

## **The Moroccan EFL Students' Attitudes toward Portfolio as an Alternative Mode of Assessment in Writing Classes**



**Elmostafa Omarakly<sup>1</sup>, Youssef Tamer<sup>2</sup>**

<sup>1,2</sup>Ibn Zohr University, Morocco

**ABSTRACT:** This study is a part of a more extensive quasi-experimental study on the pedagogical value of portfolio as an alternative mode of assessment in the Moroccan EFL writing classes. It reports on the experimental group students' experiences with and attitudes toward portfolio assessment (PA). The participants in this group were 24 high school students, including both male and female students. After benefiting from portfolio-based writing assessment activities for two subsequent semesters, they were invited to voice their attitudes toward the experience using questionnaires and written reflections. The results of the study indicate that most students were highly positive about the pedagogical value of PA and highly recommend it as a viable instructional and assessment alternative.

**KEYWORDS:** Alternative assessment, Portfolio Assessment, Students' Perceptions & Attitudes, Writing Skill.

### **1. INTRODUCTION**

Consulting students' views and perspectives is one of the essential prerequisites for more successful educational reforms. Unfortunately, students are rarely involved in classroom-based research investigations, and their views are seldom incorporated into classroom practices (Felten, Bagg, Bumbry, Hill, Hornsby, Pratt, & Weller, 2013; Flutter & Ruddock, 2004; Levin, 1994). Educational policies and operations have for so long been dictated by external authorities, giving little or no account to students' thoughts and perspectives. However, experts and researchers insist on the vitality of these views and experiences for better diagnosing and fixing numerous educational problems (Cook-Sather, 2006; Felten, Bagg, Bumbry, Hill, Hornsby, Pratt, & Weller, 2013; Flutter & Ruddock, 2004). Indeed, "in some cases, the voices of students provide the tipping point to shift the culture and practices of high school" (Pekrul & Levin, 2007, p.711). The Moroccan Ministry of National Education (MEN) has recently launched a series of discussions with different stakeholders, including students and parents, hoping to obtain a more detailed and well-balanced view of the current educational challenges and decide on better pedagogical alternatives possible for the future.

One of the critical inquiries that bother researchers and professionals is how to assess students in ways that not only judge their achievement, but also contribute to shaping their lifelong learning and higher-order thinking skills. The over-reliance on traditional summative modes of testing is no longer well-accepted among the Moroccan EFL experts and practitioners. The full and more systematic integration of diverse process-based classroom assessment alternatives has become the very center of interest instead (Abouabdelkader & Bouziane, 2016; Bouziane, 2017; Ghaicha & Omarkaly, 2018; Melouk, 2001; Ouakrime, 2000). Officially, explicit calls have been raised, and practical pedagogical tips have been undertaken to create a richer and more flexible assessment system that can equip students with the knowledge, skills, and attitudes they need to succeed inside and outside school (MEN, 2007). However, despite being the primary target of these assessment alterations, students are rarely involved in explorative investigations about these transformations. The present study seeks to uncover the students' experiences with and attitudes toward new alternative assessment methods by investigating the case of PA and the techniques it incorporates (self-assessment, peer-assessment, and student-teacher conferences) as an alternative mode of assessment in the Moroccan EFL writing classes. More specifically, the study will look at how the students perceive PA in terms of its pedagogical value, technical quality, feasibility, and future prospects according to the specificities of the Moroccan EFL writing classes. Accordingly, the following general question is proposed: How do Moroccan EFL students perceive portfolio as an alternative mode of assessment in the Moroccan EFL writing classes?

### **2. LITERATURE REVIEW**

#### **2.1 Portfolio Assessment**

Portfolio is extensively defined as a systematic and purposeful collection of student work that demonstrates the student's efforts, progress, and achievements in one or more areas. The collection must include the student participation in selecting contents, the criteria for selection, the criteria for judging merits, and evidence of student self-reflection (Paulson, Paulson, & Meyer, 1991; Arter

## **The Moroccan EFL Students' Attitudes toward Portfolio as an Alternative Mode of Assessment in Writing Classes**

& Spandel, 1992). For example, "a writing portfolio might include a collection of texts which the student had the opportunity to develop and reflect upon over a long period of time" (Burner, 2014, p.12).

Hamp-Lyons and Condon (2000) list nine major features of a portfolio: collection, range of products, contextualized performances, delayed evaluation, selection, student-centeredness, reflection and assessment, growth along specific parameters, and improvement over time. Of these nine characteristics, the authors emphasize collection, reflection, and selection as the most salient features of a portfolio. PA cannot lead to all its expected benefits without compiling various samples of students' work, reflecting upon them, and selecting the best products to be evaluated.

A portfolio might include various types of students' work, such as (a) essays and compositions in drafts and final forms; (b) reports, project outlines; (c) poetry, and creative prose; (d) artwork, photos, newspaper or magazine clippings; (e) audio and video recordings of presentations, demonstrations, etc.; (f) journals, diaries, and other personal reflections; (g) tests, test scores, and written homework exercises; (h) notes on lectures; and (i) self- and peer-assessments, comments, evaluations, and checklists (Brown, 2004).

Wolf (1989) proposes three different types of work that might be compiled in a portfolio: biographies of works, a range of works, and reflections. A biography of work represents the geology of different moments through which a particular product goes. Hence, a young writer, for instance, might choose to compile notes, diagrams, drafts, and a final version of a poem. Range of works involves diverse types of products like collages, prints, photos or portraits, landscapes, or any other work that can serve learning. Reflections consist of documents, scripts, or even videotapes that result from a systematic and informed critique and analysis of students' work. It helps to find out about one's strengths and weaknesses and determine other areas to focus on in future work.

### **2.2 Pedagogical Merits of PA**

The integration of PA in writing classes is claimed to correct numerous deficiencies associated with traditional writing tests. Most of the advantages of PA are primarily attributed to its process-oriented nature (Hamp-Lyons & Condon, 2000). Indeed, Brown (2004) regards it as an essential constituent of the process approach to writing, widely adopted in EFL classrooms. The collection and analysis of multiple writing products familiarize students with the stages they should follow while writing, such as brainstorming, drafting, self-editing, and proofreading (Romova & Andrew, 2012). Furthermore, PA can promote the revision processes and strategies necessary for effective writing (Weigle, 2002). Also, PA offers students opportunities to develop self-awareness and self-reflection skills (Farahian & Avarzamani, 2018) and the metalanguage they need to discuss language growth with teachers and other readers (Brown & Hudson, 1998). Farahian and Avarzamani (2018) suggest that portfolios can not only be used as assessment tools but also as indirect means for introducing self-reflection into writing courses.

