.91	0.89	0.142	0.887
	Control	0.88	0.95		
<b>Content</b>	Experimental	0.88	1.29	0.065	0.948
	Control	0.86	1.55		

<b>Organization</b>	Experimental	0.70	1.59	0.106	0.916
	Control	0.66	1.69		
<b>Vocabulary</b>	Experimental	0.55	1.08	0.064	0.949
	Control	0.53	1.22		
<b>Sentence</b>	Experimental	0.47	0.98	0.142	0.888
<b>Structure</b>	Control	0.44	0.94		
<b>Mechanics</b>	Experimental	1.32	1.95	0.328	0.744
	Control	1.11	1.93		

Results indicated that there were no statistically significant differences at  $p < 0.5$  between the two groups in each of the six writing product skills.

#### **4.1.2.4 Results concerning each of the writing product skills for both groups in the post- administration (EWAT)**

Table 4.6 presents data to determine if there were significant differences between the scores of the experimental and control groups on each of the writing product skills after the treatment. Independent samples t-test was applied. The mean of scores, standard deviation, t value, and t significance of each writing product skill of the two groups are reported in the table below.

***Table 4.6 t-Value for each of the Writing Product Skills in the Post-administration (EWAT) of both Groups.***

Skills	Groups	M	SD	t-value	Sig.(2-tailed)
Purpose	Experimental	2.94	1.59	2.383	0.021*
	Control	2.15	1.00		
Content	Experimental	6.24	4.67	2.246	0.029*
	Control	4.10	2.74		

Organization	Experimental	5.58	4.77	2.466	0.017*
	Control	3.13	2.99		
Vocabulary	Experimental	4.40	3.42	2.299	0.026*
	Control	2.86	1.71		
Sentence structure	Experimental	3.55	3.14	2.281	0.027*
	Control	2.10	1.75		
Mechanics	Experimental	9.06	6.54	2.269	0.027*
	Control	6.00	3.96		

\* $p < 0.5$

The t- values revealed that there were statistically significant differences between two groups in each of the six writing product skills at  $p < 0.5$  for the sake of the experimental group. The data in table 4.8 indicated that the experimental group showed improvement in each writing product skill: purpose, content, organization, vocabulary, sentence structure, and mechanics. The subjects obtained the maximum score in mechanics (9.06) whereas they gained the minimum score in purpose (2.94). Regarding organization, content, vocabulary, and sentence structure, they got 5.58, 6.24, 4.40, and 3.55, respectively. On the other hand, the control group scores for mechanics, content, were statistically significant differences between the organization, vocabulary, purpose, and sentence structure were 6.00, 4.10, 3.13, 2.86, 2.15, and 2.10, respectively.

### 4.1.3 Results concerning the writing processes

The results of the both groups in the pre- and post- administrations (SRQ) .

#### 4.1.3.1 Results concerning the writing processes of both groups in the pre-administration (SRQ)

The pre-administration scores were analyzed using independent samples t-test. The means of scores, standard deviations, t value, and t significance of the writing processes for both the experimental and control groups in the pre-administration of the SRQ are shown in table 4.7 below.

Groups	M	SD	t-value	Sig.(2-valued)
Experimental	17.26	5.88	0.083	0.934
Control	17.13	6.81		

Data collected revealed that there were no statistically significant differences at  $p < 0.5$  between the experimental and control groups in the pre-administration of the SRQ in terms of utilizing the writing processes.

#### 4.1.3.2 Results concerning the writing processes of both groups in the post-administration (SRQ).

Independent samples t-test was used to compare the gain scores of the experimental group and those of the control group. The means of scores, standard deviations, t value, and t significance of the writing processes for both groups in the post-administration of the SRQ are shown in table 4.8.

**Table 4.8 t -Value for the Writing Processes in the Post-administration (SRQ) of both Groups.**

Groups	M	SD	t-value	Sig.(2-valued)
Experimental	27.80	18.88	2.253	0.030*
Group	19.98	6.97		

\* $p < 0.5$

Statistical findings indicated that there were statistically significant differences between the mean scores of the experimental and control groups at  $p < 0.05$ , in favor of the experimental group. The experimental group achieved a noticeable improvement in the use of the writing processes.

#### 4.1.3.3 Results concerning each of the writing processes for both groups in the pre-administration (SRQ)

The means of scores, standard deviations, t-value, and t significance of both groups on each of the writing processes are reported in table 4.9 below.

*Table 4.9 t-value for each of the Writing Processes in the Pre-administration (SRQ) of both Groups.*

Writing Processes	Groups	M	SD	t-value	Sig.(2-tailed)
Planning	Experimental	4.00	1.18	0.174	0.862
	Control	3.97	1.67		
Drafting	Experimental	4.29	1.64	0.262	0.794
	Control	4.20	2.38		
Revising	Experimental	3.70	1.67	0.133	0.895
	Control	3.66	2.10		
Editing	Experimental	5.36	2.25	0.047	0.962
	Control	5.23	2.94		

Results of the t- test indicated that there were no statistically significant differences at  $p < .05$  between the two groups in the pre-administration of the SRQ on each of the four writing processes.

#### 4.1.3.4 Results concerning each of the writing processes for both groups in the post-administration (SRQ)

Table 4.10 below shows the means of scores, standard deviations, t value, and t significance of the control and experimental groups on each writing process.