Linguistically, most previous studies confirm the effectiveness of PA for promoting different writing sub-skills such as focus, elaboration, syntax, vocabulary, mechanics, organization, and the overall writing quality (Chelli, 2013; Farahian & Avarzamani, 2018; Ghoorchaei et al., 2010; Moradan & Hedayati, 2012; Ozer & Tanriseven, 2016). PA's process-oriented, authentic, integrated, interactive, and learner-centered activities enable students to develop the linguistic, cognitive, affective, and social skills they need to become effective writers and language learners (Burner, 2018; Kathpalia & Heah, 2008, Lucas, 2008).

To conclude, the benefits of portfolio-based assessment practices are evident, especially for second language writers and learners (Hamp-Lyons, 2001; Song & August, 2002). Still, some inconsistencies can be signaled in the relevant literature regarding the students' experiences with and evaluations of portfolio as a learning and assessment tool. Views differ as to how students perceive the pedagogical utility of PA, its technical quality, and the multiple challenges associated with its application in language classrooms.

### **2.3 Previous Studies on Students' Attitudes Toward PA**

Although there is extensive evidence on the effectiveness of PA for promoting students' writing and language skills in general, the students' reactions to and attitudes toward this new instructional and assessment tool vary from one context to another, depending on several factors. Lucas (2008) and Kathpalia and Heah (2008), in two different research projects, led systematic investigations into the students' experiences with and views about PA as an evaluation scheme. The researchers, in both studies, relied on analyzing the students' reflective essays developed during the implementation of the PA projects. The analysis of the reflective essays indicates that most students were highly optimistic about PA and its impact on their writing skills. Furthermore, the students in both studies recognized four significant areas of improvement, namely linguistic, cognitive, affective, and social, which were concurrently recognized as being greatly instrumental in promoting students' communicative competencies.

Elezovic (2011) explored the students' attitudes towards alternative assessment methods in FLT, primarily self-assessment and PA at the University of Banjaluka, Bosnia. The study included 122 students from three different Faculties and five departments - Faculty of Philology, Department of English language and literature (66), Faculty of Philosophy, Departments of Primary Teacher Education and Preschool Teacher Education (20), and Faculty of Technology, Departments of Graphic Technology and Textile Technology and Design (36). The researcher employed a qualitative approach with a post-course questionnaire. The analysis of students' responses to various questions shows that most students endorse alternative assessment techniques, primarily PA, and strongly recommend their implementation in other subjects. However, the researcher insists that students equally believed in the importance of traditional testing as a valid and reliable indicator of their competence.

## The Moroccan EFL Students' Attitudes toward Portfolio as an Alternative Mode of Assessment in Writing Classes

Soruç (2011) conducted a similar study that probed into teachers' and students' perceptions of PA practices in an English preparatory school of a private university in Istanbul, Turkey. The study involved 100 randomly selected students with a myriad of data collection tools, including the researcher's field notes, diaries, interviews, and questionnaires. The data were analyzed using SPSS software and thematic analysis. The study results reveal that 83% of students admitted the potential benefits of PA, and 100% of teachers agreed on its profound impact on students' skills. By contrast, issues of time urgency, scoring objectivity, mistrust, lack of training, carrying bulky materials, and determining the portfolio contents were detected as the most serious and frequent problems among teachers and students.

Huang (2012) attempted to answer the same research questions with a class of 31 first-year English education majors at Xuchang University, China. The PA project in this study was implemented as a part of the integrated English course. The researcher used questionnaires, weekly field notes, student portfolios, and student-teacher conferences to gather the data. The study results indicate that students positively perceived PA to promote their language competence, cross-cultural knowledge, autonomy, and motivation. Nevertheless, they consider it time-consuming, non-compatible with standardized testing widely used in the job market, and complex for students who lack training and autonomous skills.

In a more recent study, Syaifei1, Mujiyanto, Yuliasri1, and Hendi (2020) investigated students' perceptions of PA during the Covid-19 pandemic at the Department of English Education of Universitas Muria Kudus. More precisely, the study focused on examining the consistency and benefits of using PA. Using an open-ended questionnaire with narrative analysis, the researcher affirms that most students agreed with Portfolio Scoring for reasons such as compliance with health protocols, process-oriented nature, active learning, better organization, time flexibility, and self-initiated learning. The results imply that the PA made it easier for students to study online while following health protocols during the pandemic. PA also provides flexibility in maintaining the teaching and learning process, which is either synchronous or asynchronous during the pandemic.

Besides the explorative studies, numerous experimental studies remarked highly optimistic views among students after experiencing portfolio-based assessment practices. Generally, Students positively perceived PA to impact their writing self-concept, writing engagement, and writing skills (Al-Qadi & Smadi, 2014; Chelli, 2013; Farahian & Avarzamani, 2018; Ghoorchaei et al., 2010; Romova & Andrew, 2011). Still, implementation issues like time demands, workload, portability, and objectivity negatively affects the students' perceptions of PA (Soruç, 2011).

### 3. METHODOLOGY

#### 3.1 Participants

The participants in this study were 24 high school students aged between 15 and 17 years old. They were 10 male students and 14 female ones. They all belonged to the same class and were all studying English as a foreign language for the second academic year as a part of the official school program. Before involving them in the current study, they were all introduced to the PA project implemented and accompanied along the treatment period from the beginning to the end.

#### 3.2 Research Design

This study was completed as a part of an experimental study where a group of students was engaged in a portfolio-based writing assessment project for two subsequent semesters. The study adopted a mixed methods design to explore students' attitudes toward this instructional and assessment experience. "A mixed method research designs is a procedure for collecting, analysing and "mixing" both quantitative and qualitative methods in a single study to understand a research problem" (as cited in Creswell, 2012, p.532). In this study, both quantitative and qualitative data were orderly collected directly after the experiment, starting with the former and proceeding to the latter type of data. The rationale behind this sequencing was to elicit specific numbers that can be statistically analyzed to determine the participants' general trends and directions regarding the study's essential questions. Then, trigger further qualitative data that can help better understand and interpret the quantitative findings and, therefore, develop a broader and more complex picture of the main issues of the study.

#### 3.3 Research Instruments

The study used two principal research instruments: a questionnaire and written reflections.

The questionnaire focuses on exploring the students' perceptions of the pedagogical utility of PA, its technical quality compared to traditional tests, its implementation, and its' future prospects in the Moroccan EFL classrooms. It was adapted from Özdemir-Çağatay (2012) with reference to the most common assumptions in the relevant literature (Arter & Spandel, 1992; Brown, 2004; Brown & Hudson, 1998; O'Malley & Pierce, 1996; Paulson et al., 1991) and the official documents that guide the assessment practices in the context of the study (MNE, 2007). The adapted questionnaire consisted of 37 closed response items that were measured using a five-point Likert scale (Strongly Agree (SA), Agree (A), Disagree (D), Not Sure (N.S), Strongly Disagree (S.D)). The questionnaire items were distributed under eight basic categories directly related to the major question of the study: writing self-concept, writing engagement, writing reflection and assessment, writing feedback, writing skill improvement, PA qualities, PA challenges, and PA future prospects. Before distributing it, the questionnaire was translated into Arabic and shared with selected EFL researchers and practitioners who confirmed its suitability to the purpose and context of the study.

## The Moroccan EFL Students' Attitudes toward Portfolio as an Alternative Mode of Assessment in Writing Classes

The written reflections were generated in response to an open-ended question that targeted the students' experiences with and views about PA. The open-ended nature of the question aimed to provide students with more space and enough time to reflect deeply upon their experiences with PA and dig into other issues that would enrich the quantitative data and contribute to a better understanding of the questions under investigation. Before jotting down their reflections, the students were encouraged to express themselves in Arabic and feel free to voice their views and perspectives about the treatment.

### 3.4 Research Procedure

As stated before, the present study was conducted as a part of a larger experimental research project where the participants benefited from portfolio-based writing assessment activities for two academic semesters. After the completion of the experiment, the students were given a questionnaire to fill in. Before completing it, the students were reminded to read various items carefully and decide on the response options that best reflect their experiences, thoughts, and feelings. Additionally, the students were encouraged to refer to the researcher for any linguistic or technical assistance with its contents. The same tips were undertaken regarding the written reflections. The students were encouraged to write their reflections in Arabic, feel free, and be as honest and objective as possible in describing all the issues relevant to their experiences.

### 3.5 Data Analysis

This study used both quantitative and qualitative methods of data analysis. The data elicited via a questionnaire were analyzed statistically. Frequencies and percentages were counted for every individual item and each aspect of the questionnaire before drawing the final conclusions about it. The data collected via written reflections were analyzed using thematic analysis. The collected data were coded according to the major themes addressed by the questionnaire, and additional themes relevant to the key questions under study were generated to help interpret the quantitative findings and extend the discussion to other interesting issues.

## 4. FINDINGS

### 4.1 Quantitative Findings

To explore the students' attitudes toward portfolio as an alternative mode of assessment in the Moroccan EFL writing classes, the students were asked to judge their experiences with and attitudes toward PA from eight basic dimensions, including writing self-concept, writing engagement, writing reflection, writing feedback, writing skill improvement, PA qualities, PA challenges, and PA future prospects. The results related to each dimension are presented separately in the sections below.

#### 4.1.1 Students' Attitudes Toward PA in Relation to Writing Self-Concept

**Table 1. The questionnaire Results in Relation to Self-Concept**

Items		SD	D	NS	A	SA	T
1. PA increased my confidence in my writing skills and abilities.	F %	0 0%	2 8,4%	5 20,8%	5 20,8%	12 50%	24 100%
2. Thanks to PA, I now make fewer mistakes when writing in English.	F %	1 4,2%	1 4,2%	1 4,2%	12 50%	9 37,4%	24 100%
3. PA taught me that I can always improve my writing and language skills.	F %	0 0%	3 12,5%	2 8,3%	9 37,5%	10 41,7%	24 100%
4. PA changed my attitude toward the writing skill.	F %	0 0%	4 16,7%	3 12,5%	9 37,5%	8 33,3%	24 100%
5. Thanks to PA, I am now satisfied with my writing ability at this level.	F %	2 8,3%	2 8,3%	4 16,7%	10 41,7%	6 25%	24 100%
Total	F %	3 2%	12 10%	15 12%	45 38%	45 38%	120 100%

Table 1 presents the results related to the first dimension of the questionnaire, which investigated the students' attitudes toward PA regarding its impact on their writing self-concept. Interestingly, the highest percentages in the Table are placed in the agreement (Strongly Agree & Agree) parts of the scale. The "Not Sure" option follows. Then comes the disagreement portions (Disagree & Strongly Disagree) with the lowest percentages. To be more specific, most students agreed with items 1, 2, and 3, acknowledging the vital role of PA in promoting their writing confidence (70,8%), reducing their mistakes (87,4%), and enhancing their belief in self-improvement of the writing and other language skills (79,2%). Furthermore, 79% of the students agreed that PA positively impacted their attitude toward the writing skill. Accordingly, 67% of them claimed through item 5 that they were pleased with their writing ability. However, 16,6% of the students disagreed with this item, and 16,7% were unsure.

## The Moroccan EFL Students' Attitudes toward Portfolio as an Alternative Mode of Assessment in Writing Classes

### 4.1.2 Students' Attitudes Toward PA in Relation to Writing Engagement

**Table 2. The questionnaire results in Relation to Writing Engagement**

Items		SD	D	NS	A	SA	T
6. PA helped me actively engage in learning and assessment activities in writing classes.	F %	1 4%	3 12,5%	8 33%	9 38%	3 12,5%	24 100%
7. PA encouraged me to invest more time and effort in my writings.	F %	0 0%	3 12,5%	0 0%	17 70,8%	4 16,7%	24 100%
8. PA helped me track my progress throughout the academic year.	F %	0 0%	1 4,2%	4 16,8%	12 50%	7 29%	24 100%
9. PA encouraged me to assume a more responsible role in my learning.	F %	1 4,2%	2 8,3%	3 12,5%	13 54,2%	5 20,8%	24 100%
10. Thanks to PA, I have become happy with the time and efforts I invest in the writing skill.	F %	0 0%	2 8,3%	5 20,8%	13 54,2%	4 16,7%	24 100%
Total	F %	2 2%	11 9%	20 17 %	64 53%	23 19%	120 100%

Table 2 describes the results related to the second dimension of the questionnaire, which probed into the students' attitudes toward PA in relation to their engagement in writing classes. Like the first dimension's results, the vast majority of the students agreed with most items that tapped this aspect. To begin with, 87,5% of the students concurred with item 7 that PA encouraged them to invest more time and effort in their writings. Likewise, more than 75% of the students agreed with items 8 and 9 that PA helped them track their progress throughout the school year and assume a more responsible role in their learning. Henceforth, 70,9% of the students confirmed item 10 that they were happy with the time and effort they invested in the writing skill. As for item 6, 50% of the students felt that PA helped them to be involved in learning and assessment activities. Nevertheless, 16,5 % disagreed with this idea, and 33 % were unsure.