**Table 4.10 t-Value for Each of the Writing Processes in the Post-administration (SRQ) of both Groups.**

Writing processes	Groups	M	SD	t-value	Sig.(2-tailed)
Planning	Experimental	7.18	4.93	2.492	0.016*
	Control	4.73	2.45		
Drafting	Experimental	6.64	4.51	2.578	0.014*
	Control	4.46	1.65		
Revising	Experimental	5.67	4.86	2.242	0.029*
	Control	4.85	2.42		
Editing	Experimental	7.90	5.42	2.297	0.026*
	Control	4.50	3.53		

\*p<0.5

The t-values indicated that there were statistically significant differences between the two groups at  $p < .05$  on each of the writing processes, favoring the experimental group. Data showed an increase in the subjects' (experimental group) use of the writing processes. The most significant score for the writing processes was that gained by the subjects for editing process (7.90). On the other hand, the lowest score obtained was for drafting process (6.64). They scored 7.18 for planning and 5.67 for revising. Concerning the control group, the subjects scored 4.50, 4.85, 4.73, and 4.46 for editing, revising, planning, and drafting, respectively.

#### 4.1.4 The Coefficient of correlation between the subjects' scores in the portfolio and their scores in the English Writing Assessment Test

*Table 4.11 shows the means of scores and standard deviations of the two variables: Portfolio and English Writing Assessment Test.*

<b>Variables</b>	<b>Mean</b>	<b>SD</b>
Portfolio	50.12	8.53
English Writing Assessment Test	52.52	3.15

Table 4.12 shows the correlation between the subjects' means of scores in the portfolio and those in the EWAT.

*Table 4.12. The Coefficient of Correlation between the Subjects' Scores in the Portfolio and those in the English Writing Assessment Test*

<b>Variables</b>	<b>Pearson's Correlation 'r'</b>
Portfolio	0.87*
English Writing Assessment Test	

The correlation between the two variables is 0.87. This level of Pearson correlation indicates that the correlation is positive.

## 4.2 Summary of the results

The following is a summary of the results:

- 4.2.1 English writing performance of adult EFL students (N=44) was poor and inadequate. Their mean scores in the writing performance was low (22.77) □ as compared with 55 the possible writing performance.
- 4.2.2 The portfolio group students were much better in the writing performance (t-□ value is 2.154) when compared with the non-portfolio group.
- 4.2.3 Statistically significant differences in writing product skills (t-value is 2.350) were found on behalf of the experimental group. Also, the portfolio group obtained higher scores than the non-portfolio group on each of the six writing product skills i.e., purpose, content, organization, vocabulary, sentence structure, and mechanics (t-values are 2.383, 2.246, 2.466, 2.299, 2.281, and □2.269, respectively).
- 4.2.4 A significant increase in the use of writing processes (t-value 2.253) was noted □ with regard to the experimental group. Likewise, statistically significant differences were found in favor of the portfolio group on each of the four writing processes i.e., planning, drafting, revising, and editing (t-values are 2.492, 2.578, 2.242, and 2.297, respectively).
- 4.2.5 A statistically significant correlation (0.87) was found between the subjects' (experimental group) scores in the portfolios and their English Writing Assessment Test scores.



## Chapter V

### Summary, Conclusions, and Recommendations

#### 5.1.1 The statements of the study

This current study tried to investigate this problem: English writing performance of a large number of adult students is below the expected level: The majority of EFL adult students are unable to produce a comprehensive, acceptable written English text. Based on this problem statement, the research attempted to answer the following main question:

5.1.1.1 Does the use of portfolio assessment have any effect on the writing performance of EFL adult students?

5.1.1.2 Is the use of portfolio assessment strategy effective on developing the students' English writing product skills? How?

5.1.1.3 Is portfolio assessment strategy effective on enriching the students' use of writing processes? How?

#### 5.1.2 Purposes of the Study

The purpose of the study is to investigate the effect of using the portfolio assessment procedures on improving the writing performance of EFL adult students and to explore if it is feasible to apply it in the teaching of writing in EFL educational setting in EFL classes.

### **5.1.3 Hypotheses of the study**

5.1.3.1 The use of portfolio assessment strategy has positive effects on the writing performance of EFL adult students.

5.1.3.2 Portfolio assessment strategy is really effective on the writing product skills by focusing effort on purpose, content, organization, vocabulary, sentence structure and mechanics of every work.

5.1.3.3 The portfolio assessment strategy enriches the students' use of writing processes by having effects on planning, drafting, revising and editing of each single work.

### **5.1.4 Methodology of the Study**

The sample of the study consisted of 44 female and male students (22 in the experimental group and 22 in the control group) enrolled in the EFL adult students who started a course named TEACHER PROFESSIONAL TRAINING ENGLISH COURSE which was held in Iraq. The following four data collection instruments were developed in order to carry out the experiment of the current study:

- An English Writing Assessment Test (EWAT) to assess the students' writing performance in English.
- A Self-reporting Questionnaire (SRQ) to identify the writing processes that students use while performing writing tasks.
- A Portfolio Assessment Model (PAM) for EFL writing instruction.

- A Portfolio Holistic Scoring Rubric (PHSR) to determine a grade for the portfolio as a whole.

## 5.5 Conclusion

Based on the findings of the present study, the following conclusions could be drawn:

- 5.5.1 Portfolio assessment strategy affect students' English writing performance by focusing efforts on writing products/outcomes as well as writing processes.
- 5.5.2 The portfolio assessment model is found to be an effective instructional strategy as well as an evaluation tool.
- 5.5.3 Using portfolio is quite acceptable for EFL adult students and its introduction is beneficial for writing instruction. Assessment should be a formative ongoing process providing feedback to students as they progress toward a goal. Using portfolio as both teaching and assessment strategy in EFL writing classes. It is recommended to offer training for EFL teachers in planning, implementing, and interpreting portfolios. Portfolio assessment should be used as a complementary to traditional tests. Opportunities should be provided for students to practice reflection during class time. Teachers are recommended to encourage students to take part in the assessment process especially self and peer assessment.
- 5.5.4 Using portfolio assessment strategy has the potential to integrate assessment with every day teaching practices.
- 5.5.5 A positive correlation appears in the portfolio in relation to the English Writing Assessment Test.
- 5.5.6 Using portfolio assessment strategy allows students to create a bridge between their teacher and themselves.