### 4.1.3 Students' Attitudes Toward PA in Relation to Writing Reflection

**Table 3. The questionnaire results in Relation to writing Reflection**

Items		SD	D	NS	A	SA	T
11. PA helped me reflect upon my writings in a more systematic way.	F %	0 0%	2 8,3%	6 25%	9 37,5%	7 29,2%	24 100%
12. PA helped me improve my self- and peer assessment skills.	F %	1 4,2%	0 0%	7 29,1%	10 41,7%	6 25%	24 100%
13. PA helped me identify my writing strengths and weaknesses.	F %	0 0%	0 0%	1 4,2%	12 50%	11 45,8%	24 100%
14. Self- and peer-assessment checklists helped me realize my mistakes in diverse writing assignment	F %	0 0%	0 0%	5 20,8%	9 37,5%	10 47,7%	24 100%
15. Student-teacher conferences helped me reflect upon different writing and language areas.	F %	0 0%	3 12,5 %	5 20,8%	14 58,3%	2 8,3%	24 100%
Total	F %	1 1%	5 4%	24 20%	54 45%	36 30%	120 100%

Table 3 demonstrates the results relevant to the third dimension of the questionnaire, which targeted the students' views about the role of PA in enhancing self-reflection. The numbers in Table 3 reveal that most students believe in the potential of PA for improving reflective and assessment practices. More than 66% of the students agreed with items 11, 12, and 15 that PA helped them reflect upon their writings more systematically, improve their self- and peer-assessment skills, and reflect upon different writing and language points. Besides, most students agreed with items 13 and 14 concerning the effectiveness of PA in identifying their strengths and weaknesses (95,8%) and realizing their mistakes in different writing assignments (85,2%). Again, it is worth noting that the disagreement rates with each of these items were the lowest compared to the agreement and unsure options.

## The Moroccan EFL Students' Attitudes toward Portfolio as an Alternative Mode of Assessment in Writing Classes

### 4.1.4 Students' Attitudes Toward PA in Relation to Writing Feedback

**Table 4. The questionnaire results in Relation to Writing Feedback**

Items		SD	D	NS	A	SA	T
16. Self-assessment helped me improve various writing sub-skills.	F %	1 4,2%	0 0%	2 8,3%	16 66,7%	5 20,8%	24 100%
17. Assessing my peers' writings enabled me to learn new skills.	F %	0 0%	0 0%	6 25%	11 45,8%	7 29,2%	24 100%
18. Peer-assessment of my writings helped reinforce my strengths and correct my deficiencies.	F %	0 0%	0 0%	8 33,3%	12 50%	4 16,7%	24 100%
19. S-T conferences raised my awareness to various strategies and rhetorical considerations for effective writing.	F %	0 0%	1 4,2%	8 33,3%	11 45,8%	4 16,7%	24 100%
20. PA gave me many chances to receive regular and various forms of feedback on my writing performance.	F %	1 4,2%	2 8,3%	5 20,8%	12 50%	4 16,7%	24 100%
Total	F %	2 2%	3 2%	29 24%	62 52%	24 20%	120 100%

The data in Table 4 answer the question of whether PA contributes to improving the quantity and quality of feedback that students receive. The data from the Table indicate high agreement rates among the students regarding all the included items. 87,5% of the students confirmed item 17 that self-assessment helped them improve diverse writing sub-skills, and 75% affirmed item 18 that assessing their peers' writings enabled them to learn new skills. Besides, more than 62% of the students agreed with items 19 and 20 that peer assessment of their writings helped reinforce their strengths and correct their deficiencies and that student-teacher conferences raised their awareness to various strategies and rhetorical considerations necessary for effective writing. Finally, 66,7% of the students assured that PA provided them with several opportunities to receive regular and various forms of feedback on their writing performance.

### 4.1.5 Students' Attitudes Toward PA in Relation to Writing Skills

**Table 5. The questionnaire results in Relation to Writing Skills**

Items		SD	D	NS	A	SA	T
21. PA helped me practice writing in a more systematic and organized way.	f %	0 0%	0 0%	2 8,3%	13 54%	9 37,7%	24 100%
22. PA contributed to the development of my writing skills in the following aspects:							
a. Organization and layout of the target writing genres.	F %	0 0%	0 0%	3 12,5%	12 50%	9 37,5%	24 100%
b. Capitalization	F %	0 0%	0 0%	4 16,7%	9 37,5%	11 45,8%	24 100%
c. Punctuation	F %	0 0%	0 0%	4 16,7%	12 50%	8 33,3%	24 100%

**Table 5. The questionnaire results in Relation to Writing Skills**

(Continued)

d. Spelling	F %	0 0%	2 8,3%	7 29,2%	8 33,3%	7 29,2%	24 100%
e. Vocabulary	F %	0 0%	1 4,2%	8 33,3%	10 41,7%	5 20,8%	24 100%
f. Grammar	F %	0 0%	1 4,2%	10 41,7%	9 37,5%	4 16,6%	24 100%
g. Linking words	F %	0 0%	1 4,2%	3 12,5%	11 45,8%	9 37,5%	24 100%
Total	F %	0 0%	5 4%	41 20%	84 44%	62 32%	192 100%

Table 5 reports the results of the fifth dimension of the questionnaire, which explored the students' attitudes toward the relationship between PA and writing skills improvement. First, it is worth noting that Table 19 includes the highest percentages of agreement and the lowest degrees of disagreement with the questionnaire items compared to all the other items. For instance, 91% of the

## The Moroccan EFL Students' Attitudes toward Portfolio as an Alternative Mode of Assessment in Writing Classes

students affirmed item 21 that PA helped them practice writing more systematically. Also, More than 80% of the students assured item 22 that PA improved their writing sub-skills of layout and organization, capitalization, punctuation, and logical connectors. Spelling, vocabulary, and grammar received less but fairly good degrees of agreement which are 62,5 % for spelling and vocabulary and 54% for grammar. By contrast, only 16,5% of the students disagreed with the items related to these components, while the rest were unsure.

### 4.1.6 Students' Attitudes Toward PA Qualities

**Table 6. The questionnaire results in relation to PA Qualities**

Items		SD	D	NS	A	SA	T
23. PA helped me show my writing skills better than traditional tests.	F %	1 4,2 %	1 4,2%	4 16,6%	11 45,8%	7 29,2%	24 100%
24. PA encouraged me to care about my writing not only as a product but also as a process.	F %	0 0%	0 0%	8 33,3%	10 41,7%	6 25%	24 100%
25. PA provided a more realistic picture of my writing abilities than traditional assessment.	F %	0 0%	2 8,3%	3 12,5%	7 29,2%	12 50%	24 100%
26. PA made me care more about my learning other than just the final grade.	F %	0 0%	2 8,3%	5 20,9	12 50%	5 20,8%	24 100%
27. PA helped me see the link between instruction and assessment.	F %	1 4,2 %	0 0%	9 37,5%	11 45,8%	3 12,5%	24 100%
Total	F %	2 2%	5 4%	29 24%	51 42%	33 28%	120 100%

Table 6 shows the results related to the sixth dimension of the questionnaire, which examined the students' beliefs about PA qualities compared to traditional tests. As displayed in the Table, the total average agreement rates with the items that prompted this dimension reached 70%. Items 23 and 24 received 70% of the agreement rate, indicating that PA better displays their writing skills and provides a more realistic picture of their writing abilities than traditional tests. Furthermore, 70,8 % claimed through item 26 that PA encouraged them to take better care of their learning. Similarly, 66,7% of the students concurred with item 24 that PA encouraged them to care about their writing not only as a product but also as a process. Lastly, 58% thought that PA helped them see the link between instruction and assessment, whereas 37,5 were unsure, and only 4,2% disagreed.

### 4.1.7 Students' Attitudes Toward PA Challenges

**Table 7. The questionnaire results in relation to PA Challenges**

Items		SD	D	NS	A	SA	T
28. PA required more time and effort on my part and on the teacher's part.	F %	1 4,2%	1 4,2%	6 25%	7 29,1%	9 37,5%	24 100%
29. PA is less objective than traditional writing tests.	F %	3 12,5%	5 20,8%	8 33,4%	6 25%	2 8,3%	24 100%
30. I often needed help while assessing my writings and my friends' writings.	F %	3 12,5%	4 16,7%	2 8,3%	6 25%	9 37,5%	24 100%
31. I did not have the necessary training to take part in PA.	F %	3 12,5%	5 20,8	9 37,6%	5 20,8%	2 8,3%	24 100%
32. I did not have the writing and language skills to assess each other's writing drafts.	F %	2 8,3%	7 29,2%	6 25%	6 25%	3 12,5%	24 100%
Total	F %	12 10%	22 18%	31 26%	30 25%	25 21%	120 100%

Items in Table 7 explored how students perceive different challenges associated with PA. Unlike the previous items' results, which were largely condensed in the agreement points of the scale, the students' answers to the items that tapped this dimension fall along different ends of the scale. Although a total average of 46% of students agreed with most of the stated challenges, 28% of the students did not agree with them, while 26% were undecided.

4.1.8 Students' Attitudes Toward PA Future Prospects

Table 8. The questionnaire results in relation to PA Future Prospects

Items		SD	D	NS	A	SA	T
33. The advantages of PA overweight its disadvantages.	F %	0 0%	1 4,2%	4 16,7%	5 20,8%	14 58,3%	24 100%
34. PA should replace the traditional summative writing tests.	F %	2 8,3%	1 4,2%	5 <sup>2</sup> 20,8%	10 41,7%	6 25%	24 100%
35. PA should be used as a supplementary assessment and learning tool.	F %	0 0%	1 4,2%	5 20,8%	10 41,7%	8 33,3%	24 100%
36. PA should be combined with traditional writing tests.	F %	1 4,2%	1 4,2%	8 33,3%	8 33,3%	6 25%	24 100%
37. PA practices should be generalized to other language skills.	F %	0 0%	1 4,2%	2 8,3%	19 79,2%	2 8,3%	24 100%
Total	F %	3 3%	5 4%	24 20%	52 43%	36 30%	120 100%

The last group of questionnaire items in Table 8 looked at the students' opinions about the future prospects of PA in the Moroccan EFL classrooms. As illustrated in the Table, 79% of the students agreed with item 33 that the advantages of PA overweight its disadvantages. Thus, 75% supported item 35 that PA should be used as a supplementary assessment and learning tool. Besides, 87,5% of the students were in favor of item 37 that PA practices should be generalized to other language skills. On the other hand, 66% of the students concurred with item 34 that PA should replace the traditional summative writing achievement tests. Nonetheless, 58% reckoned that PA should be combined with traditional writing tests.

4.2 Qualitative Findings

After analyzing the quantitative data collected via the questionnaire, the students' written reflections were analyzed to establish the possible connections with the quantitative data and further illuminate the essential questions of the study. The students' responses were carefully read and translated into English before classifying them into various themes. The choice of the themes rested primarily on the students' personal reflections, but it also benefited from the general framework of the questionnaire. By and large, most responses fall under the same themes devised for the questionnaire. However, these phrases and comments were important for validating the quantitative data and exploring further issues relevant to the study. The main themes generated are self-concept, engagement, writing skills, PA challenges, future PA prospects, and suggestions for better-implementing PA in writing classes. Each theme is presented in a separate section with supporting qualitative evidence. The qualitative evidence is shown in the form of Tables with frequencies and percentages to help determine the general direction of students' views.

4.2.1 Students' Reflections in Relation to Writing Self-Concept

Table 9. The Coded Comments Related to Writing Self-Concept

Comments	Frequency	Percentage
1. PA made me believe in my abilities and that I can write in English.	4	16%
2. PA enabled me to change my negative attitude toward writing.	3	11%
3. Last year, I was weak in writing, but after using PA, I improved my writing skills.	1	5%
4. In the beginning, I faced many difficulties, but now I learned some characteristics of (good) writing.	1	5%
5. Thanks to portfolio, I now make fewer mistakes while writing.	1	5%
6. Writing in the portfolio is somehow easy.	1	5%
7. I find it comfortable to write in English.	1	5%
8. I love writing about different themes.	1	5%
9. The portfolio helped me to write in a quicker and easier way.	1	5%
10. I started valuing writing as a skill.	1	5%
11. PA made me like English.	1	5%
12. I Lack the necessary vocabulary to write.	1	5%
13. I find it hard to link ideas.	1	5%
14. I feel psychologically distressed.	2	8%
15. I find it challenging to write.	1	5%
16. Writing is difficult.	1	5%
Total	22	100%



## The Moroccan EFL Students' Attitudes toward Portfolio as an Alternative Mode of Assessment in Writing Classes

Table 9 presents the students' qualitative comments on how they perceived PA to impact their writing self-concept. These comments generally indicate that most students were highly optimistic about the role of PA in enhancing their writing self-concept. 16% of the students explicitly stated the improvement they witnessed in their writing confidence after using PA, and 11% underscored the positive change in their negative attitude toward writing. 15 % of the students also focused on how they perceived themselves as writers after being exposed to PA (items 3,4,5). Furthermore, 25% of the students referred to the affective side of their writing experiences and the enjoyment they experienced while writing (items 6, 7, 8, 9, 10, & 11). On the other hand, an other important part of the students focused on various sorts of psychological and linguistic difficulties they encounter while writing (items 12, 13, 14, 15, & 16).