- 5.5.7 The teacher uses portfolios to analyze student growth and use the information for decision making regarding future instruction.
- 5.5.8 Involvement in reflection practices is an important strategy to help students improve their writing product skills.
- 5.5.9 Conferencing provides teacher with valuable information about students' performance and give students meaningful feedback.

## **5.6 Recommendations**

Several recommendations are emerged:

- 5.6.1 Assessment should be a formative ongoing process providing feedback to students as they progress toward a goal.
- 5.6.2 Using portfolio as both teaching and assessment strategy in EFL writing classes.
- 5.6.3 It is recommended to offer training for EFL teachers in planning, implementing, and interpreting portfolios.
- 5.6.4 Portfolio assessment should be used as a complementary to traditional tests.
- 5.6.5 Opportunities should be provided for students to practice reflection during class time.
- 5.6.6 Teachers are recommended to encourage students to take part in the assessment process especially self and peer assessment.

- 5.6.7 Students' needs and interests should be taken into consideration in any suggested portfolio assessment program.
- 5.6.8 Emphasis should be given to processes as well as writing products in teaching and assessing writing.
- 5.6.9 Pair work and group work should be encouraged in EFL writing classes.



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## **Appendices**



**Appendix (A)**  
**Interview guide**



## **Interview Questions**

- 1. Do you have difficulty in EFL writing?**
- 2. Do you find writing assignments difficult to perform?**
- 3. Do you receive constant valuable feedback from teacher?**
- 4. Do you have time in class to write drafts, revise your writings, and rewrite again?**
- 5. Do you receive enough support/help and guidance from teacher?**



**Appendix (B)**

**English Writing Assessment Test**

**(EWAT)**

## English Writing Assessment Test

### *Instructions*

This is a writing test. It is to assess your English writing performance. It includes two parts: Part one in which you have to write a descriptive paragraph and part two where you have to write a narrative one. For taking the test, the following points are to be considered:

- Read the instructions given at the beginning of each part carefully; then proceed to write your own paragraph.
- Write in clear and legible handwriting.
- Write as accurately as possible.
- Write as neatly as you can.
- You must stop writing at the end of the allocated time.
- Scoring will be based on certain criteria including purpose, content, organization, vocabulary, sentence structure, and mechanics. Total possible score is sixty.

Thanks for your participation.

**Student's Name:**

**Part One (30 minutes)**

**Use the information in the table below to write a description of the school. Write one paragraph.**

Name of school	Birayati Primary school
Date built	1993
Location	Holi zart Street
Area	1500 metre square
Floors and classes	Four floors, 40 classes,
Decoration (garden)	Plants, flowers, fountain, flag
Facilities	Praying room, relaxing room, café, sport field

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**Part two (30 minutes)**

**Student's name:**

**Instruction: Write a paragraph about a visit to Asia using the words below.**

**A visit to Asia**

Marry and her mother... excited... travel...  
United States... Hong Kong... Cruise ship... bus ride... trip...  
Three weeks... cost... urge... shop... passengers...  
Sick... throw up... disaster... washing hands... surgical masks... catch...  
Flight... back to...

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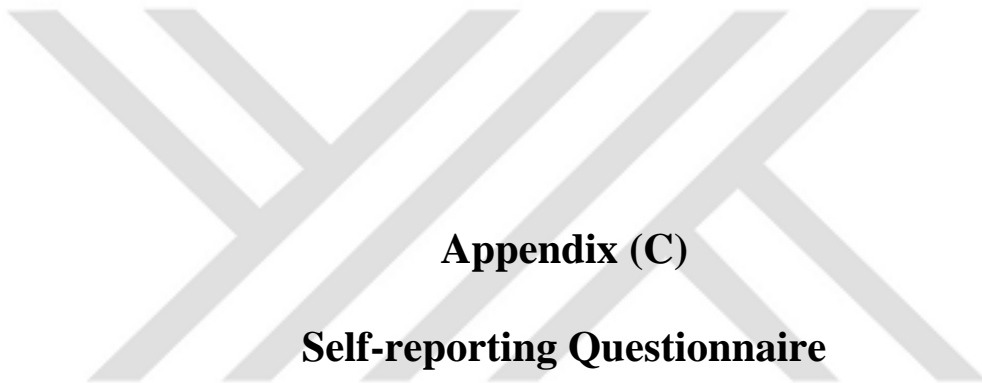
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**Appendix (C)**

**Self-reporting Questionnaire**

**(SRQ)**

## Self-reporting Questionnaire

Student's name .....

Please, put a tick (√) in the box that indicates your opinion.

Item No.	Process	Statement	Always	Sometimes	Never
	<b>Planning</b>				
		I identify what I write.			
2		I consider whom I am writing for.			
3		I prepare an outline before I write.			
4		I generate Why-questions about the topic.			
5		I make a list of ideas on the topic.			
6		I freely write down words and phrases about the topic.			
7		I collect information about the topic selected before writing.			
	<b>Drafting</b>				
8		I write a draft after planning.			
9		I write the first draft, leave it for a while, and then write a series of drafts.			
10		While writing drafts, I focus on the development of meaning and ideas.			
11		I do not worry about grammar mistakes while writing drafts.			

12		I do not focus on mechanics (punctuation, capitalization, and spelling) when I write drafts.			
13		I emphasize on content when making a draft.			

Item No.	Process	Statement	Always	Sometimes	Never
	<b>Revising</b>				
14		I reread the draft to see if it makes			
15		I revise the content of the draft.			
16		I revise the organization of ideas in the draft.			
17		I exchange the drafts with peers for suggestions and improvements.			
18		I review the draft based on the teacher's feedback.			
	<b>Editing</b>				
19		I do self-editing.			
20		I exchange papers with peers for editing.			
21		I proofread the draft for grammar.			
22		I proofread the draft for spelling.			
23		I edit for capitalization.			
24		I edit for punctuation.			
25		I rewrite the draft after its revision.			