### 4.2.2 Students' Reflections in Relation to Writing Engagement

**Table 10. The Coded Comments Related to Writing Engagement**

Comments	Frequency	Percentage
1. I rather see it (PA) as a way to express, accumulate, and propose my ideas about certain topics.	1	4%
2. The portfolio encouraged me to talk and discuss with my friends inside and outside of the classroom.	1	4%
3. The portfolio is a means for practicing how to express oneself.	1	4%
4. I do my best to improve my writing.	1	4%
5. PA encouraged me to look for new words to use while writing.	1	4%
6. PA incentivized us to keep writing in English.	4	18%
7. PA helped me to integrate different ideas and information.	1	4%
8. Thanks to portfolio, I discovered the mistakes I make while writing and I learned from them.	3	13%
9. PA made me aware of my abilities.	2	9%
PA increased my interest in writing.	3	13%
10. I think the progress portfolio is a good idea, I like it, it is amazing.	5	23%
Total	23	100%

The students' written reflections comprised several comments related to the engagement aspect of the PA experience. As can be seen in Table 10, 23 comments were used to describe the different ways in which PA helped students to be engaged in the writing classes. These comments revolve around three basic types of engagement, namely behavioral, cognitive, and affective engagement. Behavioral engagement is represented in the first six items (item 1 to item 6) with a total frequency of 38%. Cognitive engagement is evidenced in items 7, 8, and 9. with a frequency of 26 %. For the affective level, it is supported by items 10 and 11 with a frequency of 36%.

### 4.2.3 Students' Reflections in Relation to Writing Skills

**Table 11. The Coded Comments Related to Writing Skills**

Comments	Frequency	Percentage
1. The portfolio helped me to improve my overall writing ability.	15	35%
2. PA helped me improve my ideas.	2	5%
3. It (PA) helped me learn how to order different ideas appropriately.	1	2%
4. I learned how to structure my writing.	2	5%
5. I learned how to spell some words correctly.	4	9%
6. I learned how to write phrases correctly.	2	5%
7. It (PA) helped to expand my vocabulary.	8	19%
8. PA helped me acquire new information about writing and know the components of writing in English.	2	5%
9. I learned how to link different ideas and paragraphs.	2	5%
10. It (PA) helped me develop my writing style.	2	5%
11. It (PA) developed the quality of our self-expression.	2	5%
Total	42	100%

Table 11 lists different indicators on how students perceived PA to impact their writing skills. A close look at the Table shows that it includes the highest frequency count of comments related to writing skill improvement, indicating that most students were well convinced with the role of PA in boosting their writing skills and competence. 35% of the students considered PA to be helpful in promoting their overall writing ability. Other students expressed this satisfaction, underlying the improvement they observed at the

## The Moroccan EFL Students' Attitudes toward Portfolio as an Alternative Mode of Assessment in Writing Classes

levels of ideas, organization, mechanics, vocabulary, style etc.

### 4.2.4 Students' Reflections in Toward to PA Challenges

**Table 12. The coded comments related to PA challenges of PA**

Comments	Frequency	Percentage
1. PA takes much time and effort and needs a lot of patience.	1	20%
2. I do not understand the correction (written feedback) of the instructor.	1	20%
3. Too many topics to write about.	1	20%
4. Too many frequent examinations.	1	20%
5. Implementing PA only in writing classes makes students care only about writing at the expense of other skills.	1	20%
Total	5	100%

Concerning the perceived PA challenges, only five comments, as demonstrated in the Table 12, were identified in the students' written reflection. These comments centered chiefly on time demands and workload, instructor feedback clarity, writing topics, assessment frequency, and negative washback on other language skills.

### 4.2.5 Students' reflections Toward PA future prospects

**Table 13. The Coded Comments Related to PA Future Prospects**

Comments	Frequency	Percentage
1. I hope that we will have a writing portfolio in the coming academic years so that we can improve our writing skills better.	3	75%
2. It is necessary to expand PA practices in all possible ways at different school levels.	1	25%
Total	4	100%

For the future implementation of PA in the Moroccan EFL writing classes, four students cast light on this aspect, stating that they would like to continue working with writing portfolios in the coming years and expand their use to other educational levels.

### 4.2.6 Students' Suggestions for Better Implementation of PA

**Table 14. The Coded Comments Related to Suggestions for Better Implementation of PA**

Comments	Frequency	Percentage
1. The teacher should give students more time while writing.	1	34%
2. The teacher should devote more time to conferencing with students.	1	33%
3. The teacher should write the mistakes we make so that we can learn from them.	1	33%
Total	3	100%

Table 14 lists three suggestions spotted in the students' reflections for improving the implementation of PA in the classroom. The first one recommends that students should be given more time while developing their portfolios. The second one insists on sparing more time to conferencing with the instructor. The third one emphasizes noting down the students' mistakes for better learning.

## 5. DISCUSSION

This study was motivated by the need to explore the Moroccan EFL students' attitudes toward and experiences with PA in writing classes. Accordingly, both quantitative and qualitative methods of data collection and analysis were used. The quantitative evidence shows that the vast majority of the students were greatly satisfied with the experience of PA and highly recommended it as a future pedagogical and assessment alternative. This positive tendency was apparent in their high agreement rates with various questionnaire items that approached their attitudes toward PA from multiple perspectives. The quantitative evidence related to each of these aspects confirms that most of the students placed high trust in PA for improving their writing self-concept (average of 76%), writing engagement (average of 71%), and reflective practices (average of 75%). Furthermore, most students considered PA an effective means for exchanging different types of feedback (average of 72%) and enhancing various writing sub-skills (average of 76%). Additionally, most students were well convinced with the technical quality of PA (average of 70%) and highly recommended it for addressing various language skills (average of 73%). In contrast to these high agreement ratios, most students seemed to be divided in the point related to PA practicality, which perhaps reflects the prevalent favorable attitude-tendency among them. These conclusions were corroborated with rich qualitative evidence from the students' written reflections, which devoted more space to PA advantages than its disadvantages.