**Appendix (D)**

**Portfolio Assessment Model**

**(PAM)**

## **The Portfolio Committee**

### ***Portfolio Committee***

The students and the researcher( teacher) are the audiences to follow the development of the students' writing performance. Under the teacher's guidance, the students are given the responsibility of managing their portfolios in the classroom. Classmates also have access to portfolios on a regular schedule.

## Portfolio Guidelines for Students

### What is Portfolio?

A portfolio is a purposeful collection of students work over time that demonstrates to students and others their efforts, progress, and achievements in writing.

### What is it for?

The portfolio will be a good chance for you to show what you really know, what you can do, what you have learnt, and consequently improve your writing in addition to a formal test.

### How will you go with this portfolio?

- Throughout the term, collect the writing assignments that are developed in class work and put in a folder. It is your collection portfolio.
- You need to include other items:
  - Reflection sheets in which you reflect on your own work.
  - Peer editing forms in which you respond to your classmates work. Writing logs in which you think about your writing.
- At the end of the term, you have to choose your best and preferred seven writing assignments.
- Include both core and optional items in your portfolio.
- Keep all the core entries (things you must include) in your portfolio (showcase portfolio).

#### **The core entries are:**

- Language exercises on writing ( vocabulary, spelling, transitions)
- An essay exercise
- An achievement test (grammar)

- Select three of the optional entries (things you will choose to include) to be included in the portfolio.

**The optional entries are:**

- Drafts of writing tasks selected to show effort and achievement. List of future goals regarding your writing ability
- Commentary on your strengths and weaknesses as a writer
- List of topics you like to write about
- Records of student-teacher conferences
- Each entry that goes into the portfolio has to be dated clearly.
- Include early drafts and revised versions on which teacher evaluative feedback and comments are written as well as the final polished draft of each core writing piece.
- Include peers' comments in your portfolios.
- Fill in a reflection sheet to be accompanied with each final entry.
- Design a title page for your portfolio that shows your name, grade, school, teacher name, and the word portfolio (in big letters).
- Include a list of portfolio contents in a table.
- Submit your showcase portfolio for final assessment.

**Note!**

The teacher will be pleased to help you when you ask for it. However, your portfolio remains your own responsibility.

## **Guidelines for Conducting Student-Teacher Conferences**

The following are general guidelines for conducting conferences with individual students:

- Explain to your students that you will be meeting each student twice throughout the term to look at her portfolio.
- You will want to be organized and systematic about establishing conference times.
- Conduct conferences with each student on a regular basis throughout the term not for grading purposes but to monitor progress and difficulties that might be impeding writing progress. A conference form will be used.
- Conduct portfolio conferences during class time where students come to meet you while other students are engaged in writing activities such as revising or editing.
- Begin by taking a few minutes to review the portfolio so that you can open the conference with positive comments and prepare questions for the face –to- face conversation with each student.
- Try to engage the students in conversations about their work by commenting about it in such a way that your observation will encourage them to comment on an effort to confirm your observation, enlarge upon it, correct it, clarify the work you are commenting on, and so forth.
- Allow time for the student to fill in the conference sheet. Add your notes to the sheet.
- Bring the portfolio conference to a close by asking the student to state overall writing goals for herself. Some students may need guidance to set realistic and specific goals.
- Encourage the student to record her own goals on the conference sheet and place it in the portfolio.



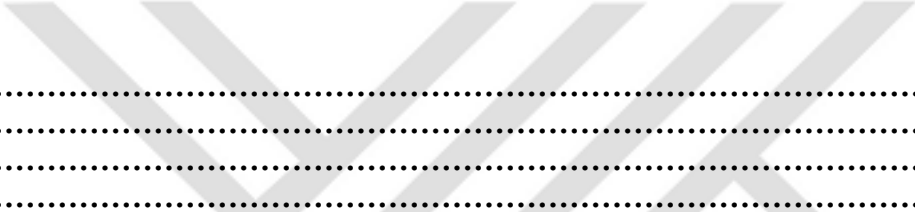
**Instructional Materials**



## Student\_ Teacher Writing Conference Form

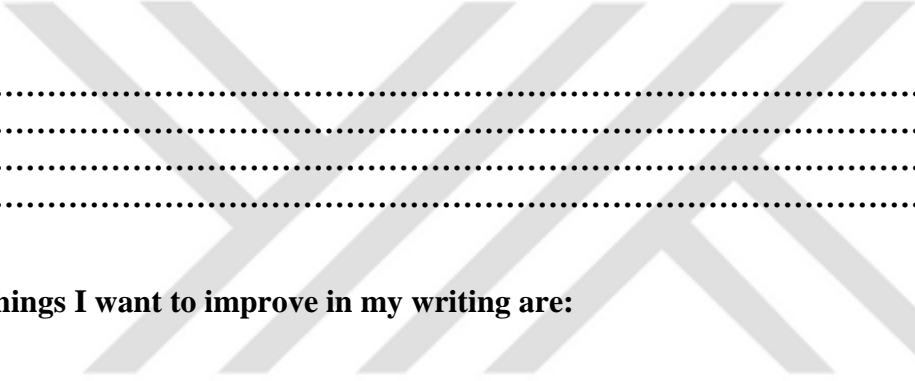
**Student Name:**

**Things I can do well in my writing are:**



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

**Things I want to improve in my writing are:**



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

**My future goals are:**

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

**Teacher comments:**

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.....  
.....  
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## Reflection Sheet

**Student Name:**

1. What could be the purpose of this study?

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

2. What is the importance of this study?

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

3. What did you like or not about this study?

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

4. What did you learn from the reviewing of this piece of work?

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

5. Do you want to do the same study again? Why?

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

6. Could you discuss the mistakes in that piece of study with your friend? What can be the purpose of doing this activity?

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





## Portfolio Evaluation Form

**Student Name.....**

Amount of Writing	Extensive	Moderate	Limited

Attitudes toward Writing	Positive	Undecided	Negative

Progress as a Writer	Impressive	Noticeable	Too limited

***Comments***

.....

.....

.....

.....

.....

.....



## Peer Editing Form

The piece I read was about

.....

It made me feel

.....

The best thing about this piece is

.....

.....

Next time the writer might want to work on

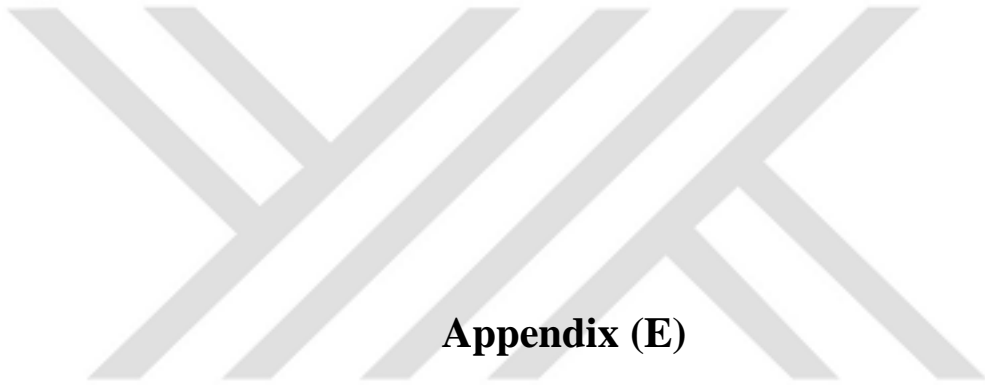
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Peer Editor's Signature

.....



**Appendix (E)**

**Sample of Writing Assignments**

## Interview Questions

Name of the student: İLKAY KARA

1. Do you have difficulty in EFL writing?

No, I don't have difficulty in EFL writing. Sometimes I get difficult about writing some expressions. Before learning Grammar writing something was boring.

2. Do you find writing assignments difficult to perform?

Now, I am enjoying while I am doing writing assignment. I feel relaxed and free. It is a good way to show yourself. It is good for performing.

3. Do you receive constant valuable feedback from teacher?

Yes I receive constant valuable feedback from teacher. She supported me about writing and speaking new things, making new sentences.

4. Do you have time in class to write drafts, revise your writings, and rewrite again?

Yes, sometimes we have enough time. We are writing conversations and we are reading these conversations to the class. It gives us encourage. Sometimes we have some mistakes, teacher corrects our mistakes. We don't read again after rewrite.

5. Do you receive enough support/help and guidance from teacher?

Yes, I receive enough support/help and guidance from teacher at school. Not only education, at the same time love and respect with education. Helping is with smiling faces. In daily life, I spend our time with our teacher. It's good to love English and school, we feel like a child without mother, when she leaves the school. I like learning English. I want somebody to follow me at dormitory.



Student's Name: *Ilkay KARA*

Part One (30 minutes)

Use the information in the table below to write a description of the school. Write one paragraph.

Name of school	Birayati Primary school
Date built	1993
Location	Holi zart Street
Area	1500 metre square
Floors and classes	Four floors, 40 classes,
Decoration (garden)	Plants, flowers, fountain, flag
Facilities	Praying room, relaxing room, café, sport field

.....The name of the school that I want to talk about is Birayati Primary school. It was built in 1993. It's located on Holi zart Street. Its area is about 1500 ms. The school has four floors and forty classes. It has a beautiful garden. There are lots of plants, flowers, a beautiful fountain and a flag in the school. Students can use the praying room, the relaxing room, cafe and the sport field. It's a wonderful school :)))

## Worksheet

Student name: Ilkay KARA

Date: ..

Instruction: Write a paragraph using the words below.

## A visit to Asia

~~Marry and her mother... excited... travel...~~  
~~United States... Hong Kong... Cruise ship... bus ride... trip...~~  
~~Three weeks... cost... urge... shop... passengers...~~  
~~Sick... throw up... disaster... washing hands... surgical masks... catch...~~  
~~Flight... back to...~~

↓  
cerahi

It was a sunny summer day. Marry and her mother were walking in the street. Suddenly Marry felt bad yourself. They were going to travel by train, but Marry had to be good to travel. She started to throw up. Could it be a disaster? Maybe she was in this situation because of sun. They didn't know but she was sick. They went to doctor, doctor said, she was pregnant. Before they exited the hospital, she washed hands and face. She was excited. Two days later, she started to get worse and worse. There might be a problem. After two weeks she went to doctor again. Yes, she was right, she had a problem about her pregnancy. They had to go to United States. It cost \$1000. It was too expensive. Her husband urged her for treatment in U.S.A. She accepted the treatment. Finally they were the passengers of U.S.A. Their flight was Sunday. They needed to stay there three weeks. On Sunday, they caught the flight in last five minutes. They went. She had an operation. During the operation she wore surgical mask, she stayed in hospital to rest after operation. Her husband always bought a lot of fruit for her from a shop near the hospital.

They came back. And she became good again. Her husband was a business man so he went to Hong Kong for a business trip. He didn't have enough time to trip. He didn't have any time for a cruise ship or bus ride in Hong Kong. He thought his wife and he came back to their home early. He was a loyal husband to her wife.



## Student-Teacher Writing Conference Form

Student Name: Ilkey KARA

Date:

## Things I can do well in my writing are:

I can start a new paragraph very well. Every paragraph has a different topic. I am using transition words. For example, "as a result, finally, furthermore, ..."

## Things I want to improve in my writing are:

I want to improve my vocabulary. Especially scientific and technologic vocabulary. More vocabulary means good writings.