## The Moroccan EFL Students' Attitudes toward Portfolio as an Alternative Mode of Assessment in Writing Classes

Although PA is new to the investigated students, it appears that they quickly endorsed it and understood the rationale behind its use. It might be thought that the stated views are a bit exaggerating given the novelty of the assessment experience for the students and the experimental conditions under which the study is conducted. Nevertheless, what gives more weight to these views and perceptions is that they have been reiterated by most students in both stages of the study: quantitative and qualitative. Also, comparing these positive views with the results achieved by the students at levels of writing self-concept, writing engagement, and writing achievement in light of this study itself (Reported in Omarakly, 2021; Omarakly & Tamer, 2021; Omarakly & Tamer, 2022) renders these results more credible.

These conclusions are further corroborated by comparable findings from other experimental investigations in various educational contexts. For example, they are congruent with Ghoorchaei et al. (2010) study, which demonstrated that students were delighted with the experience of PA and its impact on their writing sub-skills, reflection practices, and awareness to what writing is. Furthermore, they are parallel to Heidari's study (2011), which remarked a significant improvement in the students' attitudes toward different alternative assessment procedures after experiencing them. Additionally, they correspond well with what Syaifei (2012) found, stating that all the research participants support the use of PA in Academic Writing Classes, believe in its varied backwash effects on their learning, and consider it a fairer assessment. As for the explorative studies that relied on students' questionnaires, interviews, and reflective reports, Lucas (2008), Kathpalia and Heah (2008), Elezovic (2011), Soruç (2011), Huang (2012), Syaifei et al. (2020) all reported positive feelings on the part of the learners regarding portfolio-based assessment activities despite the few challenges noticed.

This intense enthusiasm toward PA may have something to do with the novelty it holds for the students and the radical shift they might have witnessed from the traditional examination culture to the one of PA. Moreover, the sustained implementation of PA and the techniques it incorporates for the whole school year, along with the training opportunities provided for the students before and during the study, might have allowed them to be acquainted with the tool and feel more comfortable with it. The previous relevant studies found that students develop a more favorable attitude toward alternative assessment practices, particularly after experiencing them (Hassaskhah & Sharifi, 2011; Heidari, 2011; Vangah, Jafarpour & Mohammadi, 2016). Equally important are the pedagogical benefits the students observed in various aspects of learning during and after the PA implementation. As noted before, most experimental studies, which remarked significant improvements in students' learning, reported positive attitudes on the part of the learners.

### CONCLUSION

The interest of the current study was to explore the Moroccan EFL students' attitudes toward PA as an alternative mode of assessment in writing classes. More precisely, the study sought to investigate the students' perceptions of various advantages and disadvantages expressed in the literature regarding diverse aspects of learning, namely writing self-concept, writing engagement, writing reflection, writing feedback, writing skill improvement, PA qualities, PA challenges, and PA future prospects. The findings of the study indicate that most students strongly valued their experience with PA and considered it an effective tool for addressing their needs at various levels, including their self-confidence, engagement, reflection, feedback, and writing skills. Likewise, most students firmly believed in the technical quality of PA and its positive washback on multiple aspects of learning. On the other hand, although most students seemed to be aware of the difficulties facing PA, such as time constraints and lack of training, an interesting portion of them did not view such issues as big problems and wished to continue using PA and expand it to other language skills and educational areas.

These findings have important pedagogical implications for the concerned parts. Firstly, PA can be used to promote a new assessment culture in the Moroccan EFL classrooms where students' various psychological, cognitive, social, and linguistic needs are sincerely considered. Secondly, it is essential to note that the students appreciated the use of self- and peer assessment, along with student-teacher conferences through portfolios, and valued their role in enhancing the quality of their reflective and feedback practices as well as the quality of their writing. This remark suggests that combining multiple assessment techniques is more likely to engender more positive learning outcomes than using a single assessment technique. However, additional evidence is needed to validate this postulation and decide on the most valuable techniques to use with PA. Third, the reported perceptions about the impact of PA on the writing skill implies that this tool might be of significant importance in boosting other language skills, knowing that many of the reviewed studies support this supposition. Yet, more in-depth information should be collected to verify such assumptions. Last but not least, the fact that the investigated students were more focused on the PA benefits than its obstacles shows that the proper implementation of PA could help attenuate its significant challenges and foster more positive attitudes toward it.

### REFERENCES

- 1) Abouabdelkader, H., & Bouziane, A. (2016). The teaching of EFL writing in Morocco: Realities and challenges. In A. Ahmed & H. Abouabdelkader (Eds.), *Teaching EFL Writing in the 21st Century Arab World: Realities & Challenges* (pp. 35-68). Palgrave Macmillan, London. Doi: 10.1057/978-1-137-46726-3.