## My future goals are:

I want to write literary writings. To do this, I want to learn a lot of vocabulary and phrases. I will try.

## Teacher comments:

Nothing can stop you dear. Keep moving...!

## Reflection Sheet

Student Name: İlkey KARA

Date: 12.05.2014

1. What could be the purpose of this study?

The purpose of the study is learning another person's idea comparing ideas and look for the different points between two comments.

2. What is the importance of this study?

In this study, I saw a lot of point which I didn't realize before and my friend showed me so it is important.

3. What did you like or not about this study?

Text was short. And my friend and my answers are almost same. A commentable text will be good for peer editing. (It is just my own opinion)

4. What did you learn from the reviewing of this piece of work?

I learned that if two people look at the same paragraph they can see two different point from each other.

5. Do you want to do the same study again? Why?

Yes, I want to do the same study again, because it is beneficial to learn another idea.

6. Could you discuss the mistakes in that piece of study with your friend? What can be the purpose of doing this activity?

Yes, we could discuss the mistakes. We answered one question different from each other. She told her own idea and I told my own idea. We discussed.

mission





Excellent

% 100  
106

Worksheet

Student Name: Ilkay KARA

Date: 11.05.2014

- ✓ Can you speak English well? Can you speak English well?
- ✓ I saw my friend yesterday, but I couldn't talk to her. I saw my friend yesterday, but I couldn't talk to her.
- ✓ The food is too hot. I can't eat it. The food is too hot, I can't eat it.
- ✓ When can we go to the cinema? When can we go to the cinema?
- ✓ I didn't be able to do my homework yesterday. I wasn't able to do my homework yesterday.
- ✓ My friend lives in Japan. My friend lives in Japan.
- ✓ We maybe late for the concert tonight. We may be late for the concert tonight.
- ✓ John will call you when he will arrive home. John will call you when he arrives home.
- ✓ Is your mother will go to work tomorrow? Will your mother go to work tomorrow?
- ✓ Marry went to a movie yesterday night. Marry went to a movie last night.
- ✓ I'm going to return home in a couple of month. I am going to home after a couple of month.
- ✓ I heard a joke today. I heard a joke today.
- ✓ Did you all of your friends to your graduation party invite? Did you invite all of your friends to your graduation party?
- ✓ The Sun rises every morning. The sun rises every morning.
- ✓ There are nineteen peoples in my class. There are nineteen people in my class.
- ✓ Sue should writes me a letter. Sue should write me a letter.
- ✓ Does she has a daughter? Does she have a daughter?
- ✓ If I will go to school tomorrow I will talk to her about this problem. If I go to school...
- ✓ Are there anybody here? Is there anybody here?
- ✓ I am sitting in a park. Where are you? I am sitting in a park. Where are you?
- I told to your mother about your problem. I told your mother about your problem.
- Our teacher is going to show us new something tomorrow.
- Why you are so sad? → Our teacher is going to show us something new tomorrow.
- Why are you so sad?

Excellent



TEACHER TRAINING ENGLISH COURSE- MARCH ACHIEVEMENT TEST  
DURATION: 95MINUTES

NAME: *ikay KARA*

**I) Pronouns**

Instruction: Fill in the blanks using the correct words. (Each answer = 1 point)

- ✓1. I found \_\_\_\_\_ hat. A) hers **(B) her** C) she
- ✓2. She is \_\_\_\_\_ girlfriend. A) him **(B) his** C) he's
- ✓3. I know \_\_\_\_\_ good friends. **(A) their** B) them C) they're
- ✓4. Do you have \_\_\_\_\_ phone number? A) me **(B) my** C) mine
- ✓5. This bag is probably \_\_\_\_\_. A) you're B) your **(C) yours**

**(II) Plural Nouns**

Instruction: Fill in the blanks using the correct PLURAL form.

- ✓1. There are four \_\_\_\_\_ in the room. A) boxs **(B) boxes** C) boxies
- ✓2. We need to peel the \_\_\_\_\_. A) potato B) potatoes **(C) potatoes**
- ✓3. Did you see the new \_\_\_\_\_? A) photo **(B) photos** **(C) photoes**
- ✓4. The \_\_\_\_\_ are crying. A) babys B) babyes **(C) babies**
- ✓5. You should brush your \_\_\_\_\_ at least twice a day. A) teeth B) tooths **(C) tooth**

**(III) A/An/The**

- ✓1. \_\_\_\_\_ cat that you are looking for is in the room. A) a B) an **(C) the**
- ✓2. I need \_\_\_\_\_ umbrella. Can you bring yours? A) a **(B) an** C) the
- ✓3. We arrived \_\_\_\_\_ hour ago. A) a **(B) an** C) the
- ✓4. We saw a movie last night. \_\_\_\_\_ movie was good. A) a B) an **(C) the**
- ✓5. I found \_\_\_\_\_ beautiful earring. Is it yours? **(A) a** B) an C) the

**(IV) Comparative Adjectives**

- ✓1. She sings \_\_\_\_\_ than her brother. A) gooder B) more good **(C) better**
- ✓2. This is the \_\_\_\_\_ meal I ever had. A) bader **(B) worse** **(C) worst**
- ✓3. This package seems \_\_\_\_\_ than the other one. **(A) smaller** B) more small C) smallest
- ✓4. You are \_\_\_\_\_ than her. A) beautifuler **(B) more beautiful** C) most beautiful
- ✓5. The \_\_\_\_\_ thing to do is to study hard. A) importanter B) importanest **(C) most important**

**Part B—Parts of Speech 2**

**(I) Prepositions—Place**

- ✓1. Let's go \_\_\_\_\_ the house. **(A) on** **(B) in** C) at
- ✓2. He's \_\_\_\_\_ the library now. A) on B) in **(C) at**
- ✓3. They are sitting \_\_\_\_\_ the table. A) on B) in **(C) at**
- ✓4. The picture is \_\_\_\_\_ the wall. **(A) on** **(B) in** C) at
- ✓5. There were sharks \_\_\_\_\_ the water! A) or **(B) in** C) at

**(II) Prepositions—Time**

- ✓1. The movie starts \_\_\_\_\_ nine o'clock. A) on B) in **(C) at**
- ✓2. I returned to Italy \_\_\_\_\_ 1999. A) or **(B) in** C) at
- ✓3. We will arrive \_\_\_\_\_ Tuesday. **(A) on** **(B) in** C) at
- ✓4. She graduated \_\_\_\_\_ June. A) or **(B) in** C) at
- ✓5. Tom was born \_\_\_\_\_ September 3rd. **(A) on** **(B) in** C) at

**(III) Prepositions—Other**

1. We received a letter \_\_\_\_\_ my school. A) from **(B) for** C) by
2. The cat hides \_\_\_\_\_ the bed. A) out **(B) under** C) to
3. She is moving \_\_\_\_\_ New York. A) for B) of **(C) to**
4. He is an old friend \_\_\_\_\_ mine. A) to **(B) of** C) by
5. We should go \_\_\_\_\_. **(A) out** **(B) from** C) for

GOOD LUCK ☺

**Part E— (I) Passive Voice**

Instruction: Choose the best answer.

- ✓1. They passed me up for that position. I \_\_\_\_\_ for that position.  
 (a) was passed up b) was being passed up c) am passed up
- ✓2. By tomorrow, I will have bought the car. By tomorrow, the car \_\_\_\_\_ by me.  
 a) was being buy (b) will have been bought c) was bought
- ✓3. John bought the Picasso painting. The Picasso painting \_\_\_\_\_ by John.  
 (a) was bought b) was buy c) is bought
- ✓4. Most students misunderstand this story. This story \_\_\_\_\_ by most students.  
 a) was misunderstood b) has been misunderstood (c) is misunderstood
- ✓5. My brother carried the groceries into room. The groceries \_\_\_\_\_ by my brother into the room.  
 a) were being carried b) have been carried (c) were carried

**(II) Gerund or infinitives**

- ✓1. \_\_\_\_\_ is bad for your health. a) To smoke (b) Smoking
- ✓2. What do you want \_\_\_\_\_ tonight? (a) to do b) doing
- ✓3. Her daughter decided \_\_\_\_\_ a veterinarian. (a) to become b) becoming
- ✓4. I enjoy \_\_\_\_\_ out together with her. a) to go (b) going
- ✓5. I hope \_\_\_\_\_ to Brazil this summer. (a) to travel b) traveling
- ✓6. The man from Venezuela appears \_\_\_\_\_ the best dancer in the group. (a) to be b) being
- ✓7. I learned \_\_\_\_\_ French while I was living in Switzerland. (a) to speak b) speaking
- ✓8. I remember \_\_\_\_\_ her at the beach last week. (a) to see (b) seeing
- ✓9. Don't forget \_\_\_\_\_ your mother! (a) to call b) calling
- ✓10. She promised \_\_\_\_\_ to the theatre with me. (a) to go b) going

**(III) Reported Speech**

Choose the best response:

- ✓1. "She will visit us next week." She told me that she \_\_\_\_\_ next week.  
 (a) would visit us b) will visit us c) visits us
- ✓2. "I talk to my brother every day." He told me that he \_\_\_\_\_ to his brother.  
 a) was talking (b) talked c) is talking
- ✓3. "My friend will help me study." She told me that her friend \_\_\_\_\_ her study.  
 a) will help b) helps (c) would help
- ✓4. "Mary is living in Miami." My friend told me that Mary \_\_\_\_\_ in Miami.  
 a) lives (b) was living (c) is living
- ✓5. "I have seen that movie." She told me that she \_\_\_\_\_ that movie.  
 (a) had seen b) has seen c) saw
- ✓6. "I will be in Paris next week." I told him that I \_\_\_\_\_ in Paris next week.  
 a) will be (b) would be c) am
- ✓7. "Turn off the light!" He asked me \_\_\_\_\_ the light.  
 a) to turned off (b) turn off (c) to turn off
- ✓8. "I was a good dancer." She told me that she \_\_\_\_\_ a good dancer.  
 (a) had been b) was c) will be
- ✓9. "I have been to that bar." He told me that he \_\_\_\_\_ to that bar.  
 (a) had been b) will have been c) is being
- ✓10. "I am writing an email to my girlfriend." He told me that he \_\_\_\_\_ an email to his girlfriend.  
 a) is writing (b) was writing c) writes

**(IV) Conditional Sentences**

- ✓1. If I \_\_\_\_\_ you, I would apologize to her right away. (to be)  
 a) was (b) were c) have been
- ✓2. If I run into her, I \_\_\_\_\_ her that you're looking for her. (to tell)  
 a) would tell b) tell (c) will tell
- ✓3. If you \_\_\_\_\_ that again, I will call the police. (to do)  
 a) to do (b) do c) will do

## Worksheet

Student name: Ilkay KARA

## Changes in the Family

Changes in our society in recent years have weakened family life. First of all, today's mothers spend much less time with their children. A generation ago, most houses got by on Dad's pay check, and Mom stayed home. Now many mothers work, and their children attend an after school program, stay with a neighbor, or go home to an empty house. Another change is that families no longer eat together. In the past, Mom would be home and fix a full dinner - salad, pot roast, potatoes, and vegetables, with homemade cake or pie to top it off. Dinner today is more likely to be takeout food or TV dinners eaten at home, or fast food eaten out, with different members of the family eating at different times. Finally, television has taken the place of family conversation and togetherness. Back when there were meals together, family members would have a chance to eat together, talk with each other, and share event of the day in a leisurely manner. But now families are more likely to be looking at the TV set than talking to one another. Many homes even have several TV sets, which people watch in separate rooms. Clearly, modern life is a challenge to family life.