## The Moroccan EFL Students' Attitudes toward Portfolio as an Alternative Mode of Assessment in Writing Classes

- 2) Arter, J. A., & Spandel, V. (1992). Using portfolios of student work in instruction and assessment. *Educational measurement: Issues and practice*, 11(1), 36-44.
- 3) Bouziane, A. (2017). Why Should the Assessment of Literacy in Morocco Be Revisited?. In S. Hidri & C. Coombe (Eds.), *Evaluation in foreign language education in the Middle East and North Africa* (pp. 305-314). Springer. Doi: 10.1007/978-3-319-43234-2.
- 4) Brown, H. D. (2004). *Language Assessment: Principles and classroom practices*. New York: Pearson Longman.
- 5) Brown, J. D., & Hudson, T. (1998). The alternatives in language assessment. *TESOL Quarterly*, 32, 653-675. Doi: 10.2307/3587999.
- 6) Burner, T. (2014). The potential formative benefits of portfolio assessment in second and foreign language writing contexts: A review of the literature. *Studies in Educational Evaluation*, 43, 139-149. Doi: <http://dx.doi.org/10.1016/j.stueduc.2014.03.002>.
- 7) Chelli, S. (2013). Developing students' writing abilities by the use of self-assessment through portfolios. *Arab World English Journal*, 4(2), 220-234.
- 8) Cook-Sather, A. (2006). Sound, presence, and power: "Student voice" in educational research and reform. *Curriculum inquiry*, 36(4), 359-390.
- 9) Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Boston: Pearson Education
- 10) Elezovic, S. J. (2011). University students' attitudes towards alternative assessment in FLT. *Proceedings of the 1st FLTAL*, 1058-1067.
- 11) Farahian, M., & Avarzamani, F. (2018). The impact of portfolio on EFL learners' metacognition and writing performance. *Cogent Education*, 5(1), 1450918. Doi: <https://doi.org/10.1080/2331186X.2018.1450918>.
- 12) Felten, P., Bagg, J., Bumbry, M., Hill, J., Hornsby, K., Pratt, M., & Weller, S. (2013). A call for expanding inclusive student engagement in SoTL. *Teaching and Learning Inquiry*, 1(2), 63-74.
- 13) Flutter, J., & Ruddock, J. (2004). *Consulting pupils: What's in it for schools?*. Routledge.
- 14) Ghaicha, A., & Omarkaly, E. (2018). Alternative assessment in the Moroccan EFL classrooms: Teachers' Conceptions and Practices. *Higher Education of Social Science*, 14(1), 56-68.
- 15) Hamp-Lyons, L. (2001). Fourth Generation Writing. In T. Silva & P. K. Matsuda (Eds.), *On second language writing* (pp. 117-128). Mahwah, NJ: Lawrence Erlbaum Associates.
- 16) Hamp-Lyons, L., & Condon, W. (2000). *Assessing the portfolio: Principles for practice. Theory, Research*. Cresskill, NJ: Hampton Press.
- 17) Hassaskhah, J., & Sharifi, A. (2011). The role of portfolio assessment and reflection on process writing. *Asian EFL Journal*, 13(1).
- 18) Heidari, F. (2012). Alternative assessment procedures in Iranian EFL writing classes: The washback effect and learners' attitudes. *Iranian Journal of Applied Language Studies*, 3(1), 51-76.
- 19) Huang, J. (2012). The implementation of portfolio assessment in integrated English course. *English Language and Literature Studies*, 2(4), 15.
- 20) Kathpalia, S. S., & Heah, C. (2008). Reflective writing: Insights into what lies beneath. *Relc Journal*, 39(3), 300-317. Doi: 10.1177/0033688208096843.
- 21) Lucas, R. I. G. (2008). A Study on Portfolio Assessment as an Effective Student Self-Evaluation Scheme. *The Asia-Pacific Education Researcher*, 16(1), 23-32.
- 22) Melouk, M. (2001). The state of EFL evaluation in Morocco: The testers and teachers' opinions. In A. Zaki & M. Naji, (Eds). *The Teaching and Assessment of English for Global Purposes*. Paper presented at MATE proceedings, Essaouira (pp. 41-51). Rabat: MATE.
- 23) Ministry of National Education. (2007a). *English language guidelines for secondary schools: common core, first year, and second year baccalaureate*. Rabat: Author.
- 24) Moradan, A., & Hedayati, S. N. (2012). The impact of portfolios and conferencing on Iranian EFL learners' writing skill. *Journal of English Language Teaching and Learning*, 3(8), 115-141.
- 25) Ouakrime, M. (2000). An argument for a More Formative Approach to Assessment in ELT in Morocco. In A. Zaki (Ed). *The New Education Reform in Morocco: The role of English*. Proceedings of the XXth Annual MATE conference, Kenitra (pp. 97-107). Rabat: MATE.
- 26) Omarakly, E., (2021). The Impact of Portfolio Assessment on The Moroccan EFL Students' Writing Engagement. *International Journal of Social Science and Human Research*, 4(11), 3218-3225.
- 27) Omarakly, E., & Tamer, Y. (2021). The Impact of Portfolio Assessment on The Moroccan EFL Students' Writing Skills. *International Journal of Social Science and Human Research*, 4(10), 2813-2824.

## The Moroccan EFL Students' Attitudes toward Portfolio as an Alternative Mode of Assessment in Writing Classes

- 28) Omarakly, E., & Tamer, Y. (2022). The Role of Portfolio Assessment in Enhancing the Moroccan EFL Students' Writing Self-concept. *International Journal of Language and Literary Studies*, 4(1), 52-65.
- 29) Ozer, O., & Tanriseven, I. (2016). The effect of portfolio-based writing assessment on the development of writing skills of EFL students. *International Online Journal of Educational Sciences*, 8(3). Doi: 10.15345/iojes.2016.03.004.
- 30) Özdemir-Çağatay, S. (2012). Speaking portfolios as an alternative way of assessment in an EFL context (MA Thesis, Bilkent Üniversitesi (Turkey)).
- 31) Paulson, F. L., Paulson, P. R., & Meyer, C. A. (1991). What makes a portfolio a portfolio. *Educational leadership*, 48(5), 60-63.
- 32) Pekrul, S., & Levin, B. (2007). Building student voice for school improvement. In *International handbook of student experience in elementary and secondary school* (pp. 711-726). Springer, Dordrecht.
- 33) Romova, Z., & Andrew, M. (2011). Teaching and assessing academic writing via the portfolio: Benefits for learners of English as an additional language. *Assessing Writing*, 16(2), 111-122. Doi: 10.1016/j.asw.2011.02.005.
- 34) Song, B., & August, B. (2002). Using portfolios to assess the writing of ESL students: a powerful alternative?. *Journal of second language writing*, 11(1), 49-72. Doi: 10.1016/S1060-3743(02)00053-X.
- 35) Soruç, A. (2011). Teachers and Students' Perceptions regarding Portfolio Assessment in an EFL context: A Cops and Robbers Chase. *Selcuk University Social Sciences Institute Journal*, 25.
- 36) Syafei, M. (2012). Backwash effects of portfolio assessment in academic writing classes. *TEFLIN Journal*, 23(2), 206-221.
- 37) Syafei, M., Mujiyanto, J., Yuliasri, I., & Pratama, H. (2021). Students' Perception of the Application of Portfolio Assessment during the COVID-19 Pandemic. *KnE Social Sciences*, 61-70.
- 38) Vangah, F. P., Jafarpour, M., & Mohammadi, M. (2016). Portfolio assessment and process writing: Its effect on EFL students' L2 writing. *Journal of Applied Linguistics and Language Research*, 3(3), 224-246.
- 39) Weigle, S. C. (2002). *Assessing Writing*. Cambridge University Press.
- 40) Wolf, D. (1989). Portfolio assessment: Sampling student work. *Educational Leadership*, 46(7), 35-39.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.