"English Skills" John Langan

## Topic Sentence:

## A. Mothers

1. today's mothers spend less time with their children.
2. many mothers work.

## B. Eating habits

1. Formerly full homemade meals, eaten together
2. dinner is more likely to be takeout food or TV dinner eaten at home or fast food by different members of the family eating at different time.

## C. Television

1. has taken the place of family conversation and togetherness.
2. families are more likely to be looking at TV set than talking to one another.

## Concluding Sentence:

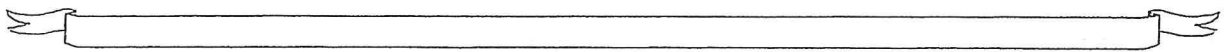
Modern life is a challenge to family life.

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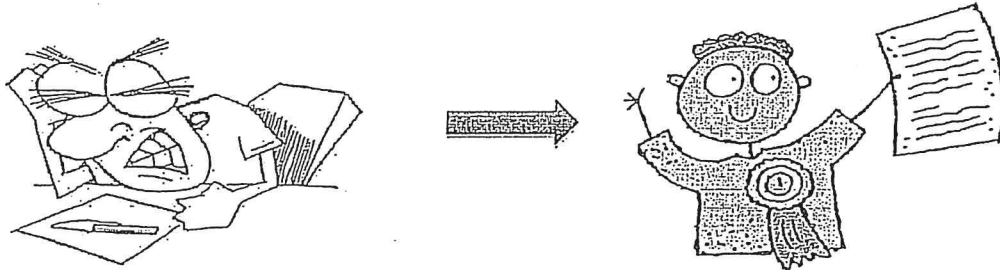
# HOW TO WRITE AN ESSAY



*P.S. C.W.*



Learning how to write an essay can be a maddening, exasperating process, but it doesn't have to be. If you know the steps and understand what to do, writing can be easy and even fun.



Do you want to be a hero in essay writing ☺? Of course you want ☺☺ then follow this 10 steps essay writing process, which is explained below:

1. **Research:** Begin the essay writing process by researching your topic, making yourself an expert. Utilize the internet, the academic databases, and the library. Take notes and immerse yourself in the words of great thinkers.
2. **Analysis:** Now that you have a good knowledge base, start analysing the arguments of the essays you're reading. Clearly define the claims, write out the reasons, the evidence. Look for weaknesses of logic, and also strengths. Learning how to write an essay begins by learning how to analyse essays written by others.
3. **Brainstorming:** Your essay will require insight of your own, genuine essay-writing brilliance. Ask yourself a dozen questions and answer them. Meditate with a pen in your hand. Take walks and think and think until you come up with original insights to write about.
4. **Thesis:** Pick your best idea and pin it down in a clear assertion that you can write your entire essay around. Your thesis is your main point, summed up in a concise sentence that lets the reader know where you're going, and why. It's practically impossible to write a good essay without a clear thesis.
5. **Outline:** Sketch out your essay before straightway writing it out. Use one-line sentences to describe paragraphs, and bullet points to describe what each paragraph will contain. Play with the essay's order. Map out the structure of your argument, and make sure each paragraph is unified.

6. **Introduction:** Now sit down and write the essay. The introduction should grab the reader's attention, set up the issue, and lead in to your thesis. Your intro is merely a build-up of the issue, a stage of bringing your reader into the essay's argument.

*(Note: The title and first paragraph are probably the most important elements in your essay. This is an essay-writing point that doesn't always sink in within the context of the classroom. In the first paragraph you either hook the reader's interest or lose it. Of course your teacher, who's getting paid to teach you how to write an essay, will read the essay you've written regardless, but in the real world, readers make up their minds about whether or not to read your essay by glancing at the title alone!)*

7. **Paragraphs:** Each individual paragraph should be focused on a single idea that supports your thesis. Begin paragraphs with topic sentences, support assertions with evidence, and expound your ideas in the clearest, most sensible way you can. Speak to your reader as if he or she were sitting in front of you. In other words, instead of writing the essay, try *talking* the essay.

8. **Conclusion:** Gracefully exit your essay by making a quick wrap-up sentence, and then end on some memorable thought, perhaps a quotation, or an interesting twist of logic, or some call to action. Is there something you want the reader to walk away and do? Let him or her know exactly what.

9. **MLA Style:** Format your essay according to the correct guidelines for citation. All borrowed ideas and quotations should be correctly cited in the body of your text, followed up with a Works Cited (references) page listing the details of your sources.

10. **Language:** You're not done writing your essay until you've polished your language by correcting the grammar, making sentences flow, incorporating rhythm, emphasis, adjusting the formality, giving it a level-headed tone, and making other intuitive edits. Proofread until it reads just how you want it to sound.

A+ excellent!



### 8) CONCLUSION

- Recap your main idea
- Leave a memorable impression
- Keep it short

### 9) MLA (Modern Language Association) Style

- Make sure all authors cited in the body of your essay also appear on the Works Cited page.
- Only quote catchy or memorable phrases or sentences.
- Don't rely too much on the same source.
- Follow up your quotations with commentary, interpretation, or analysis.
- Use signal phrases to introduce your quotations.

### 10) LANGUAGE

- Don't Plagiarize
- Make clear transitions
- Omit needless words
- Use Rhythm
- Be straightforward
- Choose the right words (diction)
- Maintain a level of formality
- Avoid emotionalism
- Use a good grammar



Paragraph 1 - Introduction (The Top Bun)

Paragraph 2 - Example 1 (The Meat)

Paragraph 3 - Example 2 (The Meat)

Paragraph 4 - Example 3 (The Meat)

Paragraph 5 - Conclusion (The Bottom Bun)

